

## THE EXECUTIVE

16 MARCH 2004

### REPORT OF THE DIRECTOR OF CORPORATE STRATEGY

<b>PEOPLE MATTER: ANNUAL REPORT ON LEARNING AND DEVELOPMENT</b>	<b>FOR DECISION</b>	
<p><i>This report concerns a major Human Resources issue within the Executive's remit. Learning and Development is a key part of 'People Matter'. It is required to be presented to the Executive as a Performance Indicator in Organisational Development and Development's Balanced Scorecard, and it reports to Members monitoring statistics which it is good practice to report to committee. Additionally, Members last year requested departmental chapters as part of this years report.</i></p> <p><b><u>Summary</u></b></p> <p>This report:</p> <ul style="list-style-type: none"><li>• outlines feedback on, and evaluation of, our learning and development initiatives</li><li>• proposes a programme of action to improve our leadership and management capability and help us gain corporate Investors in People status</li><li>• updates Members on progress in departmental and corporate initiatives</li></ul> <p><b><u>Recommendations</u></b></p> <p>The Executive is asked to:</p> <ol style="list-style-type: none"><li>1. Agree TMT's proposed priorities, objectives and action plans, as well as the commitments and resourcing outlined in their programme set out in paragraphs 6 and 7 plus Appendices 1 and 2; and</li><li>2. Note the statistics set out in Appendices 3 and 4, the detail of other initiatives across the Council, and the departmental chapters at the back of this report, with the intention to standardise this information, which will be monitored on a quarterly basis by Departmental Management Teams.</li></ol>		
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#### **1. Background/context**

- 1.1 Learning and development are key drivers for 'People Matter', the Council's plan to develop the organisation and our staff. The people who work for the Council are its biggest and most costly resource. The Council's success is in their hands. This annual report reviews their learning and development over the past year, and sets out the agenda for 2004-2005.

- 1.2 Learning and development opportunities are provided in co-ordinated partnership, departmentally by each departmental human resources section, and corporately from the Corporate Strategy Department. The part of this report on Corporate Development and Training provides the framework, and then each department has written its own chapter as requested by the Executive last year. A standard format for departmental learning and development plans, and for reporting on these, will be used next year. Departmental Management Teams will monitor these plans every quarter.

## **2. People Matter**

The initiatives which are part of 'People Matter' have moved forward during the past year, and the whole programme is being reviewed. Learning and development have made huge strides over the last two years. Staff all over the Council have the chance to learn things that help them support the Council's aims.

## **3. Investors in People**

- 3.1 This is the national standard for staff development and what needs to go on in an organisation to support it. The Council had a corporate assessment in May 2003. It achieved 25 out of 33 parts of the standard, and this is a good result for a first assessment. Corporate Strategy and the Planning Division of Leisure and Environmental Services achieved Investors in People [IIP] status. Housing and Health achieved it in August. Departmental action plans are being developed, and the aim is to achieve corporate Investors in People status within a year.

- 3.2 Our assessors noted the high quality of the staff development function in the Council:

'The range and quantity of training and development activity provided is impressive. The in-house provision is well communicated and easily accessed by people. People speak highly of the training and development professionals employed and contracted by the Council.'

## **4. What we need to do to achieve change**

- 4.1 Our IIP assessment reports that the Council's weaknesses as a whole organisation are in planning, in setting objectives for learning and development, and in evaluating the impact of it.

- 4.2 Recommendations specific to staff development are:

- Appraisal needs to be done across the Council
- Managers and supervisors need to update their skills
- More mandatory training should be used to drive change from the 'top down'
- We must ensure staff beside young people and graduates have opportunities
- There should be more use of learning opportunities beside training courses

- 4.3 The Audit Commission in its corporate assessment said that the Council needs to continue to improve officer capacity, but at a faster pace, and also that staff development needs to be progressed consistently across the Council.

## **5. Needs Analysis**

5.1 Our annual needs analysis with Departmental Management Teams and a range of other people tells us that:

- Departments do not set objectives when they plan staff development, and they cannot, therefore, evaluate its impact.
- There are no objectives set for the organisation as a whole when learning and development needs are identified at a corporate level. Again, this means that the impact cannot be evaluated.
- This is the most important point which came out, and supports the liP assessors' findings.
- A lot of different things are wanted. The one that came up most was the development of managers and supervisors.
- This was followed by project management, health and safety, training for appraisers and appraisees, shorter courses, fresh input, and refresher input.
- Next in order of priority were: front-line staff, equalities and diversity, and the Balanced Scorecard. Basic Skills work is having a good impact. A range of other points were mentioned once only.
- Feedback on the Staff Development Programme was generally good.
- Departmental Heads of Human Resources said we need a forward-looking programme of development, focussed on one or two key drivers, integrated with service initiatives, co-ordinated across the Council, and evaluated. They saw the manager's role as central.

