

CHARTERED MANAGEMENT INSTITUTE

DIPLOMA IN MANAGEMENT

Unit O42

Developing Personnel and Personnel 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 knowledge, skills and abilities and my understanding of what is required in order to develop Yot Personnel and Personnel Performance.

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

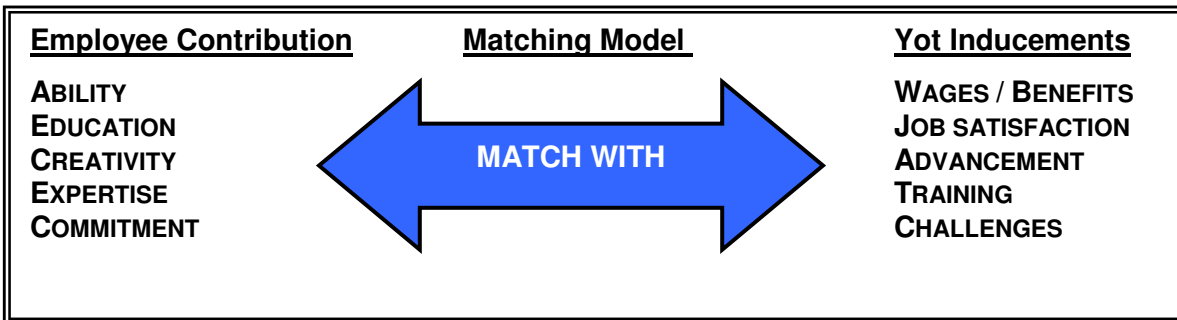
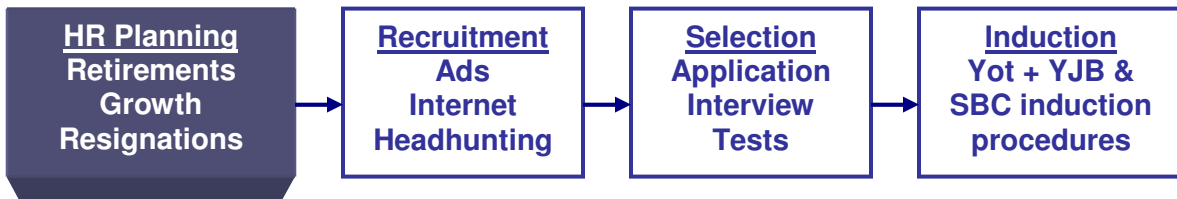
- The effectiveness of the way the Yot plans human resource requirements.
- The ability of the Yot to effectively develop its staff to meet modern business challenges and make recommendations for improving the process.
- Developing a realistic plan for a member of my team which meets both organisational and individual needs.
- Producing a team training plan that covers a specific gap which clearly links to organisational objectives.

Part A – Planning Human Resource Requirements

Introduction

According to Laurie J. Mullins (2005). ‘Human Resource planning is a strategy for the acquisition, utilisation, improvement and retention of an enterprise’s human resources’.

The study guide shows a Daft R (2000) model of HR planning which I have adapted to show how Yot forecast HR needs:



HR Planning is crucial to success. My team needs the right amount of people at the right time with the best possible skills at the right price in order to continue to develop and grow, be ready for change and meet new challenges into the future.

Planning, for the Yot is not as simple as the above diagram. The Yot is a stand-alone organisation with staff seconded from many statutory and voluntary organisations. Some staff, such as me, are employed by SBC (Swindon Borough Council). The HR department has very little to do with recruitment at the planning stage (See highlighted box above), as this is managed by me and my business manager subject to the Yot business plan, retirement, growth (Funding and new legislation) and resignations. The process is further complicated by the HR demands and business planning needs of the agencies that fund or second staff into the Yot.

The complexities of keeping the Yot fully staffed, funded and supported is heavily reliant on **Managerial Judgement** – my business manager and I are experienced in multi-agency working and are able to forecast and plan for most eventualities.

My three other operational managers are less experienced. Recent completion (Dec. 2006) of a MYERS-BRIGGS type indicator, as part of the SBC Leadership Academy revealed that I score high (49) in the Judging dimension J to P, this certainly helps in regards to forecasting HR planning.

Resource planning at the Yot also takes into consideration statistical analysis, work study and productivity. We are measured against 155 other Yots nationwide (Not Scotland). Performance outcomes affect decisions by partners to continue to support and finance the Yot. This appears to be working effectively as we are high performing and fully staffed and funded. Work Study is considered for some jobs but not relied upon as we work with people rather than things and we focus less on productivity and more on outcomes for our service users, which is less easy to measure.

