

# CHARTERED MANAGEMENT INSTITUTE

## DIPLOMA IN MANAGEMENT

### Unit C45

#### Managing Performance



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## Youth Offending Team

In 1996 an Audit Commission Report 'Misspent Youth' identified shortcomings in the Youth Justice System and made recommendations for radical change. In 1998 major new legislation contained in the Crime and Disorder Act required that Local Authorities form new multi-agency Youth Offending Teams.

Swindon Youth Offending Team (Yot) began in June 1999, starting with five main contributory partners, Social Services, Police, Probation, Health and Education. I was one of the 'founders' of our team when I was seconded from the Police to the team at its inception. The aim of the team is to 'prevent offending and re-offending by children and young people'.

Over time the team has grown to 40 staff and 60 volunteers. My role now is 'Head of Service', my main responsibilities are: -

- Line manage 4 operational managers
- Foresee and respond to strategic developments
- Prepare strategic plans and develop new services
- Negotiate budget and resources and deliver services on budget
- Analyse and evaluate performance and data management
- Collaborate with partners at a senior level for joint working
- Promote the service through effective public relations
- Motivate staff to fulfil their potential and improve services

## Terms of Reference

This management report will demonstrate my skills, understanding, knowledge and abilities in the principles of managing performance.

On completion of my report I will have demonstrated my understanding of:

- Setting SMART objectives as part of a work plan which acknowledges organisational goals and the factors to be considered when allocating work.
- The practical steps required to encourage my team to be involved in work allocation, monitoring and evaluation.
- Identifying individual development needs, providing support and re-negotiating objectives.
- The process of setting performance objectives; fair and objective assessment of performance within my team.
- Defining under performance.
- The Yots disciplinary and grievance procedure, my role and support systems.
- Managing performance in a dispersed team.

## Part A – Agreeing Objectives and Allocating Work

### Introduction

Performance management could be defined at its simplest as ‘The process of basing organisation actions and decisions on actual measured results of performance’ (www.ndu.com). In practice it is a complex and important part of the way we work in order to be a successful team.

There are distinct differences between a ‘group’ and a team, whereas a group can be defined as a ‘collection of people sharing certain aspects, interests with one another, accept rights and obligations and share a common identity (Wikipedia.com), a team is defined as ‘A collection of people, often drawn from diverse but related groups, assigned to perform well-defined functions for an organisation or project. Team members may be part-time participants of the team and have other primary responsibilities’. (www.sparc.com). This definition tells to me that I work in a team. The self-study guide suggests a method of determining if we are a group or a team, completion of this task confirmed we are a team.

ISSUE	YOUTH OFFENDING TEAM
<b>Understanding</b>	The teams aims and objectives are very clear and known by everyone. No one person can achieve those goals individually, everyone has an important role to play in achieving our aims. Despite being a multi-agency team with staff employed on different conditions there are close working relationships across agencies based on an understanding of the skills each person brings to the team rather than pay or status.
<b>Ownership</b>	The vast majority of Yot staff are committed and passionate about their role in changing the outcomes for young people. On the few occasions when we have had staff who are not, they are very obvious, tend to be negative and wish to ‘agitate’ for their own agenda. Thankfully there is no one like this at the moment.
<b>Creativity and Innovation</b>	Staff, at whatever level, are always actively encouraged to make decisions, contribute and make suggestions. This often comes as a culture shock to staff newly seconded to the team who have often been told what to do and discouraged from making suggestions.
<b>Trust</b>	There is a high level of trust in the team where people feel comfortable in debating and challenging culture and inter-agency differences in a constructive way.
<b>Personal Development</b>	Team members need to work in a generic way, therefore different agencies learn each other’s roles, by ‘buddying up’, shadowing, coaching and attending multi-agency training events, often put on by different organisations.
<b>Decision Making</b>	Team members take an active part in operational decision-making. This is often as part of a working group. Recent feedback to management was mixed where, some staff wished to be consulted more often and

	others wanted less consultation and for managers to make decisions so that they could get on with the tasks. There is clearly a balance to be found.
<b>Conflict Handling</b>	There is often some form of conflict happening at any one time in the team. There are approximately 45 staff from many different agencies, all working under pressure with difficult clients. The majority can be resolved quickly and amicably.

