

## LEARNING AND DEVELOPMENT STRATEGY

### ELECTED MEMBERS

Elected Members are an integral part of ensuring that the strategic aims and objectives of the Council are met and that high quality effective services are delivered to the residents of Moray. The Council supports the development of all its Elected Members to ensure they are able to meet their development needs required to undertake their roles.

The Elected Member Learning and Development strategy identifies:

- A clear commitment from the council to enable learning opportunities with a strategic approach to Elected Member development. This is prioritised, sourced and reviewed to ensure access by all party groups to maintain equality to learning and development for all Elected Members.
- Enable Elected Members to acquire the knowledge and skills required, linked to Council objectives, their role and also their own individual development needs.
- The 3 step approach to EM learning cycle and commitment; Identification, Implementation and Evaluation of learning and development needs.

The documents below provide the framework for the implementation of the learning and development strategy.

<b>Competency Framework 2019</b>	Appendix 1
<b>Self-Directed Learning and Development Plan Template</b>	Appendix 2
<b>Learning and Development Programme</b>	Appendix 3

#### Step 1 Identifying learning and development needs

- 1.1 Each elected member will engage with self-directed learning principles to create and monitor their learning journey. (Ap1) This will be undertaken once elected during their Induction period and throughout their term as a member.
- 1.2 For all councillors, upon election the first stage of their development will be to undertake an Induction programme:
  - a) the orientation learning opportunities which explore e.g. the council context and roles & responsibilities etc.

- b) '100 day' learning opportunities which is specifically directed to the members committees context, and
- c) additional opportunities, which will be based more on personal development e.g. public speaking, chairing meetings . T

This Induction period has been developed by consolidating previous learning needs and is regularly refreshed in line with corporate needs and feedback from previous elected members.

- 1.3 Following the Induction period an individual training needs analysis will be done to understand which elements need to be incorporated into the member's personal learning plan. Discussion with an Organisational Development (OD) Adviser is available to aid this process and to consider priorities in line with the learning and development opportunities available within the council, externally and signposting other learning methods and activities.
- 1.4 To design the personal learning plan essential and recommended requirements are used (Table 1) to support the EM to focus their learning activity in line with corporate priorities, EM behavioural framework, role competencies and individual learning needs. This enables the plan to be consistent in approach for all members whilst responding to individual needs. There may, however, be certain development requirements that are obligatory based on the specific roles that the councillor has within the Council or that are agreed by the Council as mandatory for all councillors.

Table 1

<b>Identify Needs</b>	<b>Solution</b>	<b>Outcomes</b>
Corporate Strategic Business Needs	<b>Essential</b> learning requirements that are linked to corporate priorities and statutory functions and those which are key to an Elected Member's role	Achieving business and governance goals, aims and objectives.
Competency Needs	<b>Essential and recommended</b> opportunities support the role competencies and responsibilities of an Elected Member as well as Council business requirements.	Develop EM behavioural framework competencies, and specific skills aligned to Elected Member role.
Individual Needs	<b>Optional and recommended,</b>	Personal development and/or knowledge

	opportunity for informative learning.	enrichment in particular fields of interest.
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## Step 2 – Creating and Implementing Personal Learning and Development Plan

- 2.1 Following induction, elected members will have been asked to identify their personal learning needs as described above. The next stage is to identify solutions, drawing from the Council's development programme for elected members and identifying options for any remaining personal development requirements. Where there is a common need across a number of councillors, the OD team will seek to put in place an organisational solution.
- 2.2 Development activity can encompass a range of solutions from formal events to reading, shadowing and less formal activities and these should all be drawn upon to meet requirements and achieve learning objectives. The activities and materials are sourced from a mixture of internal and external, in-house and virtual provision. Councillors should take responsibility for initiating their learning.
- 2.3 Once learning and development plans have been completed, a copy should be provided to the Organisational Development team so that an analysis can be undertaken to understand common needs which can then be included in the training programme. A record will be maintained of the currency and progress of personal development plans for each member and overall figures reported as part of the annual report on member training and development activity and participation. All individual plans will be held confidentially in accordance with GDPR requirements and any analysis will not identify individuals.
- 2.4 Discussion with an Organisational Development (OD) Adviser is available to aid individual members in the process, to assist in considering individual priorities in line with the learning and development opportunities available and to reflect on strengths and development needs to support progression towards focused goals. An OD Advisor will support elected members in assessment of their learning needs, and support the scoping and sourcing of development opportunities utilising learning activities and methods as required.
- 2.5 The OD team will also support an annual review process. To enable this each elected member will be invited to an annual review session to assist them with their continued development, progression and monitoring of their learning plan, and to assist in incorporating ongoing development needs into a wider programme as appropriate.
- 2.6 Members Support will assist in co-ordinating elected member learning and development activities in terms of diary planning and associated administrative arrangements such as travel arrangements etc.

- 2.7 Elected members are encouraged to register with the Scottish Improvement Service Elected Member hub which offers a range of opportunities and materials that may be of assistance.
- 2.8 Involvement in regional and national learning networks is encouraged to access opportunities for all and in turn lead to valuable contributions to future learning and development needs.

### Step 3 Evaluation

Evaluation is good practice when supporting learning journeys. How well people learned, how well people are putting it into practice their learning and is this new practice impacting on their role and the wider organisation is fundamental to understanding what impact that the learning and development plans are having.

