

PERFORMANCE AUDIT

SELF-ASSESSMENT HANDBOOK

# Managing People in the NHS in Scotland

Part 2. Departmental/functional self-assessment tool



# Departmental/functional self-assessment tool

## Instructions for the self-assessment tools

### *Introduction*

The tool covers five key areas of management:

- developing a culture of partnership working
- identifying the employees needed for service delivery
- employee retention and recruitment
- motivating and developing employees
- improving employee performance.

The aim is for you to think about how well you and your colleagues tackle these issues at the moment and what improvements can be made.

### *Using the tool*

Step 1 - consider the extent to which each statement in the “**Prompts**” column applies to your department/function at this point in time.

Step 2 - use the suggested “**Tasks**” to help you identify evidence to support your assessment.

Step 3 - record your findings in the “**Assessment**” column.

Step 4 - identify and record in the “**Potential Improvements**” column what needs to be done in order to ensure that the **Prompts** statements are recognised as being more applicable to your department/function.

## 0: Developing the culture we need

*We have developed a culture of partnership working for the benefit of patients and staff*

| 1. Prompt   | 2. Task   |
|---|---|
| D0.1 We have leaders who, in partnership, take responsibility and are accountable for ensuring staff involvement is developed, regularly reviewed and progress has been made. | D0.1 Check for a systematic approach (eg, included in performance management) to involving staff.   |
| D0.2 All employees are involved in (ie, have the opportunity to contribute and influence) service planning and, as a result, patient care benefits.                           | D0.2 Check for a systematic approach to involving staff in service planning.<br><br>Identify specific examples where this has contributed to a significant improvement for patients.  |
| D0.3 By being involved, our employees are motivated and committed to the achievement of agreed service and patient care objectives.   | D0.3 Check for evidence of motivation and commitment.<br><br>Identify/ensure plans are put in place to act on any signs of demotivation or lack of commitment.  |
| D0.4 Behaviours are widely demonstrated based on stated organisational values.  | D0.4 Check that organisational values have been agreed and for evidence that they are an integral part of the culture.<br><br><b>Checklist 10</b>   |
| D0.5 PIN Guidelines and best practice are adapted in local policies and practices with the full involvement and support of staff.   | D0.5 Check for a systematic approach to applying good practice guidelines as they become available from the PIN Board. Initial reviews should cover: <ul style="list-style-type: none"> <li>• equal opportunities</li> <li>• family friendly</li> <li>• management of employee conduct</li> <li>• personal development, planning and review</li> <li>• dignity at work, eliminating harassment and bullying.</li> </ul> |

| 3. Assessment | 4. Potential improvements |
|---------------|---------------------------|
| D0.1          | D0.1                      |
| D0.2          | D0.2                      |
| D0.3          | D0.3                      |
| D0.4          | D0.4                      |
| D0.5          | D0.5                      |

## I: Determining the people we need

*We have the necessary people to achieve what we have set out to do*

| 1. Prompts   | 2. Tasks   |
|--|--|
| D1.1 Our goals are realistic given the people that we have.  | D1.1 Check for a systematic approach to linking corporate goals and strategies to employees in the trust and for plans to deal with any gaps or mismatch between what the trust wants to achieve and what its employees are capable of delivering.   |
| D1.2 Based on what the department / function wants to achieve, we have assessed the numbers, skills and mix of people that we need.  | D1.2 Check for a review of existing and future employee requirements, particularly in terms of: <ul style="list-style-type: none"> <li>• the number of employees we have</li> <li>• the skills our employees have</li> <li>• the grade mix of employees we have</li> <li>• the number of employees we need</li> <li>• the skills our employees need</li> <li>• the grade mix of employees we need.</li> </ul> <b>Checklist 5</b> |
| D1.3 We have identified the actions we need to take to achieve the numbers, skills and mix of people necessary for what we have set out to do.                                   | D1.3 Check that there is a plan for taking these actions.  |
| D1.4 We have identified the key people issues facing the department / function in <ul style="list-style-type: none"> <li>• the short term</li> <li>• the longer term.</li> </ul> | D1.4 Check that there is a plan for taking these actions. Does it cover: <ul style="list-style-type: none"> <li>• flexible working</li> <li>• training and development</li> <li>• performance management</li> <li>• performance information systems.</li> </ul> Is it linked to corporate and service planning cycles?   |

| 3. Assessment | 4. Potential improvements |
|---------------|---------------------------|
| D1.1          | D1.1                      |
| D1.2          | D1.2                      |
| D1.3          | D1.3                      |
| D1.4          | D1.4                      |