### Key Attributes of High Performing Teams

The self-study guide suggests four key attributes a team needs to ensure success.

1. **Pulling together:** My team is multi-agency, this has great advantages for sharing knowledge and joined up working. We work hard to achieve our common goal of preventing offending and re-offending. There are tensions where some staff cultures are based on being punitive and others are more welfare focused, this can lead to differences, but ultimately everyone is pulling together for our common goal.
2. **Co-operation with each other:** Great team working and co-operation can be seen every day. Yot staff take on generic roles in addition to their specialism. Staff get 'double booked' or have to prioritise all the time. Other staff readily volunteer to cover duties to assist.
3. **Motivation:** The vast majority of staff are motivated by a desire to work with young people and actively help them to have better outcomes. It is important that I, as a manager, do all I can to allow staff to do this as much as possible so that they continue to enjoy job satisfaction and worth.
4. **Pressure and my team's response:** Due to the complex nature of our work with young offenders, their families, courts and prisons, staff are working under pressure all the time by timescales, expectations and high workloads. Staff find different ways of coping which can be seriously challenged by change. New targets or legislation need to be carefully managed so that we as a team respond positively to pressure, be it internal or external. This has not always been the case, although I am much more aware of the impact of change now.

Having completed the above exercise I can conclude that we have the attributes to be a successful team.

## Aligning My Team

This sounds simple, as the Youth Offending Team works to the aims and objectives set by the government through our monitors named the Youth Justice Board. We are measured against other Yots also working to the common goal of preventing offending. However, we also embrace the visions, goals and values of our partner agencies and the Local Authority who we are ultimately responsible to for achieving their aims and the wider responsibilities relating to safeguarding children and young people. There is a great congruence throughout.

It is clear that the Yot is aligned with the Local Authority and Youth Justice Board objectives. It is important that my team, and individuals agree objectives that work towards those aims, visions and values. 'Objectives state what is to be achieved and cover the range of desired outcomes to achieve a goal' (cdhd.gov.uk), so it is important that they are set SMART.

Because the Yot is multi-agency it has many shared outcomes and plans. While it is important to have plans that are measurable, there can be too many, becoming unmanageable in the end. The Yot management team try to link objectives using the Yot objectives flowchart (See appendix 1).

## Agreeing Objectives

As Head of Service, I have many objectives that I must take responsibility for. The self-study guide suggests agreed objectives, such as in my appraisal should consist of:

- The main task of the job
- Targets to be achieved
- Standards to be met

I have looked at 3 objectives in my appraisal:

Brief description of objective	Linked to J.D.?	SMART?	Linked to outcomes
Manage Yot budget to be balanced at year end 2007/08	Yes, budgeting is part of role	Yes, objective specifies all SMART requirements	Yes, but outcomes will have to be prioritised to achieve balanced budget
Achieve all YJB set key performance indicators	Yes, I hold responsibility for performance	Yes, linked to production of annual Yot Plan/ Delivery Plan	Yes, linked to measurable outcomes (Mostly quantitative data)
Deliver systems and processes to ensure safeguarding of children	Yes, part of role	Yes, linked to S11 CYPA 2004	Yes, linked to qualitative outcomes so less measurable.

These are reviewed quarterly in tandem with data returns and reporting to the Yot Board and discussed in appraisal reviews.

### SMART Objectives

The Yot has to report to many and varied partners, subsequently objectives are SMART. However, in practice there are too many objectives making it difficult to monitor all of them all of the time. My role is to avoid burdening staff with complex objectives.

### Problems With SMART Objectives

Once people get the hang of writing SMART objectives (Some never do!) care needs to be taken not to not get carried away producing too many - which duplicate or state the obvious. Working through objectives to monitor does take time, if they are not really SMART.

### Agreeing Team Objectives

Key performance indicators and National Standards drive our team objectives. However, in the self-study guide, Douglas McGregor suggests teams should have agreed 'group rules' too. I have canvassed feedback from a small group of staff against his recommendations.

