

**DUNDEE CITY COUNCIL**  
**DEVELOPING THE YOUNG WORKFORCE**  
**December 2016**



**Report**

Hazel White+Mike Press  
Open Change



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## Background

Dundee City Council (DCC) is committed to increasing opportunities for young people in the city.

In late 2016 two one day events brought together people involved in the delivery and use of employment services for young people to discover how employment services are currently experienced by the under 25s in the city and explore how services can develop in the future.

The scene was set by short talks from experts on a range of topics - from understanding communities and their needs, the changing nature of work, examples of good employment practice to the council's commitment to their young people. Interactive sessions facilitated conversations between young people and council staff to map current experiences and explore future service offerings.

Over fifty council staff and fifteen young people took part in the two day events.

The events were designed and facilitated by innovation agency Open Change in partnership with Frances Greig, Manager for Learning and Organisational Development, Dundee City Council. Both were held at the Baptist Church, Ward Road, Dundee.



## Approach

Open Change worked with young people and DCC staff to enable the young people to share their experiences, and uncover insights from which better services can be co-designed, developed, prototyped and tested.

The Design Council's Double Diamond four phase framework of *discovery, definition, development and delivery* was used to introduce a range of service design methods which enabled:

- young people's voices to be heard
- young people's journeys to be better understood
- young people and Dundee City Council staff's thoughts to be captured
- ideas to be generated
- future directions to be identified.

### Putting Young People at the Heart of Conversations

The approach taken and methods used placed young people right at the heart of focused conversations and discussions that aimed to capture their experiences, insights and aspirations. As many of the participants observed, this represented an effective and powerful approach and, if applied further, could be a means by which they have a real say in the redesign on employment services for young people in Dundee.

## Methods

A range of service design tools were introduced: visualisation, user interviews, journey mapping, personas and ideation.

The methods are detailed in the appendices.



## Participants

Day one was attended by over thirty DCC staff involved in employment services and nine young people either employed by the council as Modern Apprentices or being supported on their journey into work through council agencies.

The majority of these participants also attended on day two and were joined by five new young people and a further twenty five council staff including the Chief Executive and Heads of Services.

## Facilitation

Open Change's facilitation was supported by Melissa Cowan, Tracey Jamieson, Katina Ruseva and Clare Thoms who attended the City Design Academy - an initiative to embed service design thinking in Dundee City Council.



## Outputs and Outcomes

Eight new service proposals and improvements were developed by cross-departmental teams from the City Council. These included changes which can be implemented immediately and some which could be developed and implemented in the medium and longer term.

They included:

- **The Young People's Panel** - including young people who are seeking work and young people in the workforce in decision making processes at all levels.
- **Reviewing the Recruitment and Selection process** - could alternative means of reaching out to young people and enabling them to present their skills in alternative ways diversify the workforce and be more inclusive.
- **Friday Get Togethers** and other means of supporting young people in employment - systems exist for helping students - from loans to accommodation to the student union - what can we do to enable young people manage, develop and feel connected to their work.

Feedback to the question "if one good thing came out of today..." indicates that there is a determination throughout Dundee City Council to better understand young people's experiences and to implement ideas generated over the two days.

**“It will be the thoughts, ideas and opinions of the next generation which will make change happen”**

Heather Campbell, DCC Modern Apprentice



## Scene Setting: day one

**On Day one we heard from Caroline McKenna and Parvenu Kaur from Dundee International Women's Centre, Allan Lindsay of Young Scot and watched a film featuring Dundee City Council Work with Advance Construction.**

Caroline McKenna and Parven Kaur - Director of Dundee International Womens' Centre (DIWC) praised DCC's commitment to employing young people. DIWC works with women from over 80 different countries. Parvenu outlined how her previous blu-chip employer had recruited her on the basis that she brought new and fresh insights to the workplace, and wouldn't fall into a groupthink mentality which can often be the case with homogeneous teams.

Allan Lindsay - Digital Academy Manager from Young Scot outlined how an organisation taking on a modern apprentice benefits from the young person's high levels of energy and enthusiasm and not being afraid to challenge the status quo. Young Scot are keen to demonstrate how young people can make a positive difference to organisations . Young Scot also support young people to develop their skills through their Digital Academy.

The Council's partnership with Advance Construction was shown in a film featuring featuring DCC staff Jacquie Spence, Kiley West and Nicola McPhail outlining how they had been able to encourage young people whose families had not been in work for generations to attend interviews, secure employment and stay the course. Alex Davidson from Advance explained how he had been given a second chance as a young man - and extends that 'hand-up' to young people who need it.