Evaluation outcomes inform, change and drive continuous improvement. A quality assurance process will be in place to regularly evaluate the learning and development of Elected Members in terms of the cost benefit and impact:-

- Evaluation to analyse the impact of Elected Member development activities, through a 6 monthly review (see below methodology).
- Regular feedback via verbal and/or written communication directly following individual learning and development events/activities where appropriate.
- A post training period review to evaluate any lasting impact, where appropriate. Sufficient time will be allowed to reflect and put what has been learnt in place.
- Case studies of how learning and development has impacted on individual and corporate performance will be developed based on feedback and review.

Learning Evaluation	
Reaction	You want people to feel that learning is valuable, measuring how engaged they were, how actively they contributed, and how they reacted to the learning helps you understand how well the learning was received. It also enables you to make improvements to future programmes by identifying topics that may have been missed.
Learning	Focuses on measuring what your people have and haven't learnt. And measures what they think they will be able to do differently as a result and how motivated they are to make the changes. This demonstrates how skills, attitudes and knowledge has been developed.
Behaviour	Understanding how well people apply their learning. Can also reveal where people might need additional support.
Results	Analysis of final results. Includes outcomes that you and your organisation have decided are good for the business and which demonstrate a good return on investment.

DRAFT

**Appendix 1**

**Moray Council  
Elected Members  
Competency Framework**

Name: .....

Review Date: .....

The framework consists of 14 core political skills underpinned by 73 behaviours from the Improvement Service CPD framework for Scottish Local Government. The skills and behaviours are clustered into 7 areas.

**Assessment**

- 1 Behaviour not demonstrated – may not be willing/able to meet required standard
- 2 Area for development - has the potential to perform to required standard
- 3 Meets standard - works to required standard has potential of high performance
- 4 Works to a high standard and may exceed

CATEGORY	Required Behaviours	Evidence Demonstrating Behaviours	Assessment (1 to4 )
<p><b>Promoting Change and Improvement</b></p> <p>1. Promoting and leading change</p> <p>2. Providing and improving services</p>	<p>The focus here is on the extent to which you promote and lead change and improve outcomes. You will be asked to consider situations when you have identified a need for change and secured commitment to change, maybe from fellow councillors, partners, communities, government, etc You will also be asked to consider your role in scrutinising the delivery of council priorities, and the role you play in the monitoring of the performance of strategic goals. For example, do you have a good understanding of council performance overall and do you know what performance information is available and how to access it?</p>	<p>Provide example of behaviours</p>	
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Political Understanding</b></p> <p>3. Political awareness</p>	<p>Key to political understanding is your level of political awareness and skill – you will be asked to consider your knowledge and understanding of political issues at local and national levels.</p>	<p>Provide example of behaviours</p>	

<p>4. Representation</p> <p>5. Personal integrity and values</p>	<p>Equally important is advocacy and representation – you will be asked to consider how effective you are at engaging with others, representing their views and supporting them to take action. You will also be asked to think about how you live out and make visible to others your values, attitudes and beliefs, for example, how effective are you at turning your words into actions and following through on commitments?</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Working Collaboratively</b></p> <p>6. Working with stakeholders</p> <p>7. Effective partnership working</p>	<p>This focuses on how effective you are at working and engaging constructively with others. For example, to what extent do you recognise and appreciate the views of others? How effective are you at establishing a common ground, even if that means that you have to adapt your own approach? You will also be asked to think about how effective you are at building relationships with partners. For example, are you sensitive to partners' values? Are you effective at creating a shared purpose and vision with partners?</p>	<p>Provide example of behaviours</p>	



<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Communicator</b>  8. Effective communication	The focus here is on your communication and personal effectiveness skills. You will be asked to consider how effectively you communicate with others – are you able to get your points across clearly? Do you listen to and take into account the views of others? Are you effective at explaining difficult issues? You will also be asked to think about how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others.	Provide example of behaviours	
<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Decision Maker</b>  9. Negotiation and diplomacy  10. Decision-making	This focuses on your approach to decision-making – for example, do you make informed and timely decisions and how effective are you at making decisions when under pressure, or when you know the decision will be unpopular? Equally important is negotiation and diplomacy – you will be asked to consider how effective you are at striking	Provide example of behaviours	

<p>11. Analysis and innovative problem solving</p>	<p>the balance between sticking to your position and compromising your position. Also the approach you adopt to persuading and influencing others. You will also need to think about how you analyse situations and resolve problems.</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Effective Leader</b></p> <p>12. Corporate focus and direction</p> <p>13. Providing leadership and direction</p>	<p>The focus here is on how you lead and provide direction and impact on others to deliver the council's vision and outcomes. You will be asked to consider how you interact with officers and how effective you are at providing clear strategic direction for the council. You will also be asked to think how approachable and visible you are. Equally important is corporate focus and direction – do you make a contribution to corporate policies? Do you understand the key priorities facing not only the area you represent, but the local area overall? Do you understand what outcomes need to be achieved in your local area, and how you will achieve these?</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	

<p><b>Personal Effectiveness</b></p> <p>14. Personal effectiveness</p>	<p>The focus here is on your personal effectiveness skills. You will be asked to consider how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others. You will also be asked to think about how you make the most of the personal resources at your disposal.</p>		
<p><b>Self-directed learning plan</b></p>	<p><b>Based on the above, what is your assessment of the training required to develop the competency levels.</b></p> <p><b>Consider the top 3 areas of development and complete your self-directed learning plan.</b></p>		

Signature of Supervisor: .....