5.2 The key point is that corporate development and training must focus on the area that will have most strategic impact corporately, and this is leadership and management development. The Council as a whole must look to meet the whole range of needs expressed by using a variety of learning opportunities within and between departments.

## **6. The Management Team's Programme**

6.1 Taking on board comments from this needs analysis, our liP assessors, and the Audit Commission's corporate assessment, the Management Team propose:

- a programme of prioritised learning activities for the whole Council, which underpins our organisational strategy.

The eight priorities are:

1. Customer first
2. Leaders
3. Managers
4. Supervisors
5. Basic skills
6. Induction
7. Technical skills
8. Health and safety

- objectives for this programme
- to provide an implementation plan for consistent progression of staff development across the Council
- to increase mandatory training
- to increase the allowance for off-the-job-learning activities for each member of staff to five days each year. At an average cost of £50.00 per day, the cost should be easily recouped in improved performance, retention, reduced recruitment fees, plus an enhanced profile as an employer of choice to attract applicants
- clear roles for who does what in providing learning and development activities
- to increase their focus on learning and development as part of our effort to speed up the improvement of officer capacity
- to identify the money put into learning and development across the Council, other than costs for staff time for learning activities, and to judge whether it is sufficient to meet aims. It is likely that more money will need to go into learning and development
- to evaluate the programme of learning activities against the objectives they have set

For detail of objectives and action plans see Appendix 1

For detail of roles see Appendix 2

## **7. Mandatory Training**

7.1 In line with the suggestion of our liP assessors that we increase mandatory training, a list of current and proposed corporate mandatory training follows.

1. For those who recruit and select:
  - Selection interviewing and equal opportunities [2 days]
  - Equalities and diversity in employment [1 day]
2. For appraisers:
  - Appraisal [2 days]

3. For those who manage projects:
  - One or more of the project management training courses, as identified with line managers [all 1 day]
4. For front-line staff:
  - Customer care skills [1 day]
  - Building equalities into customer care [1 day]
5. For all involved in impact assessments:
  - Impact assessments [ $\frac{1}{2}$  day]
6. For all new starters:
  - Corporate induction [ $\frac{1}{2}$  day], and departmental induction
7. For in-house mentors:
  - Mentor training [2 days]
8. For all managers:
  - Equalities and diversity in service delivery [1 day]

Proposed mandatory training:

9. For all who did the training in [1] more than three years ago, a half day update on each topic.
10. For all who did the training in [2] more than three years ago, a one day update.
11. For all promoted to management positions and for all new starters who are managers:
  - Induction for managers [1 day]
12. For existing or aspiring supervisors:
  - Becoming a successful supervisor [5 days and a brief assignment]
13. For existing or aspiring managers:
  - Introductory Diploma in Management [6 days and a written assignment]

We aim to make this training mandatory over time and will be trialing a number of courses in the current year.

14. For all who work with Members:
  - Political Skills [ $\frac{1}{2}$  day]
15. Departments to specify and report on their mandatory events eg induction, skills, service-specific training, legislation.

## **8. The Business Case**

8.1 If we do this, it will give us:

- Increased officer capability, particularly management and leadership capability
- Change managed more effectively, and a faster rate of change
- Improved communications in the line

## **9. Evaluation of the Staff Development Programme**

9.1 End-of-course evaluations and three-monthly evaluations from participants and line managers, along with the annual needs analysis, form the basis of our continuous improvement programme.

9.2 Three monthly evaluation data tells us that:

- the biggest benefit our staff identify from courses is learning and discussing issues with other people in the Council. In other words, they want to work corporately
- more people attending courses need to agree objectives with their line manager first. See Appendix 3

9.3 End of course evaluation data tells us that

- over 80% of participants think courses are just right in length
- 99.8% of participants mark the courses 3 out of 5 or higher in terms of satisfaction

9.4 We also get ad hoc comments: for example, one course participant phoned me just to say that she had found our equalities and diversity training to be excellent and it had made a real difference to her work.

## **10. Staff Development Programme Monitoring Statistics**

10.1 These are in Appendix 4. We have compared the figures for 2002-2003 with those for 1999-2000. They tell us that:

- The number of attendees has gone up by 63% in the space of two years. Total days attended has gone up by almost 100%.
- There are huge increases in attendance by black and minority ethnic groups, women, disabled people and residents of the borough, as well as most departments.
- Finally, there are very steep increases in attendance of staff on Scales 2 to SO2.

10.2 Just one person continues to administer this programme. Statistics are needed for all types of learning and development right across the Council [see 20 below].