## II: Retaining and recruiting the people we need

*We ensure we retain and recruit the best people for the department*

### Retention

| 1. Prompts  | 2. Tasks  |
|---|---|
| D2.1 We monitor and report employee turnover in the department / function.  | D2.1 Check for regular reporting of employee turnover including: <ul style="list-style-type: none"> <li>• by grade</li> <li>• by function</li> <li>• by different turnover measures.</li> </ul> <b>Checklist 1</b>  |
| D2.2 We understand the key factors affecting employee turnover in the department / function.  | D2.2 We know whether such turnover is <ul style="list-style-type: none"> <li>• pay related</li> <li>• linked to career or development</li> <li>• linked to employee morale and motivation.</li> </ul> How do we know? For example, through the use of exit interviews, employee attitude surveys?<br><b>Checklist 1</b> |
| D2.3 We take appropriate action in the department / function to manage such turnover.   | D2.3 Check for action plans and periodic assessment of impact of actions previously taken.  |
| D2.4 Where it is necessary to reduce employee numbers we ensure we retain employees with the skills and experience necessary to meet service plan objectives. | D2.4 Check for systematic reviews where employee numbers have been reduced including risk assessment for key activities.<br><b>Checklist 2</b>  |

| 3. Assessment | 4. Potential improvements |
|---------------|---------------------------|
| D2.1          | D2.1                      |
| D2.2          | D2.2                      |
| D2.3          | D2.3                      |
| D2.4          | D2.4                      |



## Recruitment

| 1. Prompts   | 2. Tasks   |
|--|--|
| D2.5 We have procedures or guidelines for recruiting employees.                                  | D2.5 Check that procedures/guidelines are available and that they include: <ul style="list-style-type: none"> <li>• justifying why a vacant post should be filled or a new post created</li> <li>• producing a job and person specification</li> <li>• identifying the appropriate salary/grade for the post</li> <li>• ensuring the recruitment process follows equal opportunities policy particularly in terms of job/person specification, attracting applicants, the selection process</li> <li>• ensuring appropriate induction and training is provided for new employees.</li> </ul> |
| D2.6 We ensure all employees involved in recruitment understand and conform to these guidelines. | D2.6 Check how this is achieved.   |
| D2.7 We ensure all our employees involved in recruitment have the necessary skills and training. | D2.7 Check how this is done including: <ul style="list-style-type: none"> <li>• producing job and person specifications</li> <li>• assessing the appropriate salary/grade</li> <li>• understanding relevant legislation</li> <li>• interviewing and selecting applicants.</li> </ul> <b>Checklist 3</b>  |
| D2.8 We ensure there is an appropriate induction for new employees.                              | D2.8 Check how this is achieved, including: <ul style="list-style-type: none"> <li>• understanding organisational and departmental/functional objectives</li> <li>• understanding personal and/or team work objectives</li> <li>• providing relevant training and development.</li> </ul>  |
| D2.9 We regularly monitor recruitment performance in the department / function.                  | D2.9 Check that such performance reports are produced and appropriate actions taken including: <ul style="list-style-type: none"> <li>• costs incurred in recruitment</li> <li>• trends in costs over time</li> <li>• retention rates of new employees.</li> </ul>   |

| 3. Assessment | 4. Potential improvements |
|---------------|---------------------------|
| D2.5          | D2.5                      |
| D2.6          | D2.6                      |
| D2.7          | D2.7                      |
| D2.8          | D2.8                      |
| D2.9          | D2.9                      |