Name: .....

Date: .....

Signature of Elected Member: .....

Date: .....

**Appendix 2.**

**LEARNING PLAN TEMPLATE**

**Name:** .....

**Date:** .....

**Competency Framework**

Based on your completed competency framework document allocate the competency behaviours that you wish to develop.

<b>Competency</b>	<b>Action/Training required</b>	<b>Completed</b>

**Corporate Priorities Training Programme**

<b>Training Activity</b>	<b>Date</b>	<b>Attended</b>

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**Annual Refreshers**

Training Activity	Date	Attended

**Additional Personal Development**

Any learning and development you wish to receive additional to training listed above.

Development Need	Action/Training required	Completed

### Appendix 3 – Learning and Development Programme– EXAMPLE.

Methods - Workshop/Seminar/Masterclass, E Learning, Book/Guide/Article, Coaching/Mentoring

Date (Subject to change)	Participants	Title	Description	Learning Methods
Month	Essential Induction– all newly elected	Role of the Council	Strategy Values Strategic Outcomes	E learning Book/Guide/Article Workshop/Seminar
	Essential – induction – all newly elected	Overview of key services	Key services of residents, communities and businesses	As above.
	Essential – Induction Newly elected	Role of Elected Member	Key roles and responsibilities.	As above
	Essential	Governance, Standards and Legislations	Legal framework, Code of Conduct, Community Asset Transfer	Workshop
	Essential	Public Bodies (Joint Working	Quality and consistency to improve services	Workshop
	Essential	Corporate Planning	Purpose of corporate plan incorporating the financial plan. Prioritisation techniques and introduction to background information available	Workshop
November 2019	Recommended	Treasury Management	Capital and revenue budgets Masterclass with Lorraine Paisey	Masterclass
February 2020	Recommended	Improvement Service Workshops	3 Horizons and leading in complexity	Workshop
	Recommended	Local Government Benchmarking	Framework and support to Elected Members	Webinar
	Essential – all	Social Media	Classroom workshop to build skills, knowledge and expertise in getting best from social media.	Workshop
	Recommended Chairs	Chairing skills	Chairs new to the role or seeking to develop. Interactive workshop learning about how to chair meetings, managing time, making and recording decisions.	Workshop
	Recommended Panel members	Recruitment and Selection	Delivery of our policy standard and process for those included in member panels, to ensure fully trained.	Workshop

	Optional All	Effective Writing	Learn the secrets of writing content that is impactful and concise.	Workshop
	Recommended All	Influencing skills	Learning about influencing styles, when and how to use them to be a persuasive communicator.	Workshop E Learning
	Essential	Expenses	In house	Masterclass
	Recommended	Safety in Surgery	Awareness and strategies to deal with difficult situations	Workshop

## Appendix 1

### LEARNING AND DEVELOPMENT STRATEGY ELECTED MEMBERS

Elected Members are an integral part of ensuring that the strategic aims and objectives of the Council are met and that high quality effective services are delivered to the residents of Moray. The Council supports the development of all its Elected Members to ensure they are able to meet their development needs required to undertake their roles.

The Elected Member Training and Development strategy identifies:

- A clear commitment from the council to enable learning opportunities with a strategic approach to Elected Member development. This is prioritised, sourced and reviewed to ensure access by all party groups to maintain equality to learning and development for all Elected Members.
- Enable Elected Members to acquire the knowledge and skills required, linked to Council objectives, their role and also their own individual development needs.
- The 3 step approach to EM learning cycle and commitment; Identification, Implementation and Evaluation of learning and development needs.

#### Step 1 The identification of learning and development needs

- 1.1 An elected member will engage with self-directed learning principles to create and monitor their learning journey. (Ap1) This will be undertaken once elected during their Induction period and throughout their term as a member.
- 1.2 For all councillors, upon election the first stage of their development will require them to undertake an Induction programme:

- a) the orientation learning opportunities which explore e.g. the council context and roles & responsibilities etc.
- b) '100 day' learning opportunities which is specifically directed to the members committees context, and
- c) additional opportunities, which will be based more on personal development e.g. public speaking, chairing meetings . T

This Induction period has been developed by consolidating previous learning needs and is regularly refreshed in line with corporate needs and feedback from previous elected members.

- 1.3 Following the Induction period an individual training needs analysis will be done to understand which elements need to be incorporated into the member's personal learning plan. Discussion with an Organisational Development (OD) Adviser is available to aid this process and to consider priorities in line with the learning and development opportunities available within the council, externally and signposting other learning methods and activities.
- 1.4 To design the personal learning plan essential and recommended requirements are used (Table 1) to support the EM to focus their learning activity in line with corporate priorities, EM behavioural framework, role competencies and individual learning needs. This enables the plan to be consistent in approach for all members whilst responding to individual needs. There may, however, be certain development requirements that are obligatory based on the specific roles that the councillor has within the Council or that are agreed by the Council as mandatory for all councillors.