## **11. Appraisal**

- 11.1 In 2002-2003, 71% of non-manual staff had an appraisal and 67% had a Personal Development Plan. This shows real progress but is still short of the target set by the Executive. Two of the unfavourable scores in the Staff Attitude Survey 2002 are related to appraisal: although the response rate was only 34%, less than half of the respondents agreed that they received regular feedback on performance, or that their manager took time to discuss developmental needs with them. Good appraisals will impact on both of these. Mandatory updates should help to address these issues.
- 11.2 In January 2003 each Director produced an implementation plan for appraisal for manual staff. The end aim is to have one-to-one appraisals for all, and some departments will move to this by starting with group appraisals. The Management Team will monitor these plans.
- 11.3 All the cooks in Education, Arts and Libraries have had appraisal training and started appraisals with teams in September 2003.

## **12. Equalities and Diversity**

- 12.1 2002-2003 was the second year of our five-year training programme. The budget of £90,000 has contributed to the higher course attendances. 700 front line staff attended 'Building Equalities into Customer Care in 2001-2002, 500 in 2002-2003. In training we had reached level two of the Equalities standard by July 2003, although the target date is March 2004. This helps us meet the Audit Commission's recommendation that diversity and equality strategies be vigorously implemented.
- 12.2 Some of the budget was used for Positive Action training in 2002-2003. This provides specific training for groups which have been disadvantaged in the past. We have focussed on staff who are under-represented in the whole workforce and/or at management levels. The Council is sponsoring black and minority ethnic management qualification training, and has put on courses for staff who are local residents, and for women, as well as offering a mentoring scheme for disabled staff.

## **13. Basic Skills**

The cross-borough partnership working on this is led by the Adult Basic Skills team in Education, Arts and Libraries, and is at the leading edge nationally. It has recently won a funding from the London Development Agency to participate in a pilot scheme with two other London Boroughs to embed basic skills in the workplace. The team has put in place, with the help of Departmental Heads of Human Resources, the Union Learning Fund and our Union Learner Representatives, a framework for delivering basic skills training to large number of the workforce. Work has started and managers report benefits at work.

## **14. National Vocational Qualifications**

- 14.1 Corporate Development and Training runs an accredited Centre for Management, Training and Development, Administration, Customer Service and Health and Safety NVQs.

- 14.2 Documentation is on the intranet. We have some in-house assessors, and some are being trained. They can manage a small number of NVQ candidates. Larger numbers of candidates would need to work with consultants. Social Services has an extensive NVQ programme.

## **15. Career Trainees**

Career Trainees are in demand across the council. Currently we have 13, and will shortly be recruiting up to two more. Over one hundred local youngsters have completed the scheme; around 60% of them are still with us, and, at our last estimate, they were about 75% of our under thirties workforce. Those who go on to careers outside the Council also do well: for example, one is a senior consultant for PWC, another is earning a top salary as a solicitor. There was a full report on the scheme in March 2003, and the Audit Commission cited the scheme as one of the mechanisms we have in place for developing staff capacity.

## **16. Management and Leadership Development**

- 16.1 Feedback on our 15 and 6 day management development programmes has been consistently good, but we have decided to try a change: contracts for supervisory/junior and middle/senior management development programmes have gone out to tender and contracts have been awarded. New programmes will provide basic management certification, accredited by the Institute of Leadership and Management.
- 16.2 Three lunchtime talks, on team building and motivation, have been provided for senior managers, and more are planned for next financial year.

## **17. Mentoring**

The Council's mentoring scheme continues to thrive, and the Inter-Borough Mentoring Scheme with Havering and Redbridge is up and running. At a review, both mentors and mentees spoke of benefits to them.

## **18. Competencies**

Consultants will be commissioned to develop our competencies, or skills, for leaders, managers, and for all staff, with descriptions of the behaviour they need. We aim to link these competencies to job descriptions, to get 'job competency profiles'. Our consultants will also establish protocols for the use of the competencies, and assist in rolling them out across the Council. In line with Standing Orders, this work will go out to tender.

## **19. Approved List**

We have a continuously growing and changing approved list of development and training consultants who can be hired anywhere in the Council.



## **20. Workforce Planning**

Training records are kept on Oracle, and the Oracle team is working to provide reports on the data which will help with performance management and evaluation. The Oracle database needs to hold a complete record of each person's learning and development activities, and to allow the information to be retrieved and reported in such a way that it provides an effective management information system as a basis for workforce planning.

## **21. Members' Development**

- 21.1 The Members' Development Working Party continues to meet regularly to plan and steer this work, and has recently reviewed the policy. Seven visits to Beacon Councils took place in April-December. This is in line with the Audit Commission's recommendation that councillors visit best practice authorities/organisations. Members who wanted one have all got a written Personal Development Plan.
- 21.2 In-house training sessions continue regularly, always with a focus on scrutiny work. There are a series of departmental open days and briefings this year. Members also attend many external courses, seminars and conferences, as well as the Improvement and Development Agency's Leadership Academy.
- 21.3 Co-opted Members, members of the Borough Partnership, and officers are invited to training sessions.