### III: Managing the performance of our people

*We get the best from our people as individuals and teams*

| 1. Prompts   | 2. Tasks  |
|--|---|
| D3.1 We ensure that there are clear links between: <ul style="list-style-type: none"> <li>• what the trust wants to achieve</li> <li>• what departments / functions want to achieve</li> <li>• what our employees have to achieve.</li> </ul>                          | D3.1 Check that there is a process to match: <ul style="list-style-type: none"> <li>• corporate and departmental / functional goals</li> <li>• objectives with people available</li> <li>• objectives with skills available.</li> </ul> Refer to D1.1 |
| D3.2 We have a consistent and effective approach to managing individual and team performance across the department / function.   | D3.2 Check for guidance or procedures and conformance to the guidance.  |
| D3.3 We make sure that our employees know: <ul style="list-style-type: none"> <li>• what to do</li> <li>• when to do it</li> <li>• how to do it</li> <li>• how well to do it</li> <li>• how well they are doing.</li> </ul>  | D3.3 Check for arrangements which make this happen, including: <ul style="list-style-type: none"> <li>• procedures manuals</li> <li>• quality assurance systems</li> <li>• guidance</li> <li>• personal action plans.</li> </ul>                      |
| D3.4 We make sure that our employees know: <ul style="list-style-type: none"> <li>• how their performance is assessed</li> <li>• when their performance is assessed</li> <li>• who assesses their performance</li> <li>• how their performance can improve.</li> </ul> | D3.4 Check for arrangements which make this happen.   |
| D3.5 Our managers know: <ul style="list-style-type: none"> <li>• how their employees are performing</li> <li>• how their employees can improve their performance</li> <li>• whether that improvement is being achieved.</li> </ul>                                     | D3.5 Check for arrangements which make this happen.   |

| 3. Assessment | 4. Potential improvements |
|---------------|---------------------------|
| D3.1          | D3.1                      |
| D3.2          | D3.2                      |
| D3.3          | D3.3                      |
| D3.4          | D3.4                      |
| D3.5          | D3.5                      |

| 1. Prompts   | 2. Tasks   |
|--|--|
| D3.6 Our employees are encouraged to help identify and meet their job-related development needs.     | D3.6 Check for arrangements which make this happen.  |
| D3.7 We have a clear understanding of the development needs of our people and how these will be met. | D3.7 Check that a training needs analysis has been carried out and that there is a clear indication of how those needs will be met at: <ul style="list-style-type: none"> <li>• corporate level</li> <li>• departmental / functional level.</li> </ul> <b>Checklist 5</b>  |
| D3.8 All employees are made aware of the development opportunities open to them.                     | D3.8 Check for arrangements which make this happen. How effective are they? Do they include information on: <ul style="list-style-type: none"> <li>• secondments</li> <li>• work shadowing</li> <li>• acting up</li> <li>• voluntary work?</li> </ul>  |
| D3.9 We know how our development of people contributes to our goals and targets.                     | D3.9 Check that there are clear links between training and development initiatives and corporate and departmental/functional goals and priorities.   |
| D3.10 We make sure we communicate effectively with our employees.                                    | D3.10 Check for information strategies and arrangements which include ensuring that employees understand: <ul style="list-style-type: none"> <li>• what the department/function wants to achieve</li> <li>• what its priorities are</li> <li>• how well it is doing</li> <li>• what the department/function wants to do better.</li> </ul> <b>Checklists 6 &amp; 7</b> |
| D3.11 We make sure we listen to our employees.   | D3.11 Check that the communication arrangements are two-way and that the department/function understands employee views on: <ul style="list-style-type: none"> <li>• what the department/function is trying to achieve</li> <li>• what employee priorities and concerns are</li> <li>• what the department/function could do better.</li> </ul>                        |

| 3. Assessment | 4. Potential improvements |
|---------------|---------------------------|
| D3.6          | D3.6                      |
| D3.7          | D3.7                      |
| D3.8          | D3.8                      |
| D3.9          | D3.9                      |
| D3.10         | D3.10                     |
| D3.11         | D3.11                     |

## IV: Improving the performance of our people

*We have a positive approach to improving the performance and contribution of our people*

| 1. Prompts   | 2. Tasks  |
|--|---|
| D4.1 Our managers and employees understand the importance of improving performance and their own role in performance improvement.                      | D4.1 Check how this has been communicated.  |
| D4.2 The departmental / functional management team regularly reviews employee performance and proposals for performance improvement.                   | D4.2 Check the extent to which this is done.<br><b>Checklist 8</b>  |
| D4.3 We use key employee performance indicators in the department / function so we know how our employees are performing and how they might do better. | D4.3 Check the extent to which such PI's are produced, circulated and acted upon.   |
| D4.4 We undertake benchmarking to identify the scope for performance improvement of our employees.   | D4.4 Check the extent to which such benchmarking is undertaken, circulated and acted upon.  |
| D4.5 We have a good information system for controlling the pay bill.   | D4.5 Check what information is regularly reviewed including: <ul style="list-style-type: none"> <li>• employee numbers (establishment and in post) by department / function</li> <li>• pay costs by department / function</li> <li>• pay costs against budget</li> <li>• trends in employee numbers and pay costs by department / function and by employee grades</li> <li>• projections of pay costs based on future employee progression/increments</li> <li>• monitoring of overtime, bonus payments, performance related pay by department / function and grade of employee</li> <li>• what actions are taken as a result.</li> </ul> |

