

Members' Library Service Request Form

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Additional information:

To be read in conjunction with the report to the meeting of Cabinet on 13 March 2018, also entitled Year of Young People and Investment in Young People Gold Award

Authorised By	Monica Patterson
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REPORT TO: Members' Library Service

MEETING DATE:

BY: Depute Chief Executive Partnerships and
Community Services

SUBJECT: Year of Young People and Investor in Young People
Gold Award

1 PURPOSE

- 1.1 To inform Cabinet of the plan to celebrate the Year of Young People in East Lothian and the success in the Council being awarded a "Gold" level award of Investors in Young People (IiYP).

2 RECOMMENDATIONS

- 2.1 To note the plans for East Lothian Year of Young People.
- 2.2 To congratulate the Council's staff in achieving the 'Gold' level award of Investors in Young People.

3 BACKGROUND

- 3.1 2018 has been designated as the Year of Young People. The year is about inspiring the nation through its young people's ideas, attitudes and ambitions and provides the opportunity to celebrate the talents of our young people.
- 3.2 The aim of East Lothian Year of Young People is to benefit the lives of young people by ushering in lasting change. The two objectives that have been set for East Lothian Year of Young People in East Lothian are
- Create exciting new opportunities and give young people the chance to influence the decisions that affect their lives
 - Promote and talk about the amazing things that young people are doing every day that can sometimes go unnoticed.
- 3.3 Activity for the Year is based around six key themes, which were developed by young people. The themes are:

- Culture – share and celebrate young people’s talents and contribution to culture and arts
- Participation – give young people the chance to influence decisions that affect their lives
- Education – allow young people to have more say in their education and learning
- Enterprise and regeneration – celebrate young people’s role in innovation, entrepreneurship and the Scottish economy as well as making Scotland a greener and more pleasant place to live
- Equality and discrimination – recognise the positive impact of young people in Scotland and encourage them to take the lead in challenging all forms of prejudice and discrimination
- Health and Wellbeing – make sure young people have the chance to lead healthy, active lives and understand the importance of mental health and resilience.

3.4 An extensive programme of activities and events is being planned for the year. Key milestones include:

- The celebration of the award of the liYP Gold Standard to East Lothian Council (22nd January)
- The ‘Your Voice Your Choice’ participatory budgeting exercise run by Musselburgh Area Partnership with the decision day event on 27th February, where young people (aged 8-18) living in Musselburgh, Old Craighall, Wallyford and Whitecraig decided which projects submitted by young people received funding
- The ‘Ideas for Change, Ideas for Action’ Youth Summit held on 7th March engaging young leaders in shaping the Education Service Improvement Plan
- Making the Hidden Visible – Young Carers in East Lothian (15th March) aimed at staff from all sectors to gain a better understanding of what being a young carer means for children and young people
- ‘If I was Provost of East Lothian, I would...’ competition which will offer young people the chance to share their thoughts and ideas about how they would like to improve life for young people, and their vision for the future of East Lothian
- Enterprise and Resilience hub – a pop-up enterprising hub within Knox Academy supporting young people to develop their enterprising skills, resilience and life skills
- Mental Health Awareness Week – launch of North Berwick High School’s Mind Your Health app across all East Lothian High Schools.

3.5 The year of events will continue throughout 2018 with specific projects but also Year of Young People themes and elements in long standing

and one-off events being held during the year including the summer programme of arts activities, the Haddington 700 years celebration and the Three Harbours Festival.

- 3.6 The East Lothian Year of Young People will be promoted widely through social media, including the launch of ELC Instragram, Council publications such as Living and Homefront and media outlets such as the East Lothian Courier.
- 3.7 As was noted above the launch event for East Lothian's Year of Young People was the celebration of the liYP 'Gold' standard to the Council. The Council submitted itself for an liYP assessment in 2017. The assessment was based on the liYP framework which tested how well the Council can:
- attract and recruit Young People
 - support, guide and develop Young People
 - retain Young People.
- 3.8 To achieve the Gold standard, the Council had to meet all 24 criteria at the Developed (Bronze) standard, 18 at the Established (Silver) and 12 at Advanced (Gold) standard.
- 3.9 The Council's preparation for the assessment and internal assessment was carried out by young employees – graduate interns, apprentices and other young staff.
- 3.10 After a rigorous internal and external assessment process the council was assessed as having achieved all 24 Developed criteria plus 23 in Established and 13 in the Advanced criteria. This meant it achieved the highest level of award, Gold (Advanced). The accreditation is valid for three years from October 2017.
- 3.11 Remarkable (the new name for Investor in People) have described the achievement as representing "a true commitment to the training and development of young people and demonstrates East Lothian Council as an employer of choice for young people." The approach for gaining the award has been unique for both the Council and for Remarkable as this is the first time that Young People have been engaged to facilitate the process.
- 3.12 The full report of the assessment provides a detailed appraisal of the Council's positive approach to young employees. However, as with any external assessment the report also includes some recommendations for future actions that will contribute to continuous improvement. These actions are being taken forward by East Lothian Works, HR and Organisational Development.

4 POLICY IMPLICATIONS

- 4.1 The extensive programme of activities and events being held to celebrate the Year of Young People in East Lothian builds on the Council's

commitment to support young people as exemplified by the award of the liYP 'Gold' standard to the Council in October 2017.

- 4.2 The commitment to take forward the recommendations in the liYP assessment forms part of the Council's approach to Best Value through continuous improvement.

5 INTEGRATED IMPACT ASSESSMENT

The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

- 6.1 Financial – the expenditure on East Lothian's Year of Young People is being contained within exiting departmental and project budgets
- 6.2 Personnel – none
- 6.3 Other – none

7 BACKGROUND PAPERS

- 7.1 Investors in Young People – Feedback Report.

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DATE	1 st March 2018

Summary of Recommendations

Attract

- Communicate and continue to develop your Youth Strategy that you can communicate both internally and externally.
- Introduce a young person's section in Inform that is written by a young person with young people's topics in mind.
- Continue to remind managers to 'signpost' everyone to where the latest Council news can be found both on and offline.
- Include young people in your interview process whether as part of the actual interview, setting questions or giving prospective candidates a tour of the department.
- Give feedback to unsuccessful candidates and to signpost to both external and internal resources.
- Retain the momentum of using young people as part of your IIYP process by considering the future use of Internal Reviewers, or by Creating Young People Champions.
- Provide greater clarity around succession planning, the skills needed for progression and talent management activities.
- Consider developing coaching and mentoring programmes as part of the support for young people.
- Capture CPD opportunities as part of the PRD process.
- Create a Leadership Charter

Recruit

- Encourage peer mentoring and buddying as part of the settling in process.
- Find opportunities to repeat your values.
- Offer a wider introduction to the Council through cross-department visits.
- Map life and business skills as part of job progression.
- Introduce a Council wide feedback model.
- Encourage secondments and applying for part time posts as means of gaining knowledge and experience across the whole organisation
- Create and communicate clear career pathways through stories of progression and progression profiles.
- Include in 360 feedback the question of 'how would you like your success celebrated?'

