Report for: INFORMATION	The Royal Borough

Contains Confidential or Exempt Information	NO - Part I
Title	Transformation Programme, Right People, Right Tools - Learning and Development
Responsible Officer(s)	Alison Alexander, Managing Director and Strategic Director, Adults, Children and Health.
Contact officer, job title and phone number	Terry Baldwin, Head of Human Resources
Member reporting	
For Consideration By	Audit and Performance Review Panel
Date to be Considered	14 December 2016
Implementation Date if Not Called In	N/A
Affected Wards	None

REPORT SUMMARY

In 2016 Cabinet approved a Transformation Plan with three strands:
- Knowing Our Services Programme.
- Having the Right People and Tools Programme.
- Delivering Differently Programme.

This report provides the Audit and Performance Review Panel with a second update on the progress on strand two: Having the Right People and Tools. Specifically, this report reviews:
- The councils learning and development programme, April to December 2016, (points 2.5 – 2.17).
- Progress on dissemination and use of the senior leadership principles throughout the organisation, (points 2.18 – 2.20).
- The support provided to senior management and staff to continue to deliver through change, (points 2.21 – 2.35).

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1.   DETAILS OF RECOMMENDATIONS

RECOMMENDATION: That Audit and Performance Review Panel:

    i.   Review and comment on the work to date under the transformation programme – right people and tools.

2.   BACKGROUND

2.1   The Royal Borough of Windsor and Maidenhead is committed to three strands of transformation:

- Knowing our services.
- Having the right people and tools.
- Delivering differently.

2.2   All learning and development activities within the council seek to equip our employees with all necessary skills and competencies, so that they can continue to deliver effective and efficient services for residents.

2.3   The objective is to develop a workforce which is customer focused, agile and capable achieving results. One which has the skills required now and also those required in a modern changing working environment.

2.4   To fulfil this objective, a number of initiatives have been undertaken which are covered in this report:

- Update on the council wide comprehensive training needs analysis.
- Introduction of the 21st Century Public Servant research.
- Royal Borough of Windsor and Maidenhead Senior Leadership Principles.
- Update on how we are supporting senior management to lead and manage through change.

Learning and Development Programme

2.5   In 2016, a council wide comprehensive training needs analysis (TNA) was conducted for the first time. This TNA centrally captured the training needs of the workforce and has driven our extensive training programme, which is available on Hyperwave.

Table 1: Training identified through the TNA

Training type	Number of staff requiring training	Examples
Statutory	1112	Safeguarding First aid Lone working
Mandatory	675	Data protection and information security Health and safety Child sexual exploitation
Management	420	Absence management Performance management Recruitment
Personal development	321	Presentation skills Facilitation skills Communication skills
Professional development	454	Excel Customer services Project management

2.6 Conducting an annual TNA, reaffirms the council's commitment to developing the workforce. The TNA takes place in Q3 which drives the creation of the full learning and development programme in Q4, the 2017 TNA is currently underway. In 2016, the council invested £347 per FTE on training, which is above the UK average public sector spend of £240 (CIPD, 2015).

2.7 The current TNA will be used within new partnership arrangements for 2017/18. The new partnerships will undertake their own TNAs in Q3 of 2017 to formulate their own training programmes for the following year.

21st Century Public Servant

2.8 University of Birmingham has commissioned a piece of work which outlines how the workforce of the public sector is changing in the 21st century, and the types of skills required are evolving. Specific skills which will be required going forward include, but are not exclusive to, the following:

- Soft skills
- Leadership
- Commerciality
- Agility

2.9 These skills seem particularly relevant to RBWM where through 'Delivering differently' the number of services delivered directly by the council will reduce, requiring a workforce that is highly skilled in commerciality and contract management skills.

Soft skills

2.10 The 21st Century Public Servant research points to the need for soft skills training for all staff. Staff will need to have excellent skills in a variety of areas, including; management, communication, facilitation and reflection. Soft skills can be as essential as technical skills in a delivery model which relies heavily on commissioning and customer relationships.

2.11 Relationship management will be a key critical requirement for staff. The council will need a workforce with a formal approach to understanding, defining, and supporting inter-company relationships, while always bearing in mind the fundamental goal of delivering for our residents.