<b>GROUND RULE</b>	<b>HOW ARE WE DOING? SCALE 1-10 (10=HIGH)</b>	<b>REMEDY</b>
<b>Informal relaxed comfortable atmosphere</b>	<b>8</b>	More office space, new desks, phones, chairs needed.
<b>Staff discussion and participation</b>	<b>6</b>	Split decision – some thought it was too little, too much and just right!
<b>Staff understand objectives because they contribute to them</b>	<b>8</b>	Staff engagement and consultation.
<b>Everyone should listen to everyone else</b>	<b>7</b>	Some team members need to listen more than talk.
<b>Everyone should work together to resolve disagreements</b>	<b>8</b>	More consistency by managers with different staff.
<b>Formal voting and consensus in key decision making</b>	<b>7</b>	Split decision again, believe too little and too much already!
<b>People can express their ideas without fear</b>	<b>8</b>	Not all felt they could do this at every forum and would not wish to.

<b>The leader should not dominate the team</b>	<b>7</b>	Surprisingly split decision where most agree but some would like stronger management re decision-making.
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This exercise tells me to be vigilant, but also that we have healthy ground rules.

### Prioritising Objectives

There are a number of simple methods of prioritising objectives from using ABC, where A is more important than C. The method, I use the most is to RAG. (Red, Amber, Green) my tasks for urgency and importance, if an item is red on both, then this is my priority.

### Allocating Work

Work is allocated by me in many different ways from verbal and email to formally at management meetings or appraisals. These are the things I should consider;

<b>Resources</b>	It makes sense to try and allocate to the person with the best resources or access to resources. This would be one of my first considerations.
<b>Workload</b>	I need to be in touch with my staff to have an understanding of their workload. There is no point overloading people, as nothing will get done properly in the end. It is difficult for committed staff to complain or refuse work and busy people naturally attract more, as they are seen as the ones who get things done.
<b>Knowledge, skills and abilities</b>	I try to allocate to either the most capable, or if there is time to coach someone, I allocate to develop someone's skills. We expect staff to work generically, so that we can keep going in the absence of a specialist as in times of high demand.
<b>Experience</b>	When there is time, experienced staff 'buddy-up' with specialists to gain experience – or even, have a go under controlled conditions. A condition of this is that, if things go a little wrong, there is 'no blame'. I have found staff enjoy doing this and readily volunteer.
<b>Access to support</b>	Being a multi-agency team there is nearly always an expert who can offer support. This person should be consulted before 'joint allocation' of work.
<b>Motivation</b>	On allocation, if possible this should be 'face to face' so that I can read someone's interest or motivation for the task, it is better to re-consider at this early stage if the 'vibes are not good'.

## Changes to Work Plans

The environment I work in is subject to constant change and new priorities, subsequently all my team are constantly having to review work plans because of changes in circumstances. When this happens at a team level, it is important that I consult with others involved or affected before formulating a new plan.



## **Part B – Assessing Performance and Providing Constructive Feedback**

### Introduction

Having identified objectives and allocated work to the right people I then need to monitor. A good definition can be found at [www.demo.com](http://www.demo.com) 'To conduct a planned sequence of observations or measurements to assess whether an objective or plan is under control and to produce an accurate record for future use in verification'. At the Yot monitoring is held at both formal levels, such as reporting to the Board on KPIs and informal at progress meetings with individual staff or teams.

### Performance Meetings

These can be either informal or formal meetings. I have considered the meetings I have on performance with my management team.

<p><b>Informal Meetings</b></p> 	<p>Ad-hoc conversations relating to good and bad performance or risks to performance being achieved. Working lunches focusing on the progress of general objectives. These occur almost daily from one manager or another.</p>
<p><b>Formal Meetings</b></p> 	<p>These are set in the management diary in advance. Performance is reviewed weekly at the management meeting where one specific area of work is discussed each week. Monthly data is drawn and reviewed each month that feeds into quarterly returns. Monthly meetings enable managers to target trends before they become an issue affecting quarterly data returns. Quarterly reports are produced for the Management Board who scrutinise the work of the Yot. The matrix of all performance is contained in the annual Yot Plan.</p>

## Celebrating Success

Working in the public sector has not led me into a culture of celebrating success as the trend is often to criticise and complain when possible and to question when a team has shown good work or results. This culture is changing, I now try to look for positives and acknowledge success to service users and stakeholders through the media. An example of this is a recent press release showing we are placed 5/156 in the Yot performance league table nationally for our performance.