Retain

- Encourage clarity of what happens next during placements and apprenticeships.
- Add the golden thread of a 'growth mindset' as part of the culture for continuous improvement.



Accreditation Report

Investors in Young People

Organisation Name: East Lothian Council

Award Level: Gold

Date of Award: 25th October 2017

Undertaken By: Kate Flory

On behalf of Remarkable

Project Reference Number: 17/1005

Date: 16th December 2017

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1. Introduction

Background

The Scottish Government partnered with people management specialists Remarkable (formerly known as Investors in People Scotland) to create a new accreditation framework: Investors in Young People. This framework seeks to reward and recognise employers who demonstrate excellence in recruiting and retaining young people, while encouraging others to begin working with young people.

The Council Plan from 2012 to 2017 sets out the plans to improve the quality of life for East Lothian residents over those five years. Whilst the Council is coming to the end of this plan, the themes set out remain relevant and continue to be themes and objectives the Council plan for 2017-2022.

The strategic challenges are:

- 1. Growing our Economy**
- 2. Growing our Communities**
- 3. Growing our People**
- 4. Growing the Capacity of the Council.**

As an organisation committed to the local talent within your community and within your employ, embarking on the accreditation of Investors In Young People has been a natural journey one which started in 2013/14. You have historically supported “*trade apprenticeships*” and with the advent of the Wood Commission report in 2014 and the subsequent establishment of the Developing Young Workforce (DYW) group to Edinburgh and the Lothians, East Lothian Council quickly became “*signed up as an organisation*” and have not only “*kept an eye on our own organisation*” but as the “*largest employer in East Lothian*” you also realised the need to “*role model – lead by example*”.

Since those early days as an organisation you have shown full commitment to your strategy of ‘growing your young people’ and being a positive influence in your ‘community’. In 2016 you undertook an Investors in Young People Health Check which combined an external Investors in Young People Specialist working alongside four trained Internal Reviewers for IYYP. At that time you identified some key areas of strength including some of the following: “*we have a clear and visible strategy of how Young People contribute to the success of East Lothian Council*”, “*we have a clear commitment to the employment of Young People at a community level*”, “*leaders are seen as positive role models*” as well as “*we have an open and encouraging culture*”. The result of the Health Check were two clear action plans one specific to the Education Service and other broader plan covering the role of all other service departments.

This was a pilot programme, not only for East Lothian Council but also for Investors In People Scotland (subsequently rebranded as Remarkable). Your pioneering attitude to embrace this approach is testament to your commitment to not only supporting but developing and growing your young people and encouraging their voice at a strategic level within the Council.

Context

In 2016, a mixed team of graduates, temporary and permanent employees within East Lothian Council took part in a pilot training opportunity for Internal Assessors for Investors in Young People (IIYP). The team of young people, aged between 16-28, supported by others, who have progressed internally undertook a two-day training course, receiving shadowing and support before embarking on internal interviews and focus group sessions.

Health Check interviews were conducted in pairs by the Internal Assessors, taking on a role of interviewer or scribe and interviewing individuals and groups from a selected scope of East Lothian Council employees representing all departments. The culmination of their endeavours was a Health Check report which outlined areas of best practice against the framework and suggestions for improvement. These findings were presented by the young Internal Reviewers to the Management Team (SMT) pm 27th March 2017.

Since then, various action points have been taken on board, one of which was seeking more interaction with young people which prompted a successful afternoon facilitated session called 'Investing in Our Future', which took place in August 2017.



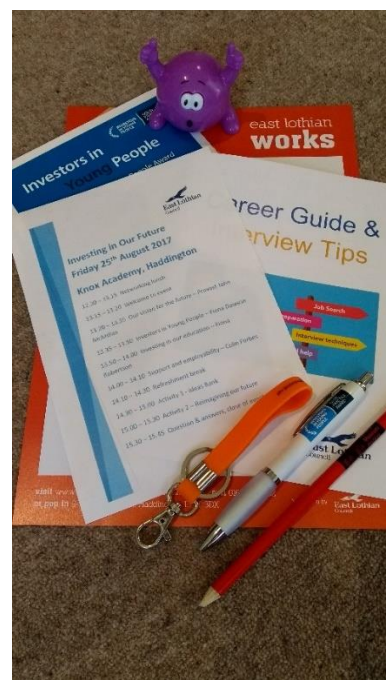
All young people within East Lothian Council were invited to the Friday afternoon session called 'Investing in Our Future'.

Partners and key influencers were invited with some as guest speakers, including the Provost of East Lothian Council.

74 young people signed up for the session with 45 able to attend to listen to the guest speakers about services to support young people as well as have an opportunity to share their thinking. The event covered the three themes of recruitment experience, induction and views.

Feedback from the event found that *“Overall the majority of participants enjoyed the event (78% were positive about their level of enjoyment at the event)”*.

They suggested that going forward *“there should have been less talk and more activities and a “speed dating” session would have been good to meet more people. It was also thought the presentations could have been broken up” with activities in between.”*



Giving young people a voice, they were asked for their thoughts on areas of improvement within the Council.

Comments from the session were: *“the event was great, it was fun, interesting and enjoyable and a good way to meet people”*.



Between 24th and 26th October 18 interviews took place as face to face one to one, pair or group interviews along with telephone interviews. Through these conversations we explored the full IIYP framework.

Methodology

- Internal Reviewers conducted 37 interviews with young people and the IIYP Specialist 11 with managers (2016)
- Onsite and telephone interviews with 18 young people and influencers (2017)

- Your website
- Observation in ‘Investing in Our Future’ young people event
- IIYP 25th August evaluation document
- September’s Inform, graduate placement stats and apprentice intake figures, various apprentice review and support forms

2. Summary Findings

As an organisation you have taken your role as ambassador for employing, developing and supporting Young People within East Lothian as a shared responsibility, not just for senior managers but for everyone. There is a clear commitment to the young workforce and the future talent that everyone can identify with both internally and externally. As an active partner within businesses, education services and local government, you play a key role in shaping the future development of youth employment.

You have a robust recruitment process which some suggest is the “*best I’ve ever experienced*” especially for those who will be experiencing an interview and induction for the first time. People feel settled into work very easily, supported by your friendly culture and team spirit where anyone can speak to anyone, for direction or assistance. You have both an informal as well as formal mentoring process, especially in relation to trade apprenticeships.

Within the Council there is a clear commitment to learning and development and you have a culture for encouraging learning to include life skills, professional development as well as future progression development. Qualifications are something you encourage and as much as possible the attainment of new found skills through training programmes such as customer care; something open to anyone at all levels within the Council.

The positive impact of recruiting, developing and retaining young people at a business and personal level is widely acknowledged. You have begun to capture the measures of success and can easily demonstrate this against Council KPIs.

As an organisation you are familiar with change and responding to an ever changing political and social landscape. This is clearly a cultural response to change and one that suggests the advent of a growth mindset and the desire for continuous learning, resilience to change and the desire to stretch capability.

