Aberdeen City Council Workforce Plan

1   Introduction

In August 2017 Council approved the 'Building a Council of the Future' report which set out our Target Operating Model (TOM) and the workforce we will require to deliver the TOM. To achieve the TOM, seven organisational capabilities need to be developed if the organisation is to be fit for the future.

1. Managing demand through prevention and early intervention;
2. Being flexible and adaptable;
3. Ensuring accountability, transparency and openness;
4. Becoming intelligence led;
5. Encouraging inclusiveness, engagement and collaboration;
6. Achieving consolidation and consistency; and
7. Focussing on outcomes that make a difference

These capabilities have shaped the transformation programme and are derived from the TOM's design principles. Ultimately, it is our staff who deliver this programme and who, through their individual capability, make up our organisational capability and it is our staff who determine the organisation's ability to meet the needs of our customers. Our focus must therefore be on ensuring that our culture and the environment we work in supports people to develop these capabilities and, in turn, deliver on our purpose.

The extensive engagement undertaken with employees from November 2017 to March 2018 to define the culture we need to support our organisational capabilities has further confirmed the role that culture plays on a practical level and this has been reinforced by the Staff Governance Committee through their endorsement, in March 2019, of our five Guiding Principles:

Purpose	Pride	Team	Trust	Value
We care about our purpose, our city and our people	We take pride in what we do and work to make things better	One team, one council, one city	We trust each other and take responsibility	We value each other and recognise a job well done

These Principles will, in effect, create the culture needed to achieve our organisational capabilities and embed the TOM by guiding our behaviours, our relationships with one another, our decision making and the way we work.

The purpose of the Workforce Plan is to focus on deliberately shifting our culture to align with the Guiding Principles, while at the same time developing the individual and organisational behaviours, skills and knowledge that will deliver the organisational capabilities.

To do this, the scope of the plan includes:

- Our **vision** for our workforce of the future
- Building our **capacity** to deliver our vision
- Building our **capability** to deliver our vision
- Building **personal accountability** through our approach to performance review and development

LOIP ➤ TOM ➤ Capabilities ➤ Behaviours Knowledge Skills

Culture - Guiding Principles

2   Our Vision for our Workforce of the Future

To build capacity and capability for our future workforce, we start with addressing the skills, knowledge and behaviours we will require, how we will address key gaps in our workforce, and how we will create a more flexible and fluid approach to career development, with opportunities for reskilling and internal movement through identifying areas of potential shrinkage and areas of growth or sustained need. Collaboration with our Arm's Length External Organisations (ALEOs), Partners and the Health and Social Care Partnership is integral to this vision.

2.1   Changed Size and Shape of the Workforce

As funding continues to reduce, the workforce will become leaner. This requires a more fluid and flexible workforce with a move away from specialist skills and silo-working and towards developing more generic skillsets supporting agility. It also requires a greater focus on employee development and internal recruitment, ensuring roles themselves give flexibility across a range of tasks and that internal talent is used flexibly for development, sustainability and retention, rather than relying on external recruitment or agency services.

A focus on cross-cutting knowledge, skills and behaviours as well as personal attributes, rather than on professionally siloed experience, enables the organisation to identify employees with the right personal strengths for a particular role, and to augment these with supported development, job knowledge, experience and qualifications over time. This type of approach can move us beyond a traditional recruitment or redeployment model; whereby the assessment of employees' individual capabilities is used to move people into new roles. Instead the process is based on an employee's personal qualities and behaviours as well as transferable capabilities. It also requires a focus on the capacity of our employees and on reducing absence, for example through greater support for mental health and wellbeing.

A change in the size of the workforce will also impact the shape of the workforce with fewer layers of management in future. A reduction in hierarchy and reduced levels of authorisation will help reduce costs and loosen the structures which inhibit curiosity and experimentation. At the same time, it will require increased personal accountability and empowerment and alter the management/employee relationship with managers who, while confident in managing people, see themselves primarily as leaders: enabling, coaching and actively promoting distributed leadership.

2.2   Different Skills, Knowledge and Behaviours

Demand on our services will continue to change in line with changing demographics, changing citizen needs, the implementation of digital solutions and the redesign of services to reduce demand or manage it differently. This will inevitably impact on the type of skills and roles we require.

There will be areas of reduced demand where service redesign means that certain tasks are no longer required, or where fewer people will be required in certain roles, or where a type of role is no longer needed. At the same time there will be aspects of work where demand increases, particularly in the areas of early intervention and prevention. These changes, coupled with a desire to support continued careers for our staff, will require us to invest in reskilling from areas of reduced demand to areas of growth.

The increase in digital services and emergent technology will require a workforce which embraces technology and agile working; at the same time it will shift our focus from transactional tasks and processes, freeing up 'time to care' and to focus individual roles and efforts on the higher value

work which makes a real difference to the people and place of Aberdeen. Simple customer care will move to complex customer care as we encourage our able customers to be more self-sufficient through signposting and directly support the more vulnerable in society.