Trends

It is important to be aware of trends, as these once identified can be dealt with. At the Yot the staff turnover is low. Exit interviews reveal that people leave on retirement, advancement or relocation rather than because they are unhappy working at the Yot. I have been observing another Yot that recently introduced a new 'risk based' system. I was alarmed to see that approximately 66% of the original staff left within 1 year. I will learn from their experience before I make any significant changes to the way my team works.

Internal and External Factors

I have analysed these factors relating to my work (see appendix 1) and conclude that my HR approach is to cover all eventualities and challenges by constantly trying to keep staff generic in their roles and flexible in their contracts. Generally staff that are unable to work this way do not stay too long. Constant attention to partnerships and politics is required to head off any threats to staff resourcing.

Part B – Identifying and Planning Development

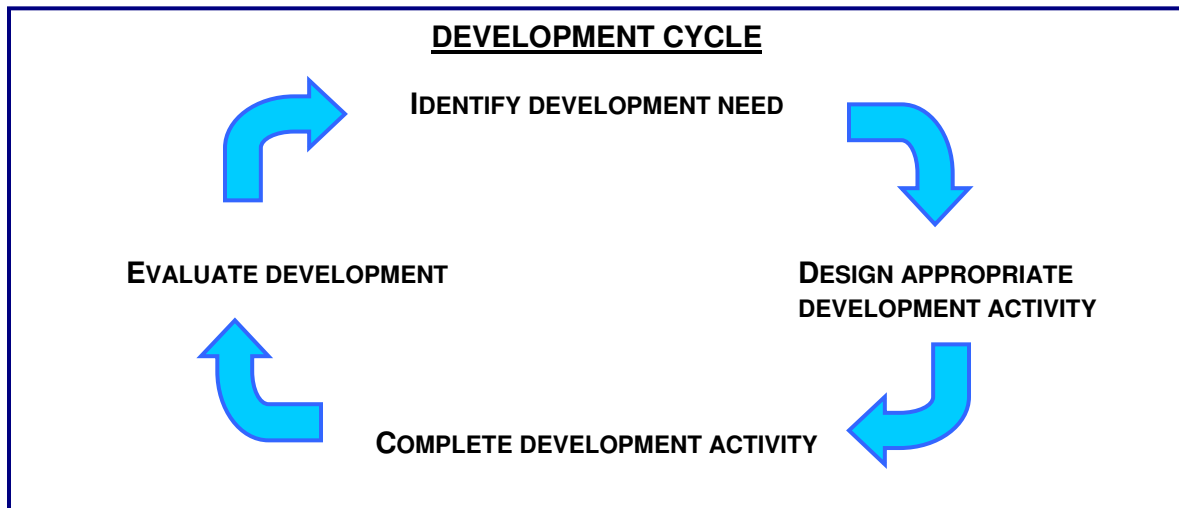
Introduction

It can be seen from Part A that the Yot is a unique organisation. The service we deliver can be described as 'managing change,' changing children and young people's behaviour and attitude. It is also about changing parents and other professionals we work with, educating and challenging stereotypes and beliefs. For some people dealing with change is very difficult, this can be for staff as well as service users and providers. For us to be good at coping with change and changing other people we need to be constantly assessing our ability and effectiveness both individually and as a team and seeking to improve where we can.

In my role as manager I need to always be aware of external and internal triggers and understand the need to develop managers and staff both as individuals and as a team. In order to do this I need to be aware of what individual and team development objectives are, based on a needs analysis, linked to organisational objectives and taking into account learning styles and barriers to learning.

Continuous improvement

I have identified that the Yot is not a 'static' organisation'. It constantly has to react to numerous influences and the staff need to be constantly developing. The study guide shows a simple diagram, which fits with the Yot 'Development Cycle'.



The study guide refers to five practices that provide the right environment and atmosphere for continuous development to flourish (DTI 1997). These are shared goals, shared culture, shared learning, shared effort and shared information. See Appendix 2. From completing this exercise I have concluded that the team's long term adherence to the five practices are what makes it strong and successful.