Table 1

<b>Identify Needs</b>	<b>Solution</b>	<b>Outcomes</b>
Corporate Strategic Business Needs	<b>Essential</b> learning requirements that are linked to corporate priorities and statutory functions.	Achieving business and governance goals, aims and objectives.
Competency Needs	<b>Essential and recommended</b> opportunities support the role competencies and responsibilities of an Elected Member as well as Council business requirements.	Develop EM behavioural framework competencies, and specific skills aligned to Elected Member role.



Individual Needs	<b>Optional and recommended,</b> opportunity for informative learning.	Personal development and/or knowledge enrichment in particular fields of interest.
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## Step 2 – Implementation – The Learning and Development Plan

All Elected Members are provided with a learning and development programme of Essential, Recommended and Optional opportunities which reflects corporate priorities, EM behavioural framework, role competencies and individual learning needs. A variety of formats to cater for different learning methods such as Workshops/Seminars, Webinars/Briefings, eLearning, Book/Guide/Articles or Shadowing and Mentoring opportunities. The activities and material is sourced from a mixture of internal and external provision.

This forms the basis of an individual Learning and Development plan (**See Appendix 2**) which the Elected Member complete based on their individual strengths, knowledge, experience and personal needs.

<b>Competency Framework 2019</b>	Appendix 1
<b>Self-Directed Learning and Development Plan Template</b>	Appendix 2
<b>Learning and Development Programme</b>	Appendix 3

Essential learning and development opportunities relate to statutory functions and those which are key to an Elected Member's role.

Recommended include topics although very informative and support an Elected Member's role, are not considered absolutely essential.

Optional, this category identifies topics that may be useful to some Elected Members which are not a priority but could be considered interesting and informative.

Discussion with an Organisational Development (OD) Adviser is available to aid this process and to consider priorities in line with the learning and development opportunities available and to reflect on strengths and development needs to support progression towards focused goals.

- 2.1 Following induction, elected Members will have been asked to create a plan outlining their personal learning needs as described above. The next stage is to identify solutions, drawing from the Council's development programme for EMs and identifying any solutions for any remaining personal development

requirements. Development activity can encompass a range of solutions from formal events to reading, shadowing and less formal activities and these should all be drawn upon to meet requirements. Where there is a common need across a number of councillors, the OD team will seek to put in place an organisational solution. Councillors should take responsibility for initiating their learning .

Members Support will assist in co-ordinating elected member learning and development activities in terms of diary planning and associated administrative arrangements such as travel arrangements etc.

- 2.2 As noted above, a variety of methods and activities will be undertaken to achieve learning objectives. The activities and material are sourced from a mixture of internal and external, in-house and virtual provision such as Workshops/Seminars, Webinars/Briefings, eLearning, Tedtalks, shadowing, Book/Guide/Articles, Mentoring and Coaching opportunities. An example of this can be seen in Ap3.

Once learning and development plans have been completed, an analysis will be undertaken to understand common need across the members which can then be included in the training programme. The OD Advisor will support elected members in assessment of their learning needs, and support the scoping and sourcing of development opportunities utilising learning activity and methods as required through an annual review process. To enable this OD Advisor will invite the elected member to a review session each year during their elected term, to support members to continue to commit, progress and monitor their learning plan, and incorporating their PDR development needs as appropriate.

- 2.3 It is encouraged that the elected member register with the Scottish Improvement Service Elected Member hub to maximise their learning opportunities supporting them to achieve their learning objectives. Members support will support this by forward on any events that are published through the hub email circulation.
- 2.4 Involvement in regional and national learning networks is encouraged to access opportunities for all and in turn lead to valuable contributions to future learning and development needs.

### **Step 3 Evaluation**

Evaluation is good practice when supporting learning journeys. How well people learned, how well people are putting it into practice their learning and is this new practice impacting on their role and the wider organisation is fundamental to understanding what impact that the learning and development plans are having.

Evaluation outcomes inform, change and drive continuous improvement. A quality assurance process will be in place to regularly evaluate the learning and development of Elected Members in terms of the cost benefit and impact:-

- Evaluation to analyse the impact of Elected Member development activities, through a 6 monthly review (see below methodology).
- Regular feedback via verbal and/or written communication directly following individual learning and development events/activities where appropriate.
- A post training period review to evaluate any lasting impact, where appropriate. Sufficient time will be allowed to reflect and put what has been learnt in place.
- Case studies of how learning and development has impacted on individual and corporate performance will be developed based on feedback and review.

### 3.0

Learning Evaluation	
Reaction	You want people to feel that learning is valuable, measuring how engaged they were, how actively they contributed, and how they reacted to the learning helps you understand how well the learning was received. It also enables you to make improvements to future programmes by identifying topics that may have been missed.
Learning	Focuses on measuring what your people have and haven't learnt. And measures what they think they will be able to do differently as a result and how motivated they are to make the changes. This demonstrates how skills, attitudes and knowledge has been developed.
Behaviour	Understanding how well people apply their learning. Can also reveal where people might need additional support.
Results	Analysis of final results. Includes outcomes that you and your organisation have decided are good for the business and which demonstrate a good return on investment.

### 3.2

**Appendix 1**

**Moray Council  
Elected Members  
Competency Framework**

Name: .....

Review Date: .....

The framework consists of 14 core political skills underpinned by 73 behaviours from the Improvement Service CPD framework for Scottish Local Government. The skills and behaviours are clustered into 7 areas.