## **22. Budgets**

Oracle needs to be used to enable us to track our spend on training.

## **23. Benchmarking**

We have benchmarked with three 'excellent' authorities in London. Most remarkable was the diversity of the three Councils in the size, the functioning and the practices of their development and training, and one had not had a Head of Human Resources for a year. Common themes were: all have gone for Investors in People, all central functions are providing consultancy and training delivery themselves as required by their Councils for reasons of political awareness. One of them spends three and a half to four percent of the pay bill on training. We spend much less than that, **but**, in quantitative terms, our statistics are higher in terms of the numbers of central courses, days of training and attendees. Their corporate team has eight staff who cover a smaller number of employees.

## **24. Conclusions**

- Led by the Management Team, we need to plan and prioritise, set objectives for, and evaluate learning and development across the Council.
- We need to progress learning and development across the Council systematically, consistently and faster.
- All leaders and managers need to engage fully in their role responsibilities for developing their staff.

**Background papers used in the preparation of this report:**

- Investor in People Assessment Report for The London Borough of Barking and Dagenham. Capital Quality, May 2003.
- People Skills Scoreboard Survey 2001-2002. Employers' Organisation, 2002.
- Staff Survey 2002: Overall Results: BDI Surveys, 2002.
- Barking and Dagenham Council: Corporate Assessment: December 2002: Audit Commission

**People consulted in writing the report**

The Chief Executive

Departmental Management Teams, Heads of Human Resources, Training Managers

The Head of Organisational Development and Employee Relations

Unions

The Leader and Deputy Leader of the Council

The Adult Basic Skills Co-ordinator

The Equalities and Diversity Adviser

## **Chief Executive's Department: Development and Training: 2002-2003**

The Chief Executive's Department was re-structured in April 2003. As a result two Departments, namely Finance Department and Corporate Strategy Department were created.

Prior to April 2003, the Chief Executive's Department (CEX Dept) contained 4 divisions; Democratic & Legal Services, Policy & Performance, Finance and Human Resources. The development and training priorities for the Department (re "People Matter") 2002/03 were:

### **1. Attainment of Investors in People Award**

One division (Democratic & Legal Services) had already achieved IIP status during 2001/02. Corporate Strategy Department has since been awarded the same status, with the Finance Department aiming to obtain accreditation by March 2004.

### **2. Implementing Appraisals**

A key priority within the CEX Dept was supporting managers in implementing the corporate appraisal process.

By end March 2003:

- 85% (377 staff out of 445) staff had been appraised
- 85% (377 staff out of 445) staff had Personal Development Plans in place
- 85% (445 staff) had agreed performance objectives

Monitoring of this will continue in order to achieve 100% returns.

### **3. Managing Sickness/Reducing Sickness Levels**

Another priority for the Department was to reduce the number of sickness absences. Departmental Human Resources supported this by providing:

- 10 half-day Managing Sickness Sessions with 150 Managers/Supervisors in total attending

As a result the number of sickness absences reduced. In addition Departmental Guidelines were amended. Work will continue in this area during 2003/04.

### **4. Induction**

All staff in the CEX Department continued to have access to the Corporate Induction Programme. To support this a new Departmental Induction Pack was produced. The amended version includes both the corporate requirements and staff information.

### **5. Other Training and Development**

The following activities took place (across the Chief Executive's Department) during 2002/03:

- Continuation of accredited CIPFA training programme, 3 trainees were accepted on the programme.

This very successful programme will continue within the Finance Department in 2003/04.

- One member of staff has been accepted on Positive Action training; PATH Programme (only three places were available across the Council).
- Continuation of a Legal Services training programme (2 trainees accepted).
- Attendance on mandatory corporate courses:

- Recruitment and Selection 29 attended
- Appraisal training 15 attended
- Equalities and Diversity 42 attended
- Attendance on Corporate Management briefing sessions and mentoring programmes (internal and external) and mandatory project management training for managers. Strengthening managers supervisory skills in preparation for Investors in People was also a key priority.
- Specialist technical training for IS/IT staff, such as :
  - Microsoft Windows 2000 programme
  - Mastering Microsoft Visual Basic Version 6 Development
  - Professional Windows Server Installation
- Training in Revenue Services (Housing Benefits)
  - Two basic benefit courses one for ten days duration and one six days duration, a total of 22 staff attended.
  - One new Tax Credit course of ½ day duration (six sessions) for 60 people.
  - One Verification Framework refresher and Fraud Awareness course of a days duration over four sessions for 40 people.
  - Kick-start training for one week in partnership with Synergy for around 12 potential employees (of which we employed six).
  - PINS management training.
  - In addition, Verification Framework and Financial Awareness training for HB, Revenue, Housing and outside agencies for 75-100 people.
- Corporate lunch-time talks on team building and project management events have also been successfully attended

## **6. Priorities for 2003/04**

Priorities re training and development for the two departments: Finance Department and Corporate Strategy Department, will be on:

- Continuation and investment in IIP award, specifically maintaining departmental training programmes.
- Strengthening performance management information to inform and establish a learning culture.
- Developing communication strategies and processes to ensure all staff are kept informed, specifically building on staff attitude survey.
- Implementation of competencies (particularly leadership) will continue e.g. provision of training date.
- Assisting in e-government strategy and achieving government targets for electronic service delivery. This is to be supported by appropriate learning and development.
- Monitoring and furthering Organisational Development Programme.