2.3   Workforce Diversity

For the first time there are five generations of employees in work, each potentially with very different expectations of work and of the workplace.   While job security and pay may have been highly valued in the past, millennials (those born between 1981 and 1996) and younger generations find more value in work which is meaningful, results in positive social change and which provides opportunities for learning and development (Deloitte Millennial Survey 2016).

Differing expectations need to be considered in the way we design work and plan for our future workforce. At the same time, we need to be conscious of capturing the knowledge and experience of those coming to the end of their careers through more focused knowledge management, coaching and mentoring and succession planning.

It is crucial that we place an increased focus on creating an environment where equality and diversity is valued and that we foster a working environment that encourages diversity of thought, perspective and background as well as being an employer of choice and promoting inclusivity for all.

3 Building our Capacity to Deliver

In order to consider our capacity to deliver as an organisation, it is essential to review our current workforce profile and our areas of sustained and increasing demand, alongside reducing areas of demand and to use this information to develop our workforce of the future.

Based on an ongoing assessment of our workforce data we have identified a number of challenges and opportunities we currently face as an organisation. From this, there are three main areas of focus. These are:

- Responding to our multi-generational workforce
- Developing our young workforce
- Reshaping our current workforce to support our areas of sustained and increasing demand as well as supporting health and wellbeing

3.1 Responding to our Multi-generational Workforce

With a multi-generational workforce comes a need for differentiation of work environment and support. We need to ensure that these generational differences are taken into consideration when designing work, the working environment and support mechanisms. As the skills the organisation needs to deliver its business change, particularly digital skills, we need to ensure that our workforce has those skills, knowledge and behaviours to adapt to change.

An older workforce will have significant knowledge, skills and experience. As the workforce ages, and with the use of VSER, the risk to the organisation is that a depth of knowledge, skills and experience is reduced. It is important, therefore, that the organisation has a workforce which can develop and learn the knowledge, skills and experience from those leaving, while also bringing their own new skills into the organisation. The workforce can then be shaped and developed to suit the needs of the organisation and its customers, as well as developing those employees who are moving through their careers at various phases.

3.2 Developing our Young Workforce

Currently, our largest staff group in terms of age is in the 50-59 bracket (38.7% of our workforce is aged 50 or over). This has clear implications for succession planning. At the same time, we are under-represented in the age brackets under 20 (0.51% of workforce) and between 20 -29 (14.31% of workforce).

An age diverse workforce brings benefits to our ability to work creatively as an organisation and supports succession planning. We therefore wish to improve working life for our existing young employees as well as to attract new young employees into our workforce of the future.

We are an Investors in Young People accredited employer and seek to improve our current standard level accreditation to achieve the silver award for Investors in Young People in 2020 and ultimately to become an Investors in Young People Gold accredited employer. Our aim is to achieve a reputation as an employer who engages, supports and enables young people to learn and develop their skills, qualities and behaviours and in turn provides meaningful employment experience and opportunities that benefit the individual, the Council and the wider economy of Aberdeen. In addition, our work in this area is driven by the stretch outcomes within the Local Outcome Improvement Plan's economy section.

There are a range of initiatives in place or currently being developed to support our young

workforce. These Programmes will offer career pathways for young people and provide a means of attracting future talent through engaging with young people in schools, colleges and universities to provide opportunities to consider the Council as an employer of choice. They will also crucially offer qualification and retraining routes for current staff, supporting the reshaping of our workforce into areas of need.

3.2.1   Apprenticeship Programme

An Apprenticeship programme has been developed which includes Foundation, Modern and Graduate apprenticeships across a range of job roles and areas. It is intended that as we develop our apprenticeship offering, this will provide career pathways and succession planning opportunities to our existing workforce whilst at the same time, providing talent pipelines for our workforce of the future.

Foundation Apprenticeships — give opportunities for secondary school pupils in S5 and S6 to gain work experience and access work-based learning whilst still at school.

Modern Apprenticeships - offer young people over 16 an employment and training programme, focusing on areas of increased demand such as early years and social care.

Graduate Apprenticeships - provide opportunities for work-based learning at degree level for current employees. We have recently partnered with the Robert Gordon University to support Graduate Apprenticeships across a range of frameworks.

Foundation Apprenticeship - IT Hardware/Software Support	Modern Apprenticeship - Infrastructure and Support	Graduate Apprenticeship - BSc (Hons) IT Management for Business

The diagram above illustrates our developing career pathways for young people to progress through apprenticeships and their career with the council, with an example of an IT apprenticeship route.

3.2.2   Work Experience / Internship Programme

Corporate Internship Programme

A new Corporate Internship Programme will provide a consistent approach to Internships and Work Experience Placements as a method of introducing young people to the Council in a job area of their interest. They will link to the Apprenticeship Programme with career pathways to Modern or Graduate Apprenticeships, for example, on completion of the Internship.