**Assessment**

- 1 Behaviour not demonstrated – may not be willing/able to meet required standard
- 2 Area for development - has the potential to perform to required standard
- 3 Meets standard - works to required standard has potential of high performance
- 4 Works to a high standard and may exceed

CATEGORY	Required Behaviours	Evidence Demonstrating Behaviours	Assessment (1 to4 )
<p><b>Promoting Change and Improvement</b></p> <p>1. Promoting and leading change</p> <p>2. Providing and improving services</p>	<p>The focus here is on the extent to which you promote and lead change and improve outcomes. You will be asked to consider situations when you have identified a need for change and secured commitment to change, maybe from fellow councillors, partners, communities, government, etc You will also be asked to consider your role in scrutinising the delivery of council priorities, and the role you play in the monitoring of the performance of strategic goals. For example, do you have a good understanding of council performance overall and do you know what performance information is available and how to access it?</p>	<p>Provide example of behaviours</p>	
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Political Understanding</b></p> <p>3. Political awareness</p>	<p>Key to political understanding is your level of political awareness and skill – you will be asked to consider your knowledge and understanding of political issues at local and national levels.</p>	<p>Provide example of behaviours</p>	

<p>4. Representation</p> <p>5. Personal integrity and values</p>	<p>Equally important is advocacy and representation – you will be asked to consider how effective you are at engaging with others, representing their views and supporting them to take action. You will also be asked to think about how you live out and make visible to others your values, attitudes and beliefs, for example, how effective are you at turning your words into actions and following through on commitments?</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Working Collaboratively</b></p> <p>6. Working with stakeholders</p> <p>7. Effective partnership working</p>	<p>This focuses on how effective you are at working and engaging constructively with others. For example, to what extent do you recognise and appreciate the views of others? How effective are you at establishing a common ground, even if that means that you have to adapt your own approach? You will also be asked to think about how effective you are at building relationships with partners. For example, are you sensitive to partners' values? Are you effective at creating a shared purpose and vision with partners?</p>	<p>Provide example of behaviours</p>	

<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Communicator</b>  8. Effective communication	The focus here is on your communication and personal effectiveness skills. You will be asked to consider how effectively you communicate with others – are you able to get your points across clearly? Do you listen to and take into account the views of others? Are you effective at explaining difficult issues? You will also be asked to think about how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others.	Provide example of behaviours	
<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Decision Maker</b>  9. Negotiation and diplomacy  10. Decision-making	This focuses on your approach to decision-making – for example, do you make informed and timely decisions and how effective are you at making decisions when under pressure, or when you know the decision will be unpopular? Equally important is negotiation and diplomacy – you will be asked to consider how effective you are at striking	Provide example of behaviours	

<p>11. Analysis and innovative problem solving</p>	<p>the balance between sticking to your position and compromising your position. Also the approach you adopt to persuading and influencing others. You will also need to think about how you analyse situations and resolve problems.</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Effective Leader</b></p> <p>12. Corporate focus and direction</p> <p>13. Providing leadership and direction</p>	<p>The focus here is on how you lead and provide direction and impact on others to deliver the council's vision and outcomes. You will be asked to consider how you interact with officers and how effective you are at providing clear strategic direction for the council. You will also be asked to think how approachable and visible you are. Equally important is corporate focus and direction – do you make a contribution to corporate policies? Do you understand the key priorities facing not only the area you represent, but the local area overall? Do you understand what outcomes need to be achieved in your local area, and how you will achieve these?</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	



<p><b>Personal Effectiveness</b></p> <p>14. Personal effectiveness</p>	<p>The focus here is on your personal effectiveness skills. You will be asked to consider how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others. You will also be asked to think about how you make the most of the personal resources at your disposal.</p>		
<p><b>Self-directed learning plan</b></p>	<p><b>Based on the above, what is your assessment of the training required to develop the competency levels.</b></p> <p><b>Consider the top 3 areas of development and complete your self-directed learning plan.</b></p>		

Signature of Supervisor: .....

Name: .....

Date: .....

Signature of Elected Member: .....

Date: .....

**Appendix 2.**

**LEARNING PLAN TEMPLATE**

**Name:** .....

**Date:** .....

**Competency Framework**

Based on your completed competency framework document allocate the competency behaviours that you wish to develop.

<b>Competency</b>	<b>Action/Training required</b>	<b>Completed</b>

**Corporate Priorities Training Programme**

<b>Training Activity</b>	<b>Date</b>	<b>Attended</b>

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**Annual Refreshers**

Training Activity	Date	Attended

**Additional Personal Development**

Any learning and development you wish to receive additional to training listed above.

Development Need	Action/Training required	Completed

### Appendix 3 – Learning and Development Programme– EXAMPLE.

Methods - Workshop/Seminar/Masterclass, E Learning, Book/Guide/Article, Coaching/Mentoring

