

# Report

Report to:	<b>Clyde Valley Learning and Development Joint Committee</b>
Date of Meeting:	<b>30 November 2015</b>
Report by:	<b>Chair of Clyde Valley Learning and Development Project Implementation Steering Group</b>

Subject:	<b>Clyde Valley Learning and Development Project – Progress with 2015 Workplan</b>
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## 1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update the Joint Committee on progress with the identified priority areas in the forward work plan for 2015/2016

## 2. Recommendation(s)

2.1. The Joint Committee is asked to approve the following recommendation(s):-

- (1) that it be noted that progress has been made in delivering the business case against each of the identified priority areas detailed in paragraph 3 of this report; and
- (2) that it be noted that the recommendations and delivery models proposed will add significant value to the Clyde Valley Councils in delivering transformational change.

## 3. Background

3.1. Following a consultation process involving members of the Clyde Valley Project Implementation Steering Group in January 2015, a set of six priority areas was identified to form the basis of this year's new developments for the Group.

3.2. At the meeting of the Joint Committee in June 2015, the following six priority areas were approved by the Joint Committee:-

- ◆ further exploitation of technology in learning and development
- ◆ agile working and supporting organisational re-structuring
- ◆ flexible approach to coaching
- ◆ succession planning
- ◆ personal and organisational resilience
- ◆ continued development of opportunities in e-learning

3.4. These priorities reflect the current pressing requirements to implement transformational change across all the Clyde Valley Councils, in order to continue to delivery services effectively within the constraints of budgetary reductions.

- 3.5 Each group followed a process to scope out the nature of the development, before developing a business case for change. Thereafter each group has taken a specific approach depending on the subject matter, to produce a range of outputs; for example, toolkits, process maps, policies and collaborative training.
- 3.6 As the first and sixth priorities had a degree of commonality, these themes were linked together and addressed by the same development group.

#### **4. Progress and Outcomes**

##### **4.1 Priorities one and six - Further exploitation of technology in learning and development, and Continued development of opportunities in e-learning**

- 4.2 The initial background research for this group identified that all councils tend to have traditional learning and development teams who provide a range of traditional learning options; mainly a series of one-off face-to-face courses or e-learning modules. Although widely regarded as an effective method of training delivery, it is essentially a (relatively) inefficient process since it is characterised by small numbers of people providing learning to small numbers of people. This is time consuming, resource intensive and results in learning not being available to all.
- 4.2.1 Arguably the biggest limitation of these one-off learning options is that people can forget them quickly. Therefore, many of our courses and e-learning modules may have raised awareness, disseminated information and ticked the 'Completed' box on the Learning Management System (LMS). However, there is limited evidence to show that critical behaviours have been changed.
- 4.2.2 Councils are experiencing an unprecedented period of transformational change. Our employees have to develop new skills and work in a new more agile way and our learning options have to be designed and delivered differently to support this transformational change. Although Information Technology (IT) is already widely used for learning and development purposes through e-learning, the group addressed the issue of exploiting IT still further through engaging larger numbers of people with larger numbers of learners.
- 4.2.3 Following a review of options, the group agreed to produce a business case which recommended implementing a pilot for a Campaign Based Learning (CBL) approach.
- 4.2.4 Unlike a traditionally delivered learning solution (a course, a module, a workshop etc), CBL learning is continuous, ongoing, and sustainable over time. Content that would have been delivered as a single learning intervention is now released at intervals over time as part of a campaign that uses all available channels and is regularly reinforced through continuous communication.
- 4.2.5 Implementing CBL within Clyde Valley Councils would support the transformational change agenda and assist in:-
- ◆ achieving true and lasting behaviour change for learners
  - ◆ fully utilising the wide range of learning options available
  - ◆ increasing efficiency, effectiveness and reduce costs
- 4.2.6 Implementing CBL will not incur any additional costs, other than those already committed through the Brightwave contract. However, personnel time, resources and effort will be required to implement a CBL approach. This will ensure that CBL can be designed, tested, implemented, monitored and fully evaluated.

### **4.3 Priority two - Agile working and supporting organisational re-structuring**

4.4 This group was established with representation from East Renfrewshire, East Dunbartonshire, West Dunbartonshire, Inverclyde, North Lanarkshire, South Lanarkshire and Renfrewshire Councils. The initial remit was to consider and develop a set of approaches to support the implementation of agile working and organisational re-structuring. This should consider required behaviours, skills, role models, mindset and culture change.

