

MA/PGDip in Strategic People Management

Supporting Learning - BMHR7017

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Executive summary

This report examines the current need for learning and development training in relation to issues that are affecting Tai Tarian housing association. The organisation is based in Neath Port Talbot, South Wales, with over 9000 properties and 525 employees.

As the restrictions of the global covid-19 pandemic are being lifted the workplace sets to incorporate a hybrid working strategy, instead of reverting back to a predominately office-based working organisation. This incorporates the organisation's current strategy to become carbon neutral by 2025 and also the new ways of working that the pandemic has proved available to many organisations worldwide.

The report contains both PESTLE and SWOT analyses used to identify current issues. This has revealed a need for management training which helps support the challenges of a hybrid working team.

Recommendations are made on a realistic achievable outcome with mindful consideration to financial restraints.

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1. Introduction

Tai Tarian is one of the largest social housing landlords in Wales. It was developed in 2011 after taking over the housing stock of Neath Port Talbot County Borough council . The organisation currently has over 9000 homes and 525 staff which continues to grow as the need and demand for social housing increases. There are many factors that influence the organisation and its ability to thrive.

Jacobs (2019), states, "*Being purely internally focused means missing incoming risks and potential future opportunities for your organisation*".

In consideration of this point, I have used both PESTLE (Appendix 1, p.29) and SWOT analysis (Appendix 2, p.33) to gain perspective on the specific factors affecting Tai Tarian, used to then attain what learning support is needed at this time.

Many points were identified by the completion of both the PESTLE and SWOT analysis of Tai Tarian, the main drivers of ongoing change within the organisation at this time are the ongoing effects of the global pandemic of covid-19, the "*great resignation*" (Morgan,2021) and the drive to tackle climate change by governments across the world (Carver,2022).

The Covid-19 pandemic has changed the world of work in many different ways. It has not only proven that many roles can be achieved successfully whilst working from home but has also resulted in employees re-assessing what they want from work. Referred to as the "*great resignation*" (Morgan,2021), the "*big quit*"(Jacobs,2021.p.33), or

the “*war for talent*” (Fallow,2021) people are choosing to change career paths, change working patterns, or to quit work in search of better flexibility and work-life balance (Mills,2022). A study has recently revealed that 4 out of 10 respondents that had taken part would choose to quit their roles if asked to come back to the office full-time (Bloomberg,2021), highlighting the changing demographics.

As of April 2022, there are fewer restrictions and no current lockdowns in Wales, but the outlook of working from home has not changed. The organisation is now developing its hybrid working policy with this change set to stay, which has fallen in line with its plans to become carbon-neutral by 2025, in line with government expectations set (Carver,2022).

Pre-March 2020 the organisation had set its focus on climate change (TaiTarian.co.uk,2020), at this time employees were being encouraged to work from home at least once a week. The concept of Working from home for Tai Tarian employees brought doubt and reluctantly, employees were uncertain of this change, managers felt that they were unable to manage their teams remotely and the IT department being very risk-averse was unsure of the safety of a homeworking network. The Covid-19 pandemic saw approximately 200 of its employees (trade and ground workers) furloughed with the rest of the 525-workforce deployed to work from home. Overnight what the organisation had been trying to achieve was instantly imposed on employees.

Even though the working from home has continued for two years at Tai Tarian, managers have not been given any specific training to deal with new challenges arising from this change. Feedback in HR and manager

meetings, along with employee surveys in relation to working from home has been varied, but overall suggestions that the lack of face-to-face interaction has proven a strain on employees and management in many aspects (TaiTarian.co.uk, 2021), something that has been found by many other organisations (Stanley, 2021).

The points raised include:

- Team members are disengaged
- Communications are getting mis interpreted
- Tasks not being completed as expected
- Higher sickness absence due to stress at work, anxiety, and depression than pre-pandemic.
- Management find addressing development issues and difficult conversations harder via online platforms such as teams/zoom.

(TaiTarian.co.uk, 2021)

It has been highlighted that due to the future of work including hybrid working approaches, that there is a demand and need to help managers communicate to their teams (Parry,2022,p.47), showing the relevance of this topic both at Tai Tarian and organisations worldwide.