Date (Subject to change)	Participants	Title	Description	Learning Methods
Month	Essential Induction– all newly elected	Role of the Council	Strategy Values Strategic Outcomes	E learning Book/Guide/Article Workshop/Seminar
	Essential – induction – all newly elected	Overview of key services	Key services of residents, communities and businesses	As above.
	Essential – Induction Newly elected	Role of Elected Member	Key roles and responsibilities.	As above
	Essential	Governance, Standards and Legislations	Legal framework, Code of Conduct, Community Asset Transfer	Workshop
	Essential	Public Bodies (Joint Working	Quality and consistency to improve services	Workshop
	Essential	Corporate Planning	Purpose of corporate plan incorporating the financial plan. Prioritisation techniques and introduction to background information available	Workshop
November 2019	Recommended	Treasury Management	Capital and revenue budgets Masterclass with Lorraine Paisey	Masterclass
February 2020	Recommended	Improvement Service Workshops	3 Horizons and leading in complexity	Workshop
	Recommended	Local Government Benchmarking	Framework and support to Elected Members	Webinar
	Essential – all	Social Media	Classroom workshop to build skills, knowledge and expertise in getting best from social media.	Workshop
	Recommended Chairs	Chairing skills	Chairs new to the role or seeking to develop. Interactive workshop learning about how to chair meetings, managing time, making and recording decisions.	Workshop
	Recommended Panel members	Recruitment and Selection	Delivery of our policy standard and process for those included in member panels, to ensure fully trained.	Workshop

	Optional All	Effective Writing	Learn the secrets of writing content that is impactful and concise.	Workshop
	Recommended All	Influencing skills	Learning about influencing styles, when and how to use them to be a persuasive communicator.	Workshop E Learning
	Essential	Expenses	In house	Masterclass
	Recommended	Safety in Surgery	Awareness and strategies to deal with difficult situations	Workshop

## Appendix 1

### LEARNING AND DEVELOPMENT STRATEGY ELECTED MEMBERS

Elected Members are an integral part of ensuring that the strategic aims and objectives of the Council are met and that high quality effective services are delivered to the residents of Moray. The Council supports the development of all its Elected Members to ensure they are able to meet their development needs required to undertake their roles.

The Elected Member Training and Development strategy identifies:

- A clear commitment from the council to enable learning opportunities with a strategic approach to Elected Member development. This is prioritised, sourced and reviewed to ensure access by all party groups to maintain equality to learning and development for all Elected Members.
- Enable Elected Members to acquire the knowledge and skills required, linked to Council objectives, their role and also their own individual development needs.
- The 3 step approach to EM learning cycle and commitment; Identification, Implementation and Evaluation of learning and development needs.

#### Step 1 The identification of learning and development needs

- 1.1 An elected member will engage with self-directed learning principles to create and monitor their learning journey. (Ap1) This will be undertaken once elected during their Induction period and throughout their term as a member.
- 1.2 For all councillors, upon election the first stage of their development will require them to undertake an Induction programme:

- a) the orientation learning opportunities which explore e.g. the council context and roles & responsibilities etc.
- b) '100 day' learning opportunities which is specifically directed to the members committees context, and
- c) additional opportunities, which will be based more on personal development e.g. public speaking, chairing meetings . T

This Induction period has been developed by consolidating previous learning needs and is regularly refreshed in line with corporate needs and feedback from previous elected members.

- 1.3 Following the Induction period an individual training needs analysis will be done to understand which elements need to be incorporated into the member's personal learning plan. Discussion with an Organisational Development (OD) Adviser is available to aid this process and to consider priorities in line with the learning and development opportunities available within the council, externally and signposting other learning methods and activities.
- 1.4 To design the personal learning plan essential and recommended requirements are used (Table 1) to support the EM to focus their learning activity in line with corporate priorities, EM behavioural framework, role competencies and individual learning needs. This enables the plan to be consistent in approach for all members whilst responding to individual needs. There may, however, be certain development requirements that are obligatory based on the specific roles that the councillor has within the Council or that are agreed by the Council as mandatory for all councillors.

Table 1

<b>Identify Needs</b>	<b>Solution</b>	<b>Outcomes</b>
Corporate Strategic Business Needs	<b>Essential</b> learning requirements that are linked to corporate priorities and statutory functions.	Achieving business and governance goals, aims and objectives.
Competency Needs	<b>Essential and recommended</b> opportunities support the role competencies and responsibilities of an Elected Member as well as Council business requirements.	Develop EM behavioural framework competencies, and specific skills aligned to Elected Member role.

Individual Needs	<b>Optional and recommended,</b> opportunity for informative learning.	Personal development and/or knowledge enrichment in particular fields of interest.
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## Step 2 – Implementation – The Learning and Development Plan

All Elected Members are provided with a learning and development programme of Essential, Recommended and Optional opportunities which reflects corporate priorities, EM behavioural framework, role competencies and individual learning needs. A variety of formats to cater for different learning methods such as Workshops/Seminars, Webinars/Briefings, eLearning, Book/Guide/Articles or Shadowing and Mentoring opportunities. The activities and material is sourced from a mixture of internal and external provision.

This forms the basis of an individual Learning and Development plan (**See Appendix 2**) which the Elected Member complete based on their individual strengths, knowledge, experience and personal needs.

<b>Competency Framework 2019</b>	Appendix 1
<b>Self-Directed Learning and Development Plan Template</b>	Appendix 2
<b>Learning and Development Programme</b>	Appendix 3

Essential learning and development opportunities relate to statutory functions and those which are key to an Elected Member's role.

Recommended include topics although very informative and support an Elected Member's role, are not considered absolutely essential.

Optional, this category identifies topics that may be useful to some Elected Members which are not a priority but could be considered interesting and informative.

Discussion with an Organisational Development (OD) Adviser is available to aid this process and to consider priorities in line with the learning and development opportunities available and to reflect on strengths and development needs to support progression towards focused goals.