How Yot staff learn

The Majority of Yot staff are qualified professionals who are aware of their own learning styles. The majority of staff are Activists, Pragmatists and some mixed Reflectors. Much of their Criminal Justice learning is by adapting their learning style to fit in with shadowing, buddying, in-house and commissioned formal training. When delivering in-house training or commissioning an external trainer we use a variety of methods to stimulate and facilitate learning. It is important to review the effectiveness of learning by feedback and in supervision.

Motivation

The majority of staff are very self-motivated to learn. This causes operational delivery challenges due to high training abstractions. When formal training is offered there is always an over subscription that has to be managed.

Organisational Barriers

Some partner organisations are reluctant to develop staff while they are seconded to the Yot and others, such as the Police have high staff abstractions for essential training. This can cause interagency stress from covering workload. Financing training or development can be a barrier where no one agency is willing to pay. Inter-agency secondment agreements have significantly assisted in managing these issues.

Individual Barriers

The organisational barriers identified above can be managed, individual barriers are more difficult to identify. Reasons I have heard given for not attending or completing development have been;

- I cannot do this and keep up with my work
- I am not able or worthy to train with those other professionals
- I fear the level of training will be below what I know already

I personally can relate to the first point and understand that I need to identify barriers that are put up by staff.

Identifying Development Needs

Identifying development needs can be as simple as in discussion in supervision, to reacting to new legislation that requires all staff to prove a level of competency in a new subject by a certain date. To illustrate this I have attached Appendix 3a 'Core skills development training needs'. Appendix 3b shows the complexity of developing staff in a multi-agency setting where the 'Business objectives' can be dictated by both the 'Macro' (general) and 'Micro' (task) environments. Bartol and Martin D (1998). On completing an analysis of team and induction needs, line managers bring proposals to the management meeting where priorities are negotiated. This then informs the individual and team training plan and the overarching Yot finance plan.

Identifying and measuring Competencies

In order to do this the Yot has adopted the Swindon Borough Council (SBC) Performance Appraisal procedure. This allows us to look at 'themes' and 'behaviours' under general headings that are then related to work based competencies. The procedure encourages the employee to contribute and identify his or her own development needs. This is reviewed 6 monthly and during monthly supervision. In practice, staff and managers have found the tool, which runs to 86 pages of guidance to be overly complicated and very process driven. I am feeding into a working group to amend the system (Competency matrix).

From staff using this and/ or their parent agency competency matrix I am able to identify gaps in training and development for individuals and groups of staff. This can be enhanced by the periodical completion of a training needs analysis, which the Yot last completed in March 2006. Appendix 4 shows a simplified version of the Yot competencies matrix. I have completed it for one member of staff for key behaviours rather than tasks. This matrix allows me to identify gaps in training needs. It could easily be adapted for specific job related skills.

RECOMMENDATIONS FOR MY ORGANISATION

AREA	RECOMMENDATION	PRIORITY 1= LOW 10= HIGH
Sharing	Review structure of formal meetings to be more Forum style to encourage debate and challenge.	8
Learning Styles	All Staff are aware of different learning styles and are able to consider this when developing in-house training.	4
Motivation	<ul style="list-style-type: none"> • Inform staff of the training and development plan so that there is a better understanding. • Encourage staff input to decision making. 	5
Barriers	Ensure that partners sign up to training and development agreement for seconded staff to ensure fairness and equality.	7
Continuous Development	Managers to be aware of the stress of dealing with change for some members of staff. Ensure support is available if needed.	8
Identifying Development Need	Yot input to the development of a simpler competency matrix with SBC.	8

Part C – Developing Teams and Individuals

Introduction

I have identified that there is a continuous need to develop the team and individuals within the team. Having identified those needs through supervision, appraisals and the business plan and prioritised the needs identified, I would devise either an individual (coaching) or team plan. As a trained trainer I may have an active part in devising and delivering a training package. I would take into consideration equal opportunities and diversity and where possible involve and consult the team. I would then monitor and review in order to keep staff developed. If the opportunity arose I would look to having the training accredited through independent assessment.

Equal Opportunities in Development

As in any other aspect of work, I understand that I must always strive to give everyone equal opportunities. It is important not to presume, make assumptions or stereotype anyone or treat anyone less favourably due to race, religion, sexual orientation, gender, colour and social or cultural background. I am constantly aware of this as I have a very mixed background team that also includes some staff with disabilities. I also ensure that all staff are aware of our equal opportunities policy and are able to 'challenge' discrimination when they see it.