2.12 To support staff, investment has been made in delivering a variety of soft skills courses all of which are internally delivered so are very cost effective. Future sessions are planned from January 2017, all sessions are fully booked.

Table 2: Training events and attendance numbers

Soft skills training event	Number of sessions	Number of attendees so far
Communication skills	2	28
Customer services	8	80
Presentation skills	3	31
Facilitation skills	2	32

2.13 These soft skills courses have a council specific focus and are delivered with the council's strategic priorities, transformation strategy and CREATE values as their basis. They have been fully booked and further sessions are being arranged for 2017.

2.14 Feedback from all sessions has been excellent, with all participants saying that 'They would recommend the course'. True organisational impact cannot be assessed at present but line managers have reported changes in behaviours of staff particularly in relation to communication skills and customer services workshops.

Technical skills training

2.15 The modern public sector requires a workforce which is able to utilise technology in order to deliver efficiently. To achieve this, RBWM made an investment in April 2016 in a variety of Microsoft Office e-learning for staff. At a time when change is faster than ever, a key advantage of e-learning is that it has quicker delivery cycle times than traditional classroom-based instruction.

2.16 This Microsoft Office training offers staff an opportunity to improve their skills in all Microsoft Office programmes, thus increasing productivity and staff comfort with technology.

2.17 Feedback from this training has been positive as it is designed to allow individuals to learn at a pace that suits them. We can see an impact in staff capability, with on average users scoring only 45% in testing pre training evaluation and 95% in post training evaluation.

Senior leadership principles

2.18 In order to support our senior leaders and to articulate what we as a council expect of senior leadership, the Royal Borough of Windsor and Maidenhead Leadership Principles were developed, see Appendix 1. The principles that our leaders display **integrity, enthusiasm and intellect**:

- Have the interests of the Royal Borough's residents at the front of their minds in all that they do.
- Show courage and integrity always.
- Are neither opportunistic nor reckless.
- Engage with the local businesses and the diverse communities.
- Work with imagination to realise the aspirations of elected members.
- Make sure that each of their staff understands their contribution towards making the lives of residents better.
- Are never content with what we are achieving now, but always strive to create a future that is better.
- Lead from the front and be highly visible to residents and staff, with pride and courage when necessary.
- Identify and develop future leaders within the organisation to have the skills and confidence to carry our work forward.
- Understand the principles of the council's Strategic Plan.

2.19 These principles were launched 1 October 2016 to the senior leadership team and subsequently cascaded to the rest of the organisation. The principles have been used in developing training, as part of team meetings and in recruitment.

Feedback from the senior leadership is positive as to the clarity the principles give on expectations. Feedback from transformation champions was positive that they were able to see a clear leadership strategy.

2.20 Evaluation of the impact of the senior leadership principles on existing staff members will be done through the annual performance appraisal process.

Supporting management through change

2.21 The Senior Leadership Team are vital for the successful delivery of change programmes and in the council continuing to deliver for residents during a period of change. It is essential they have the capability and confidence to manage their staff and service areas through this change.

2.22 Coaching is one of the ways senior management are being supported. Through offering coaching to our senior leaders we are equipping them with the tools necessary to manage through change.

2.23 The coaching offered is an on demand service. Senior leaders can utilise this service as and when it suits their schedule and as such will have minimal impact on service delivery. Coaching topics which are specifically offered as specialisms include:

- Change management
- Personal development
- Management
- Leadership

2.24 The programme was launched in October 2016. Senior leaders are having one to one sessions with the company CEO, Pam Bateson to understand how they can get the most of this coaching offering. Initial feedback from those attending these coaching sessions has been extremely positive.

2.25 A review of the programme will be undertaken in January 2017 to ascertain return on investment. If the programme is successful, this could be rolled out across the organisation to assist them in dealing with change and how to continue to deliver results.

Mentoring

2.26 In 2015, the council ran a piloted mentoring programme, with 8 mentors and mentees taking part. This pilot, while successful in some cases needed re-evaluation for improvement. A full review has been undertaken through interviews with all mentees and the majority of mentors and the pilot is to be relaunched in January 2017.