## Scene Setting: day two

**On day two we had an introduction from Dundee City Council Chief Executive, David Martin, sharing his commitment to developing young people as part of the vision and future of the city. Mike Press of Open Change talked about the future of work and we shared a film that had been made of the first event by filmmaker Dylan Drummond - capturing the essence of the talks from Dundee International Women's Centre and Young Scot and the views of some of the young people.**

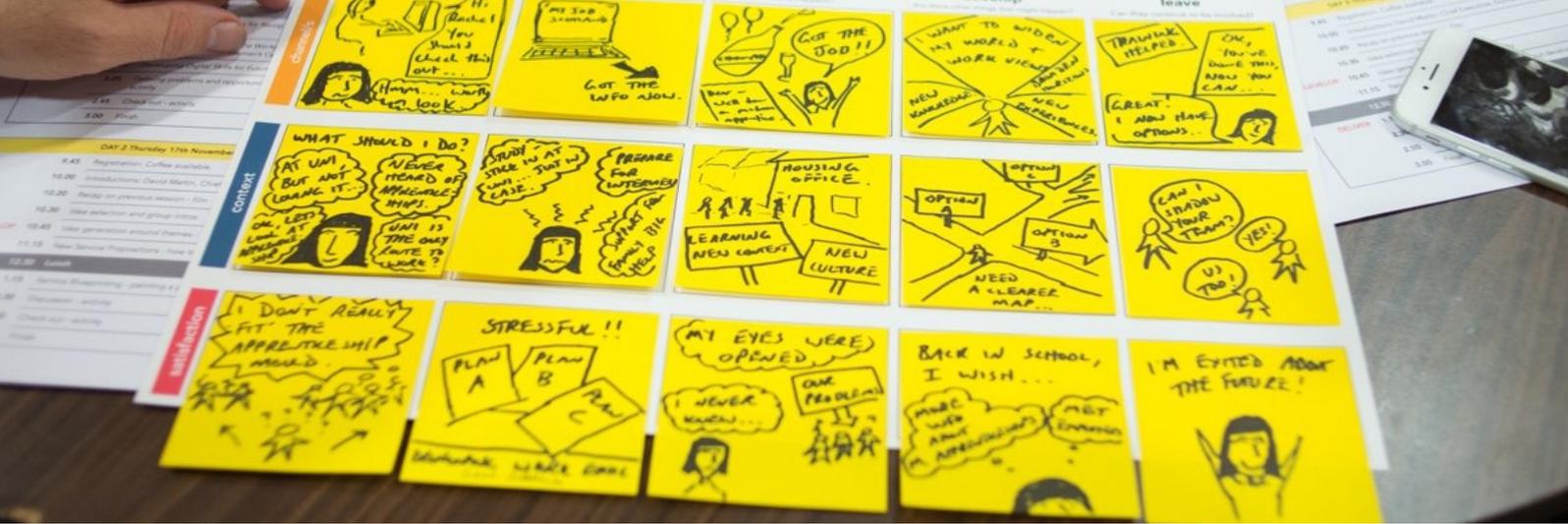
Mike's talk described how the world of work is going through some radical and far reaching changes as a consequence of rapid social, economic and technological transformation. For example, of those jobs most in demand by today's school and college leavers, most did not exist a decade ago. This creates challenges - less for young people, who are adaptable and digitally literate - and much more for employers who need to provide the opportunities that can make the best use of the unique talents of today's millennial generation.

The film from the first event featured DCC apprentices Jack Chisholm and Heather Campbell. Jack talked about how his lack of work experience meant it had taken him over a year to secure place as a young apprentice and in the workshops he shared how he had been directed towards a college which had not been right for him. Heather made an impassioned call for council staff to interact with young people and see what they have to offer in the workplace - she described eloquently how young people are the drivers of change.