## **7. Training & Development Budgets:**

Each division within the CEx Dept (Democratic & Legal Services, Policy & Performance, Human Resources, Finance) maintains their own training & development budgets equalling to approx. £120k in total. A large proportion of this was used to deliver IS/IT training programmes, Customer Care, management development training and events working towards IIP status.

## **Education, Arts and Libraries: Development and Training 2002-2003**

- New appraisal monitoring arrangements in place. Appraisal for former manual staff likely to be in place ahead of deadlines in departmental action plan. Appraisal training in place for those new to carrying out appraisals (eg cook supervisors trained).
- New Departmental Induction arrangements in place – 1<sup>st</sup> day induction checklist, and individual induction programmes for all staff.
- Balanced scorecard used to form departmental training plan.
- Working towards Investors in People key development activity for all managers. Investors in People action plan in place. IIP regular item on DMT agenda.
- Post Entry Training Budget in place – 7 staff have had applications for professional qualifications agreed. Monitoring arrangements in place order to analyse applications (ethnicity, disability, gender, grade, and age). Promotional activities in place.

## Housing and Health: Development and Training: 2002-2003

### Our main priorities for Housing and Health

Investors in People To ensure that the overall training needs of the Department, as identified by the balanced scorecard are reviewed and defined annually using the appraisal and regular one to ones for all staff.

To ensure that all training is evaluated and improvements made to ensure continuous improvement of training and development practices and training provision. A cost vs benefit analysis is needed for all Housing and Health training.

All managers are trained to be able to manage an environment that is going through high levels of change

### Stats

Total staff on Housing and Health - 335 staff

Our training budget is as follows:-

£12,000	Health and Consumer Services	60 staff
£40,000	Landlord Services	225 staff
£26,000	Housing Strategy, HR and any other Housing and Health sections	50 staff

<b>2002-2003</b>	
Appraisal	87%
PDP	87%

### Performance & People Management

All supervisory/management staff will undergo interviewing skills and performance management training in order to give effect to Council decisions that

- All staff should be appraised every year, with a six month review being undertaken following every appraisal.
- Managers need to work within our recruitment/equalities policy and adhere to current procedures when recruiting staff.

### Induction

Appropriate staff will receive basic induction training. In support of this each employee will be issued with an induction pack with information relevant to their new role.

All staff attend a Housing and Health induction day. This is co-ordinated by HR along with their start date.

Recent improvements have been to add the following information: - Balanced Scorecard, liP information and Appraisal Procedures.

### **Recruitment & Selection**

All staff who will be selecting applicants for jobs will be required to undergo mandatory recruitment and selection training which is designed to ensure that, Council-wide, there is a fair and consistent approach to recruitment and selection procedures.

### **Promoting Equal Opportunities and Celebrating Diversity**

All staff are expected to understand issues pertaining to working for a culturally diverse organisation and community, and appropriate training will be provided to new and existing staff.

Since Equalities training has been made mandatory for all staff - our recruitment figures show that there has been a 7% raise in the amount of BME staff recruited 2002/2003.

### **Health & Safety**

All new staff undergo health & safety training during their induction. In addition a programme of training is available covering: manual handling objects management of health & safety risk assessments.

Dealing with Violence and Aggression workshops have been undertaken. Training sessions based on the outcomes of the workshops will be run in Oct/Nov 03.

### **Customer Care**

Courses & special programmes will be developed for front-line staff in line with our Customer First Initiative. Customer care training is planned for coming months.

### **NVQ's (in specific areas)**

Appropriate staff who meet the criteria for NVQ training and subject to budget provision will undergo NVQ training.

Currently we have a small Customer Services team in Health and Consumer services Dept. undertaking NVQ Level 2 in Customer Care and D32 and D33 for two assessors.

Workshop briefings (Managers Toolkit)

The following workshop briefings will be available on the following subjects:

- Equalities
- Recruitment & selection
- Safer Services
- Management of Absence/Sickness
- Disciplinarys
- Grievances
- Harassment and Bullying
- Appraisals
- DDA

One session on Sickness management has directly resulted in 6 long term sick staff being brought back to work.

One session on DDA awareness has resulted in access to work support being accessed for one of our disabled employees.

This has been recently reviewed to be delivered in 2hour session to make it more accessible for manager to attend.