2.27 Feedback highlighted a number of problems with the programme, including:
- A lack of clarity on the process and scope of 'what mentoring is'.
- A hesitancy of mentees to request meetings, particularly if the mentor is a senior leader.
- A low amount of mentees due to the necessity of line managers to nominate as opposed to self nomination.

2.28 A new programme has been developed to address these concerns and will launch in January 2016. This scheme will run for six months when it will then be reviewed. Improvements to the programme include:
- Full guidance has been developed outlining the mentoring processes and procedures.
- Mentors and mentees should be paired across directorates to increase learning.
- Mentors should be responsible for organising meetings as mentees may be hesitant to contact senior mentors.

2.29 As part of this pilot, all new starters in the organisation will also be assigned a mentor as part of their induction. This will form part of the induction checklist and will be reviewed on a three monthly basis by Learning and Development.

2.30 It is generally considered best practice to match mentee's with mentors outside their direct team or service area, and this will be adopted wherever possible. Consideration will be given to the Royal Boroughs partnership model and how the mentoring relationships can continue through this period.

2.31 The proposal for the new mentoring programme will go to People Forum for feedback in December 2016 and will launch in 2017.

Health and wellbeing
2.32 A focus on staff well being is necessary to support our employees to deliver excellent resident outcomes. Operating through change can be difficult and staff mental well being should be considered as much of a high priority as physical well being.

2.33 In order to support staff and line managers and to foster an environment where employees feel comfortable discussing their mental health, a training programme is being offered as of January 2017 whereby Mental Health First Aid training will be mandatory for all line managers. In addition, line managers are being encouraged to use stress risk assessments for employees, attend absence management training and have open conversations with employees around well being and mental health.

2.34 HR are also redefining the absence categories regarding mental health to provide greater information and clarity on the reasons for absence. This will lead to more targeted training for line managers.

2.35 This will be reviewed after three months, to ascertain if there has been a reduction in long term absence relating to mental health.

Evaluation of Learning and Development activities
2.36 As was stated in the previous Learning and Development update to Audit and Performance Review Panel all training delivered within the council is evaluated using the Kirkpatrick model for evaluation of its training provision, through this method we can see not only how participants reacted to the training but also its impact on the organisation.

Table 2: Evaluation method

Level 1: Reaction To what degree the participants react favourably to the learning event.	Training course attendees must fill out an evaluation form in order to complete the course. Through this we can ensure that the training which is being provided is fit for purpose and that participants are receiving the necessary information and skills from the course. Participant satisfaction is highly important and we always seek to provide a comfortable and satisfactory learning environment. 91.2% of all participants rated the training as either Excellent or Good. Any suggestions are immediately acted upon.
Level 2: Learning To what degree the participants acquire the indented knowledge skills and attitudes based on their participation in the learning event.	Assessed through follow up interaction with attendees following the event to understand if they truly have taken in the necessary learning and how they have altered their practice as a result. Automatic emails are sent out three months following the majority training events to ascertain, what the participant has changed in their working practice following attendance. These courses include: • Soft skills training • Social care training • Systems training Through conducting this evaluation, Learning and Development are able to understand the direct impact the training has for the staff member, any improvements that could be made to the training and also reinforce the key messages of the training to the staff member and encourage them to reflect on their working practices.
Level 3: Behaviour To what degree participants apply what they learned during the training when they are back on the job.	Accessed through interaction with the line managers to ensure that attendees are utilising the training in their roles following attendance on the course. Specifically, line managers are requested to provide information on how the colleagues practice and behaviours have changed following

	attendance at the training event. This gives quality feedback and also encourages the line manager to reflect on what has changed and what further training may be required.
Level 4: Results To what degree the targeted outcome occurs, as a result of the learning event(s) and subsequent reinforcement.	Will be assessed at year end through a variety of metrics including: • Customer complaints • Customer satisfaction • Safeguarding events • Staff survey scores

2.36 When assessing the impact of learning and development initiatives the team will review a variety of information, statistics and feedback. Ultimately, a successful learning and development programme should enact a positive cultural change; while assessing culture change is difficult through the above methods it is possible.