## New Service Proposals

|   | New Service                     | Outline   |
|---|---------------------------------|---|
| 1 | <b>Vocational Academy</b>       | A focussed pathway which is valued as highly as Advanced Higher, enabling skills acquisition. Could be developed as Vocational Academy - part of a wider senior school phase. May also offer intensive support to those needing a 'second chance'. Support young people's creativity city wide.                                 |
| 2 | <b>Young Ambassadors</b>        | "Not people in suits telling young people what to do". Create video assets showing how young people are supported to share good practice and encourage young people to see DCC as an attractive employer.   |
| 3 | <b>Friday Get Together</b>      | Forum for young people in work at DCC (and beyond?) to share experiences of employment. Discussions of positive and negative experiences in a relaxed, convivial setting offering professional and social opportunities. This is a part of paid employment, promoting wellbeing among young staff. Supported by #SLACK channel. |
| 4 | <b>Two-Way Mentoring</b>        | Between young people and experienced staff representing a cultural change and a value commitment. Enables personal development which benefits the mentor/mentee and organisation. This would be open and flexible, encouraging co-operation, listening and applying learning and valuing the whole person.                      |
| 5 | <b>The Young People's Panel</b> | Involving young people both employed by DCC and those who are on their journey to work in the decision-making process. Mentoring and support provided by DCC. Recruit through social media and channels relevant to young people.   |



|   |   |  |
|---|---|--|
| 6 | <b>Recruitment and selection</b>            | <p>Young people are unaware what DCC does and it is not considered 'sexy'. Is a PR job needed? Taster sessions, rotations and digital literacy sessions (eg Young Scot's Digital Academy) would demonstrate range of opportunities. Person specs should be value based with meaningful job titles that are not gender specific. Is the application process the best tool? Consider alternatives such as advertising through social media, video applications, group interviews, psychometric tests, task-based assessments.</p>  |
| 7 | <b>Support in employment</b>                | <p>Enabling Modern Apprentices to move between roles to experience different working environments and find 'best fit'. Offer support equivalent to students - i.e. MA loans (like student loans), shared accommodation. Provide in-work support with an employee key-worker.</p>   |
| 8 | <b>Transition from School to Employment</b> | <p>Aspirations should be encouraged from early years, with parents being more involved in subject choices at secondary school. Further education and higher education can feel like the only options discussed - so not all young people are given the same careers support. Coaching young people. Life skills and budgeting skills more widely taught. Re-thinking the tired 'Careers Fair' format and introducing initiatives such as shadowing young people in employment to better understand the work experience. Innovative employment - employers and families working together. More intensive support for looked after young people and SDS. Employers engaging employers more fully with work experience.</p> |



## If one good thing came out of today...

At the end of day two we asked participants the question above. These were their responses.

Ideas taken forward

A complete change in the schools curriculum to allow kids to pursue the subjects that they are good at by attending the subjects at another school or place of learning

That DCC delivered a structure of opportunity for young people

Young people DO see and DO get future secured employment/careers once their apprenticeships are complete. Month to month contracts with no longer or medium term commitment is unfair to the young person

To challenge current practice and take a chance with our young people

That DCC becomes the employer of choice for young people

Positive changes for young people

Young people need opportunities in order for future society to prosper

Young people will be given greater paid opportunities

Coming together and hearing/putting ideas of different organisations. Involving young people at all levels

Structured mentoring programme provided to all young people employed at the council

That schools encouraged pupils to apply for and be aware of the work of DCC

For more of our young people to be better informed so that they can make the choices which is best for them, so they join the work force of Dundee as effective contributors

MAs across the council will have better connections with each other

Meeting various agencies and from this creating a partnership arrangement to support young people in offsite education

Knowing that people share the same views/thoughts as I do

Potential for collaboration with look after and accommodated children to support sustained outcomes

That council takes the lead in implementing change in young people's opportunities

That something actually changes for the better and we get more young people jobs in DCC



Better careers advice and support in schools - current situation is not good enough to meet aims

Improved support/mechanisms into employment/training for young people furthest away from the job market

At least 1 pilot initiative is delivered and evaluated within 12 months

Knowing that there are several other members of the council with the same enthusiasm to help more young people get into employment

Develop academy models to support disadvantaged/marginalised young people into work/MA/ Pre- app etc. Equity not Equality

Express ideas and help others understand young person's views and experiences

Increase in awareness of the struggles young people have in employment

Great discussion. Just do it!

Understanding the "journey" a young person has taken and what I can do to support them

A genuine shift of change: of staff commitment; mindset and willingness to make a meaningful difference. (Would also be good if other LA's looked at Dundee to see how it is done)

To be heard

Opportunities to hear the views of young people not just public sector senior staff

Voices of young people become embedded in way services are designed

Making sure our young people have a voice

That DCC takes action points made today and actually effect change which has positive impact for people furthest removed from the labour market

More opportunities for employment of young people

The council management team work with young people to deliver on actions proposed today

Making connections with education staff to progress how employers can work with schools - making employer links

The chance to meet up with other MA

Some managers looking at young people with a different perspective



That something actually changes for the better and we get more young people jobs in DCC