- 2.1 Following induction, elected Members will have been asked to create a plan outlining their personal learning needs as described above. The next stage is to identify solutions, drawing from the Council's development programme for EMs and identifying any solutions for any remaining personal development

requirements. Development activity can encompass a range of solutions from formal events to reading, shadowing and less formal activities and these should all be drawn upon to meet requirements. Where there is a common need across a number of councillors, the OD team will seek to put in place an organisational solution. Councillors should take responsibility for initiating their learning .

Members Support will assist in co-ordinating elected member learning and development activities in terms of diary planning and associated administrative arrangements such as travel arrangements etc.

- 2.2 As noted above, a variety of methods and activities will be undertaken to achieve learning objectives. The activities and material are sourced from a mixture of internal and external, in-house and virtual provision such as Workshops/Seminars, Webinars/Briefings, eLearning, Tedtalks, shadowing, Book/Guide/Articles, Mentoring and Coaching opportunities. An example of this can be seen in Ap3.

Once learning and development plans have been completed, an analysis will be undertaken to understand common need across the members which can then be included in the training programme. The OD Advisor will support elected members in assessment of their learning needs, and support the scoping and sourcing of development opportunities utilising learning activity and methods as required through an annual review process. To enable this OD Advisor will invite the elected member to a review session each year during their elected term, to support members to continue to commit, progress and monitor their learning plan, and incorporating their PDR development needs as appropriate.

- 2.3 It is encouraged that the elected member register with the Scottish Improvement Service Elected Member hub to maximise their learning opportunities supporting them to achieve their learning objectives. Members support will support this by forward on any events that are published through the hub email circulation.
- 2.4 Involvement in regional and national learning networks is encouraged to access opportunities for all and in turn lead to valuable contributions to future learning and development needs.

### **Step 3 Evaluation**

Evaluation is good practice when supporting learning journeys. How well people learned, how well people are putting it into practice their learning and is this new practice impacting on their role and the wider organisation is fundamental to understanding what impact that the learning and development plans are having.

Evaluation outcomes inform, change and drive continuous improvement. A quality assurance process will be in place to regularly evaluate the learning and development of Elected Members in terms of the cost benefit and impact:-



- Evaluation to analyse the impact of Elected Member development activities, through a 6 monthly review (see below methodology).
- Regular feedback via verbal and/or written communication directly following individual learning and development events/activities where appropriate.
- A post training period review to evaluate any lasting impact, where appropriate. Sufficient time will be allowed to reflect and put what has been learnt in place.
- Case studies of how learning and development has impacted on individual and corporate performance will be developed based on feedback and review.

### 3.0

Learning Evaluation	
Reaction	You want people to feel that learning is valuable, measuring how engaged they were, how actively they contributed, and how they reacted to the learning helps you understand how well the learning was received. It also enables you to make improvements to future programmes by identifying topics that may have been missed.
Learning	Focuses on measuring what your people have and haven't learnt. And measures what they think they will be able to do differently as a result and how motivated they are to make the changes. This demonstrates how skills, attitudes and knowledge has been developed.
Behaviour	Understanding how well people apply their learning. Can also reveal where people might need additional support.
Results	Analysis of final results. Includes outcomes that you and your organisation have decided are good for the business and which demonstrate a good return on investment.

### 3.2

**Appendix 1**

**Moray Council  
Elected Members  
Competency Framework**

Name: .....

Review Date: .....

The framework consists of 14 core political skills underpinned by 73 behaviours from the Improvement Service CPD framework for Scottish Local Government. The skills and behaviours are clustered into 7 areas.

**Assessment**

- 1 Behaviour not demonstrated – may not be willing/able to meet required standard
- 2 Area for development - has the potential to perform to required standard
- 3 Meets standard - works to required standard has potential of high performance
- 4 Works to a high standard and may exceed

CATEGORY	Required Behaviours	Evidence Demonstrating Behaviours	Assessment (1 to4 )
<p><b>Promoting Change and Improvement</b></p> <p>1. Promoting and leading change</p> <p>2. Providing and improving services</p>	<p>The focus here is on the extent to which you promote and lead change and improve outcomes. You will be asked to consider situations when you have identified a need for change and secured commitment to change, maybe from fellow councillors, partners, communities, government, etc You will also be asked to consider your role in scrutinising the delivery of council priorities, and the role you play in the monitoring of the performance of strategic goals. For example, do you have a good understanding of council performance overall and do you know what performance information is available and how to access it?</p>	<p>Provide example of behaviours</p>	
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Political Understanding</b></p> <p>3. Political awareness</p>	<p>Key to political understanding is your level of political awareness and skill – you will be asked to consider your knowledge and understanding of political issues at local and national levels.</p>	<p>Provide example of behaviours</p>	

<p>4. Representation</p> <p>5. Personal integrity and values</p>	<p>Equally important is advocacy and representation – you will be asked to consider how effective you are at engaging with others, representing their views and supporting them to take action. You will also be asked to think about how you live out and make visible to others your values, attitudes and beliefs, for example, how effective are you at turning your words into actions and following through on commitments?</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Working Collaboratively</b></p> <p>6. Working with stakeholders</p> <p>7. Effective partnership working</p>	<p>This focuses on how effective you are at working and engaging constructively with others. For example, to what extent do you recognise and appreciate the views of others? How effective are you at establishing a common ground, even if that means that you have to adapt your own approach? You will also be asked to think about how effective you are at building relationships with partners. For example, are you sensitive to partners' values? Are you effective at creating a shared purpose and vision with partners?</p>	<p>Provide example of behaviours</p>	