| 3. Assessment | 4. Potential improvements |
|---------------|---------------------------|
| D4.1          | D4.1                      |
| D4.2          | D4.2                      |
| D4.3          | D4.3                      |
| D4.4          | D4.4                      |
| D4.5          | D4.5                      |



| 1. Prompts  | 2. Tasks  |
|---|---|
| D4.6 We have good information systems relating to our employees' performance. | D4.6 Check what information is regularly available including: <ul style="list-style-type: none"> <li>• monitoring employee turnover and retention trends</li> <li>• monitoring employee sickness and absence trends</li> <li>• establishing and monitoring productivity targets</li> <li>• costs of non-conformance to HR legislation (including health and safety, equal opportunities and other relevant employment legislation)</li> <li>• what actions are taken as a result.</li> </ul> <b>Checklist 9</b> |
| D4.7 We regularly review opportunities for reducing the pay bill.             | D4.7 Check what arrangements are in place to do this: <ul style="list-style-type: none"> <li>• through the use of new technology</li> <li>• reduction of overtime costs</li> <li>• restructuring</li> <li>• use of temporary contracts.</li> </ul>  |
| D4.8 We identify 'spend to save' opportunities.                               | D4.8 Check what opportunities have been identified and acted upon: <ul style="list-style-type: none"> <li>• Creation of learning centres.</li> <li>• Development of open/distance learning material for training and development.</li> <li>• Creation of improved information systems (such as pay bill, sickness and absence).</li> <li>• Joint training and development activities.</li> </ul>  |
| D4.9 We actively encourage continuous performance improvement.                | D4.9 Check how this is done through: <ul style="list-style-type: none"> <li>• the involvement of employees in the performance improvement process</li> <li>• the use of incentives</li> <li>• training and development of employees.</li> </ul>   |

| 3. Assessment | 4. Potential improvements |
|---------------|---------------------------|
| D4.6          | D4.6                      |
| D4.7          | D4.7                      |
| D4.8          | D4.8                      |
| D4.9          | D4.9                      |

# Checklists

- 1 Monitoring turnover
- 2 Reducing employee numbers
- 3 Format for a job description
- 4 Setting objectives
- 5 Training and development
- 6 Counting the cost of communication
- 7 Designing a communications strategy
- 8 Performance management systems
- 9 Absenteeism
- 10 Examples of the kind of organisational values which may be adopted

## Checklist 1: Monitoring turnover

### 1. Do we regularly measure and report turnover trends?

How do we measure turnover? Do the measurements include:

- crude rate 
$$\frac{\text{Number of employees who left} \times 100}{\text{Average number employed}}$$
- skill index in a particular department or category 
$$\frac{\text{Number of staff with one year or more service} \times 100}{\text{Number of staff employed}}$$
- stability index 
$$\frac{\text{Number currently employed with one year or more service} \times 100}{\text{Number employed last year with one year or more service}}$$

### 2. Do we know how much this turnover costs the organisation?

Do we know how this cost is changing over time? Does this cost include:

- recruitment of replacements
- training of replacements
- costs of short-term replacements (ie, through overtime for other staff, use of agency staff).

### 3. What actions have we taken in the past to reduce these turnover costs?

How effective have these been?

### 4. Do we hold exit interviews with employees who are leaving to find out why they are leaving?

How do we make sure information from these interviews is translated into action?

### 5. Do more employees tend to leave from particular:

- departments
- job categories
- age groups
- wage/salary groups
- gender categories
- length of service groups.