The outcome of the PESTLE (Appendix 1, p.29) and SWOT analysis (Appendix 2, p33) have provided a learning needs analyses outcome (CIPD,2021,b), which confirm the need for development of managers training to support hybrid working teams. This also considers the working of the “RAM” (Relevance, Alignment, Measurement) approach (Coaching-at-work.com,2011). Which is to:

- *Relevance / Identify the need* (Manager training for dealing with hybrid teams)
- *Alignment to strategy* (Introduction of hybrid working policy and organisations requirement to become carbon-neutral by 2025 through decreasing travel to work)
- *Measurement* (through an evaluation process)

2. Main body

2.1 Theories of learning

The question of how people learn is widely discussed by many theorists such as Kolb and Fry (1975), Honey and Mumford (1989) (Mindtools,2020), Jarvis (1987) (Cited in Gray et al, 2004.p.46-49) and Revans (1982), (Cited in Beevers, Rea and Hayden,2020.p.231), all with individual perspectives.

In 1975 Kolb and Fry developed "*Kolb's learning cycle*". This model focuses on the value of "*learning from experience*", with four stages:

- *"The concrete experience,*
- *reflection on the experience*
- *Generalisation and abstraction of the experience*
- *Testing these generalisations by new actions"* (Gray et all, 2004,p.46).

This model suggests that learning is the same for all, this notion is dismissed by some, such as, Honey and Mumford (1986), (Mindtools,2021), who developed a learning style questionnaire. This is a series of questions revealing what type of learner someone is and gives guidance on what learning style may suit someone best. The

learning styles are a choice of Activist, Theorist, Pragmatist, and Reflector (Mindtools,2021).

Machington and Wilkinson (2012), (cited in Stewart and Cureton,2014.p.18), criticise this theory, claiming that people have a mix of these styles, not one.

All points add further consideration to the development of effective learning strategies.

Jarvis' model of adult learning (1987), (Gray et al, 2004.p.48) adds another perspective, this considers the importance of reflection.

The model points to three types of learning:

- *Non-learning* – The learner considers there is nothing of value to learn.
- *Non-reflective* – The learner considers the content is not valuable enough to adapt or change their working practice.
- *Reflective learning* – The learner considers the content and implements changes due to knowledge learned.

The Jarvis model links to how the learning is remembered, with reflective learning only accomplished when memorisation skills are developed through real-life task practice and evaluation.

How people learn can be linked to how they actually view learning. there has been a shift to the view that a person is responsible for their own learning outcomes and development (Hackett,2003 : Gray et al,2004). This has changed the way some learning is delivered, with a shift to coaching rather than instruction (Hackett,2003 : Beevers, Rea, and Hayden,2020.p.219). This could be considered a more meaningful

approach by achieving “*reflective learning*”, (Jarvis’ model), (Gray et al,2004.p.45), with a focus on how a person can achieve something their way through their own style of learning (Honey and Mumford’s learning styles,1986), (Mindtools,2020).

Social and Collaborative learning is particularly relevant to learning and development in organisations. Under this term, there is a broad range of concepts but the main principles link to the concept that people learn through observation and adjust their own behaviours in response (Bandura,2005, cited in Beevers, Rea and Hayden,2020.p.230). As part of social and collaborative learning, “*Action Learning*” was developed by Revans (1982), (Cited in Beevers, Rea and Hayden,2020.p.231) where managers collaborate to build on their own ability to problem solve through consideration of genuine issues. Action learning includes a group of employees meeting regularly for a set time to discuss and resolve issues - similar to the coaching process (Hackett,2003), Action learning also tends to work more effectively if the group continues to share experiences after the initial planned group meetings have finished (Beevers, Rea and Hayden,2020.p.231). Once again this learning theory has a similar them to those previously identified.

2.2

Learning delivery

2.2.1 eLearning / Online training

How learning is delivered has developed along with advances in technology and along with internet availability, this has derived the

scope for “*anytime, anywhere*” on-demand learning via a range of electronic devices (CIPD,2013). This can be cost-effective and reach a large number of employees at one time, although access to IT, along the ability of the IT system to provide remote access, and user capability may cause issues. This type of training can often be a blanket approach and lack a specific needs analysis of the target audience (Growth engineering,2021), creating a lack of buy-in and a “tick box” exercise to complete – this delivers no added value and lack of actual learning outcomes (Stuart and Cureton,2014.p.44-47).

