

Figure 3.1 Checklist for operating a multi-agency team in an educational setting

- There exists a clear vision and purpose for working collaboratively.
- There is a written partnership agreement giving the terms of reference for the operation of the multi-agency team.
- Clear roles and responsibilities exist which prevent overlap.
- Practitioners in the team are given time to get to know each other through joint training and team building activities.
- Practitioners in the team meet formally every month to review their work and plan for future developments/improvements in team-working.
- Line management is clear as to who oversees the work of practitioners, while they are working within an educational setting.
- There is a budget available for capacity building within the team.
- ICT facilities are available to support information sharing.
- The multi-agency team has a room/base in the educational setting.
- There is a senior member of staff who acts as a point of contact for the multi-agency team, within the educational setting.
- There are clear procedures and protocols existing for the referral of children to, and out of, the multi-agency team.
- Procedures for conflict resolution between team workers is in place.
- Reflective practice is encouraged between practitioners within the team.
- Effective systems are in place to monitor, evaluate and report on the multi-agency team's activities and outcomes.



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Figure 3.2 Checklist for managing change for multi-agency collaboration

- Share the moral purpose – e.g. ECM outcomes make change necessary and they shape the vision and mission.
- Help others to understand the change process – share the big picture and promote working in new and different ways, avoiding initiative overload.
- Adopt a team approach, building trust between partners from within and outside the educational setting.
- Redesign jobs and roles for staff in the educational setting, to maximize their strengths in supporting multi-agency partnership working and activities.
- Demonstrate emotional intelligence through being sensitive to the needs of others.
- Look for new partners to build capacity for ECM.
- Develop more flexible organizational structures responsive to the needs of children and their parents/carers.
- Develop a learning culture and a learning community where practitioners learn from others.
- Achieve coherence and connectedness – avoid taking too much on at once.
- Foster a solution-focused approach.
- Adopt the wider view to become an outward facing organization – making a difference locally by developing a shared local commitment and building relationships.



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Task 3.1: Changing practice

On the postcard provided (Figure 3.3), each write down one aspect of your work/practice with children and young people in the educational setting, that you wish to change in the next month, which will lead to an improved ECM outcome and will result in far more effective multi-agency partnership working.

Discuss this change with another member of the team from a different service.

Display all the postcards to enable the full team to view the changes.

Task 3.2: What helps to effect change?

This task is for multi-agency teams to work on initially individually, then in a pair, and finally, as a whole team.

- (a) Individually, write down on a piece of flip-chart paper something you have changed in the past two months in your multi-agency working practice.
- (b) Then write down what/who helped you to make the change happen.
- (c) Where appropriate, write down any barriers that you met, which hampered or slowed the rate of change.
- (d) Discuss and share your change experience with another member of your multi-agency team, and then listen to their change experience.
- (e) What are the overall lessons to be learnt about change in a multi-agency partnership?

Task 3.3: Managing change in the multi-agency team

As a whole multi-agency team:

- (a) Discuss and agree upon one priority for improving the team's multi-agency partnership working.
- (b) Using the template provided on flip-chart paper (Figure 3.4), write down the agreed priority for improving the team's multi-agency partnership working in the central circle number 1.
- (c) Working around the template, write in the actions and support required to meet and address the identified team priority.

Task 3.4: Life cycle stages of a multi-agency partnership

See Table 3.3.

Table 3.4 Multi-agency benchmark self-assessment

| | Benchmark descriptor | Yes, working well | Needs improving |
|---|---|--------------------------|------------------------|
| 1 | Team practitioners share a common vision of the difference they want to make and the direction to take | | |
| 2 | Team practitioners focus on partnership added value : how they can achieve more or better results through collaboration | | |
| 3 | Team practitioners are willing to make changes to achieve shared goals | | |
| 4 | Team practitioners facilitate partnership working and engender support within their own organizations or interest grouping | | |
| 5 | Team practitioners' objectives are aligned in a common direction, e.g. ECM outcomes | | |

Source: LGpartnerships – Smarter partnerships (www.lgpartnerships.com/diggingdeeper/leadership.asp)



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Name of new practitioner: _____

Service: _____

Date of joining multi-agency team: _____

Contact information

Address:

Telephone:

Email:

Role being provided:

Requirements to perform role:

Storage requirements for equipment/resources:

Time requirements to deliver the service:

Funding contributions, where appropriate:

Professional development/training requirements:

Figure 3.5 Model partnership commitment agreement

Table 3.5 Skills and knowledge audit for multi-agency partnership working

| Aspect | Skills and knowledge | Personal | Team | Partnership |
|--------------------------------|---|-----------------|-------------|--------------------|
| Leadership skills | Coalition-building | | | |
| | Vision and consensus-building | | | |
| | Communicating | | | |
| | Consultation | | | |
| | Managing change | | | |
| | Delegating | | | |
| | Influencing | | | |
| | Negotiating roles and contributions | | | |
| | Assertiveness | | | |
| | Needs and opportunities which provide the basis for common ground | | | |
| Leadership knowledge of | Policy and funding developments | | | |
| | Practitioner roles, contributions, constraints, motivations | | | |
| | Potential benefits, costs and risks for individual practitioners | | | |
| | Forms of partnership added value | | | |
| | Interdependencies between practitioner activities | | | |
| | | | | |