Coaching People to Success

It is easy to confuse coaching with mentoring. According to Z2Z.com coaching is 'providing an individual with feedback, insight and guidance on achieving their full potential in their business or personal life'.

Generally coaching can be more of a deductive technique, can be less formal and can be measured in minutes. It is cost effective, making use of current resources, can develop skills, gives a positive message and helps the learner apply knowledge in the job they are doing. A Yot objective is to have all Early Intervention staff proficient on the 'UMIS' computer system. To achieve this I would consider the following coaching plan for one of the staff named Kath Smith. The study guide suggests the steps a good coach would take:

STEP 1: Identify the learning need

This has been identified from the Yot training plan and confirmed by the worker and her line manager in supervision as becoming proficient on the UMIS computer based case management system.

STEP 2: Plan and Prepare

The standards required to achieve the learning and the planning were identified by using the SMART process. A development and coaching plan was agreed having ensured that it took into consideration personal and organisational objectives. At this stage the staff member was unsure of her preferred learning style although this did not appear to be an issue as she was proficient in other IT systems.

STEP 3: Carry Out the Coaching

I will do this by conducting coaching sessions at work through observation, listening, questioning and giving feedback. There will be regular planned sessions with access to the right resources required.

STEP 4: Evaluate the Success

By asking for feedback on the coaching given and assessing progress made I will identify if the process was worthwhile and cost effective. Lessons learnt will inform future coaching opportunities.

I have coached others on many occasions. As a Police Officer, I was trained in tutoring probationary officers. I have adapted learning for use in the 'buddy system' the Yot currently uses to match staff together for learning and mentoring, and encouraging staff to take the lead in short training sessions in team meetings.

Preparing Development Plans

It is important to prepare a coaching or training plan together. I have attached such a plan for Kath Smith at Appendix 5. The format of the plan is very simple and can be used for any task, either work based or behavioural. It would be good evidence for appraisal or a PDP and a new one could be started at any time a need arose.

Planning and Delivering Training

Devising and delivering training to the Yot can be a very simple task or a very difficult and complex task. The team have strategic, departmental and team objectives (and parent agency objectives) that are recorded onto a matrix for the whole team, these are coded for 'mandatory', 'core', 'developmental' and optional (opportunistic and aspirational). Training the individual can be relatively straight forward, but the team or parts of the team can be very challenging. There is a mix of age, experience and learning styles that make it impossible to please or engage everyone at an appropriate level for them on every occasion.

The study guide suggests using a 'Diff - Chart' (See Appendix 6). This is good for teams with specific tasks, but not so good with complex generic 'people oriented' tasks. I have used it to look at a small team within my team and found it very useful for sharing knowledge and expertise.

Involving Team Members in the Process

The versatility chart (Appendix 6) may be completed by a manager, but it may be more relevant to staff if they completed it, or it was completed together. They then would hopefully take more ownership of the training and development of themselves and other team members. An exercise similar to this was completed in 2003 looking at 'out of work skills' where we discussed a vast array of skills people had in their private life outside of work that we never knew about. Generally, staff are involved through the current appraisal and supervision process.

Organising Training

The versatility chart (Appendix 6) showed how to identify training needs for a small team. Earlier this year national research identified a need for all Yot staff to receive training on understanding and managing 'risk'. As our role is to prevent offending and re-offending, everything we do is related to assessing or managing risk (This is what the UMIS tool does for the EI team). This, therefore, became an organisational objective based on an identified gap in the team capabilities. Appendix 7a shows the systematic approach to training design used. Appendix 7b shows the objectives, resources and methods used to deliver this training

The training was designed around statutory requirements produced by the Youth Justice Board and was delivered by myself as a trained trainer. The training was successfully completed. Since this training managers have put in place better risk based systems that the staff have accepted due to their improved understanding. In this case records did not need to be kept confidentially as they were not specific to any named member of staff. Such records should be password protected or locked away when they relate to a member of staff.

Reviewing the success of the exercise showed good results and the objectives achieved. This was because the training objectives were SMART, the training place was suitable to the needs of the team, the plan was planned, the methods allowed for individual learning styles, the resources were varied but simple and the method of delivery was in line with the trainers guidance.

Investors in People

I am pleased to say that on the 8th of December 2006 my team was awarded the Investors in People award. This government award aims to raise the standards in organisations for staff development, learning, leadership, ownership, and improve the performance of the organisation. There were 10 indicators that we worked towards for the best part of 12 months to achieve the accreditation.