### **Balanced Score Card**

All staff will be briefed on the Balanced Scorecard approach. Its aim is to maximise the benefits and outcomes from the modernisation agenda. Landlord services have completed briefings on the Balanced scorecard "Make a Difference" project. All 266 staff attended the briefings - this has helped greatly with the cascading of objectives.

### **Post –Entry Training/Day Release**

Housing and Health' Post –Entry Training/Day Release Scheme is available to all staff. Evaluation show that 70% of internal promotion have been by staff who have previously undertaken studies through this scheme. Improvements have been made to tie bids into a yearly cycle through the PDP's at the beginning of the financial year.



## **Leisure and Environmental Services: Development and Training 2002-2003**

- Training budget £59,000.
- About 45% of the budget is spent on professional and vocational training, the other 55% on Induction, Health & Safety, Customer Care, Equalities, performance management and management development.
- Training needs are identified via personal development plans and balanced scorecard objectives.
- Planning Division gained IIP status.
- 4 staff have commenced NVQ Assessor Awards in Customer Service
- 9 staff have commenced NVQ Awards in Customer Service.
- Outcomes of courses are evaluated and courses changed if required.
- As part of the departmental organisation development plan a stress audit has been undertaken and training on identifying and managing stress has been organised.
- All new starters are booked onto the Departmental and Corporate Induction programmes. The Departmental programme is currently under review.
- The action plan for adult basic skills was implemented. 30 members of staff commenced basic skills programmes.
- An integrated programme of basic skills, health and safety and customer care training is currently being developed for frontline staff based at Frizlands and is due for implementation later this year.
- A rolling programme of violence and aggression training for specific staff groups has commenced.
- 7 members of staff completed post entry training courses
- 6 members of staff commenced post entry training

### **Social Services: Development and Training: 2002-2003**

- Social Services held two Performance Management Days for all Social Services Managers in April and June.
- Designed and developed a Management Development Programme (SPRP) Service, Performance, Resources, People.
- Currently recruiting to Children & Families Training & Development Co-ordinator post and planning to recruit to the NVQ Centre Manager Post (seconded in place from training team)
- Implementing NVQ Assessment Centre Plan - Centre has now been re-accredited by City and Guilds and made more accessible to all divisions
- Recently registered 30 Candidates for NVQ Level 2 and 3 in Care
- Developed a Training Partnership Programme with the voluntary, private sector to deliver NVQ's in Care as part of TOPSS Induction Foundation Standards.
- Planning to design a career pathway for all employees in line with Care Standards requirements
- Obtained sourcing funding for NVQ's from CDC, a local brokerage working on behalf of the Learning and Skills Council
- Partnership working with the Primary Care Trust - already delivered our first two joint induction workshops
- Organise DipSW Secondments (2002/3 - 10 candidates) (2003/4- 17 candidates) using DoH Student Support Sub-programme (£83,063) and Occupational Therapy Secondments using NELWDC funding (£20,000 approx) (Advertise, Interview, Process, Arrange placements and practice teachers)
- Training Support Programme £173,993, PQ Child Care Award Sub-programme (£28,956)
- Allocate & monitor funding for specific projects e.g National Minimum Standards Grant (£86,307) from the DoH's National Training Strategy Grant for NVQ's. Human Resource Development Strategy Grant (£38,728) - create a Recruitment and Retention Specialist Role (initially a one year contract).Oversee the Trainee Social Worker Scheme (£28,956)
- Developing the multi-agency Area Child Protection Committee Training Programme
- Arrange training from local providers on the Learning Disability Awards Framework

- 4 Staff from Social Services have successfully completed after one year's study the Certificate in Performance Management in Social Care from Oxford Brookes University. The course was run by the Social Services Research and Development Unit and is part of the Institute of Public Care at Oxford Brookes University. The programme was designed to help team managers and service managers understand the government's modernising agenda and the importance of performance management and business planning within this framework.
- Our team have worked extensively to raise our profile and PR for training. We consist of 1 T & D Manager, 1 Children & Families Training Officer, 1 NVQ Centre Manager, 1.5 Training Support Officers.
- Evaluated and reviewed all training for 2002/3. All divisions of the SS Department consulted regarding our training strategy.
- Personal Development folders being designed for all Social Services Staff.

**Proposed Corporate Objectives for Development and Training**

Here are proposed corporate objectives for development and training for the whole Council. Equalities and Diversity is to be mainstreamed throughout.

**1. Customer First**

Objective:

As defined by the Customer First project

Outcomes:

As defined by the Customer First project

Measures of success and actions:

As defined by the Customer First project

(Customer First project to do)

Links:

Customer First

Community First

**2. Leaders**

Objective:

To develop effective leaders who demonstrate the Council's leadership competencies in the workplace when assessed in the appraisal/Personal Performance Management process, and who lead by example.