2.2.2 Gamification

Advances in technology have allowed gamification to be incorporated into training. This type of training promotes engagement and is similar to playing an online game, with leader boards included. Things such as bite sized learning options, videos, ‘real life’ scenario learning, incorporation of social learning (Santos et al, 2019:Bandura,2005, cited in Beevers, Rea and Hayden,2020.p.230)), with a personalised approach, providing a sense of achievement when completed. Parts of gamification can be delivered within other learning options such as eLearning and could include the provision of interactive tools such as “Mentimeter” or “Slido” (Brownlee,2020). But can also go as far as being entirely game based within a “gamification” learning portal (Pandey,2018). Gamification provides instant results (Growth Engineering ,2016), something that as a society we have become accustomed, this is said to be particularly important to those classed as “millennials” (born between 1981 - 1996) or “gen X” (born between 1997 - 2012) (Barr,2022).

2.2.3 Virtual reality

“Virtual reality” training is an emerging option, once again thanks to advances on technology. This can create a realistic event for users to participate in real-time focusing on visual and hearing senses. This option could provide advantage to remote training in particular would prove suitable to critical training needs situations, such as training to deliver medical care. Although, this type of training is costly and due to the motion of the headset can make some users feel sick (Stacey,2017).

2.2.4 Coaching and Mentoring

It has been established that generally people are unable to remember a large part of their training after it has been delivered, as it has a focus’ on the knowledge, not how it can be adapted to put into use.

Coaching and mentoring approaches can be used to combat these issues. Although very similar, there are some subtle differences between Coaching and mentoring (mentoringgroup.com,2021).

A coaching approach is short term, highlights through the training how the learner can use the specific learning objectives in to the context of the role (CIPD,2014 : meetmaestro.com,2019 : mentoringgroup.com,2021).

In comparison, mentoring is usually longer term, provided by an internal employee, to give guidance based on their own previous experience

(Wieczorkowska,2018).This provides one-to-one support, but can also prove difficult with time constraints and may even cause a source of stress to managers, due to extra commitment (CIPD,2014).

2.3 Considerations of Equity

Equity should be considered in training delivery not only due to legal implications but most importantly to give all a chance to access and receive suitable training to develop. Equity provides individuals the tools to have the same experience as others , for example, this could simply be the use of a different font or certain colours within a presentation to help a person with colour blindness (social-change.co.uk,2019).

2.4 Evaluation of Training

Evaluation of training has long been a hot topic in the learning and development world. The level of evaluation that organisations use varies, this can be via (but not limited to) the use of questionnaires, quizzes (both ranging in content depth) or typically known “happy sheet” (basic and simple). Timing of evaluation is also considered an important factor – during or straight after training will not be able to provide an insight into learning that has actually been incorporated into an employee's role over longer term, an important factor to be considered whilst determining the trainings ROI (Return on investment), (Stewart and Cureton,2014.p137-141). What evaluation is used will depend on the course content, future need, the importance of ongoing

development of the content and ultimately what tools are available within an organisation (McPheat,2001).

The use of tools such as The Kirkpatrick evaluation model can be used to support an evaluation process (McPheat,2001). The model consists of four levels (1-4) and considers many aspects to evaluate learning.

As below, In practice this model could be achieved through:

- *Level 1 - Reaction* – use of feedback forms / questionnaires – “happy sheets”.
- *Level 2 - Learning* – Testing knowledge before and after training.
- *Level 3 - Behaviour* – Through observation of behaviour changes over time (360 feedback, management feedback).
- *Level 4 - Results* – Making a clear link between the learning to a change / improvement.

(Mindtools.com,2021,b : (McPheat,2001).

To be effective change would need to be made as a result of the information and data collected, so the purpose of evaluation is achieved. This evaluation model can be costly and needs extensive time to complete, especially at level 3 and 4. In some organisations this may not be a realistic option, organisations could choose to use some of the levels to provide a suitable evaluation and make the process more sustainable (Mindtool,2021).