Corporate Internship Programme - Care Experienced Young People (Corporate Parenting)

The Corporate Internship Programme will provide ring-fenced opportunities for Care Experienced Young People. This aligns with the Local Outcome Improvement Plan's commitments as corporate parents as set out in the Prosperous People section.

On completion of the internship, candidates can apply for Modern Apprenticeships or entry level council vacancies under a guaranteed interview scheme (where they meet the minimum requirements for the role).

Integrated Children's and Family Services are currently working with MCR Pathways, a Glasgow based charity, to provide a school-based Mentoring and Talent Taster programme to support

disadvantaged and care-experienced young people, with the intention that this programme will link with the Internship and Apprenticeship programme.

The diagram below illustrates a potential career pathway for young people who have joined the council through work experience or an internship, with an example in Early Years.

Internship/ Career Ready Programme/ Work Experience	Modern Apprentice Social Services (Children and Young People	Early Years Practitioner Role	Graduate Apprenticeship in Early Years

Career Ready Internship

The Career Ready Programme links school pupils in S5 and S6 with employers to develop their understanding of careers and the right attitudes and professional skills needed to gain employment. The programme includes a 4-week paid work placement.

This programme also provides an opportunity for employees to develop mentoring skills and support young people into positive destinations

3.2.3   Support to our Young Workforce

To maximise the opportunities and the potential of young employees, support, guidance and development need to be in place as well as recognition of the contribution they make to the organisation. This will be important for retention of young employees and succession planning as well as for attracting young people to consider the Council as an employer of choice. The following will be created:

Young Employee Network: with representation from employees aged 16-24, across the organisation. The purpose of the network is to gather views from young employees on their employment experience, and to involve them in the development of key initiatives across the organisation.

Young People's Support Framework: where young employees can have access to a mentor, coach or buddy, where appropriate.   As part of this, young employees themselves will be given the opportunity to mentor others. The review of our PR&D scheme will also take account of the needs of differing expectations across generations.

3.3   Reshaping our Current Workforce to Support our Areas of Sustained and Increasing Demand

With some areas of the organisation facing reduction in demand and others facing difficulties recruiting or requiring an enlarged workforce, it is important that we redirect our employees to the areas which are needed. This will require a focus on developing internal talent and shifting this talent to areas that will ensure organisational priorities are being met. It is vital to ensure we have the flexibility in our workforce and in our processes to transfer resource from areas of reducing demand and to areas of growth in a targeted way.

This will require an emphasis on developing the necessary knowledge, skills, behaviours and, where appropriate, qualifications, accreditations and memberships, in our existing workforce. As an example, we are currently supporting a number of employees to retrain as primary and secondary teachers and early years practitioners.

We will open up additional pathways in growth areas to make them as accessible as possible for employees, including addressing the requirements of different generations and those with varying levels of qualification and work experience. By offering different pathways into these roles, we will develop internal talent pipelines and ensure continuing and sustainable growth in recruiting to these roles.

We will also improve accessibility to roles. Some roles currently have very specific qualifications and experience requirements attached to them which may not be needed to deliver all aspects of the role. It may be possible to recruit individuals into these roles whereby they can undertake some of the activities in order to support service delivery, while learning and being developed to deliver further aspects of the role (or gaining qualifications required by law).

In terms of internal recruitment we will focus less on experience and qualifications, and more on the behaviours and capabilities that would ensure success in the role. This will open up more roles to internal employees, especially those in areas of reduced demand, and allow more accessibility into roles in areas of growth.   It will also enable services to deliver on priority services in a flexible way.

While our primary focus will be on ensuring internal development and the internal transfer of resource, there will still be a need, particularly in the short-term, to recruit externally. However, the focus of this will be on roles we require to fill immediately with already qualified individuals that cannot be sourced internally or where the role cannot be transformed into an apprenticeship opportunity.

Roles which are essential for the delivery of statutory services such as education and care will continue to be an area of focus for recruiting or retraining current staff, as well as working in partnership with other public and third sector partners on promoting care as a career choice.

There are some roles where we face significant challenges in recruitment - these are areas of sustained demand (hard to fill) and areas of increasing demand (growth areas). Reasons for these vary, but include local or national shortages, specific areas of growth where there is a corresponding shortage of supply, changing demographics and the impact of government initiatives, such as the early years expansion. The table below sets out example roles in these categories:

Examples of Sustained Demand	Examples of Increasing Demand
Teachers	Early Learning and Childcare
Educational Psychologists	Digital
Care Support Workers	Business Intelligence / Data Analysis

NB. This list is not exhaustive and will change as demand shifts.