## Providing Constructive Feedback

It is important to take every opportunity to provide constructive feedback whenever possible. This will go a long way to ensuring that people know you are interested and care and that they are working to or above the required standard. Feedback should contain both positive and negative comments and should be a continuous process. A good definition can be found at wordnet.com 'The process in which part of the output of a system is returned to its input in order to regulate its further output'.

## **The Feedback Process**

It is my experience that giving feedback is well worth the effort, provided it is done properly. It is important to seek the person I am talking with views before I make my observations and I always look for closing positives. The self-study guide suggests some do's and some don'ts.

DO



**Treat people as adults:** This is sometimes easier said than done, as some behaviour by staff can be – immature. It is important to stay professional and objective at all times.

**Look at things from their point of view:** I have to try very hard to not just say what I think and to stop and listen to their point of view. In reality I don't always manage this and need to be more aware.

**Be honest and Fair:** I strive to be honest and fair in all that I do, sometimes being honest requires the giving of negative feedback which can be hard.

**Be clear about areas for improvement – remember strengths too:** It is helpful if I can get the person I am giving feedback to in order to identify their strengths and weaknesses in the first instance by asking open questions. This makes it easier for them to own, me to build on and summarise and conclude on a positive.

**Concentrate on behaviours not beliefs:** This is nothing new working at the Yot. The team is so multi-agency that there is great acceptance of another person's beliefs. It is easier to change a behaviour – so this should be the focus.

**Practice what I preach – As I may be viewed as a role model:** If I do not practice what I preach, then just about any member of my team would take great delight in letting me know of my failings!

**DO NOT**



**Do not be too quick to disagree:** This is a bit of a fault of mine – as I tend to say what I think.

**Do not ignore what is being said, or interrupt:** Often I am aware of time pressures and can interrupt in an effort to ‘hurry things up’. I accept that this is not good practice and could look like I do not have time or interest in what someone has to say.

**Do not hurry the session – I might regret it later:** This fits in with the above where my time concerns ‘leak’. I need to agree a set time to talk in advance, so that there are no misunderstandings.

### Barriers to Effective Feedback

I have word stormed some barriers to feedback and also some safeguard to avoid disappointment.

BARRIERS	SAFEGUARDS
No job description	Give feedback in the right sequence – e.g. Them first, positive & negative – end on positive.
‘Surprise feedback’	Be credible – know your stuff.
No relationship between each person	Attempt to achieve 95% listening and 5% talking.
Not familiar with persons job or role	Be open, brave and honest.
Previously received destructive or critical feedback	Ask them.
Avoiding the truth	Warn them you plan to give feedback and how it will work.

## Part C – Managing Underperformance

### Introduction

It is possible that the monitoring process could identify underperformance by an individual, or even a team. There are obvious benefits to dealing with underperformance such as raising personal performance and productivity, motivating the team, and avoiding intensive supervision. From the Yot point of view it is important to maintain outcomes and contribute to safeguarding of young people that we work with.

Underperformance by staff in the Yot would tend to relate to the following.

PERFORMANCE ISSUE	IMPACT ON YOT
<ul style="list-style-type: none"><li>○ Not achieving agreed objectives</li><li>○ Missing deadlines</li><li>○ Working to standards that are less than expected</li></ul>	<ul style="list-style-type: none"><li>○ Failed to achieve key performance indicators relating to role in team.</li><li>○ Fail to achieve KPIs and expectations of National Standards monitoring.</li><li>○ Fail to achieve TQM, Yot reputation falls, partnerships question professional capability of team. Safeguarding issues.</li></ul>

### Dealing With Poor Performance

The study guide offers a simple model for helping me to address underperformance: I have applied this to the procedure for writing reports for sentencing at court.

**Identify the cause:** To do this I would make enquiries into the evidential background by looking at both quantitative and qualitative performance. An example of this would be the production of reports benchmarked against other staff for the timeliness and content using National Standards and a gate-keeping template. This would provide parity and fairness.

**Identify how the issue should be addressed:** There is an expectation that reports will be written within a tight time frame and to a set standard. It is not possible to change either objective as they are set nationally. However, there are support mechanisms, such as reviewing other duties and workload and offering training and guidance.