<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Communicator</b>  8. Effective communication	The focus here is on your communication and personal effectiveness skills. You will be asked to consider how effectively you communicate with others – are you able to get your points across clearly? Do you listen to and take into account the views of others? Are you effective at explaining difficult issues? You will also be asked to think about how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others.	Provide example of behaviours	
<b>Areas for Improvement/Action</b>	Identify gap/development requirement	Identify action you will take to address the gap	
<b>Effective Decision Maker</b>  9. Negotiation and diplomacy  10. Decision-making	This focuses on your approach to decision-making – for example, do you make informed and timely decisions and how effective are you at making decisions when under pressure, or when you know the decision will be unpopular? Equally important is negotiation and diplomacy – you will be asked to consider how effective you are at striking	Provide example of behaviours	

<p>11. Analysis and innovative problem solving</p>	<p>the balance between sticking to your position and compromising your position. Also the approach you adopt to persuading and influencing others. You will also need to think about how you analyse situations and resolve problems.</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	
<p><b>Effective Leader</b></p> <p>12. Corporate focus and direction</p> <p>13. Providing leadership and direction</p>	<p>The focus here is on how you lead and provide direction and impact on others to deliver the council's vision and outcomes. You will be asked to consider how you interact with officers and how effective you are at providing clear strategic direction for the council. You will also be asked to think how approachable and visible you are. Equally important is corporate focus and direction – do you make a contribution to corporate policies? Do you understand the key priorities facing not only the area you represent, but the local area overall? Do you understand what outcomes need to be achieved in your local area, and how you will achieve these?</p>		
<p><b>Areas for Improvement/Action</b></p>	<p>Identify gap/development requirement</p>	<p>Identify action you will take to address the gap</p>	

<p><b>Personal Effectiveness</b></p> <p>14. Personal effectiveness</p>	<p>The focus here is on your personal effectiveness skills. You will be asked to consider how you manage yourself and your time, and the thought you give to the impact of your behaviours and actions on others. You will also be asked to think about how you make the most of the personal resources at your disposal.</p>		
<p><b>Self-directed learning plan</b></p>	<p><b>Based on the above, what is your assessment of the training required to develop the competency levels.</b></p> <p><b>Consider the top 3 areas of development and complete your self-directed learning plan.</b></p>		

Signature of Supervisor: .....

Name: .....

Date: .....

Signature of Elected Member: .....

Date: .....

**Appendix 2.**

**LEARNING PLAN TEMPLATE**

**Name:** .....

**Date:** .....

**Competency Framework**

Based on your completed competency framework document allocate the competency behaviours that you wish to develop.

Competency	Action/Training required	Completed

**Corporate Priorities Training Programme**

Training Activity	Date	Attended



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**Annual Refreshers**

Training Activity	Date	Attended

**Additional Personal Development**

Any learning and development you wish to receive additional to training listed above.

Development Need	Action/Training required	Completed

**Appendix 3 – Learning and Development Programme– EXAMPLE.**

Methods - Workshop/Seminar/Masterclass, E Learning, Book/Guide/Article, Coaching/Mentoring

Date (Subject to change)	Participants	Title	Description	Learning Method	Priority 1-5 (1 greatest 5 less so) (For completion by Elected members to assist in determining priority areas).
Month	Essential Induction– all newly elected	Role of the Council	Strategy Values Strategic Outcomes	E learning Book/Guide/Article Workshop/Seminar?	
	Essential – induction – all newly elected	Overview of key services	Key services of residents, communities and businesses	As above.	
	Essential – Induction Newly elected	Role of Elected Member	Key roles and responsibilities.	As above	
	Essential	Governance, Standards and Legislations	Legal framework, Code of Conduct, Community Asset Transfer	Workshop	
	Essential	Public Bodies (Joint Working	Quality and consistency to improve services	Workshop	
	Essential	Corporate Planning	Purpose of corporate plan incorporating the financial plan. Prioritisation techniques and introduction to background information available	Workshop	
November 2019	Recommended	Treasury Management	Capital and revenue budgets Masterclass with Lorraine Paisey	Masterclass	

February 2020	Recommended	Improvement Service Workshops	3 Horizons and leading in complexity	Workshop	
	Recommended	Local Government Benchmarking	Framework and support to Elected Members	Webinar	
	Essential – all	Social Media	Classroom workshop to build skills, knowledge and expertise in getting best from social media.	Workshop	
	Recommended Chairs	Chairing skills	Chairs new to the role or seeking to develop. Interactive workshop learning about how to chair meetings, managing time, making and recording decisions.	Workshop	
	Recommended Panel members	Recruitment and Selection	Delivery of our policy standard and process for those included in member panels, to ensure fully trained.	Workshop	
	Optional All	Effective Writing	Learn the secrets of writing content that is impactful and concise.	Workshop	
	Recommended All	Influencing skills	Learning about influencing styles, when and how to use them to be a persuasive communicator.	Workshop E Learning	
	Essential	Expenses	In house	Masterclass	
	Recommended	Safety in Surgery	Awareness and strategies to deal with difficult situations	Workshop	