In summary, to address workforce challenges with capacity we will:
- Become an employer of choice, supporting workforce diversity;
- Use turnover and VSER to manage areas of reduced demand;
- Retrain and move existing staff into new roles and careers to address areas of sustained and increasing demand;
- Grow our own staff to fill gaps, short and long term;
- Provide opportunities to develop our young workforce;

Supporting Health and Wellbeing

We want all staff to be well and to thrive at work. Healthy, happy individuals are more likely to embrace change, work flexibly to help others and be creative problem solvers at work. With an emphasis on developing internal capacity and the need for flexibility and efficiency in our reducing workforce, there is a need to focus on supporting employee health and wellbeing. To do this we will:

- Implement the mental health action plan, approved at Staff Governance Committee in March 2019;
- Support managers and teams to create and maintain supportive and healthy workplaces and practices that ultimately enable a reduction in absence;
- Continue and further develop our partnership with Healthy Working Lives;
- Continue regular reporting to understand absence and support improvement by targeting specific areas ;
- Address the reasons for absence with evidence-based sickness absence action plans;

4   Building our Capability to Deliver

With a smaller workforce, we need to ensure we have the capability to deliver. We will do this by investing in future skills, knowledge and behaviour, providing clarity of expectation, support to meet expectations and a means of measuring, managing and motivating personal accountability. We will provide opportunity to celebrate strengths and successes and identify the right support for each individual to address development needs and enable a flexible approach to careers.

4.1   Defining Capabilities - Capability Framework

Capability frameworks, sometimes referred to as competency frameworks, are widely used across industry and the public sector, including Scottish Fire and Rescue and the Civil Service. These frameworks set out the skills, knowledge and behaviours required at different levels in an organisation and are variously used for recruitment, induction, development planning, performance review, career and succession planning. The behaviours we require in our future workforce are already defined under our five Guiding Principles. By adding skills and knowledge to this, a comprehensive framework has been created which describes the individual capability each employee requires in order to deliver on the seven organisational capabilities.

Appendix 1 sets out the full framework of knowledge, skills and behaviours. It will be in addition to, and will complement, job profiles which outline specific technical requirements for each role.

This capability framework should deliver several benefits:

- **For the individual** it will provide real clarity about what is expected; the ability to develop transferable knowledge, skills and behaviours enabling people to work across a multitude of service areas in response to changing demand; and a means for planning personal and career development.
- **For managers** it will provide a clear and comprehensive framework for induction, development, performance review and succession planning, enabling open dialogue with team members around areas of strength and development.
- **For the organisation** it will support our capacity to deliver our purpose, and the capability of each person to do this, by promoting key skills and ways of working; flagging key areas for development and assignment of training resources. This will move us towards an agile and multi-skilled workforce with the necessary digital and distributed leadership capabilities and help support a matrix and collaborative way of working.

The capability framework has been developed following external research of industry best practice, including the CIPD, and benchmarking against other Local Authorities and organisations. Internally, the framework has been developed from an understanding of what the organisation requires in terms of individual capability and has been shaped and refined following engagement with a wide range of staff and managers across all disciplines of the Council. This included senior managers, subject matter experts, Trade Unions and focus groups involving front line services.

The framework is shaped under the five Guiding Principles and is structured into four levels reflecting the complexity of the role and context in which it is performed. Given that distributed leadership, alongside individual capability, underpins our cultural and organisational change journey, the levels assume that everyone has a part to play in terms of a leadership role, whether they are paid to be a manager or leader of people or not. We define leadership as - 'The art of moving others to a common goal' and this notion of leadership cuts across all levels. Every member of staff has a responsibility for delivering our purpose as an individual but also for supporting others to do the same. The levels are as follows:

Level 1

Valued for knowledge and skills in their area of work

Expected to be a role model for the organisation and share knowledge through mentoring, leading and supporting colleagues and customers

Individual contributors responsible for personal performance and delivering outcomes through self-management, sometimes with guidance from a line manager

Unlikely to have responsibility for supervision of others

Level 2

Valued for their ability to lead projects and/ or or others or 'thought leadership' on specific areas of work

Leaders of individual contributors through formal line management or through matrix or project management

May have supervisory responsibility for helping others perform effectively

May be a leader of team(s) with responsibility for the application of HR policy and the development of others

Level 3

Valued for the ability to lead others and influence within the organisation and with external parties Individuals

Responsible for leading and influencing service delivery, or with regulatory or strategic advisory function(s)

May be experienced managers who manage teams or other managers or subject matter specialists either in a formal line management capacity or through leadership of programmes

Level 4

Valued for the ability to lead others and the organisation and influence through sector and system leadership

Individuals with strategic responsibilities across the whole organisation who inspire direction and purpose and who are skilled in strategic and transformational leadership

Responsibility for providing leadership both internally and externally

As illustrated, the levels demonstrate that other aspects of leadership, other than paid people management responsibility, are accounted for, for example those with responsibility for policy, strategy and organisational direction.

Each level is cumulative with individuals expected to demonstrate the skills and knowledge at their own level and the levels below, with the behaviours being appropriate to all levels.