You have clearly demonstrated the accolade of a Gold Accredited Investors In Young People organisation.

3. Outcome

Having carried out this assessment in accordance with the guidelines provided by Remarkable, I am satisfied that you fully meet the requirements of the Investors in Young People Award.

Additionally, I congratulate you for having achieved the higher level of **Gold**, meeting all 24 Developed plus 23 in Established and 13 in the Advanced criteria.

Standard = all 24 Understood criteria to be met

Silver = all 24 Understood criteria to be met + 12 at Embedded or Lived

Gold = all 24 Understood criteria to be met + 18 at Embedded and 12 Lived

The full details of the Indicators and Themes met are provided at Appendix 1.

4. Findings and Recommendations

The following findings and recommendations are linked to the IYIP framework. Development areas and suggested actions are highlighted in **bold**.

Indicator 1: Strategy

East Lothian Council continually works towards being an ambassador for employing young people and has strong links to its local business community, economic and educational partners; putting itself forward as an organisation that actively invests and supports in the development, growth and retention of young people. When speaking to your young people there was consensus that employing young people was something that the Council does well and actively pursues. Many were able to give reasons that believed why the Council should employ young people, saying:

“young people are easier to teach”
“easier to develop”
“they have more time to make use of their learning”
“they offer fresh ideas”
“it sets a positive example”
“young people might have another approach” (such as using IT)
“need to look at the age spectrum and invest in the young age group”

Some people commented that the Council strategy was made clear during the induction process and when prompted, remembered being shown the East Lothian Way. Some, although not many, also mentioned the ‘One Council’ workshop, meeting the Chief Executive and the recent IYIP event ‘Investing in Our Future’.

As an organisation you are clearly an ambassador for employing and influencing partners around young people and in relation to this criterion, you are Gold.

Although your strategy for employing young people is implicit at the start of recruitment, very few young people were able to say specifically where they heard the Council’s strategy, business updates or current thinking. With prompting, the majority referenced ‘Inform’, although some of the remote workers and those non-office based were reliant on their manager to print and share this amongst their team. There was evidence that this was not always happening, or, the young person was not aware that it was available to them. For many, the weekly or monthly meetings was where the majority of people were *“told what’s on”* and being given *“updates”*.

Within the Strategy Indicator, a means of fully embedding you into Gold is how your Youth Strategy is marketed both internally and externally. At the ‘Investing in Our Future’ a Youth Strategy was launched, however during the onsite conversations both young people and managers were as yet aware of it. Your IYIP Action Plan, produced by your Internal Reviewers, made suggestion as part of ‘continuous improvement’ to *“include more young people in the IYIP process”*. There was feedback that the SMT were aware of this need and going forward a range of options for how this can be achieved should be considered. **Consider how to market your Youth Strategy, putting it onto your website, doing an internal reminder and utilising it as part of your Year of Young**

People 2018 marketing. In addition to assist with Indicator 10, listen to the voice of your young people as to how to develop the strategy further.

Recommendation:

- **Introduce a young person’s section in Inform that is written by a young person with young people’s topics in mind. To help decide what these could be, send out a survey monkey to ask what they want to know, be kept informed about, and what would they find useful to them?**
- **Continue to remind managers to ‘signpost’ everyone to where the latest Council news can be found both on and offline.**
- **Create a team of young people who can communicate both internally and externally your Youth Strategy. An example from a fellow IYP organisation is the Roslin institute who worked with their Youth Board to create this document.**
<https://www.ed.ac.uk/easter-bush-campus/where-people-thrive/staff/youth-strategy>

During the 2016 Health Check it was stated that “*there is a very clear strategy for working with young people coupled with an equally clear rationale and understanding of how young people will contribute to the future success of East Lothian Council.*” The range of opportunities to work and develop within East Lothian Council prevails a year on with opportunities such as:

- Trade Apprenticeships
- Modern Apprenticeships
- Paid work experience in Landscape and Countryside; Waste; Customer Services; Property Maintenance; Mail room, giving 6 months’ work experience, training, SQA certificates
- Education’s Newly Qualified Teacher’s (NQTs) probationary system
- Graduate internship scheme
- School work experience programme

When speaking to your young people they were aware of some of these opportunities, although not all of them across the wider organisation.

In 2016 utilising young people to conduct the IYP process to interview other young people was received very positively and produced development opportunities for all those involved. Given many of these graduates have moved on both internally and externally their involvement for the final accreditation was limited. **Going forward we are considering how to balance the involvement of young people in the IYP process against the cost of Internal Review training and support.**

Indicator 2: Attraction and Recruitment

In 2016 it was commented that the council is clear about how they attract young people using a range of methods to recruit and select candidates such as My Job Scotland, local newspapers and via council and school networks. This time around people went on to explain that they heard about both jobs and opportunities by “*word of mouth*”, “*The Bridges Project*” as well as directly through “*East Lothian Works*”.

The recruitment process for everyone was seen as a very positive experience with people saying that it was “*straightforward*”, “*informal*” and for many, as a first-time experience they could offer no suggestions of how to make the experience even better. In fact, one person commented, “*it was the most laid-back interview by far*”. Typically involving two people at the interview stage, depending on what position was being offered, potential candidates went through a relaxed question-based interview process with some sitting competency (literacy and numeracy) or aptitude skills based tests. During your previous Health Check there were concerns that unsuccessful candidates should receive better signposting, feedback and support for improvement. This time around these concerns were not raised. This may be due to improved due diligence or an issue unrelated to those being interviewed.

As previously mentioned in the Health Check, to stretch you from Established to Advanced in this theme would be to include young people in the interview process. There is some evidence that this is happening within certain departments, such as Education, Community Learning and Development, and Child Services, but is not common practice anywhere else. For instance, within primary and secondary school’s pupils are trained on the “*boundaries of interviews*”, confidentiality, how to ask open questions as well as presentation skills. It is not uncommon for Child Services to include young stakeholders as part of planning development meetings, or for CLD to encourage young people onto its Youth Parliament. However, during apprenticeship interviews including someone who is going through the apprentice route currently would add significant value to the whole interview process as well as providing them with additional life and work skills.

Recommendations:

- **Going forward consider including young people in your interview process. This could be:**
 - **Helping to screen those selected for interview**
 - **Be part of the interview panel whether for team or someone else’s, being the representative voice for young people within East Lothian Council**
 - **Take the prospective candidate on a tour of the office or building**
- **As previously mentioned, remind managers to give feedback to unsuccessful candidates and to signpost to both external and internal resources.**

It is important to note that you have started the process of involving young people in reviewing the ‘recruitment processes’ as during your ‘Investing in Our Future’ event in August, you asked the 45 attendees questions around their recruitment and induction process with some evidence that “*out of 23 responses 16 had a positive experience*” during their recruitment. There was a recurring comment that they were “*offered the job quickly after the interview but the length it took until the start date was slow.*” In relation to induction, when asked if their induction helped to develop their skills and confidence to do their job “*58% of respondents thought it had*”. The next stage to gain Gold in this criterion, is to action some of the feedback and involve young people in how they can influence, where appropriate, the necessary changes to make improvements to the recruitment process.