3. **KEY IMPLICATIONS**

Defined Outcomes	Unmet	Met	Exceeded	Significantly Exceeded	Date delivered by
All training required by the council delivered to a high standard	>100% of training required delivered	100% of training required delivered	10% more training delivered	20% more training delivered	31 March 2017
Improved line management capability	>5% improvement in staff survey positive response score on line management capability	5% improvement in staff survey positive response score on line management capability	10% improvement in staff survey positive response score on line management capability	15% improvement in staff survey positive response score on line management capability	31 Feb 2017
Improved leadership capability	>5% improvement in staff survey positive response score on leadership capability	5% improvement in staff survey positive response score on leadership capability	10% improvement in staff survey positive response score on leadership capability	15% improvement in staff survey positive response score on leadership capability	31 Feb 2017

Defined Outcomes	Unmet	Met	Exceeded	Significantly Exceeded	Date delivered by
People action plan completed	>100% of actions on the people action plan completed on time	100% of actions on the people action plan completed on time	100% of actions on the people action plan completed ahead of schedule	100% of actions on the people action plan completed ahead of schedule with additional actions added	31 March 2017

4.   FINANCIAL DETAILS

4.1   Financial impact on the budget

Directorate	Budget	Spent / Agreed	Remaining	FTE	Spend per FTE
Corporate and Community Services	£31,400	£20,144	£11,256	185	£169.72
Adult Children and Health Services*	£270,230	£159,639	£110,591	554	£487.77
Operations and Customer Services	£71,870	£21,436	£50,434	338	£212.54

*Spend is significantly higher in Adult, Children and Health Services, due to the volume of statutory and mandatory training which needs to be undertaken.

4.2   Additional budget is held in a corporate training budget which is used for council wide initiatives, including emergency planning training and leadership coaching.

5.   LEGAL IMPLICATIONS

5.1   None

6.   VALUE FOR MONEY

6.1   Through conducting a training needs analysis, staff now have significantly more input into their own training and development. This means that budget allocation and spend is now targeted at specific training and development requirements.

6.2   Operational impact of training has been reduced through utilising more time effective ways of delivering training. For instance; e-learning, bitesize sessions, lunch and learns and on the job training. .

6.4   The overall budget for 2016/17 to deliver the training identified from the training needs analysis is £373,500, equating to £347 per FTE (Full time equivalent), based on 1,040 FTE. This compares to £590,840 (£548 per FTE based on 1079 FTE as of March 2016) which was coded as learning and development activities in 2015 / 2016, highlighting the additional efficiencies available from centralising

resources and undertaking a full training needs analysis. This training budget meets both statutory (required by law) and discretionary training.

7.   LINKS TO STRATEGIC OBJECTIVES

7.1   All training provided supports the strategic objectives of the Royal Borough of Windsor and Maidenhead. Care is given when commissioning training to ensure that staff have all the required level of skill to support the delivery of the strategic objectives and manifesto commitments.

7.2   As part of the training calendar each training course commissioned supports the delivery of the strategic objectives and manifesto commitments are high lighted. See below.

Table 3: Course page

Course Title	**Care Act - General Awareness Level 1**
Description	This training is a basic awareness so not suitable for those who have already attended the Module 1, 2 or 3 of the previously delivered Care Act training. These sessions are to give those attending a general understanding of the Care Act.
Learning Outcome	• The Care Act: When, Why, Who, Where and What • The wellbeing principle • General duties to all residents • Duties to individuals who meet a certain criteria • Duties to people receiving care and support • Individual's journey through the reformed system • What might this mean for Local Authorities, partners and care organisations
Target Audience	For all those Non Care Management, Finance, Procurement, CAM Team, Housing, A&I Team, Day Services, Administration Staff & Health Colleagues.
Link to Strategic Priorities	Equipping Ourselves for the Future • Equipping Our Workforce • Developing Our systems and Structures
Link to Manifesto Commitments	7.1 Ensure residents who receive council care are covered by a care plan 7.5 Train all staff, and work with partners, to recognise symptoms to guard vulnerable people against abuse

8. APPENDICES

• Senior Leadership Principles

9.   BACKGROUND INFORMATION

- Council Strategic Plan
- Transformation strategy

REPORT HISTORY

Decision type:	Urgency item?
For information	No

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