Top management [Directors and Heads of Service] and all other officers in a leadership role..

Outcomes: Leaders deliver the Council's organisational strategy

Measures of Success

Level 1: All leaders will have a development matrix as part of the Personal Development Plan

Level 2: There will be an increase in the range of development opportunities used.

Level 3: There will be a percentage improvement rating in appraisal/Personal Performance Management.

Key Investment Areas:

Introduce leadership competencies and a protocol for their use which enables an assessment of leadership capability, and development (report pending).

Work towards accreditation for the liP Leadership and Management Model

Design a development matrix (OD+ER to do); implement and use this from Chief Executive onwards at appraisal/Personal Performance Management and give an initial rating against the leadership competencies at appraisal/Personal Performance Management (leaders and managers to do).

Participate in external accredited leadership programmes and development activities (departments to fund attendance on external courses) and the full range of development activities such as:

- shadowing
- secondment
- mentoring
- on-the-job development
- e-learning
- coaching
- self-directed learning  
(leaders to do)

Links

CPA: Develop officer capacity  
Quicken the rate of change  
BSC: Provide strategic leadership  
Embed the core competencies

### **3. Managers**

Objective:

To develop effective managers, who demonstrate competence in the workplace when assessed at appraisal.

Outcomes: Staff work effectively, deliver on their performance objectives, and continuously improve their performance

Measures of Success:

All managers to have a development matrix as part of their Personal Development Plan (OD+ER/managers to do). An increase in the range of development opportunities used (managers to do; HR to collate data). Percentage improvement rating in appraisal against skills and actions below – not a rating just for skills but also for carrying out proper management process (managers/DMTs/TMT to do). As with the improvement rating mentioned in 4.1, this involves a new design for our appraisal scheme (working party to do).

We need to define management skills, possibly as part of leadership competencies, and these are the sorts of skills managers need:

- People skills – dealing with individuals, teams, and customers; self analysis
- Planning
- Evaluating
- Finance and procurement
- Managing change
- Learning
- Organisational understanding

These are the sorts of activities managers need to undertake:

- Project Management
- Procurement
- Performance Management including HR responsibilities such as:
  - induction
  - appraisal

- personal development planning
- regular supervision
- coaching
- absence management
- capability management
- discipline and grievance
- Basic Skills needs identification
- Risk Assessment and Health and Safety
- Customer Service
- Equalities and Diversity

Key Investment Areas:

Define and introduce management skills, possibly as part of leadership competencies, and a protocol for their use which enables an assessment of management capability, and development (report pending).

Design a development matrix (OD+ER to do); implement and use this, as appropriate, from Chief Executive onwards at appraisal/Personal Performance Management (leaders and managers to do).

Managers to participate in:

- mandatory in-house accredited management programmes
- briefings: mandatory corporate HR briefings on legislation, policy etc for all managers to
  - convey consistent messages
  - encourage networking and learning
  - and thus consolidate culture change (external consultants to do)
- workshops
- and the full range of development activities such as:
  - shadowing
  - secondment
  - mentoring
  - on-the-job development
  - e-learning
  - coaching
  - self-directed learning (leaders and managers to do)

Links

CPA: Develop officer capacity  
 Quicken the rate of change  
 BSC: Provide strategic leadership  
 Embed the core competencies

**4. Supervisors**

Objective:

To develop effective supervisors who demonstrate competence in the workplace when assessed at appraisal.

Outcomes:

As for managers

Measures of success:

As for managers

Key Investment Areas:

As for managers

Links:

As for managers

(DMTs also to give commitment and support)

**5. Basic Skills**

Objective:

To raise the level of basic skills in the workplace.

Outcomes:

Improved performance from motivated staff.

Measures of success and key investment areas:

As specified in the Embedding  
Basic Skills in the Workplace Project.

(ABSI team, HR teams, Departments, Unions to do).

Links:

Embed the core competencies

Build confidence

Community First

**6. Induction**

Objective:

To ensure that all new entrants, and staff who change jobs within the Council, are effectively inducted and introduced to their new roles, responsibilities and environment.

Outcomes:

Staff know how they fit into the Council's work and how to support the Council's culture.

Measures of Success:

All new entrants and staff changing jobs have written induction plans which are followed through and completed.

All new entrants attend corporate induction within four months.

Key Investment Areas:

Corporate and departmental induction guidelines to be implemented and monitored.

(Departmental HR to do)

Links:

CPA: Develop officer capacity  
Quicken the rate of change  
BSC: Provide strategic leadership  
Embed the core competencies

**7. Technical Skills**

Objective:

To develop staff who have the technical, as differentiated from leadership/managerial/supervisory, skills to perform effectively

Outcomes:

Capable and confident staff who deliver on their targets

Measures of Success:

Staff demonstrate competence in the technical aspects of their jobs when rated at appraisal.