4.2   Supporting Capability - Workforce Development Plan

The way people learn is changing. The majority of learning (around 55%) comes through on the job experience, around 25% comes from social learning with colleagues (coaching, mentoring, peer learning) and just 20% through formal learning (classroom training or online courses). This means we need to modernise our thinking about what development means in the workplace. Our approach to delivering the Workforce Development Plan is based on the following assumptions:

- Learning is a continuous act that never stops
- Learning takes place across different arenas – through on the job experience, social or peer learning and formal learning via workshops and online courses
- We trust and enable the workforce to access their own learning when they need it, and to share their learning with others to benefit the wider organisation

- We recognise and account for individual learning styles and preferences.

This, then is not simply a change in how training is curated, housed and accessed but a real cultural change for the workforce in terms of:

- **embracing self-directed learning –** recognising that 'informal learning' is now the first line in becoming upskilled and it is for individuals, with the support of their line manager, to identify what they need and the best way to get this. In order to facilitate this, we will create an online interactive space - a Learning Academy - to house learning and provide a place where people can participate and collaborate around learning which is of value and which helps meet organisational needs. As far as possible, all learning interventions will be open to everyone to access based on level of need, interest and aspiration. Colleagues will be encouraged to share and collaborate on other learning interventions they find of value – be it links to YouTube videos, notes from a webinar or promoting what they've found useful in their role.

- **adopting a coaching or mentoring approach –** managers should see themselves as enablers, as coaches, developing others and involving them in shaping the future. The Institute of Coaching highlights the positive benefits that adopting a coaching approach makes to individuals including an increase in self-reliance and job satisfaction, contributing more effectively to the team and wider organisation and taking greater responsibility and accountability for actions and commitments. A key priority will therefore be to ensure our managers are equipped with the requisite skills to be competent and confident in coaching individuals for development (as well as performance). Core coaching skills will also be embedded across the full workforce which will further promote self-reliance and personal accountability both with colleagues and customers.

- **becoming a learning organisation –** having a culture, environment and structures (policies and practice) where learning is valued for the difference it makes and not simply tolerated, ignored or seen as a 'nice to have if we had time'

While a core part of the Plan is based on how we will develop Individual Capability and Culture through the individual capabilities set out in the Capability Framework, training and development will also be available to support:

Organisational and service redesign
This includes a focus on developing internal talent, reskilling individuals from areas of reduced demand to areas of growth, developing our young workforce through a variety of means, including apprenticeships, and supporting service redesign. There will also be a need to ensure services are developing the necessary skills for effective succession planning and are forecasting the technical skills required for the future. The approach to development takes account of the investment which will be required in these areas.

CPD training
There is, and will continue to be, an ongoing need to maintain professional registrations in order to comply with the requirements of professional bodies and maintain trust in the competence of the organisation. Increasingly we need to ensure the balance between professional knowledge and flexibility across roles is maintained.

Mandatory and statutory training
Including development to comply with legislative and regulatory requirements in order to ensure

employees are aware of and compliant with their responsibilities in a range of areas which have been identified as representing potential risk to the organisation.
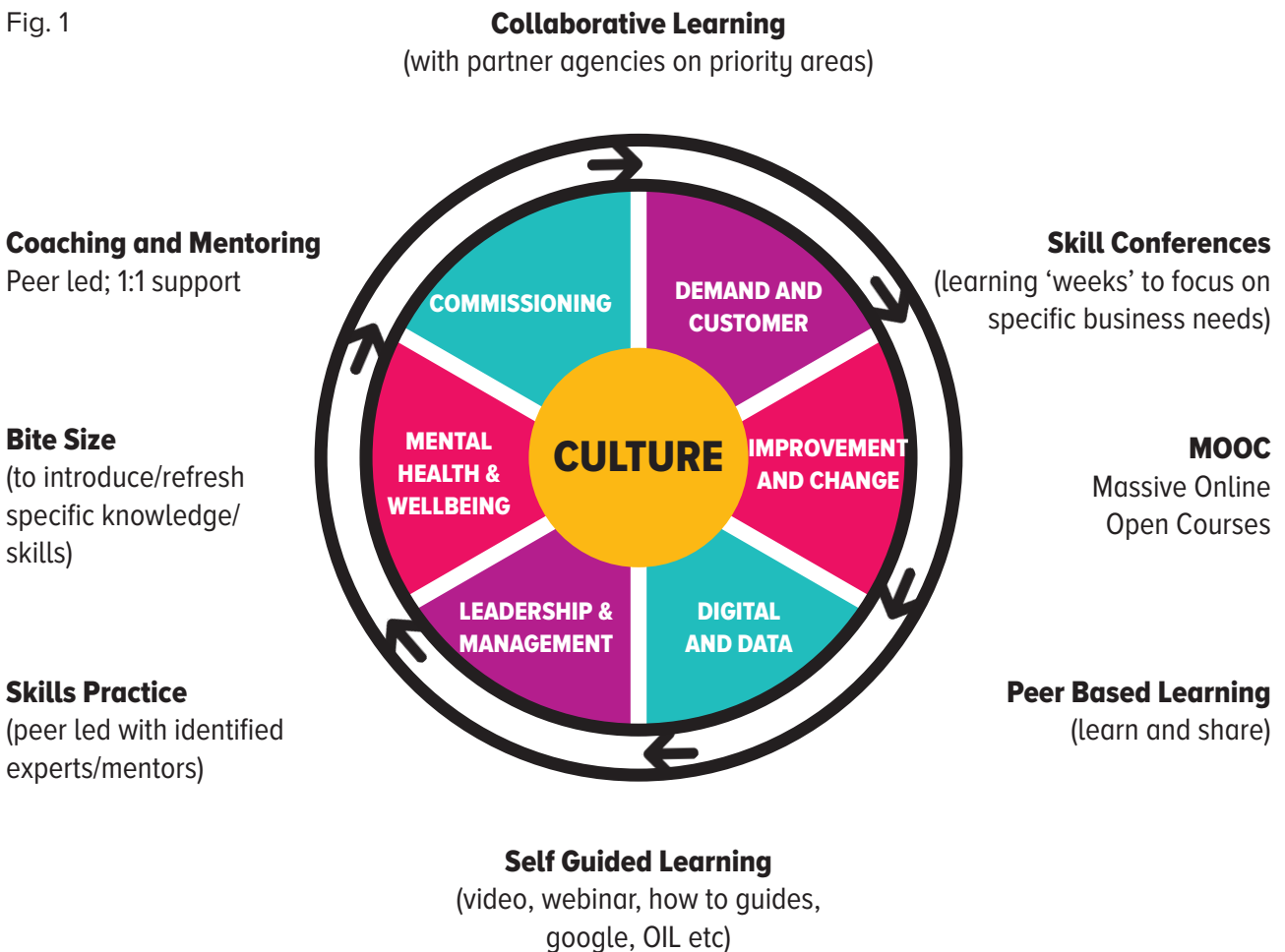
Leadership and management development

