

Figure 2.1 SWOT analysis for multi-agency partnership working

SWOT ANALYSIS	
Aspect of multi-agency partnership working to be addressed:	
STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS



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Figure 2.2 Force-field analysis framework for multi-agency partnership working

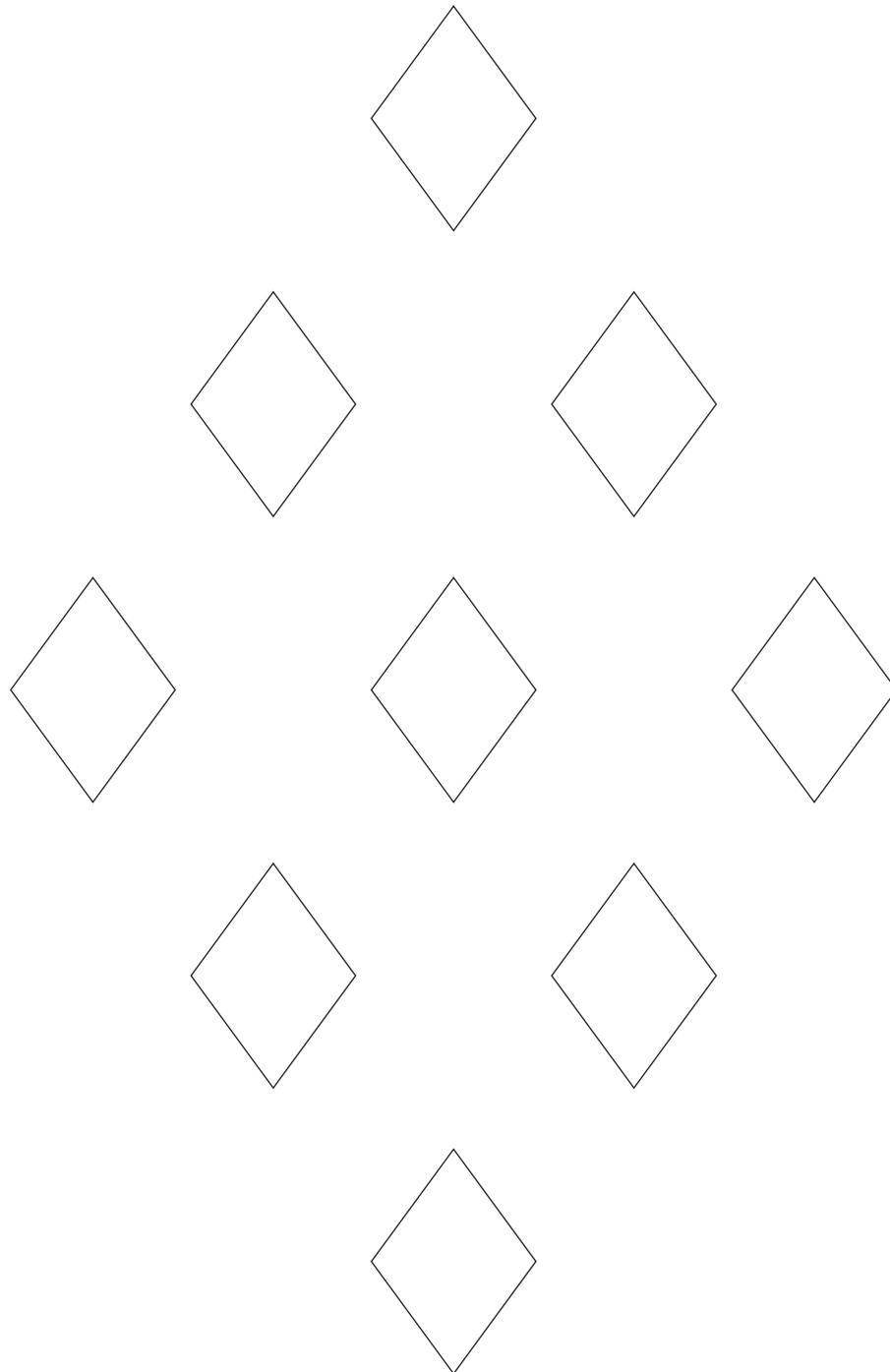
FORCE-FIELD ANALYSIS	
The change required for enhancing multi-agency collaborative partnership working:	
FORCES SUPPORTING CHANGE	FORCES PREVENTING CHANGE
STRATEGIES FOR SUSTAINABLE IMPLEMENTATION OF EFFECTIVE MULTI-AGENCY PARTNERSHIP WORKING	



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Figure 2.3 Diamond Ranking Template