Organisations seek to find the ROI (Return on investment) of training, this can be through the use of evaluation and through consideration of actual costs V's benefits/outcomes. This has been highlighted as a

difficult task in some cases, Faragher (2020) highlights this stating that *“calculating the ROI of L&D is like finding a needle in a haystack”*.

3. Conclusion

The delivery of superior learning should not only be strategically focused to the needs of the business but considerate to learners needs, development and of relevant knowledge to maximise learning outcomes (Beevers and Rea, 2016.p.27-28:CIPD,2022a: Lathom,2017)

Furthermore, *“Learning and development is about creating the right culture and environment for individuals and organisations to learn and grow”* (CIPD,2022,b).

In the current climate the world could be considered a “VUCA” world (Volatile, Uncertain, Complex and Ambiguous) this increases the importance of learning and development to support an organisation to develop new skills, capabilities, adaptability, and position themselves well against other competitive organisations (Beevers and Rea,2016.p.45 : CIPD,2014).

Throughout designing the training, I have considered that *“A good learning culture makes space for diverse learning approaches, tailoring them to the needs of the individual, the team and the wider organisation”* (Green,2022 cited in Gough,2022) but that I needed to create training which was realistic to the organisation at this point in time. Considering the lack of face-to-face training due to previous Covid-19 pandemic restrictions and limitations with using an online

platform (due to learners being less engaged), at this time the best delivery method for this training will be face to face - in house.

"A one size fits all approach is inappropriate" (Anderson,2022, cited in Gough,2022,p.44: Jayaraman, 2019).

With this principal in mind the training shall contain aspects of "Kolbs learning cycle" and it's "learning from experience" perspective (Grey et al, 2004.p.46), through case study and role play. This will encourage experience sharing and in turn reflection found in "Kolb's learning style" (Grey et al, 2004.p.46) and "Jarvis' model of adult learning" (Grey et al, 2004.p.48). Part of the Jarvis model highlights how learning is remembered - the more meaningful the content the more is remembered. This would be covered by developing content based on manager feedback through initial surveys and best practise guidance from credible sources such as a CIPD. Along with using a coaching approach so managers are able to see the value of the content in the context of their role, adding true value (meetmaestro.com,2019 : Hackett,2003 : Beevers, Rea and Hayden,2020).

Various learning styles such as Activist, Theorist, Pragmatist, Reflector (Honey and mumford,1986, Mindtools,2021) will be incorporated to engage all, covering the suggestion that some people have a mix of styles (Marchington and Wilkinson, 2012 cited in Stuart and Cureton, 2014.p.18).

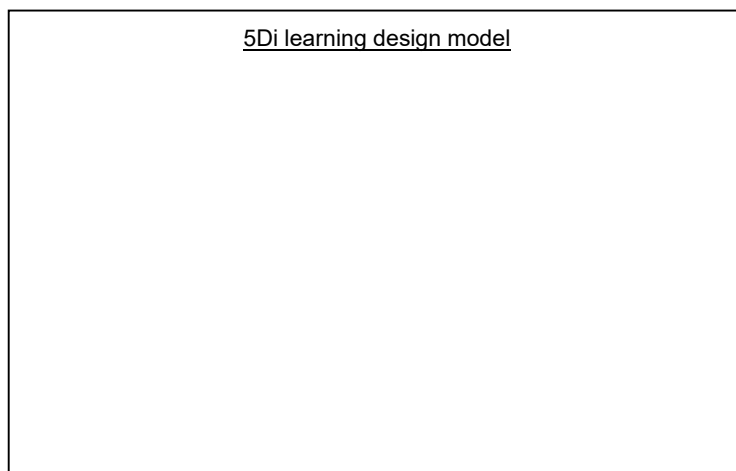
Hackett (2003) and Grey et al (2004) support the idea of individuals learning and development be their own responsibility the training will include an initial training day but also guidance found via the staff Internet and inclusion in a confidential group by using the organisations