### 6. Do we feel that too many good employees are leaving?

**7. Do we feel there are specific causes of the problem:**

a) Wage/salary structure

- How do our wages/salaries compare with other local organisations or to those organisations we are losing employees to?
- Is the wage/salary structure based on job evaluation? If not, how do we know it is equitable?
- Is there a performance incentive or bonus scheme in operation? Can it be improved to help reduce turnover in key areas?
- When did we last review job terms and conditions to assess potential improvements for employees?

b) Career progression

- Is there a clear career, or development structure for employees?
- Is an employee's performance periodically reviewed?
- Are employees aware that career progression depends upon job performance?
- Could we restructure jobs to provide increased job satisfaction and development?

c) Morale and motivation

- Do we have an effective induction programme for new employees so their expectations are in line with what we can deliver?
- Do we ensure all our employees have the skills and training necessary to do their job?
- Have we communicated what we are trying to achieve as an organisation to our employees?
- Do we ensure that our employees understand the key issues we are trying to address and the changes we have to make?

**Checklist 2: Reducing employee numbers**

1. Are we confident that employees are not being removed from high-risk areas?

2. Are the arrangements and criteria for employee reductions clearly set out, understood and communicated and followed?

3. Have we reviewed roles, responsibilities and activities in those areas affected by reducing employee levels?

4. Have we assessed the implications for training and development for those employees being retained?

5. How will we guard against the loss of corporate memory in key areas affected?

### Checklist 3: Format for a job description

Job title

Grade

Department

Reports to:

Receives reports from:

Working structure: (to show stylised organisational chart and location of this job)

Main role/purpose

Main tasks/duties (typically three-five, with estimated percentage of time spent on each)

Conditions of employment (pay, hours, holiday etc)

### Checklist 4: Setting objectives

**What do you do?** (What is your job? What are your main responsibilities?)

**Why do you do it?** (What are your objectives? How do they relate to your team or department/function's objectives and your trust's objectives?)

**How well should you do it?** (What standards of performance are expected from you?)

**How well are you doing it?** (What aspects of your job are you doing well? How do you know?)

**How can you improve your performance in your job?** (Do you need to develop any additional skills, change any ways of working, delegate any areas of work, undertake any additional training and development?)

**Now ask 6 employees chosen at random in your department/function the same questions.**

Could employees answer the above questions easily?

Were their answers the same as yours?

Do employees know how their work contributes to the achievement of the team, department/function's and trust's goals?

**What impression has this exercise given you of individual and shared understandings about work objectives in your department/function?**



### Checklist 5: Training and development

1. What new training has your department/function undertaken since 1999?

2. Why did you choose this particular training?

3. How did this help your department/function achieve its objectives?

4. What training has your department/function stopped providing since 1999?

5. Why? What impact did this have on the achievement of your department/function's objectives?

6. Which development activities have produced the most results for your department/function?

## Checklist 6: Counting the cost of communication

### How to avoid the dangers of spending too little or too much

from *"The Communicating Organisation"*

### How to 'Count the Cost'

#### 1. Why are you planning a communication exercise?

Try to set down a simple statement of no more than 50 words about the purpose of the exercise.

#### 2. What is the message?

- Who are you really trying to talk to?
- What are you trying to say?
- What outcome do you expect from the exercise?
- What are the pressures and/or deadlines against which the communication must be achieved?
- What financial value do you place upon the success of the exercise?
- Bearing in mind the financial value, what budget is reasonable to allocate?

#### 3. Who should be the messengers?

- What is the current communications culture?
- Who will have credibility with the audience?
- Who can deliver the message – training?
- What are the shift patterns, normal operating routines of the audience?
- What are the time pressures on the audience?

#### 4. What type of programme will be most effective?

- Is this a one-off communication or part of a longer-term process?
- What links will this programme have into other processes within the organisation?
- How will action be streamlined?
- What type of feedback do you need and how will it be collected?
- Who will act as the focus and co-ordinator of the exercise?
- Where will the message be delivered?
- Who will provide resources for completing the programme?

#### 5. How will you ensure that your audience relates to and owns the message?

- Which key elements of the message will strike a personal chord with the audience?
- How can the audience be involved in constructing the communication?
- How will you reinforce the message?
- What channels for two-way communication will be possible?

#### 6. How will you measure whether you have achieved your aims?

## Checklist 7: Designing a communications strategy

"Organisations relying on the grapevine to test messages can never have integrity or values."