**Agree and record action:** It is important to agree timescales and expected standards in writing. I have a tendency to put too much trust in verbal agreement and have regretted this later as I am unable to effectively review the agreed actions.

**Review Progress:** It is easy to hope that the problem will have gone away after the initial meeting and not follow up by reviewing. It is important for the member of staff and the

manager to keep to the agreed timescale and record the discussion. This is something that I must make the effort to do in every case.

**Deal with continued underperformance:** Should the underperformance continue then it may be necessary to escalate from support and intervention to a disciplinary procedure. As I have over 20 staff, I would refer to a written procedure and seek guidance.

### Taking Disciplinary Action

According to Fayol H., 'Discipline is essential for the efficient operation of the organisation, it is the outward mark of respect for agreements between the organisation and its members'.

The Yot disciplinary procedure is based on the Swindon Borough Council procedure. As the Yot is multi-agency, approximately half of the staff would be dealt with by referring back to, and working with, their parent organisations procedures. This would apply to Probation, Police and Health staff mainly. The remainder would use the SBC procedure which has been produced in consultation with the trade unions aiming to treat everyone fairly and consistently.

### Disciplinary Procedures

As the SBC disciplinary procedure was written in consultation with the trade unions I would expect a high level of concordance with ACAS. I have compared their recommendations with the SBC policy.

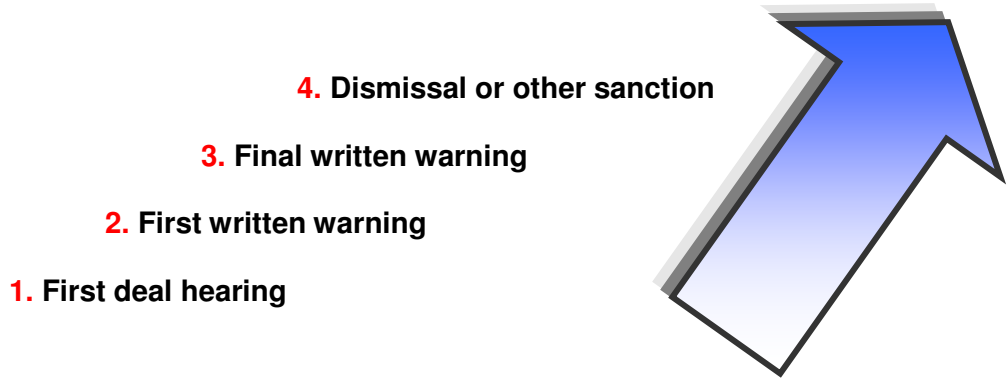
ACAS RECOMMENDATION	SBC POLICY
○ Be in writing.	✓
○ Specify to whom they apply.	✓
○ Provide for matters to be dealt with quickly.	✓
○ Indicate the disciplinary action to be taken.	✓ (Although I have not always found this to be possible).
○ Specify the levels of management which have the authority to take the various forms of action.	✓ The policy is not specific.
○ Provide for individuals to be informed of the complaint being made against them and be given a chance to state their case before a decision is made.	✓
○ Give individuals the right to be accompanied by a trade union representative or by a fellow employee.	✓
○ Ensure that, except for gross misconduct no employees are dismissed for a first breach of discipline.	✓
○ Ensure that disciplinary action is not taken until the case has been carefully investigated.	✓

<ul style="list-style-type: none"> <li>○ Ensure the individuals are given an explanation for any penalty imposed.</li> <li>○ Provide a right of appeal and specify the procedures.</li> </ul>	<p style="text-align: center;">✓</p> <p style="text-align: center;">✓</p>
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From completing this exercise I can confirm that the SBC policy adheres to the ACAS guidance.

### Disciplinary Penalties

Resorting to penalties should only be done when all else has failed. ACAS suggest the sanctions should be progressive.



### Gross Misconduct

The SBC policy gives examples of gross misconduct but accepts that this can never be an exclusive or exhaustive list. Examples given are common sense, such as theft and fighting, but also goes on to list sexual misconduct, computer offences and ‘behaviour outside working hours which seriously affects employees in the performance of their duties’. Such behaviour would attract, instant suspension from the Yot, pending an investigation (on full pay).

### Confidential Records

All confidential records should be kept and be in a secure place. The Yot adheres to this requirement.