Key Investment Areas:

Departmental plans for technical skills development and continuing professional development to be drawn up and implemented as part of liP action plans.

(Departmental leaders/managers and HR to do)

**8. Health and Safety**

Objective:

To promote Health and Safety through improved management of risk

Outcomes:

Staff who have confidence in their managers, their environment and their projects

Measures of Success:

Level 1: Percentage of annual risk assessments completed by managers  
Level 2: All projects include a Health and Safety/risk assessment element in written plans

Key Investment Areas:

Risk assessments to be completed (managers to do)  
A corporate database on completed risk assessments to be kept (OD+ER to do)  
A briefing to be provided for all project managers on including Health and Safety/risk assessment in project plans (OD+ER to do ).  
Training (OD+ER to do)



## Appendix 2

- Issues where a corporate standard is appropriate should be mandatory and should be a corporate responsibility. This can be led from within a service.
- Issues where a service standard is appropriate should be a service responsibility. Again, they should be mandatory within a service.
- Technical skills and optional development should be provided by services.
- The mandatory training which should be provided by Corporate Organisational Development and Employee Relations is development for leaders, managers and supervisors, because:
  - The standard needs to be set and maintained corporately.
  - Managers and leaders need to learn in the company of others across the Council to foster corporate working
  - It is what was most requested in this year's Needs Analysis meetings with Departmental Management Teams.

The evidence from our equalities training is that a clear focus on a specific area really does make a difference.

- Senior Managers and Line Managers must take up their role responsibilities for development and training. Every self-respecting modern manager:
  - Commits to developing their individual staff and team
  - Carries out annual appraisals, with reviews
  - Ensures all staff have Personal Development Plan
  - Supervises staff regularly
  - Provides induction for new starters and role changes
  - Delegates to, and coaches, staff
  - Discusses learning objectives with staff before learning events and debriefs them afterwards.

**Appendix 3**

**STAFF DEVELOPMENT AND TRAINING**

**3 MONTHLY EVALUATION PRO-FORMA SUMMARY**

<b>All Courses</b>			<b>2002 - 03</b>			
Total No of Forms sent out: <b>1764</b>						
Total No of Forms sent back: <b>458</b>						
I have been able to apply the learning from the course back in the workplace.						
STRONGLY DISAGREE	DISAGREE	DON'T KNOW	AGREE	STRONGLY AGREE	NOT KNOWN	
<b>9</b>	<b>31</b>	<b>21</b>	<b>312</b>	<b>47</b>	<b>38</b>	
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	
<p><b>COURSE BENEFITS: Please tick the statements which most describe the benefits you feel the participant has gained through attending this course (you may tick more than one statement).</b></p>						
A specific problem they had before the course has now been solved.					<b>43</b>	
The course has helped them reinforce their skills and abilities.					<b>189</b>	
The general approach to how they work has changed.					<b>82</b>	
They have gained confidence in the work they do.					<b>192</b>	
The course has helped with their career development.					<b>154</b>	
They have benefited from meeting other people in the Council.					<b>254</b>	
Did you discuss and agree any objectives before the course?			<b>Yes</b>	<b>214</b>	<b>No</b>	<b>167</b>
If YES, were these objectives met?			<b>Yes</b>	<b>194</b>	<b>No</b>	<b>20</b>
Not Known			<b>Not Known</b>	<b>57</b>		

**Appendix 4**

**STAFF DEVELOPMENT AND TRAINING  
YEARLY STATISTICS**

The total number of attendees	
1999-2000	2002-03
1,117	1,829

The total number of attendees who are registered disabled	
1999-2000	2002-03
5	23

Attendees from Black, Asian & Minority Ethnic Groups		Unknown	
1999-2000	2002-03	1999-2000	2002-03
36	331	323	137

The total number of attendees who are resident in the Borough	
1999-2000	2002-03
350	534

The total number of attendees who are male/female			
1999-2000		2002-03	
M	F	M	F
501	616	723	1106

The Departments' total number of attendees													
1999-2000							2002-03						
CS	CE	HH	EAL	LES	SS	OTH	CE	HH	EAL	LES	SS	OTH	
128	159	216	119	166	211	41	466	546	289	264	233	31	

The attendees' scale totals															
1999-2000								2002-03							
Sc1	Sc2	Sc3	Sc4	Sc5	Sc6	SO1	SO2	Sc1	Sc2	Sc3	Sc4	Sc5	Sc6	SO1	SO2
30	44	74	66	65	55	56	46	34	27	134	197	164	130	123	134
PO1	PO2	PO3	PO4	PO5	PO6		OTH	PO1	PO2	PO3	PO4	PO5	PO6	LPOR	OTH
92	36	113	80	56	39		265	100	126	115	76	46	47	19	357

The total number of days attended	
1999-2000	2002-03
1,166	2,008.5

Total number of courses that took place in 2002-03 - 154