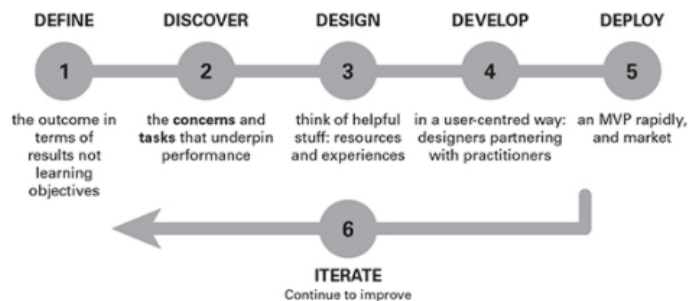
Microsoft 365 platform will be provided for managers to access if when and how they want to further their development in the future including the principles of “Action Learning” (Revans,1982), (Cited in Beevers, Rea and Hayden,2020.p.231). This approach will not put pressure on senior management to mentor at this time.

Considering Tai Tarian's current position of learning and development the provision of a “gamification” learning portal or “virtual reality” training is not realistic at this time, mainly due to cost and time, so would not gain return on investment. The incorporation of some gamification would prove beneficial within this proposed learning, via the inclusion of videos, 'real life' scenario learning, social learning, with a personalised approach. This will increase engagement and highlight the benefits to gain future buy in for a more “gamified” approach to compete with other organisations going forward.

4. Recommendations / Action Plan

To develop recommendations and an action plan for the training development I have considered the “5Di learning design model” to provide structure and planning as below:





(Shackleton-Jones,2019,p.149)

1. Define

The objective of this training is to provide managers the tools and knowledge to support and develop their teams whilst working in a hybrid working environment.

2. Discover

To discover the appropriate content which will ensure engagement (CIPD,2014) a survey will be sent all managers with hybrid working teams, prior to content development, to discover concerns and issues to then create relevant content.

The survey will also ask for any equity arrangements and dietary considerations to ensure suitable provision for all in attendance.

3. Design

To include the provision of:

- PowerPoint presentation
 - Interactive tools such as 'Mentimeter' or 'Slido'
- (Brownlee,2020).
- include links to external sources such as videos

- all content to also be available to source after the training on the staff intranet, with an email sent straight after completion confirming where this can be found.
- A private confidential group set up using Tai Tarians Microsoft office 365 platform where issues can be discussed as they arise, creating a group support network going forward.

4. Develop

The content will be developed by:

- using guides such as the *"Line manager guide on supporting hybrid working"* by the CIPD(2021) to incorporate CIPD best practice.
- Real life case studies for discussion
- Including requested content from managers through the initial survey
- HR and Learning and development team members

5. Deploy

Prior to first delivery of the training, it will be important to ask for opinions of a selection of managers for feedback to adapt and adjust as required -

The training will be based in the Tai Tarian designated training centre, this provides a quiet, private space for learning with tea/coffee, toilet amenities and free parking located near the main Tai Tarian offices. Lunch will also be provided, along with adequate break and lunch times, as this will be a full-day training course.

The course will be delivered alongside the launch of the hybrid working policy to reiterate the value and highlight the importance of the training.

6. *Iterate*

The evaluation process will initially use both level 1 and 2 of the Kirkpatrick learning evaluation model (Mindtools,2021,a) This will be incorporated by the use of online tools such as “Mentimeter” or “Slido” (Brownlee,2020) which are free and easy to use and collect data from.

Level 3 will be considered dependant on time constraints, at this time there is a great demand on the organisations priorities to catch up on a backlog of works created by the covid-19 pandemic. The evaluation

will be used to continue to improve and update the training content to contain new considerations for managers as the hybrid working process continues.

4.1 Costing/benchmarking

Costing and benchmarking in relation to learning and development considers certain points, the points are highlighted below with response in relation to this particular project (CIPD,2021,c).

- *Comparison of Cost of provision via internal or external methods*
This training will be developed internally, not only to cut cost from seeking external provision but to ensure that the training is meaningful and specific to the issues of Tai Tarian managers (to gain buy-in and promote positive engagement, moving away from

training which is seen as just a “tick box” exercise (CIPD,2014). This approach will enable the training to be updated and developed easily from feedback and new emerging issues so that it can be continued to be used for newly appointed managers in the future.