INTERNAL AND EXTERNAL FACTORS

INTERNAL FACTORS

Short and long term business objectives:

- Delivering against Yot, Corporate SBC, Directorate targets
- Secondments – Staff turnover – Training to keep fully staffed
- High performance on shared Key Performance Indicators
- Managing partnership resource stresses

Short term operational requirements:

- Delivery on new targets and KPIs – Focus staff on targets
- Managing multi-agency, parent agency demands
- National standards in-house and wider partnerships

Current and proposed technologies:

- Staff v client face to face time – National standards and IT issues
- Cost of new technology v staff IT capabilities to use IT
- Training – Buy in or in-house
- IT management – contracted out – Support and help desk
- Data analysis – Who does it and where does it go?

EXTERNAL FACTORS

National economic policies:

- Change of government – New legislation
- Change of Home Secretary or Chancellor
- Youth Justice Board change of policy direction

Changes in international economy:

- Budget cuts from Home Office
- Budget cuts from partner agencies – Job freezes
- Increased offending due to social/ economic reasons

Changes in labour market:

- Unable to recruit from main partner agencies due to lack of trained personnel or incentives to do so.
- Partners withdraw staff.

DTI's FIVE MANAGEMENT PRACTICES FOR CONTINUOUS DEVELOPMENT

SHARED GOALS:

The business priorities for all staff are very clear. This is because we work to the statute/ law in the Crime and Disorder Act 1998. No matter what agency a person is from it is made very clear to them that they are playing a part in dealing with the risks that lead to offending. In order to achieve the aim of preventing offending or re-offending we work to key performance indicators and National Standards. No one is unclear on this. There are challenges for some when this target is complicated by the welfare needs of service users.

SHARED CULTURE:

The uniqueness of the Yot is that it brings together staff from a number of different agencies. This brings constant cultural challenges. When the team was new this was a real problem. As the team has matured, staff and managers have learnt to celebrate the different approaches to 'the way things are around here', allowing staff to do things in a way that suits them and their professional background.

SHARED LEARNING:

The learning and professional expertise of one member of staff is easily shared with others. Being multi-agency and housed in one location brings learning together. Staff communicate cross agency all the time and actively train in-house and inter-agency throughout the year. An example of this was where a partner agency was buying in training, had some spaces and offered them to the Yot, free of charge. Staff from 5 other agencies benefited from the training.

SHARED EFFORT:

It is management policy to expect professionals to be expert in their particular 'field'. They are also expected to work generically and learn relevant aspects of all partnerships in the team. This leads to shared effort where everyone is striving to achieve the shared goal, rather than the unproductive 'it's not my job' blame culture that can be so destructive. This is often described as 'can do'.