As previously mentioned in Strategy, an area that you excel is your partnership and ambassadorial approach to young people. Your ability to take on people with barriers to work and offer them work placements through schemes such as Career Ready and East Lothian Works programmes, as well as linking to local schools, is something you excel in. It will be mentioned in more detail, but progression is another area that the Council can be proud of; with examples of natural progression

from 16 to 60 within departments, as well as other areas of the business. Again, you achieved Gold in this area.

Indicator 3: Developing Young People

When looking at how you develop your young people you clearly gained Gold. You use a range of sources and techniques to recruit and develop young people you take full advantage of social media, internet sites and partnership networks such as Children and Young People Steering Groups; and Community Benefit in Procurement to actively encourage opportunities for young people within the community. Your recent 'Investing in Our Future' event, in which 45 people attended to learn more about you as an IYP organisation and also to actively contribute on how your current process on recruitment, induction and future development could still be improved. From conversations, it would appear that this was seen as the start of 'things to come' rather than a one-off exercise.

As the team of existing Internal Reviewers has shrunk, retaining momentum of creating Young People Champions, or putting in place Internal Reviewers or setting up a Youth Board, is something to consider.

There is a clear culture of learning within the Council and a perception that training supports progression and encourages promotion. The CIPD recommend the 70:20:10 learning model advocating that what is realistic for most mature businesses is that 70% of knowledge should come from on the job training, 20% from observing others and just 10% from training classes. The research revealed that staff following this model were four times more likely to demonstrate a faster response to business change (30 per cent vs 7 per cent); were three times more motivated (27 per cent vs 8 per cent) and were twice as likely to report improvements in customer satisfaction scores.

On the job learning and observation, which according to the CIPD should account for 90% of training time, is an area that again the Council does naturally through your 'settling in process' and made flexible depending on the role and person's needs. This was echoed by one person who said I "*don't really need training, I learn so much from just doing*" the job. Although not mentioned during this review, it should be noted that during the Health Check an action point raised was to introduce "*earlier conversations (presentation) with school pupils to match up placements in line with preferred course choices and general interests*" and to "*improve work experience placements for school pupils by making them more structured and less reliant upon access to council computer systems*"

Training and qualifications are something that young people and managers readily talked about and are seen as conversations that take place not only during PRD's but also during team meetings or as and when needed. Mandatory and refresher training consistently happens across the Council and additional learning opportunities in the main, are presented by line managers to the young people. For most young people there is a reliance on training being encouraged by managers and not being self-directed. Some young people acknowledged that they were "*just too busy*" to learn anything more.

Everyone has access to Learn Pro, with most people's exposure to it during the induction process with people talking about training sessions such as "*child protection*", "*health and safety*", "*data protection*" and "*freedom of information*", just to name a few. There was a mixed response around how Learn Pro was used post induction, with some sharing their experience of being encouraged by

managers to access it “*during down times*” whilst others not being aware of since then. As within your IIP report, access to online learning for remote workers, some without a work email address, is an area to explore further.

Again, not apparent this time around is whether there are practices such as talent management, with young people targeted for future roles, taking place within the Council. Succession planning is an area that some departments are clearer on than others, something which was highlighted in your IIP assessment, and an area that as yet, is not consistent. **Something to consider, would be include greater clarity around succession planning, the skills needed for progression and talent management activities.**

Indicator 4: Leading Young People

When asked about their managers, your young people said:

“there is always someone to speak to”
“they always have time for you”
“teachers identify with probationers”
“very patient”
“very nourished in my department”
“Built personal and professional relationships”
“My department is very supportive”
“very responsive, good relationships, good communication, always there”
“if the big boss is hard to reach – always got someone to ask”

However, there is very much a strong team spirit within the Council which encourages the notion that anyone can manage and support anyone, regardless of role or responsibility. Informal mentoring and sharing knowledge was very much the norm. You are developing a leader-leader culture whereby everyone is responsible and empowered for the benefit of the organisation. You have the prospect of building on something that is working well and informally, by opening up development opportunities to introduce a mentoring scheme across the Council. Again, this is something identified at your Health Check and although some departments are demonstrating that young people are requesting to become mentors this is coming as a bottom up request, rather than a top down approach. **Look at Appendix 3 and 4 for an overview and key principles around mentoring. Include all ages as part of any mentoring programme you introduce as an area of growth in this skill set is ‘reverse mentoring’ whereby young people mentor more mature members of the organisations in areas within their expertise such as technology or social media.**

Equally managers view their role as not only as “*being approachable*” but also as “*being someone who they can see as a role model*”. Some managers went on to explain that their role is to “*create a safe space*” and to take time to build “*positive relationships*”. Management training is something that is offered to both middle and senior managers with CMI levels 3 and 5 respectively. Some managers talked about how their development is enhanced through attendance of “*external forums*”, listening to speakers, through “*professional institutions*” as well as peer conversations that provide those ‘learning moments’. The challenge for most mature organisations is how to encourage

long-serving managers to continually develop their own learning capabilities, not only for personal and professional CPD but to act as a role model for continual improvement.

Something to consider is to capture other learning opportunities as part of the PRD process. These could include TED talks, books and articles, TV programmes as well as ‘aha moments’ from key meetings or talks. Previously in 2016 there was a suggestion of you operating at Gold in relation to ‘best practices in management capability being shared’. There was less evidence of this taking place, so by taking time to capture learning points and sharing not only on the job but through information signposting would be a step forward to attaining this criterion.

In addition, an area that would benefit managers whether supporting young or mature people would be coaching and mentoring training. There are coaching programmes “*just for education*” and also a programme on Learn Pro as an option in the leadership training. Directing managers to take this option would have a wide benefit to the organisation. There are a wide range of coaching and mentoring tools online, so signposting to MOOC’s (massive open online courses), TED talks and coaching / mentoring newsletters.

In order to stretch into Gold in this category something to consider is how managers ‘receive feedback on their capabilities’. When asked were young people able to speak with confidence to their line manager, to ask for help in any way, the majority of people said ‘of course’. However, when asking managers, do they actively ask, ‘how else can I support you?’ or ‘how can I support you better?’ the majority agreed that this was not happening. As part of PRD’s something to consider is how you “*could do 360*” reviews.

Recommendations:

- **Encourage as part of PRD a final question of ‘how can I support you better?’**
- **As part of team meetings and one to ones introduce a quick check in as to whether this has been useful using the Zero to Five (hand scoring) technique which is familiar within primary schools. Then invite feedback from those offering both a high and low score as to their thoughts.**
Look at David Marquet’s IBL nudge on what he calls fist to five:
<http://www.davidmarquet.com/2017/03/01/fist-to-five>
- **Ask your young people to create a Leadership Charter – stating the key characteristics, behaviours and attitudes that an effective manager / leader should role model. This can be used as an internal measure and as part of PRD and for 360-feedback.**
- **Introduce a more formal mentoring programme for employees.**

Indicator 5: Transition to work

Within ‘transition to work’ the Council performs exceptionally well in how people get to know about the organisation and how you build on life skills. The recommendations aligned with these two criteria are an added stretch which will give you full confidence in how you are operating at Gold level.

