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Clackmannanshire - Aligning CLF with Competency Review Systems

1. Why did you decide to integrate the CLF with your new corporate Performance Review and Development (PRD) system?

I had been looking for an opportunity to introduce the CLF to Clackmannanshire and a decision had been made to undertake a review of the Employee Development Review Scheme that had been in place for a number of years. Around the same time the Council completed a review of the Performance Review and Development system and introduced Corporate Competencies.

Social Services had recently introduced a new supervision policy, which was the product of a short life working group. This had proved a successful way of working and taking forward the development of a whole system approach to supervision, based on standards, templates and timescales, which makes it possible for the organisation to evaluate and audit staff supervision.

The integration of the CLF with the Corporate Competencies into the Performance Review and Development system followed on naturally.

2. Did everyone within the organisation support this?

The second short life working group was comprised of representatives from all areas of Social Services and included the Council's Organisational Development Adviser. Senior Management supported the working group and approved the final document.

3. How did you decide on which areas within the CLF to use?

Having Julie Barr, the Council's Organisational Development Adviser on board assisted the process a great deal as she is the author of the two council documents. The Working Party spent a lot of time considering what Personal Capabilities best matched the Corporate Competencies and in the end we identified six matches.

4. You've used some of the CLF personal capabilities as well as your own behavioural competences, how will this work?

The aim throughout the life of the working group was to try and provide a system that was easy to understand and that flowed from supervision through to PRTL. By combining Corporate Competencies with CLF capabilities our aim is to avoid duplication and at the same time match and enhance responses.

In practice, I have been surprised how managers are using the workbooks, as the 'tool' is proving to have many more uses than it's original aim. Here are just a few of the examples: -

- Children and Families and Adult Day Services identified questions for staff recruitment from the worksheets
- Children and Families introduced a fair selection process for staff seeking support for post graduate qualifications.
- Adult Day Services has recently restructured and are currently looking to see how we might use the workbooks as part of a change programme
- Selected worksheets were used with a group of Newly Qualified Social Workers to help them to begin thinking about how they move from 'student' to professional.

5. How will this integrated approach benefit the organisation and your workers? ie reflective practice skills, evidence own learning and development needs.

Team briefings, training and coaching are provided on request.

Listen to managers and assist them to fit the implementation of the PRD system alongside the demands of inspection, restructuring of services and the pressure of the day job.

Remember, everyone is busy.

By taking this approach, it means that there is greater ownership and the teams can implement the PRD system at the time that fits best for them. Some of the teams have selected 3 out of the 16 worksheets to work on collectively, as this has more meaning for the stage and work they are undertaking with service users and carers.

Others are asking each member of staff to take responsibility for completing the worksheets prior to meeting with their line manager for their annual PRD meeting. There is a clear expectation that individuals are responsible for reflecting on their own practice to enable them to complete each worksheet or end of year form. What they have written on the worksheet is the basis for the two way discussion with their line manager. The outcome of that meeting is a written record of the agreed learning needs for the next twelve months. Three copies are made one for the individual and their line manager and a copy is returned to the workforce development team for collation and analysis of learning needs.

I am doing this at present and can already see that the record of identified learning needs has more clarity than in the past.

6. Why did you feel the need for two workbooks ([senior managers](#) and [staff work book](#))? Is it because they have different competencies?

It is actually three workbooks, including one for [Team Managers and specialists](#). This has come about because of the way the Council's Corporate Competencies are structured.

7. Would you recommend this approach to other local authorities and social service organisations?

I think that depends on the organisation and the interface with corporate services. However, in the spirit of 'joined up thinking' and integration of services, I think we have to consider applying these principles to staff and not just to service users and carers.

Certainly for Clackmannanshire Council what started out as a considerable commitment from the members of the working party, turned into three hefty workbooks, is already beginning to bring in benefits. For managers the workbooks are assisting with staff recruitment. For staff, the benefit is that they have a tool to help them to reflect and evidence their practice that they can share with their line manager. It is assisting with clearer identification of learning needs.

At present, I think we are just starting out on a journey. My hope is that the workbooks will assist in improving the identification of learning needs and individual practice. I also hope that they will assist in unleashing individual and team creativity particularly at a time when we are all faced with challenging times ahead and the reshaping of public services.