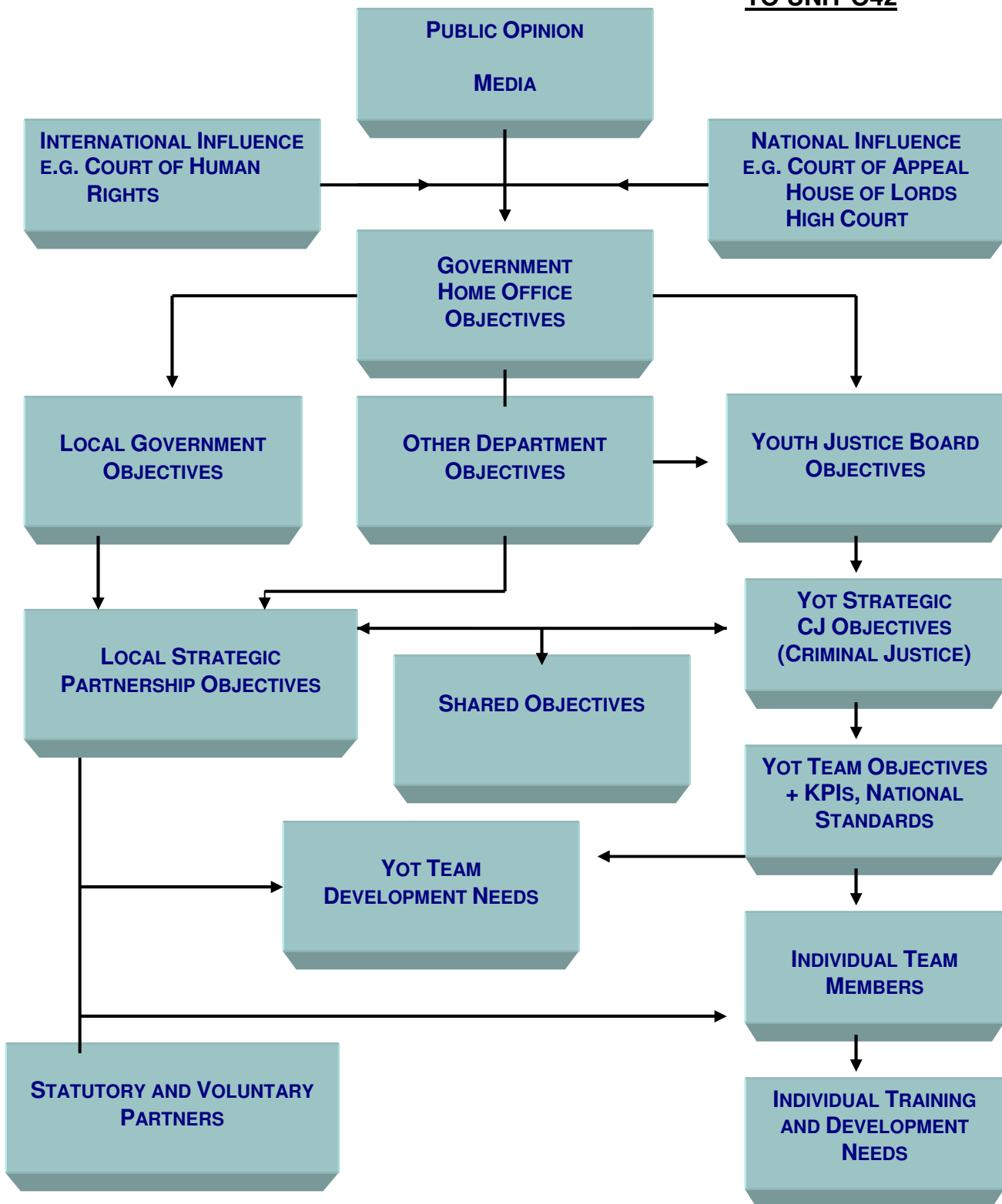
SHARED INFORMATION

The IT systems in the Yot ensure service user information is shared across all Yot staff instantly. Where the Yot has difficulty is managing information overload. Staff talk, email and share constantly. Managers constantly need to update, monitor and review. Misunderstandings can occur when people scan documents without fully understanding the wider consequences. Therefore, all staff and managers attend 'state of play' meetings daily to keep the lines of communication open.

**CORE SKILLS DEVELOPMENT
TRAINING NEEDS**

	Developmental
	Core Training
	Optional
	Mandatory

EARLY INTERVENTIONS TEAM	Kath	Sarah	Joe	Paul
Professional Certificate				
Child Protection Foundation	2006	2004	Req	
Child Protection 1		2004	2004	Req
Child Protection 2		Req		Req
Child Protection 3 - Working Together				
Child Protection and Diversity		Req		2005
Drug Alcohol Awareness		2004	Req	2005
Identifying Substance Related Needs		2005		2005
Diversity Training		2005	2005	2005
Young Offenders Who Sexually Harm		Req	Req	Req
Children & YP Sexually Exploited		2005		2005
Assessment Framework		2005		2005
Cognitive Thinking Skills				2003
Effective Work With Girls				
Offending Behaviour Programme				
Understanding Sexual Health		2005		2005
Understanding Child & Adolescent Mental Health		2005		2005
Neglect: Thinking Outside the Triangle		Req		
Learning From Serious Case Reviews				
Risk Assessment Workshop				Req



IDENTIFYING TRAINING AND DEVELOPMENT OBJECTIVES. This diagram shows the complexity of developing staff in a multi-agency setting where the 'business objectives' can be dictated in a measured way through the YJB or 'subject to the political climate at the time. Some objectives can be completely perverse to each other by the time they get through the two sides to us.