The Council takes various steps to ensure that the transition to work for the young people they employ is as smooth as it can be. All people are given an induction using Learn Pro, a tour of their work place and introduced to the team they will be working with to help integrate them into the

organisation. All new young people are given an induction pack and encouraged to participate in a 'One Council' workshop to gain a fuller understanding of the council's values and priorities as well as an opportunity to "meet the Chief Executive". As mentioned for some, recollection around the East Lothian Way or the One Council Workshop was poor.

Shadowing, observation and just sitting next to a go-to-person is something that is highly effective. Some people talked about how they received their work schedule in advance of starting work and most talked about their being a "good balance" of watching before doing. As previously mentioned, there is a strong culture of team spirit which is more noticeable during this settling in phase with informal mentoring and buddying taking place. With some graduate schemes an official mentor and supervisor are assigned, which is especially true for the craft trades. Some departments are trialling "peer mentoring" within the office as a development opportunity for a new and / or a slightly more senior young person.

Something to bear in mind is how during times of stress or anxiety, such as the start of a new job, the ability for the brain to function with a growth or open mindset is radically reduced. Repeating key messages in a variety of ways during the first 6 months of employment may be worth considering.

Encouraging peer mentoring and buddying as part of these early days will help to reinforce any key messages and to allow those 'daft questions' to be asked as the new young person gains confidence in their surroundings. Where you fail to meet Gold in this theme is in relation to reflecting the Council's values as for many they were unable to recall the East Lothian Way and as yet, although present on ELnet and during PRDs for many, the message was not fully embedded. A repetition of key messages and signposting to where these can be found will assist with this.

Where young people are working remotely there may be a need to set up a mentoring scheme which allows for matching of all young people to a mentor, either someone with role experience or another young person who can act as a positive role model.

Finally, an extra stretch for you would be to support all people in gaining 'experience across the wider organisation'. This is especially important for teams who collaborate closely with other departments; by giving them a tour of other departments and introducing them to key people they will be working with remotely would help to create a bigger picture of what the Council does.

Managers talked about how support at this early stage was very much dependent upon the "mature attitude" of the individual with some needing more direction and support and other opportunities to just demonstrate their knowledge and skills. **Something to explore is Appendix 5 Your Essential Skills from West College Scotland who have taken the four capacities as part of the Curriculum for Excellence and have signposted them to both life and business skills. There is an opportunity to replicate this within East Lothian Council and in an IYP way, by involving young people in the process.**

Indicator 6: Support and Guidance

Support and guidance is theme that you are operating at Silver and in relation to young peoples' views, are demonstrating Gold. There are numerous opportunities for feedback on a one to one during PRD's or as and when needed, at team meetings, tool box talks and during observations or supervised learning. As someone said in 2016, *"It's been good when you finish you get a PRD so you know what you want to achieve. Goals are set at the start, middle and end so NQT's know where they need to be and what they want from their career"*. In addition, there is an opportunity to provide feedback through the annual Employee Engagement questionnaire, the One Council workshop and in the recent 'Investing in Our Future' event. The decision to include young people in the Health Check process again is testament to asking for thoughts and listening to the voice of young people.

During the 2016 Health Check the young Internal Review found that difference in opinion as to whether they received regular feedback with some citing, that it depended upon the relationship with their current manager. In the 2017 assessment there were fewer variations of opinions as most people felt supported by their line manager, or team and in the main felt confident and comfortable seeking out help and receiving feedback.

As previously mentioned, as managers are seen as positive role models and teams operate collaboratively to support any new person, regardless of age, to settle into their roles; then effective support is embedded. Some of the young people discussed how their supervisors *"actively ask us what we are doing at uni"*, explaining that things can quickly move on. One probationary said, *"we are teaching the teachers"* and others said how they are encouraged to share ideas as their team members are *"open to explore a different way of working"*. **What could be a easy stretch would be to introduce a simple and universal feedback model as a tool for consistent feedback across the Council. This may become a reminder to give feedback on a timely and specific basis. See Appendix 6 for some suggestions of feedback models.**

In some departments young people are requesting to become *"peer mentors"* and within many of the trades there is a natural sharing of knowledge from someone in apprenticeship year 3 with someone below. Although this is happening it is not consistent across all of the Council and is something that could easily be encouraged through more formal mentoring or buddying schemes which would support the settling in and development of new starts but also enhance the development skills and life learning for the wannabe mentor / buddy.

Indicator 7: Effective Learning and Development

As previously mentioned there are numerous opportunities for all your people to develop their skills and talents. People are encouraged to seek out training via Learn Pro as well as through the occasional opportunity of acting-up to cover holidays or sickness. Some people were aware of the option of secondments to other departments allowing them to take up a *"temporary post"* to not only experience another role but also an in-depth emersion of another area within the business. Within the trades there were positive examples of how the Council embedded college course work with work-specific jobs, moving them within teams and jobs to allow them to put their learning into practice. Where no practical application exists, such as working on industrial or commercial sites,

then forging partnerships with local contractors or suppliers to give their apprentices an opportunity to test their knowledge was actively sought.

Something to be proud of is your reputation as an employer of choice for young people. One person explained that *"I could have got a higher post elsewhere"* and the decision to take a lesser role was due to the training and the future opportunities being an East Lothian Council employer could offer them.

Apprentices who were clear about how once graduated that there was no guarantee of work, something which was explained *"at interview"* as well as during the induction. However, some of them were able to confidently state that even in year 3 of their apprenticeship they *"were being kept on"* or were able to state that most people are informed *"6 months before the end"* if there was a position for them. When speaking to trades managers they were able to confirm a *"100% success rate"* for retaining or supporting the young person to another position, often being able to state where they have moved onto.

External training opportunities such as *"going to Edinburgh College"* or undertaking an HNC were mentioned as a method which *"helps to progress"*. However, some departments felt that there was *"no real progression"* as the next step up would be to manager, something which they were neither skilled for or ready to consider.

Last time around, young people were aware of appropriate career pathways in the council and were able to access learning through Learn Pro, college and external courses and with NQT's a massive range of programmes.