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1. Do we share the same values and aspirations?
 - There is a common vision that is set down and interpreted in similar ways between stakeholders.
 - The full range of stakeholders have been involved through effective planning processes in developing the vision.
2. Do we have agreed priorities for significant policy and service shifts?
 - There is a common interpretation of where and how services are currently succeeding and/or failing to meet children and young people's needs and wishes.
 - There is agreement over the significant service changes that the partnership is designed to help achieve.
 - The necessary links are in place with other planning processes to ensure policy and service changes are linked to the mainstream.
 - Outcome criteria have been established to show whether changes have led to positive outcomes for children and young people.
3. Is there a willingness to explore new service options?
 - Partners are willing to open up all aspects of service and practice to scrutiny through best value and user-led reviews.
 - There is a culture of innovation and positive risk-taking in terms of service planning and design.
4. Is there agreement about the boundaries of the partnership?
 - Resources are aligned with administrative and/or geographical boundaries in order that they can be shared flexibly.
 - Boundaries with other services are agreed and clear.
5. Are we clear and comfortable with who will be responsible for what within the team partnership?
 - It is clear where commissioning responsibility rests.
 - There is a common definition and understanding of commissioning.
 - There is a shared understanding of the nature of person-centred planning, care management and assessment, and of who is responsible for which aspects.

(Continued)

- The nature of the relationship between commissioners and providers of services is mutually acceptable.
 - The role of service users in decision-making is clear and acceptable to all.
6. Is there confidence that each party's resource commitment is clear and open?
- Each party is confident and accepts that the resources committed to the partnership fully reflect the partners' contributions in reality.
 - Any disagreements about past financial issues have been put behind you.
 - Financial systems are robust enough to monitor and track resource commitments.
7. Is there effective, committed leadership to the partnership vision?
- Key senior players understand the issues and implications around partnership and are committed to its development.
 - Senior officers are able and willing to make the time and space to build partnership working into their organizational agendas.
 - Key practitioners are committed to a multi-professional way of working.
8. Are there people with time and capacity to take forward the partnership agenda?
- One or more individuals have been given a clear brief to lead on partnership development.
 - Partnership is an integral part of everyone's work and job description.
9. Is there trust, openness and good will between key players?
- Key players at all levels in the organization are able and willing to work together constructively.
 - There are strategies in place for managing and addressing difficult relationships.
 - Time and opportunity is being built into working practices to allow people to get to know and understand each other's agendas.

(Source: DH, 2002: 17–9)

Figure 2.4 Checklist for building the multi-agency team



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Table 2.1 Benefits practitioners bring to multi-agency team-working

List all the benefits you will bring to the multi-agency team in the educational setting, over the indicated periods of time, and the expected measures of success.

Name: _____ Service: _____		
Date: _____		
In the next month	In six months' time	In a year's time
Measures of success	Measures of success	Measures of success



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Table 2.2 Benefits of collaborative multi-agency partnership working

Nine diamonds inter-professional multi-agency activity:

1. Read the 12 statements about the benefits of multi-agency partnership working in the box below, and discuss each one within your group.
2. Agree on three statements to discard.
3. Using the nine diamond template (Figure 2.3), put the remaining nine statements in order of priority, starting with the top diamond and working down to the last diamond.
4. Reach a consensus, about which are the **six** most important benefits of multi-agency partnership working, within the educational setting.

STATEMENTS

- A. Taking part in joint activities and projects
- B. Views being listened to by others
- C. Able to effect change
- D. Knowing contributions are valued
- E. Sharing decision-making
- F. Finding solutions to problems in partnership with others
- G. Being respected by other practitioners
- H. Sharing ideas, knowledge and expertise with other practitioners
- I. Participating in regular inter-professional training
- J. Understanding different practitioners' roles and responsibilities
- K. Having an agreed vision, aims and objectives
- L. Helping to remove children and young people's barriers to learning



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Table 2.3 Personal profile for multi-agency practitioners

Your name: _____ Job title: _____ Contact details: _____
Briefly outline your role: <ul style="list-style-type: none">••••••
What have been your main successes and achievements in working with children in the educational setting? <ul style="list-style-type: none">••••
What has been the most significant contribution you have made to multi-agency partnership working in the educational setting?
What three things would help to improve your work with children and young people in the educational setting? 1. 2. 3.
What aspects of multi-agency partnership working do you wish to improve or know more about, and receive inter-professional training on?



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Table 2.4 External service/agency information sheet

Name of organization:			
Profile:			
Address:			
Contact details:			
Person:			
Telephone:		Fax:	
Email:		Website:	
Opening/contact times:			
Services offered:			
One-to-one support		Practical support	
Group support		Advice/information	
Outreach		Other	
Interpretation		Gender/ethnic specific	
Referral procedures:			
Other information:			

Sources: CEDC/ContinYou, 2003



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