- *Specifics of cost*

- Time spent developing (admin)

Time away from the usual job role will be needed for HR input, and the Learning and development team to include this in their plans. A brief amount of time will be spent by managers to complete the initial survey and if asked to provide feedback before the initial delivery.

the time spent by both HR and L&D will be dependent on the survey responses and the outcome of feedback but a plan to ensure time is well spent will need to be made as the training is required as soon as possible to support managers.

- Delivering (admin and facilitator)

there are approximately 30 managers which will benefit from this training splitting this over the option of 4 different training days then a further mop-up day for those who were unable to make the initial days should be a suitable starting point to get all relevant managers up to date. This is 5 days out for the facilitator who will be a member of the Organisational development team. Newly appointed managers will then have this as part of their induction process.

- Attending / Venue cost

Attending the training will cost the managers time out of their normal daily commitments but the benefits from knowledge gained is aimed to provide guidance to complete their role with greater efficiency in

the longer term. There is no cost to hire the venue as it is part of Tairian offices.

- *Business benefit*

the training provides ongoing learning and manager development with the potential to prevent some future employee relation issues.

- *How will the return on investment (ROI) be calculated?*

the return on investment is difficult to rationale or put into specific statistics. Broadly this training could be linked to a downturn in potential stress at work absences – from both manager and employee perspective as the managers are gaining tools to effectively deal with ongoing issues.

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6. Appendix

6.1 PESTLE Analysis

Political	• Social Housing landlords are bound by specific set legislation to provide a certain level of housing standards – this will influence what training and development is needed. • Changing legislation as a result of Brexit may result in recruitment to deal with change or possibly redundancy and influence the learning and development agenda. • Change in the Welfare system can have either positive or negative effect on Tai Tarian - Universal Credit saw a financial detriment to the organisation, but a need to employee a specific new department to implement the changes. • The recent development of war in Ukraine may put pressure on the organisation to provide social housing to support refugees – at this time the full impact of this is situation is currently unknown.
Economic	• A result of Brexit has seen an increase in construction goods such as wood, this continues to have a financial impact on Tai Tarian. • Rise in Interest rates will affect Tai Tarian's borrowing power, the higher the financial cost. • Cost of living goes up, pay goes up, materials cost goes up, inflation, but the rent is not allowed to go up over a certain minimum, resulting in a deficit with Tai Tarian's main income being rent.

	- Increasing costs may affect learning and development budgets going forward. - There is currently a tight labour market, recruitment and retention strategy will need to be considered and updated to compete in today's market. Recruiting staff may prove difficult with non-competitive salaries. Consideration may be made to employ staff without all desirable skills and then providing on-the-job training to develop, which will affect the learning and development provision.
Social	- Suitable accommodation for aging tenants will need to be considered, this ultimately will have a financial impact on the organisation to either adapt current homes or to develop new builds. - Many areas of the organisation, such as the trades in particular have mostly team members over the age of 60 so this is a cause for concern when this talent is lost there will be no back up – there is no work force plan in place. - The aging workforce may also struggle with manual tasks, resulting in potential redeployment or ill health retirement scenarios - Rising customer expectations staff need to have the training provided to ensure they have the skill set to deal with demands - changing employees' expectations puts demand on the organisation to improve its process, with a focus on what employees want – wellbeing, flexibility, working from home options / hybrid working. - The pandemic has led to lifestyle changes, some are choosing to leave employment earlier than normal (nearing retirement age) resulting in loss of talent. also, many are reviewing what they want from work which has led to the “great resignation”.
Technological	- Keeping up to date with advances in technology ensures that Tai Tarian is comparable with its competitors and gives tenants improved service delivery. Tai Tarian's IT department has gone through dramatic change and continues to update its systems, but a vast majority of the systems within Tai Tarian are outdated and are not linked which causes work repetition and frustration among employees. - Older staff may be unable to use the new changing technologies, training will need to be developed to combat this.