This was still the case an area to stretch into Gold would be to include young people in the talent management process and to help them create career pathways. This could be done by:

- **Creating young people's stories of progression to offer as inspirational case studies which will help to develop a progression profile of key roles including which qualification, experiences and skills needed for progression**
- **Capturing statistics on movement both internally and externally, some of which you have but could communicate it more widely**

An area that you meet at Gold but could embed further, is how you celebrate learning and development. You already have a culture of celebration via your STAR Awards so taking celebration down to departmental level is something that you can easily encourage. Some young people talked of how they were *"given a cake"*, card or email for attaining a qualification, although some were not aware of any real fuss being made. How achievement is celebrated can be very personal, not only to the manager but also the young person, so gauging what is appropriate for the individual should always take priority. One manager explained *"if I made a fuss they would be embarrassed"*. **As mentioned before, as part of your 360 feedbacks, ask your people 'how would you like your success celebrated?' and tailor it for each person.**

Indicator 8: Impact on the Organisation's Strategy

Young People's success and celebrating it is very much part of your culture. Another area which you have taken onboard since the 2016 Health Check is to create a specific Young Person award

within your STAR Awards. The suggestion to create 'young council worker of the year' was successfully implemented. In addition, the award was co-presented by one of the Internal Reviewers. Last year it was "*the biggest entry ever*" and has been "*widened to cover more breadth*" of the Council. There is a sense of pride to be nominated and to be present at the awards event, and even greater when having won. The "*public praise*" and "*recognising each other*" was something that many people appreciated and an opportunity for some of the lesser known services to receive positive PR with many people able to cite someone they knew having won or being entered for it.

Some young people were aware of the amount of work needed to enter and even though they were given examples of previous winners, filling in the forms seemed a bit daunting. It may be interesting to analyse the links between the number of applications with managers or departments to see if there is any correlation.

You are able to measure the investment of young people on bottom line performance. As a Council you are focusing on how to "*reduce youth unemployment*" and to "*improve school attainment*", and this year you have recorded over 93% success rate for "*positive destinations*". As a Council you are leading the way in how you support 16-19-year olds amongst Local Authorities. You are able to account for graduate placements (see below) as well as within some departments detailed records of the number of apprentice intakes and their progression either internally or externally (see next page).

Graduate Placements	10 in total (started 2014)
Modern Apprenticeships (18 month fixed contract with SQA Level 2 or 3)	Currently have 7 MA employees We have had 19 additional young people complete MA's (since 2014)
Trade Apprenticeships (4 year apprenticeship with college placements)	Currently have 12 as employees (trade apprenticeships have always been offered in plumbing, electrician, painting, joinery)
Paid Work Experience (6 month paid work experience in the council for young people with barriers to employment)	2015/16 - 12 2016/17 - 8 2017/18 - 5
Grants to local businesses to employ young people	YES fund - 128 SERI 1 - 26 SERI 2 - 8 SERI 3 - 12 ESF ERI - 20

As mentioned before, when asked for the rationale of why the Council should take on young people and the business benefits to them their responses ranged from: they offer "*fresh ideas*" to "*it sets a positive example*".

Apprentice Intake per year – Property Maintenance

Aug-11	August 2015 - completion of apprenticeship
Apprentice Electrician x 1	Yes - permanent contract with ELC
Apprentice Joiner x 2	Yes - both secured permanent contract with ELC
Apprentice Plumber x 2	1 secured temporary employment with ELC CH team (secondment) . 1 did not secure permanent employment with ELC
Aug-12	August 2016- completion of apprenticeship
Apprentice Plasterer x 2	Yes - both secured permanent contract with ELC
Apprentice Roofer x 2	1 secured permanent contract with ELC. 1 left ELC employment 6 months before completion of apprenticeship to join police force.
Apprentice Painter x 1	Yes - permanent contract with ELC
Aug-13	No craft apprentice intake
Aug-14	Apprentice Glazier x 1 Apprentice Painter x 1
Aug-15	Apprentice Blacksmith x 1 Apprentice Electrician x 1
Aug-16	Apprentice Electrician x 2 Apprentice Joiner x 2 Apprentice Plumber x 2 Apprentice Painter x 2
Aug-17	No craft apprentice intake
Aug-18	2 x apprentices - trades to be confirmed

Indicator 9: Impact on Young People

When looking at this indicator you achieved Gold. It is obvious that there is a culture of sustained employment within the Council, with many young people citing the old adage of “*a job for life*”, should you want one. Even within a financially uncertain climate the commitment to offering placements and graduate apprenticeships remains, such as the intention of introducing 60 Foundation Apprenticeships in schools next year. When speaking to managers directly responsible for the support and development of apprentices or interns there was a sense of pride in them sharing their “*100% success rate*” of positive destinations with young people being taken on or supported as they returned to college, or other meaningful opportunities externally. There was evidence of not only tracking of past recruitment of young people but also identifying future needs.

Progression is an area that again you are able to clearly demonstrate, for example a young person beginning employment as a trainee road worker and after a period of time, was kept on and offered a permanent position of employment. One young person spoke of their manager who started at the Council at the age of 16 and was still in employment, having moved into a management position and was now 60. Where roles are offered without any guarantee of permanent employment, such

as apprenticeships, acting-up positions, or secondments, there was transparency of the role and what happens next. Many apprentices will be informed 6 months in advance of their final year if they are being kept on or not, although this was not the case for everyone. Some talked about how peers “*stood out and got better jobs*”. **Although clarity of ‘what happens next’ appears to be happening fairly consistently with regards to placements and apprenticeships, there is always room to check what understanding individuals actually have on the process as part of their one to ones.**

The opportunity of a ‘job for life’ does at times have its disadvantages with some young people explaining that there is nowhere to move up and some managers expressing a concern that in their team “*who is coming through*” from the lower grades. There is still room for greater consistency and awareness of progression opportunities, secondments, temporary posts or acting-up posts to ensure that future talent is spotted and harnesses as soon as possible.

Indicator 10: Continuous Improvement

Last time your Internal Reviewers commented. “*continuous improvement is intrinsic to all that we do. We make regular changes, improvements and refinements, including the way that we support and develop our young people.*” As an organisation, you are well aware of an “*aging demographic*” and the need for “*an early introduction to the workplace*”. When speaking to the SMT and managers at all levels this is a shared awareness. Many managers are active members of external steering groups, partnership committees and peer bodies not only being able to make a positive influence but also knowledgeable of current trends and best practice applications with regards to recruiting, supporting and developing young people.

Skills sharing and new ideas again are common place even if some young people don’t feel they have actively contributed, yet, they were aware of “*others who have done it*”. People talked about how colleagues and more senior members of their teams welcomed new ideas and “*see out our experience*” as a means of keeping abreast of “*new legislation*” or current best practices. Within the trades there was a genuine consensus of people being “*open to new ideas*”.