A move from hierarchical management to distributed and collaborative leadership is critical to achieving our workforce of the future; a core message across all our development will therefore be what distributed leadership means in terms of increased personal accountability and empowerment for all. For those who are paid to be managers, there will be an emphasis on ensuring they are confident people managers and are able to apply people management policies with sensitivity and judgement; and more crucially that they are able to see themselves as leaders and develop the skills required to create an environment which enables and empowers.

It is not intended for the Workforce Development Plan to be prescriptive about what development is required at each level of the capability framework — rather to curate and offer a range of learning opportunities to signpost people to in-time learning, in a format which suits their learning need, individual learning style and business efficacy. As such, the focus on learning will be centred around

- the culture change required (Guiding Principles)
- the key development themes which have been summarised from the Capability Framework as being core to developing individual capabilities (fig. 1)
- the range of self-directed and other learning interventions available.

Fig. 1

Collaborative Learning
(with partner agencies on priority areas)

Coaching and Mentoring
Peer led; 1:1 support

Bite Size
(to introduce/refresh specific knowledge/ skills)

Skills Practice
(peer led with identified experts/mentors)

Skill Conferences
(learning 'weeks' to focus on specific business needs)

MOOC
Massive Online Open Courses

Peer Based Learning
(learn and share)

Self Guided Learning
(video, webinar, how to guides, google, OIL etc)

COMMISSIONING · DEMAND AND CUSTOMER · MENTAL HEALTH & WELLBEING · CULTURE · IMPROVEMENT AND CHANGE · LEADERSHIP & MANAGEMENT · DIGITAL AND DATA

Delivering the Workforce Development Plan

STEP 1
We agree the organisational themes and priorities

DIGITAL AND DATA

IMPROVEMENT AND CHANGE

DEMAND AND CUSTOMER

LEADERSHIP AND MANAGEMENT

MENTAL HEALTH AND WELLBEING

COMMISSIONING

STEP 2
We create and curate a learning platform which is easy to use, access and collaborate upon

STEP 5
We exponentially grow our offering through digital collaboration and sharing

We review, refresh and upgrade the programme

STEP 3
We present a core programme of options to meet organisational need

STEP 4
We develop an understanding of individual need, the core programme grows

STEP 1:
Identify the Organisational Themes and Priorities – As captured below

Theme	Organisational Need
Demand and Customer	Embedding the Guiding Principles Understanding Demand Improving the customer experience Personal Impact Systems Thinking
Improvement and Change	Leading and Supporting Change Improvement Thinking Design Thinking
Digital and Data	Core IT Skills/ Digital Literacy Office365 Data Life Cycle
Leadership and Management	Coaching skills Mentoring People Management Self-Leadership
Mental Health and Wellbeing	Mental Health Building Personal Resilience
Commissioning	Understanding the commissioning for outcomes approach Writing outcomes Writing specifications Contract Management Finance Frameworks

STEP 2:
The Learning Platform (Learning Academy)
In line with the Council's move towards digitalisation and self-service, a SharePoint space has been created where people can seek, access and share knowledge and learning. This promotes self-directed learning and harnesses informal learning, especially experiential learning. This platform will host both the core programme and provide a collaborative space where people can share their own development finds.