A comprehensive communications strategy would embrace the following objectives:

| Objectives                          | Potential Actions  |
|-------------------------------------|--|
| 1. Future planning and developments | <ul style="list-style-type: none"> <li>• promoting increased use of plain English in all communications</li> <li>• demonstrating a cohesive approach</li> <li>• timing messages for best impact</li> <li>• gaining commitment.</li> </ul>  |
| 2. Involvement and influence        | <ul style="list-style-type: none"> <li>• actively encouraging staff to give feedback</li> <li>• continuing to promote employee involvement</li> <li>• continuing to involve trade union representatives</li> <li>• treating views and ideas with respect.</li> </ul>   |
| 3. Personal issues                  | <ul style="list-style-type: none"> <li>• making sure people understand that their views are important</li> <li>• encouraging people to air their views</li> <li>• demonstrating how views, feelings and ideas can help the trust achieve its mission.</li> </ul>   |
| 4. Feedback                         | <ul style="list-style-type: none"> <li>• improving understanding of what matters to people</li> <li>• gaining commitment by giving people the opportunity to influence business messages and decisions</li> <li>• demonstrating that two-way communication is vital to help meet ever-increasing challenges and changes.</li> </ul>  |
| 5. Service aims                     | <ul style="list-style-type: none"> <li>• encouraging and enabling people to give the best of themselves towards the success of the organisation</li> <li>• making sure that all trust staff have a clear understanding of the service</li> <li>• promoting understanding of objectives and progress and the individual and team contribution towards fulfilling them.</li> </ul> |
| 6. Information and action           | <ul style="list-style-type: none"> <li>• effective teamworking to provide better quality of patient/carer service</li> <li>• enhancing an easily understandable leadership language and style which everyone can buy into</li> <li>• reaching mutually acceptable decisions.</li> </ul>  |

## Checklist 8: Performance management systems

### Characteristics of good systems:

- line management and staff association/union consultation/participation in development
- training given to all appraisers and to appraisees, the former including skills practice
- element of self-appraisal and self-preparation included
- emphasis on joint goal setting and on key tasks
- strong staff development element
- feedback mechanism on distributions, in place where ratings are used
- paperwork kept to minimum and presented attractively
- all, or nearly all, appraisals are carried out
- appraisals done at least annually
- some variation to allow for differences within organisation and across grades
- monitoring and evaluation procedures in place
- links with other PM systems clear.

### Characteristics of poor systems:

- appraisal imposed without consultation
- superficial or no training given
- minimal appraisee input
- excessive emphasis on assessment
- rigid and or unwieldy in terms of administration
- appraisals done intermittently if at all
- no formal evaluation
- links with other PM systems unclear.

## Checklist 9: Absenteeism

1. Is absenteeism recognised as a cause of inefficiency?

2. To what extent is absenteeism a problem?

- how is absenteeism distinguished from 'lateness' or non-attendance?

Does it occur amongst:

- particular age groups
- particular grades
- particular departments or functions
- particular occupations
- different length-of-service groups?

3. What does absenteeism cost us?

- How has this been calculated and what costs does it include?
- How up to date is the calculation?

4. How is absenteeism measured? Do the measures include:

- a) lost time 
$$\frac{\text{number of hours worked}}{\text{total number of hours available to work}}$$
- b) number of absences 
$$\frac{\text{number of employees absent at least once in a given period}}{\text{average number employed over the period}}$$
- c) average length of absence 
$$\frac{\text{total days lost in period of absence}}{\text{number of spells of absence}}$$

Do we routinely monitor trends in absenteeism?

5. How do our trends compare with other departments or organisations?

- sickness
- accidents
- absence with permission
- absence without permission.

6. Does our information system allow for analysing absence by cause?

7. Do we ensure all employees understand the organisation's policy and expectations on attendance and timekeeping?

- How is this achieved and how effective is it?

8. Do we ensure consistent expectations and standards across the whole organisation?

9. Does our information system allow for each employee's attendance to be monitored?

10. Is the attendance performance of individual employees discussed with them?

11. Are all managers aware of their role in minimising absenteeism?

12. What plans are in place to reduce absenteeism?

### Checklist 10: Examples of the kind of organisational values which may be adopted

- Patient centred approach
- Innovation around service redesign
- Mutual trust, honesty and respect
- Openness and transparency in communications
- Recognising and valuing the contribution of all partners
- Access and sharing of information
- Consensus, collaboration and inclusion as the 'best way'
- Maximising employment security
- Being fully committed to partnership and good employment practice
- The right of partners to be involved, informed and consulted
- Early involvement of all staff and their Staff Side organisations in all discussions regarding change
- Firmly rooting partnership in the process of formulating and delivering Local Health Plan
- Using a team approach to underpin partnership working



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