In 2016 your Internal Reviewers put forward a recommendation for “*involving more young people in reviewing and developing council strategies*” something which has been taken on-board with the first steps being the ‘Investing in Our Future’ event. **In order to stretch into Gold this needs to be demonstrated further with the continuing involvement of young people as either IIYP Champions, actively communicating a Youth Strategy and for additional young people consultative workshops to be carried out in the coming years.**

As with any large organisation there will be pockets of indifference to change, the difference between a growth and a fixed mindset. Senn Delaney undertook a 2 year study of the several Fortune 1000 companies to examine the impact of their entire organisation’s mindset. What he uncovered was either a culture of fixed or growth – ‘culture of development’ that allow people to grow or improve with effort along with good mentoring. In order to continue your culture of development and fostering a growth mindset, focus on those people who love the challenges, who want to collaborate and are willing to stretch themselves. Just as values are a golden thread throughout the organisation, so too should the attitudes and behaviours of a growth mindset.



findings support creating a growth mindset culture of development

- **Trust:** Employees in growth mindset culture of development companies expressed a 47% higher agreement with statements about having more trust in their company
- **Engagement:** Employees in growth mindset culture of development companies are 34% likelier to feel a sense of ownership and commitment to the future of the company.
- **Innovation:** Those in growth mindset companies showed 65% stronger agreement that their companies support risk-taking and 49% stronger agreement that their organizations foster innovation.
- **Ethics:** Those in growth mindset culture of development companies disagreed 41% more strongly than those in fixed mindset companies that their organizations were rife with unethical behavior.

Recommendations:

- Start the process from recruitment, by asking people to demonstrate how they have a growth mindset (they demonstrate curiosity, aspiration to improve, willing to make mistakes and learn from them, they set stretching goals and career aspirations).
- Leaders to demonstrate traits of a growth mindset (link this to your Leadership Charter).
- Continue to encourage learning from mistakes and an environment where failure and errors are shared as 'how to improve'.
- Encourage regular two-way feedback as well as peer to peer feedback

5. Summary of Recommendations

Attract

- Communicate and continue to develop your Youth Strategy that you can communicate both internally and externally.
- Introduce a young person's section in Inform that is written by a young person with young people's topics in mind.
- Continue to remind managers to 'signpost' everyone to where the latest Council news can be found both on and offline.
- Include young people in your interview process whether as part of the actual interview, setting questions or giving prospective candidates a tour of the department.
- Give feedback to unsuccessful candidates and to signpost to both external and internal resources.
- Retain the momentum of using young people as part of your IYP process by considering the future use of Internal Reviewers, or by Creating Young People Champions.
- Provide greater clarity around succession planning, the skills needed for progression and talent management activities.
- Consider developing coaching and mentoring programmes as part of the support for young people.
- Capture CPD opportunities as part of the PRD process.
- Create a Leadership Charter

Recruit

- Encourage peer mentoring and buddying as part of the settling in process.
- Find opportunities to repeat your values.
- Offer a wider introduction to the Council through cross-department visits.
- Map life and business skills as part of job progression.
- Introduce a Council wide feedback model.
- Encourage secondments and applying for part time posts as means of gaining knowledge and experience across the whole organisation.
- Create and communicate clear career pathways through stories of progression and progression profiles.
- Include in 360 feedback the question of 'how would you like your success celebrated?'

Retain

- Encourage clarity of what happens next during placements and apprenticeships.
- Add the golden thread of a 'growth mindset' as part of the culture for continuous improvement.

6. Next Steps

Accreditation	12 month Review	24-Month Review	Accreditation Expiry
Gold	25 th October 2018	25 th October 2019	25 th October 2020
	Review of your progress and way forward	Facilitated session (optional)	Half the interviews
	Facilitated session	Half the interviews	Full framework
		Key indicators	

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Appendix 1: Level of Maturity Achieved October 2017

Indicators	Themes	Maturity Levels		
		Developed	Established (Silver)	Advanced (Gold)
1.Strategy	Rationale and Influence	X	X	X
	Alignment to Organisational Strategy	X	X	
2.Attraction and Recruitment	Attraction and Recruitment Strategy	X		
	Recruitment Process	X	X	
	Engagement with Youth Employment Organisations	X	X	X
	Engagement with Education Providers	X	X	X
3.Developing Young People	Learning and Development Strategy for Young People	X	X	X
	Appropriate Resources are Available	X	X	X
4.Leading Young People	Defining Capability	X	X	
	Building Capability	X	X	
5.Transition to Work	Introduction to Work	X	X	
	Introduction to Job	X	X	X
	Introduction to Learning	X	X	X
6.Support and Guidance	Effective and Regular Feedback	X	X	
	Role Models	X	X	
	Involvement and Participation	X	X	X
7.Effective Learning and Development	Developing Young People's Careers	X	X	X
	Managing Talent	X	X	
	Impact of Learning and Development	X	X	X
8.Impact on the Organisations Strategy	Impact on Performance	X	X	X
9.Impact on Young People	Sustained Employment	X	X	X
	Progression	X	X	X
10.Continuous Improvement	Involving Young People	X	X	
	Actions for Improvement	X	X	

Appendix 2: Level of Maturity Health Check 2016

Indicators	Themes	Maturity Levels		
		Developed	Established (Silver)	Advanced (Gold)
1.Strategy	Rationale and Influence	x	x	x
	Alignment to Organisational Strategy	x	x	
2.Attraction and Recruitment	Attraction and Recruitment Strategy	x		
	Recruitment Process	x	x	
	Engagement with Youth Employment Organisations	x	x	x
	Engagement with Education Providers	x	x	x
3.Developing Young People	Learning and Development Strategy for Young People	x	x	
	Appropriate Resources are Available	x	x	
4.Leading Young People	Defining Capability	x	x	
	Building Capability	x	x	x
5.Transition to Work	Introduction to Work	x	x	
	Introduction to Job	x	x	x
	Introduction to Learning	x		
6.Support and Guidance	Effective and Regular Feedback	x	x	
	Role Models	x	x	
	Involvement and Participation	x	x	
7.Effective Learning and Development	Developing Young People's Careers	x	x	x
	Managing Talent	x	x	
	Impact of Learning and Development	x	x	x
8.Impact on the Organisations Strategy	Impact on Performance	x	x	
9.Impact on Young People	Sustained Employment	x	x	
	Progression	x	x	
10.Continuous Improvement	Involving Young People	x	x	
	Actions for Improvement	x		

Appendix 3: Overview of Mentoring

Table 1: Mentoring and other developmental processes

	<i>Mentoring</i>	<i>Managing</i>	<i>Supervising</i>	<i>Coaching</i>
Core focus	Career development and psychological support	Meet policies and procedures of the organisation	Support skill and knowledge acquisition	Learning specific skills and issues
Relationship	Mutual learning	Hierarchical	Hierarchical	Hierarchical
Timescale	On-going	On-going	On-going	Generally short duration
Delivery	Can be formal or informal with an internal or external mentor	Formal relationship with clear job descriptions	Clear contract – can be internal or external supervision	Clear contract usually with outside expert
Target group	Primarily on an individual level	Individual level	Can be done on an individual or group basis	Learning and progression for individual or team around issue
Outcomes	Guidance on developing career path and making career choices	Against agreed performance standard	Improved and current practice, increased knowledge insight	Improvement in specific skills required for role



Appendix 4: Key Principles of Mentoring

A mentoring relationship can work best when the Mentor is not too far removed from the level/grade of their Mentee. Often, someone who is one or two levels higher, or is the same level but has four or five years more experience can offer the most relevant advice and will understand the worries and concerns faced by a Mentee.