**APPENDIX 4
TO UNIT O42**

Key 1. Role model to others
 2. Achieves most of the time
 3. Achieves some of the time
 4. Does not achieve this

COMPETENCIES MATRIX

THEME	BEHAVIOUR	1	2	3	4
The way we act: Personal approach to our work and the services we deliver	<ul style="list-style-type: none"> • Innovation • Personal drive and owning our actions • Respect for others 	✓			
Focus on the Customer: How we take our customer's needs into consideration in all our actions and decision making.	<ul style="list-style-type: none"> • Customer understanding in service delivery • Business awareness 		✓		
Relationship Building – How we work with colleagues and partners to continually improve our service delivery.	<ul style="list-style-type: none"> • Working in partnership • Teamwork 	✓			
Managing the Excellence – How we manage and lead our resources to deliver excellent services.	<ul style="list-style-type: none"> • Leadership • Resource management • Performance improvement 	✓			

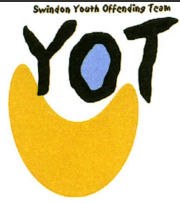
It is accepted that these themes and behaviours are not static; more can be added and taken away at any time.

Further paperwork allows for collating evidence and for reviewing progress.

Managing to excellence is only completed on staff who manage staff or resources.

APPENDIX 5
TO UNIT O42

COACHING PLAN

Name:	Kath Smith	
Team:	Early Interventions	
Job Title:	EI Worker	
Area of improvement	Use of 'UMIS' computer based casework management system.	
Agreed outcome	Full understanding and ability to case manage on the 'UMIS' system for all cases by April 2007.	
Agreed method of coaching	One to one sessions at workstation for every new case that requires UMIS recording. Joint working through the step-by-step guidance manual.	
End date for completion	1 st April 2007	
Type of support required	One to one coaching at workstation. Peer support by colleagues already trained. Reduced workload to allow for learning. Coaching by peers for learning 'quick wins'.	
Methods and dates of reviews	Review in every supervision session. Currently every 4 weeks. Reducing to 6 weeks by completion of learning.	
Evaluation	Use of UMIS QA wizards and regular dip sampling of live and completed cases.	
Signed:		Signed (Line manager):
Date:		Date:

APPENDIX 6
TO UNIT O42

VERSATILITY CHART

1	Very competent
2	Competent to work alone
3	Requires supervision
4	In need of training

TASK	KATH	SARAH	JO	PAUL
Office Duty	1	1	1	1
Court Duty	4	1	2	1
Bail & Remand	4	2	2	1
Panel Duty	2	1	2	1
Panel Reports	2	2	2	1
CAF Assessment	2	1	1	1
Intervention Plans	3	1	1	1
Breaching	4	3	4	1
UMIS Input	3	1	1	4