4.4.1 At the first meeting, it was clear that each Council was at a different stage in terms of implementing “agile” and there were some differences in approaches, objectives and key drivers for change. Taking these differences into account, the group agreed to produce:-

- ◆ a mini project plan that would highlight the optimum order of events (not prescriptive in terms of timescales between each event) that could be used by any Council to assist with their transition to agile working. This would clearly indicate what and when the crucial stages are for input from Learning/Organisational Development Teams into the wider project plan that would contribute to the successful implementation to “agile” working
- ◆ produce a template and key information for Employee and Manager toolkits
- ◆ produce a course outline for employee and manager workshops that Councils could use to support the transition to successful agile working practices

4.4.2 The group have met several times and the progress to-date so far includes the completion of the “mini” project plan which is available for all Councils to use, course outlines used by East Renfrewshire and East Dunbartonshire Council have been shared and developed further based on the sharing of expertise and lessons learned and a first draft of a template for employee and manager toolkits has been produced with the focus in going forward now being to develop the content further. The group are scheduled to meet again January 2016.

### **4.5 Priority three - Flexible approach to coaching**

4.5.1 As with other priority work groups, it was quickly established that each of the councils is at a different stage in its approach to coaching and mentoring. The group recognised the need to support each other in the different approaches and as a result are already working closely together in the following ways:-

- ◆ South Lanarkshire Council is supporting East Renfrewshire Council with their coaching programme
- ◆ Glasgow City Council has offered East Renfrewshire Council places within their Peer Coaching (Action Learning) Sets
- ◆ Renfrewshire Council’s mentoring programme model to be shared with the other councils
- ◆ three coaches within the Clyde Valley Group are undergoing coaching supervision
- ◆ the Clyde Valley Group is represented at the Workforce Scotland Scottish Coaching Collaborative

4.5.2 As each council develops its coaching strategy, there will be further opportunity to work together.

#### **4.7 Priority four - Succession Planning**

4.8 The Succession Planning group had their first meeting on Friday 23 October 2015. The group discussed current approaches to succession planning in their organisations and outlined areas of good practice and lessons learned during the implementation phase. It was agreed that going forward, each organisation would share their processes and a general resource would be created for all to access.

4.8.1 The group also agreed that going forward, a focus on how to evaluate succession planning activities would be a key area to develop and share. The next stage will be to produce a detailed business case for taking this work forward. North Lanarkshire Council, as lead authority for this work group, will convene this meeting early in December 2015 and take the work forward accordingly.

#### **4.9 Priority five - Personal and organisational resilience**

4.9.1 Glasgow City Council (GCC) leads on this priority and had a resilience programme scheduled to start in autumn of 2015. Although this group has not yet held its first meeting, it was felt that the benefits could best be achieved and shared through evaluation and reflection on the Glasgow programme. GCC's initial research revealed a broad range of requirements both in terms of having a common understanding of what resilience means in the context of council business; through to the range of audiences, materials and requirements at four distinct levels:-

- ◆ personal
- ◆ service
- ◆ council
- ◆ neighbourhood (city or county)

4.9.2 It was quickly realised that this priority has potential to be a large scale and complex project, requiring various strands of development. This ranges from collating training materials, undertaking a review and gap analysis and, ultimately, to better understand the scope and objectives of the project.

4.9.3 The next stage will be for the Clyde Valley Project Implementation Steering Group to reaffirm this analysis defining the scope and remit for this group. It is anticipated that the outputs from these findings can be replicated throughout the Clyde Valley Group.

### **5. Employee Implications**

5.1. Each of the Clyde Valley Member Councils is represented on these development groups with the leader of each group co-ordinating activities, meetings and reporting.

### **6. Financial Implications**

6.1. There are no immediate financial implications, however, there is scope for further review of this issue once the recommendations from each work group are reported.

### **7. Other Implications**

7.1 The limited risks of this collaborative approach to learning and development are mitigated by the content of the Minute of Agreement between participating authorities.

7.2 There are no implications for sustainability in terms of the information contained in this report.

## **8. Equality Impact Assessment and Consultation Arrangements**

- 8.1. This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and therefore no impact assessment is required.
- 8.2. All 8 Clyde Valley Member Councils were invited to participate in the workgroups as part of the consultation exercise. This forms the basis of the forward workplan.

**Gill Bhatti**

**Chair, Clyde Valley Learning and Development Project Implementation Steering Group**

16 November 2015

### **Previous References**

- ◆ 8 June 2015 - Clyde Valley Learning and Development Project – Forward Workplan Priorities

### **List of Background Papers**

- ◆ Clyde Valley Learning and Development Joint Committee Minute of Agreement

### **Contact for Further Information**

If you would like to inspect the background papers or want further information, please contact:-

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