Usually the Mentee will take responsibility for organising meetings and managing the relationship. As part of the relationship there should be a mentoring 'contract' where agreement is reached between both parties on how and what will be discussed. This may include agreeing:

- Objectives and length of the mentoring relationship
- Duration and frequency of meetings
- Format of meetings
- Records to be kept (if any)
- Confidentiality

The Mentor's role

The relationship between Mentor and Mentee is very much Mentee-centred – focusing on their professional and personal development. It may include the giving of advice, information, establishing facts, sign-posting, self-appraisal, etc. Whatever the techniques, the emphasis is on enabling and empowering the Mentee to take charge of their development and their environment.

To allow this transition the importance of interpersonal skills is essential. These skills and strengths include listening effectively, empathy, understanding, a non-judgemental approach, and the ability to facilitate through skilled questioning.

The role of the Mentor is to:

- Listen
- Question, to elicit facts
- Give information, knowledge about organisation/occupation and informal networks
- Give advice on career development
- Offer different perspectives
- Offer support and encouragement
- Draw on own experience when appropriate
- Confront and discuss current issues
- Take the lead and make decisions in the early stages of the relationship

And to encourage the Mentee to:



- Listen
- Clarify understanding
- Share thinking
- Review and reflect on oneself
- Change assumptions
- Consider different perspectives

- Develop and manage a career plan
- Take responsibility for their own development
- Make decisions to maximise the outcomes of the mentoring relationship

The Key Characteristics of Mentoring

- Delivers development support
- Focuses on helping someone manage their career and improve their skills
- The aims of the mentoring relationship should be designed to meet two sets of objectives: individual and organisational
- The relationship is typically for a defined period of time, though some are ongoing
- Generally, fairly informal

Appendix 5: Your Essential Skills

YOUR Essential Skills		 			
Successful Learners	Skill Developed	Description/Prompt	Confident Individuals	Skill Developed	Description/Prompt
	Visual Interpretation	Being good at putting what you've seen into words. Being able to easily understand and describe relevant information from a diagram, line drawing, pattern, musical score, video etc		Literacy	Being able to present and understand written information coherently
	Summarising	Being able to convey the relevant points from a source of information, and to clearly put these across to others in an edited form		Presentational skills	Being able to communicate or display work you have produced in an effective way
	Perception	Listening to/Watching a skill or task being described/shown, and being able to learn how to do it yourself, and understand the meaning behind it		Observation	Being able to see and understand how different things link together, and interpret whats going on around you.
	Peer Evaluation	Being able to evaluate others, skills and work objectively		Logical Thinking	Being able to bring together ideas or information from different sources and use reasoning effectively to come to a conclusion
	ICT	Being able to use ICT hardware/software effectively		Leadership	Demonstrating the ability to guide or direct an individual or group of people
	Psychomotor	Demonstrating physical and practical skills. Competence with using types of machinery, apparatus, tools or instruments		Planning Implementation	Being able to make appropriate choices regarding the progress of a task or plan
	Designing	Being able to plan out systematically for a particular goal or effect		Evaluation	Being able to judge or assess strength and weaknesses
	Understanding	Being able to make sense of information, facts and ideas		Perseverance	Being willing to keep on with something, withstanding discouragement or difficulties
	Numeracy	Demonstrate competence in the use of numbers and figures		Independent Expression	Being able to come up with your own ideas or ways of doing things
Research	Being able to systematically find out new facts or principles. Being able to find the right information that you need for a task	Flexibility	Being open to trying different ways of finding answers to a problem, or being willing to change plans to go along with other people		
Effective Contributors	Skill Developed	Description/Prompt	Responsible Citizens	Skill Developed	Description/Prompt
	Communication	Being able to put across information, ideas, in a way that's clear to others		Perspective	Being able to understand that there's more involved in a situation than it appears, and can take a mental step back from things, and view its effect on others
	Focus	Being able to concentrate on the task at hand		Social Awareness	Being interested in important social and political issues affecting you, going on around you or in the world
	Analysis	Being able to look at a situation and study it fully, resolving its complexity into simple elements		Self Awareness	Thinking about and planning for the future, with regards to personal development and self identity
	Working with Others	Being able to work collaboratively in a certain situation or task to concentrate on the task at hand		Objective Rational Thinking	Looking at a situation on its own, without letting your personal beliefs get in the way
	Team Skills	Being able to work well with others in a group – knowing when to speak up, when to listen, and how best to help the group. Ability to negotiate effectively		Consideration	Being able to take into account the beliefs, feelings or ideas of others
	Planning	Being able to put together a systematic programme of work to achieve a task or goal		Environmental Awareness	Demonstrating environmental concerns by recycling, cutting down global warming by saving energy, and so on
	Practical application	Being able to carry out effectively a task or goal from instruction		Coaching	Mentoring/helping others to achieve a task, motivating and providing information and support
	Enterprise/ Entrepreneurial skills	Demonstrate ingenuity and imagination in response to various tasks or goals		Empathy	Acting with a lot of understanding for others' feelings, or for the feel of a situation
	Creativity	Being able to progress/offer an idea or task in an original way		Integrity	Acting consistently, according to your values, beliefs and principles.
Problem-solving	Being able to come up and act on ideas to solve a situation	Community Involvement	Working that supports/benefits others within the broader community		

Appendix 6: Feedback Models

Redirection Feedback

Making a change in behaviour is always longer lasting when the person uses their own words and also makes their own choices.

- B** – Behaviour: what specific behaviour did you notice
- O** – Outcome: what happened as a result of this – fact not fiction
- F** – Feeling: how did it make you feel or make the team feel (avoid saying 'you made me feel', instead say 'I felt')
- F** – Future: what would you like to see more of or less of in the future – and what are they willing to commit to

Stretch Feedback

Using scales is a simple and quick way to gauge someone's performance but also their confidence in a task, and then to encourage them to improve it by simply moving up the scale. And if they simply think they were GREAT and got 10 out of 10, just move the scale post to 20 and then find out what more they can do.

1. Using a scale from 1 to 10 ask the person to rate their past performance or action
2. Ask them what makes their performance a (*insert their score*)
3. Ask them to describe what a lower score would look like (*go 1 or 2 scores lower*)
4. Ask them what needs to happen for them to go up by 2 points on their scale
5. Finally what do they need to do differently to be a higher score (*2 or more scores higher*)

Constructive Criticism Feedback

- B** - Balanced: focus not only on areas of development, but also on their strengths
- O** - Observed: provide feedback based on upon behaviours that you or someone else has actually observed
- O** - Objective: avoid judgments and relate your feedback to the observed behaviours and not on their personality. This is a time to avoid any subjective 'I think' comments
- S** - Specific: back up your comments with specific examples of observed behaviour making it factual and objective.
- T** - Timely: give feedback as soon as possible after the activity to allow the other person the opportunity to reflect on your observation and their future action