(Continued)

Table 3.5 (Continued)

| Aspect | Skills and knowledge | Personal | Team | Partnership |
|--------------------------------|--|-----------------|-------------|--------------------|
| Leadership knowledge of | How to overcome barriers to practitioner engagement and commitment | | | |
| | Use of performance management systems to reinforce partnership | | | |
| Trust skills | Building robust relationships | | | |
| | Managing expectations | | | |
| | Promoting dialogue | | | |
| | Listening | | | |
| | Empathy | | | |
| | Managing disagreement and conflict | | | |
| | Giving constructive feedback | | | |
| | Managing communications | | | |
| | Coping with the unfamiliar and the unexpected | | | |
| Trust knowledge | Group dynamics | | | |
| | Cultures, values and ways of working with others | | | |
| | How partners can hinder the contribution of others | | | |

(Continued)

Table 3.5 (Continued)

| Aspect | Skills and knowledge | Personal | Team | Partnership |
|--|---|-----------------|-------------|--------------------|
| | Forms of partnership agreement | | | |
| | Methods to build the capacity of practitioners and the team | | | |
| Learning skills | Problem solving/creative thinking | | | |
| | Systems thinking | | | |
| | Networking | | | |
| | Diagnosing performance issues | | | |
| Learning knowledge | Benchmarking and process mapping for analysing and comparing performance | | | |
| | Partnership review and evaluation | | | |
| | How to promote learning in partnerships/groups | | | |
| | Learning needs analysis | | | |
| | Facilitation techniques | | | |
| | Powers, motivations and constraints potential of other practitioners/partners | | | |
| | Nature of implications of the partnership life cycle | | | |
| Managing for performance – skills | Negotiating | | | |

(Continued)

Table 3.5 (Continued)

| Aspect | Skills and knowledge | Personal | Team | Partnership |
|--------------------------------------|--|----------|------|-------------|
| | Entrepreneurial | | | |
| | Setting objectives and performance measures | | | |
| | Project team-building | | | |
| | Project planning and project management | | | |
| Managing for performance – knowledge | Partnership structures | | | |
| | Accountability mechanisms | | | |
| | Functions required for successful performance | | | |
| | Co-ordination methods | | | |
| | Managing meetings | | | |
| | Partnership evaluation methods | | | |
| | Sources of finance and in-kind resources | | | |
| | Ways of making better use of resources | | | |
| | Collaborative use of ICT (for information sharing) | | | |

Source: Local government national training organization (IGNTO) – Smarter Partnerships and Educate Limited (www.lgpartnerships.com)



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Table 3.6 Collaborative working survey

| Please rate your level of agreement with the statements below by circling the score which describes your collaborative effort | | Rating: 1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree | | | |
|--|--|--|---|---|---|
| 1 | We have developed common aims | 1 | 2 | 3 | 4 |
| 2 | We have developed shared compatible aims | 1 | 2 | 3 | 4 |
| 3 | There is good communication between members of the team | 1 | 2 | 3 | 4 |
| 4 | There is clarity about each member's role and who/what they represent | 1 | 2 | 3 | 4 |
| 5 | There are deepening bonds of commitment and determination between members to achieve the aims | 1 | 2 | 3 | 4 |
| 6 | Members are prepared to compromise in the interests of the common aims | 1 | 2 | 3 | 4 |
| 7 | We have developed effective working processes which help get things done | 1 | 2 | 3 | 4 |
| 8 | There is accountability between members for following through on decisions which have been agreed | 1 | 2 | 3 | 4 |
| 9 | The leadership of the collaboration enacts principles, democracy and equality to empower everyone to take an active role | 1 | 2 | 3 | 4 |
| 10 | Members share resources | 1 | 2 | 3 | 4 |
| 11 | Members do not undermine each other or behave in ways which have a negative impact on others | 1 | 2 | 3 | 4 |
| 12 | Members trust each other to behave in ways which show respect | 1 | 2 | 3 | 4 |
| 13 | Power (personal and role) is used wisely to avoid over control by any one member | 1 | 2 | 3 | 4 |
| 14 | Due to working together we make faster, better decisions | 1 | 2 | 3 | 4 |
| 15 | Members share information and knowledge | 1 | 2 | 3 | 4 |
| 16 | Members are recognized and appreciated for their contribution | 1 | 2 | 3 | 4 |
| 17 | There is productive output as a result of our collaboration | 1 | 2 | 3 | 4 |
| 18 | The synergy achieved through collaboration makes things happen that wouldn't or couldn't otherwise happen | 1 | 2 | 3 | 4 |
| Individual total | | | | | |

Source: (NCSL, ECM Leadership Direct website – collaborative working survey (<http://lmscontent.ncsl.org/ECM/index.cfm?n=810>), 2007