	• Social networking can be used to share positive news, increase employer brand, and promote vacancies. But also needs to be monitored in case of bad press which can harm the organisation's reputation • Technical advances have not only supported a number of employees within the organisation to work from home during the covid pandemic but continue to do so whilst the organisation implements its hybrid working policy for the future. • The outdated systems of Tai Tarian may not be able to run correctly with advancing technology leaving vulnerability to issues and financial costs to rectify.
Legal	• Changing COVID-19 pandemic restrictions and policies, included implementation of working from home for a vast number of staff - priority of learning and development was diminished to cope with the continuous demands of these changes. • How training could be provided was greatly impacted by the restrictions of the pandemic. At points there was no ability to provide face-to-face training or could only be provided in limited group numbers, resulting in more cost. It is now a priority to ensure any out-of-date mandatory training is completed. • Employment Law, Health & Safety law, Housing Act, GDPR - any changes that affect Tai Tarian will mean that policy and procedures will need to be amended to ensure compliance, along with training to update employees. • The Renting Homes (Wales) Act 2016 has been developed to streamline process for both tenants and landlords setting out expectations for both parties. this will come into force on 15 July 2022, which in turn may result in the need for recruitment to implement these changes within the organisation. • WHQS – Welsh Housing Quality Standards – all housing associations in Wales are required to get all housing stock up to a set standard, to ensure cheap, affordable, quality housing for all tenants • As the default age of 65 for retirement was removed in 2011, employees can now work for longer. All Tai Tarian's staff over 60 are part of the Local Government Pension Scheme, working longer poses implications here. The LGPS is a major financial burden on the

	organisation, it was closed to any new employees after 2016, but approximately 200 employees still maintain this pension. • If any further COVID-19 pandemic legislation is introduced in the future Tai Tarian will need to make changes and adapt as required.
Environmental	• The organisation has pledged to be carbon neutral by 2025, after recent government initiatives around the world have focused on making changes for the future. Following collaboration with Community Housing Cymru (CHC) all housing associations in Wales are to commit to all new housing to be within set energy efficient standards. Along with this all-current housing stock is required to be improved to meet these standards. With over 9000 homes across the borough already the financial cost of this is exceptionally high. • Tai Tarian has committed to provide and plant trees, shrubs, and flowers to enhance outdoor space for our tenants • To use eco-efficient products on new builds along with making current housing stock more energy efficient • Procurement of new tenders is completed according to Welsh government guidelines and products sourced locally. • Tai Tarian have their own PVC factory to make all windows and doors for TT properties, which is a sustainable source and keeps employment within the area • Corporate Social responsibility ties into the pledge to be carbon neutral by 2030, along with organisation ongoing committed to provide safe and sustainable homes and communities for its tenants. • Working from home reduces employees carbon footprint by not traveling into the office. • All factors above can and will at some point produce a need for learning to adapt to these commitments.

6.2 SWOT Analysis

Strengths	Weaknesses
• High number of long serving employees with specialist knowledge • Good reputation with partners and stakeholders • Large stock • Satisfaction rates positive from tenant surveys • Local knowledge and passion to improve communities not just be a landlord • Committed to being carbon neutral by 2025 • Committed to providing trees and landscaping to communities • Promoting work/life balance, home working and employee well-being. • Growing workforce	• Aging workforce with no succession planning in place • Decision making governed by the Board of trustee's - lengthy process • Bound by social landlord rent structures • Welfare reform – Universal credit • IT systems lagging other comparable organisations – slow change being made • Risk adverse • Competition from other social housing providers – better salaries in comparison • Managers expected to deal with different work settings in the aftermath of COvid-19 restrictions and working from home enforced with no specific training, this is set to continue with a permanent hybrid approach going forward.
Opportunities	Threats

• Development of new housing • Partnership with local developers • Increase stock and expand to other areas • Partnership with communities to provide support networks • Change vehicle fleet to electric and offer a salary deduction scheme for electric cars to staff • Social networking to share positive news and increase employer brand • Development of the hybrid working options to attract talent from across the county instead of restricted to local areas. • Attract hybrid working solutions, talent with new expectations of working life – flexibility through hybrid working options	• Competition from other social housing providers – to provide better housing • Aging homes with high renovation costing • Cost of living and demand to keep provision low • Non-compliance of regulatory framework • Fines for non-compliance • Change to building standards impacting on costs • Brexit and government changes / legislation increasing costs • Failure to perform on service delivery and customer expectation • IT systems failing to cope with growing need of new up-to-date systems
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