EARLY INTERVENTION TEAM

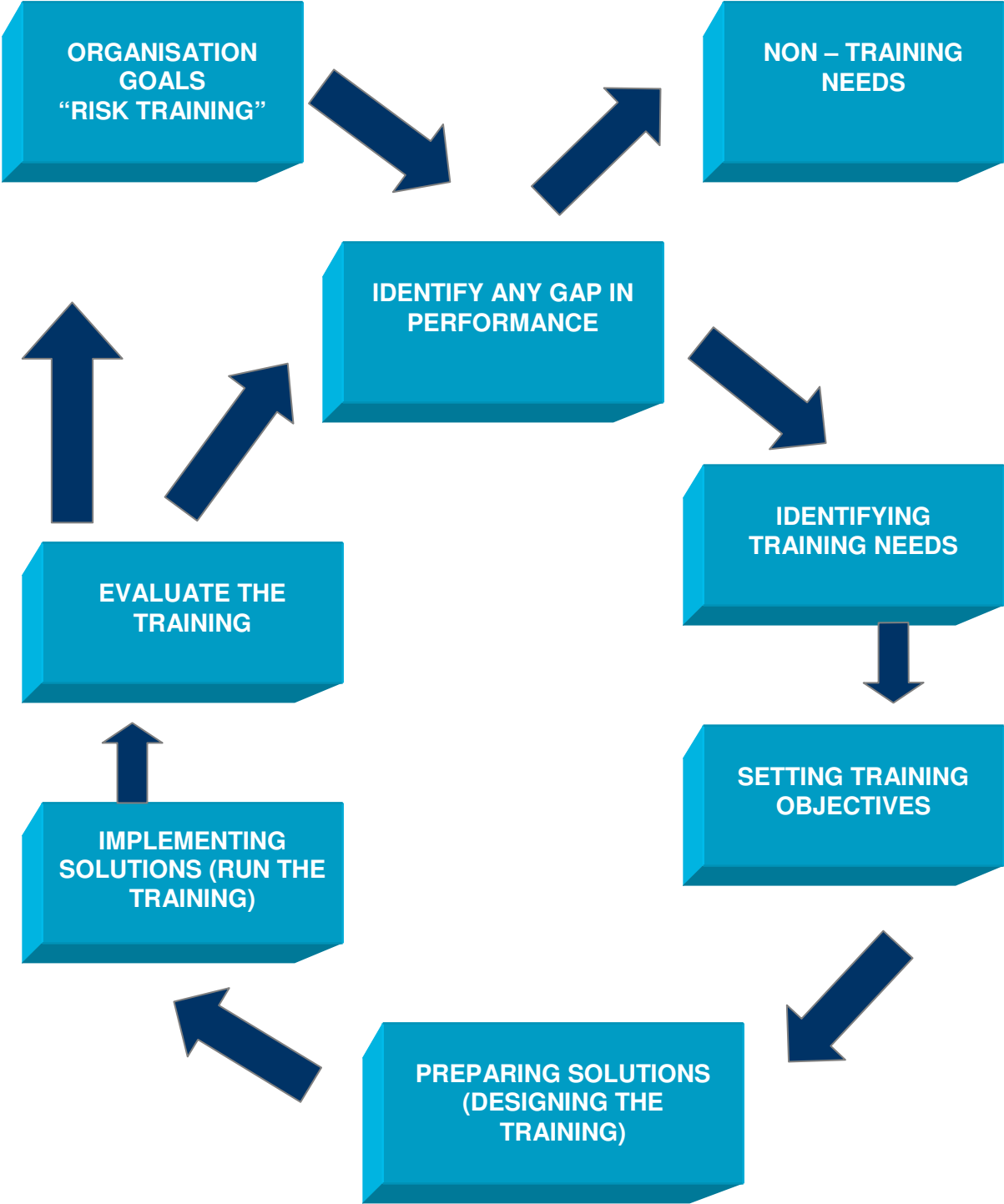
Manager: Cynthia Simon

Date: 01/12/06

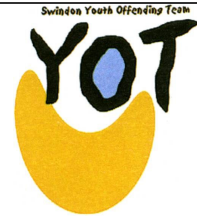
Next review: 01/02/07

PROGRESS	
KATH	Coaching on Court work needed. Either Sarah or Paul to assist.
SARAH	Coaching on Court work completed concentrate on Breaching experience.
JO	Join Kath and Sarah with Paul coaching on Breaching.
PAUL	Excellent coaching – well done. Time now to look at the new UMIS computer system – See Sarah or Jo.

DESIGNING TRAINING



**SWINDON YOUTH OFFENDING TEAM
RISK TRAINING**



Time: 9:30am - 16:30pm

Date: 1st March 2006

Location: The Limes

Introduction:

Following a recent audit it was identified that there was a training need to ensure all staff have an understanding and working knowledge of all aspects of risk.

Programme aim:

To provide practitioners and managers with clear principles for managing risk based assessments.

Programme objectives:

- Staff are able to distinguish between different types of risk.
- Staff have a basic understanding of MAPPA definitions and referral criteria.

Programme desired outcome:

By the end of today's training:

- Staff are confident and have the ability to apply learning to supervision of risk with young people.
- Staff will take further learning opportunities on risk led practice and build on today's learning.

Method:

In order to engage all learning styles a number of delivery methods were used, PowerPoint, paper, people and discussion.

METHOD					
SESSION	WHO	RESOURCES	TIME	REFERENCE	
1. Introduction then domestics, rules, timing, background	KL	PowerPoint	09:30	YJB Risk	
2. Exercise One "Types of Risk"	KL	Word storm Flip Chart Hand-out	09:45	P10-P20	
3. Exercise Two "Levels of risk Continuum line"	KL BS	Group input Flashcards Hand-out	10:15	P22-P30	
4. Exercise Three "Key principles for working with risk"	BS	PowerPoint with key words missing Hand-out	10:45	P32-P40	
COFFEE			11:15	11:30	

5.	Exercise Four “Risk working with Young People”	KL	Facilitator Led discussion	11:30	P42-P50
LUNCH				12:30	13:15
6.	Exercise Five “Evidence”	BS KL	Role play Break-out groups Flip charts	13:15	P50-P70
7.	Conclusion	KL	Notes gathered from exercises	14:15	
8.	Feedback forms		Completed		
9.	Plannery		Open discussion Review learning objectives and outcomes	14:35	
END				15:30	

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