### Appeals

Employers have a right to appeal – subject to a number of exemptions which relate to contracts, age and length of service. In the SBC appeals go to a special appeals committee.

## **The Disciplinary Interview**

Should the disciplinary process be involved it may be that I would have to conduct an interview. I have checked with our HR department who advise that one of their experienced staff would assist and would provide guidance to ensure that the proper process was followed throughout. This is in line with the self-study guide checklist which makes suggestions for consideration at the following points;

- Prior to interview
- During interview
- Decision making prior to awarding penalties
- Follow-up actions

## **The Dismissal Interview**

The majority of Yot staff work at the Yot because they really want to and believe that they are doing something worthwhile. Subsequently I have not had to take this course of action myself. I am aware of other managers who have done so and that it can be a very stressful process. It is important to engage HR as early as possible in the process and remember the following

- Ensure the individual has a supporter
- Be prepared and make notes
- Explain any decisions and the terms of the release
- Be prepared for the individual to be distressed
- Pass paperwork to HR for filing

## **Grievances**

The Yot management team operates an 'open door' policy which the team openly use to let off steam or point out a grievance. For the most part this works well and 'nips most things in the bud'. On occasions staff have made formal complaints as individuals which are initially referred to their line manager (Except for grievances relating to race relations or sexual discrimination matters which must be referred to the Head of Human Resources).

## **Grievance Procedures**

The procedure is similar to that used for discipline, in that the complainant can be represented, there are reasonable time limits, people should be trained in the procedure. The Yot has specific template forms to assist any complainant in stating their case.

## The Grievance Interview

This interview should run along similar lines as that for discipline. There should be careful preparations as before. Although I have not conducted such an interview, I have conducted a number of complaint interviews where I have learnt the importance of having all the facts. During the interview my aim would be for everyone to leave as a winner. This would take all my communication and interview skills to achieve. Post interview may require further investigation, carrying out actions or completing notes.

## Industrial Tribunals

These are now referred to as Employment Tribunals. Should a disciplinary action result in a dispute it is possible to take it to a tribunal, or arbitration. This may result in considerable costs being awarded against an organisation and negative publicity should the organisation be found against.

## **Part D – Remote Workers**

### Introduction

There are many job roles that can be worked from home. Advances in communication technology and the demands for out of office hours services has led to home working being accepted for many jobs.

CAPITA gives a clear definition of home and remote workers 'Home based employees work from home for part of the week, but will be required to travel extensively and will attend the office on an ad hoc basis. Remote workers are office based but who have the ability to work from home or in a geographical area returning to a designated office on a regular basis'.

No Yot staff remote work full-time, but many chose to work from home approximately one day a fortnight in order to catch up on report writing or recording of case files without interruption. The self-study guide suggests there can be up to 30% efficiency gains because the work can be broken into measurable chunks.

### Remote Working Potential Problems

As a manager I expect my staff to manage their own work day to day. If they feel working from home will allow them to 'catch-up' on reports, then I support that decision. However, I have encountered a number of problems.

<b>PROBLEM</b>	<b>ISSUE</b>
<b>Trust</b>	Staff working from home have been uncontactable for hours at a time. When challenged have made lame excuses such as 'phone on the blink' again and mobile phones – battery flat.

<b>Productivity</b>	Staff working at home to complete a project by a deadline have not completed the work, not produced any evidence that any was done at all. On more than one occasion this was blamed on 'The laptop failed to save it...'
<b>Invisibility</b>	Staff can become invisible to managers becoming less and less of a 'team player', having less input to the team leading to loss of 'can-do' attitude.
<b>Selfish expectation</b>	Avoidance of the office can also avoid taking a share of ad-hoc jobs, standing in for others and covering duties and sickness.

In order to reduce these issues remote working at the Yot tends to be limited to one day a fortnight for most staff, always checked out with the line manager with the understanding that they are 'at work' and contactable and may have to come into the office if there is a crisis. For the majority of staff, this works very well.