This is currently being co-created with our learners.

STEP 3:
Core programme of options to meet organisational needs
A range of options will be made available to address the core themes identified in the table above. This will include Social (25%) and Formal (20%) learning interventions to meet current organisational needs.

STEP 4:

Developing an understanding of individual need

As part of PR&D employees will complete a Self-Assessment against the capability framework. As a result, individuals across the organisation will have a clearer understanding of their own personal capability. We will also then have a map of capability across the organisation which will help us understand the priority development needs for the coming period.

STEP 5:

Exponentially growing the offering through digital collaboration and sharing

In line with our aspiration to become a learning organisation, we are seeking to change the culture from a top-down, one-directional, traditional method of learning, which maintains people in an expectant, disempowered state; towards one where people are advocates for learning and become co-creators and curators of our learning environment. They are accountable for the investment made in their development, are empowered to seek their own learning and able to share this learning with colleagues from across the organisation to meet individual needs. What this means is that learning is open to everyone; not at specific levels – but accessed based on need – identified through the capability framework – so that people get what they need at the time they need it.

How this might work

Employees use the Learning Platform identified in Step 2 to share their resources, become coaches/ mentors, deliver webinars, contribute to others' development by offering shadowing or insights. People tag their learning using the organisational themes, #demand #customer #mentalhealth. This means they add their learning to the core programme so that people can search for learning by organisational need or by their own individual need, identified through the capability framework and PR&D. People can add multiple tags for cross cutting organisational themes and create their own bespoke tags to share more technical knowledge across the organisation #engineering #recycling #design.

This method of tagging can be replicated in CoreHR and SharePoint so that people can search for what they want, rather than 'guess' at what is needed.
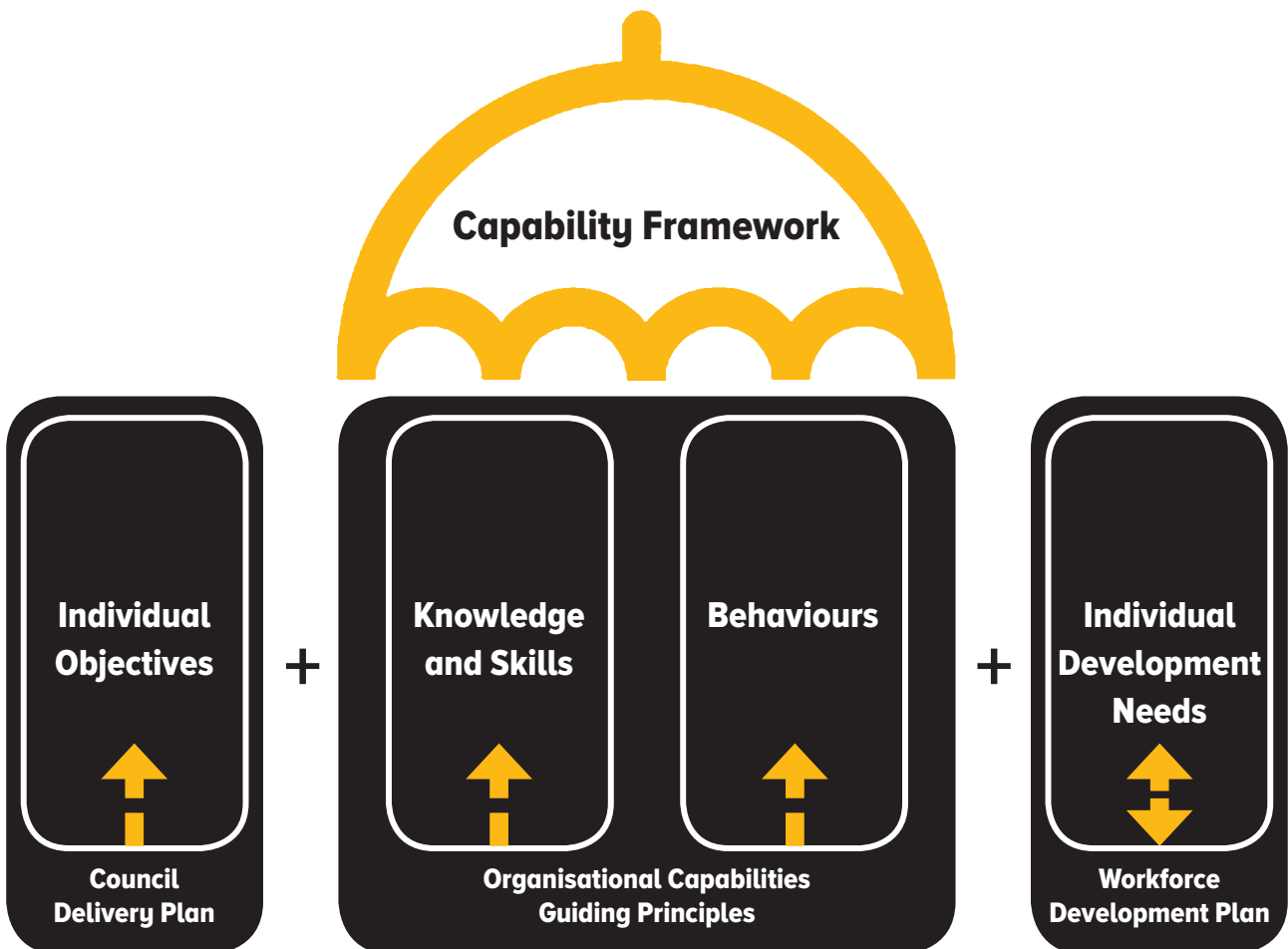
Next steps: tracking learning and linking to PR&D