### Managing Remote Workers – The Process

The self-study guide suggests a 'checklist' of points to consider when setting up a home working system. Many SBC staff are now contracted to CAPITA who support the management of home working with a comprehensive protocol and information manual. As I do not have a remote working policy, I have referred to this when considering the following considerations:

CONSIDERATION	PROCESS
<b>Who will work from home?</b>	All Yot staff are encouraged to work from home on specific work or projects if they believe there are advantages for all in doing so.
<b>Do we have insurance?</b>	Yes, all Yot work is covered by the employers liability insurance (SBC, available for review via Business Manager).
<b>How will we communicate</b>	Working from home has to be agreed with a manager and staff must make sure they are contactable – by phone or e-mail throughout the day.
<b>Training support and career development</b>	No staff work permanently from home. The nature of our work – in a multi-agency team requires staff to be co-terminus as much as possible.
<b>Integration</b>	This is a serious issue for the type of work we do at the Yot. Our team works because we do meet, communicate and interact between agencies. It is important that staff come into work as much as possible. Those that cannot, ensure they attend team meetings and send/ receive updates.
<b>The role of management</b>	Managers need to give wider consideration to the service needs of the whole team when considering home working

	requests as there are statutory duties to fulfil that must take priority over individual needs.
<b>Running costs</b>	Little consideration has been given to this issue. The IT needed to work at home tends to be personal computers used on home internet contracts. As it is the staff choice to home work there have been few demands for phone bills or electricity contributions as the staff tend to offset against fuel bill savings.
<b>Aims/objectives/plans Team building</b>	As home working is occasional rather than full-time, this is not an issue. On the plus side, home working can help achieve objectives when used to work on reports or projects uninterrupted. Team building days – overrule home working priorities.
<b>Support</b>	Support for home working tends to be IT support where encrypted IT communications are installed and paid for by the Yot for key workers. Normal staff support remains via office systems/ procedures.

## Motivation

Keeping staff motivated is important and has obvious benefits relating to output. This is especially true of remote workers who might not receive the peer group benefits of working with others. There are plenty of theories and models for motivating staff. I need to be aware of these theories so that I can apply the most relevant. They are usually 'content' or 'process' theories.

### CONTENT THEORIES

Emphasis on what motivates individuals.

#### **Writers are**

Maslow  
Alderfer  
Herzberg  
McClelland

### PROCESS THEORIES

Emphasis on the actual process of motivation.

#### **Major theories are**

Expectancy  
Equity  
Goal  
Attribution

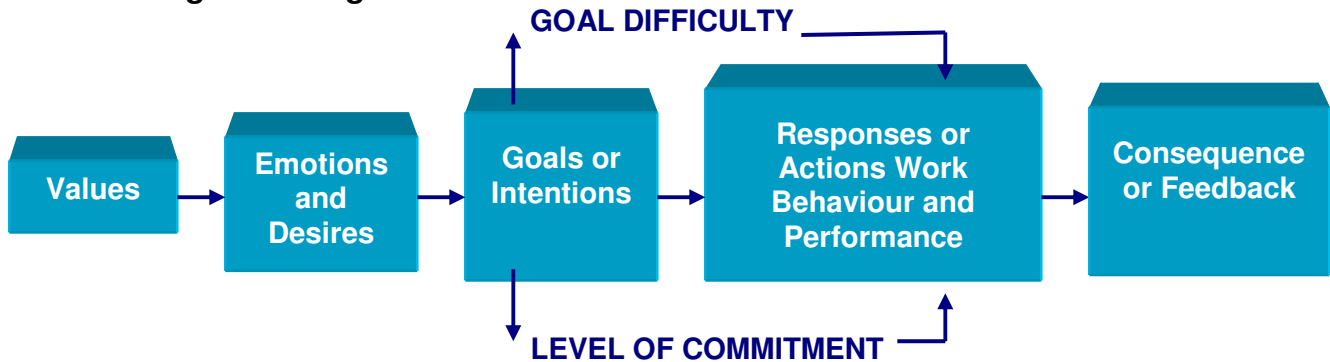
#### **Writers are**

Vroom  
Porter and Lawler  
Adams  
Locke  
Heider and Kelley

## **Mullins L.J. (2005)**

As my team is working to a common goal – that of preventing offending by young people, the most relevant theory is Locke’s goal theory. I can relate to this as it is more of a technique than a formal theory which links in with my team’s high performance related culture.

### Locke’s goal setting model

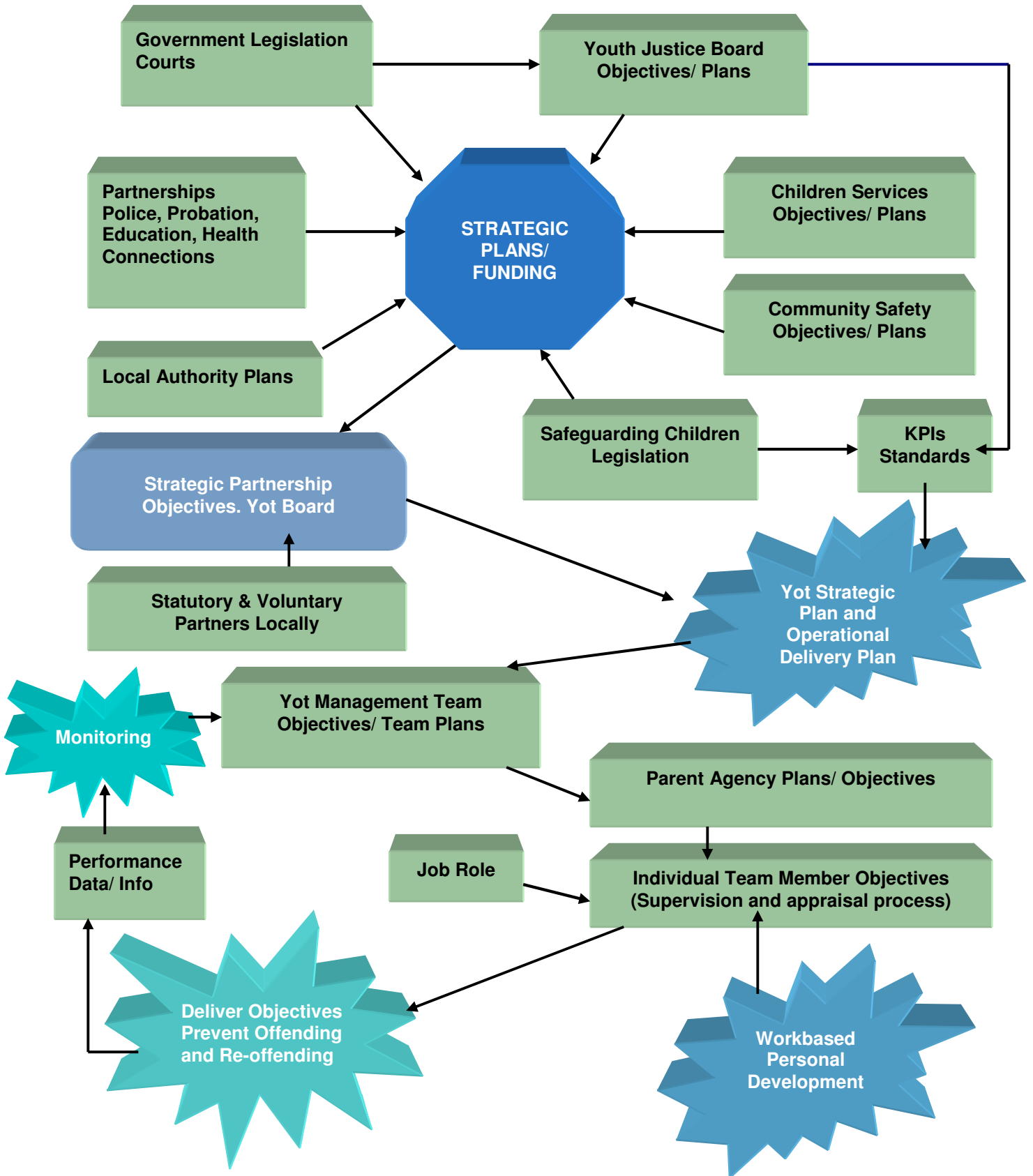


Mullins L.J. tells me that, whilst considering these theories I should be forward thinking and base my motivation on ‘friendship, work and respect’. The Chartered Management Institute completed a checklist which maintains that the main theories are still valid and ‘a basic understanding of their main principles will be invaluable for building a climate of honesty, openness and trust’ (CMI, 2001).



Where Yot objectives come from:

APPENDIX A



This model shows the strategic route that informs the teams SMART objectives and how this becomes individual work objectives.