Since the majority of learning and development will become more informal, ad hoc, on demand and self-directed, tracking will become less about recording the training and more about the impact on the individual's performance, as evidenced through PR&D. However, where the development is attached to the person's job profile or is a mandatory requirement this will be recorded and tracked through a digital platform, CoreHR, which will also be able to flag any outstanding development needs or any refresher training required.

5. Building Personal Accountability Through our Approach to Performance Review and Development

A revised PR&D will bring together all the elements which support the development of our organisational capabilities and our culture. As illustrated below it will provide a means to have continuing conversations which link individual objectives to our purpose and the priorities in the Council Delivery Plan; assess individual knowledge, skills and behaviours against the Capability Framework; and identify means to support and develop any gaps in knowledge, skills and behaviours through the Workforce Development Plan.

Continuing Review and Development

Capability Framework

Individual Objectives	+	Knowledge and Skills	Behaviours	+	Individual Development Needs
Council Delivery Plan		Organisational Capabilities Guiding Principles			Workforce Development Plan

The review of PR&D provides an opportunity to refresh what we measure in terms of performance in order to ensure that time and energy is focused on what will achieve our outcomes, build our capability and strengthen our culture. This will include:

- **Review of Objectives:**
  Ensuring a focus on outcomes, clarifying how the individual's role links to our overall purpose, what their individual objectives are and how these contribute to our purpose; this will include the opportunity to agree shared as well as individual objectives to encourage collaborative working. Managers will have a specific objective relating to:

  - Their contribution to the Council's Delivery Plan whether through the LOIP, commissioning intentions, political priorities or transformation project delivery
  - How they will deliver better outcomes for staff including health, safety and wellbeing, culture and application of HR policies
  - Their role in ensuring sound financial performance – allowing managers to continuously discuss and monitor their financial position on spend and staff costs.

- **Review of Capability:**
  - **Skills and knowledge –** will be reviewed by all staff using the Capability Framework to build individual capability by discussing the key skills and knowledge expected of the employee at the level assigned to their role; identifying areas for development as well as areas of strength where learning could be shared with others.
  - **Behaviour –** will be reviewed using the Guiding Principles and behaviours as set out in the Capability Framework; this will focus on strengthening individual contribution to culture through discussing the Principles and examples of how the individual is demonstrating the behaviours within these; this will provide the opportunity to value and recognise good practice and review any issues which have been raised as part of ongoing conversations.

These more robust measurements, combined with the functionality of our new digital platform, will allow for better performance reporting at an individual level. At a service level it will enable more informed succession planning; while at an organisational level improved data can be used to monitor progress of the Local Delivery Plan.

Arguably the most important element of any PR&D process, however, is how it motivates pride and performance. While pay is often seen as a prime motivator, research indicates that this is largely limited to work that involves routine and repetitive tasks. Where the nature of work is more creative, and involves problem solving, intrinsic job satisfaction is more of a motivator; for younger generations a connection to a higher purpose and meaningful work has become increasingly important. An understanding of these motivational factors will be important when developing the revised PR&D and supporting managers to have effective motivational performance conversations.

Future PR&D will be based on continuous review which is focused on regular, meaningful conversations. These encourage discussion around how the individual is contributing to our culture and equally how the organisation and line manager are helping the employee to thrive at work. Built around the Guiding Principles, these conversations will be employee-led with a focus on coaching, reflecting on achievements, identifying and overcoming any barriers, allowing time to value and recognise good work and time to discuss additional stretch or support as may be required. In this way the conversations will start to act as a barometer of good health in the team, cluster and, ultimately, the organisation.

In summary, future performance conversations will cover the following main elements:

- **Achievement of objectives and outcomes –** what has gone well, what could have been done more effectively and how and what the individual has learned from this;
- **Capability –** how they are demonstrating and developing the knowledge and skills required at their level;
- **Behaviours –** how they are demonstrating the behaviours aligned to the Guiding Principles;
- **Development plan –** What the review of these areas of performance leads to in terms of development needs and how these will be fulfilled;
- **Future objectives –** what the forthcoming period has in store and how their work will support the organisation to achieve our outcomes for our customers.

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