Diverse recruitment by having a more informed process identifying skills and potential with department tasters

To continue the connection made with Shona to support getting young people into the social workforce

Opportunity to learn from the young person and appreciate what changes/improvements we can make to make a difference in the future

For the young work force to be more valued

Communication - meeting a diverse range of people from different sectors all wanting to improve youth

For every proposal to be owned, discussed and seriously considered with feedback to all involved

Talking/networking with staff/young people from other sectors to share ideas/thoughts

That we drive forward the ideas and get more young people in the council. Capitalise on energy and enthusiasm of this group

Obtained fresh and insightful information that I can take away and put to future use

Young people's opinions having an effect on council decisions

An action plan on how these ideas will be taken forward

To see formal/informal support around monitoring in the work place begin to happen

Making improvements for kids who are leaving school, give them as much support in the transition to employment

If modern apprenticeships who successfully complete their 4 years, got proper jobs at the end rather than a series of short term contracts(1-3months)

To ensure a suitable job exists (long term) for those who have successfully completed an apprenticeship

That something actually changes for the better and we get more young people jobs in DCC

Diverse recruitment by having a more informed process identifying skills and potential with department tasters

To continue the connection made with Shona to support getting young people into the social workforce



## Next Steps

The overwhelming view of the participants - as detailed on pages 12-14- was that there should be 'next steps'. "Great discussion. Just do it!" was one comment that captured the overall feeling at the conclusion of the event.

There appears to be an opportunity to build on this initiative to better understand you people's diverse journeys and make their voices more clearly heard in policy making. An action plan that drew on the discussions and recommendations of the day, involving the piloting of at least one of the practical ideas developed, could form the basis of a way ahead.



## Resources

- Tools used in the workshops are in the appendices - pages 19-29.
- Further tools and materials can be downloaded for free from: <http://www.openchange.co.uk/how/>
- Video: Building a Future: Discover Opportunities Employment Construction Programme, Dundee City Council. Dundee City Council staff and Advance Construction staff and employers talk about young people on their sometimes challenging journeys into the workforce.  
Available at <https://vimeo.com/199140292>
- Video: short film capturing some of the experiences and ideas expressed by the young people on day one. Video made and directed by Dylan Drummond - Son of the Sea.  
Available at <https://vimeo.com/199140655>
- Pictures from day 2 can be downloaded from <https://flic.kr/s/aHskPLNMWc>

## Further Reading

Polaine, Lovlie and Reason, (2013) *Service Design : From Insight to Implementation*, Rosenfield Media.

*This book provides a good balance of theory and practice with a great range of case studies to illustrate how the theory has been put into practice and the resulting difference that makes.*

Joyce S. R. Yee, Hazel White, (2016) *The Goldilocks Conundrum: The 'Just Right' Conditions for Design to Achieve Impact in Public and Third Sector Projects in The International Journal of Design* Vol 10, No 1 (2016).

Available at: <http://www.ijdesign.org/ojs/index.php/IJDesign/article/view/2381>

**What are the most important conditions necessary for a design-led approach to innovation or transformation to flourish in an organisation?**

The research suggests that the three most important factors for design to have the greatest impact in innovation and transformation projects are:

- community building
- increasing skills capacity
- strong leadership

# APPENDICES

## DAY 1 Monday 24th October

|                 |       |  |
|-----------------|-------|--|
|                 | 9.45  | Registration. Coffee available   |
|                 | 10.00 | Context: Frances Greig   |
|                 | 10.05 | Checkin and introductions - activity   |
| <b>DISCOVER</b> | 10.40 | Designing Better Services: Hazel White + Mike Press - talk   |
|                 | 11.10 | User Interviews and Build Personas and Journey Maps - activity   |
|                 | 12.00 | Share findings - activity  |
|                 | 12.30 | Lunch  |
| <b>DEFINE</b>   | 1.20  | <i>Creating Opportunities for Young People: Alec Davidson, Advance Construction (video)</i>                          |
|                 | 1.40  | <i>Celebrating Diversity in the Workplace: Caroline McKenna and Parven Kaur, Dundee International Women's Centre</i> |
|                 | 2.00  | <i>Developing Digital Skills for Future Employability, Alan Lindsay, Young Scot</i>                                  |
|                 | 2.20  | Defining problems and opportunities + Affinity Mapping to find themes - activity                                     |
|                 | 2.45  | Check out - activity   |
|                 | 3.00  | Finish   |

## DAY 2 Thursday 17th November

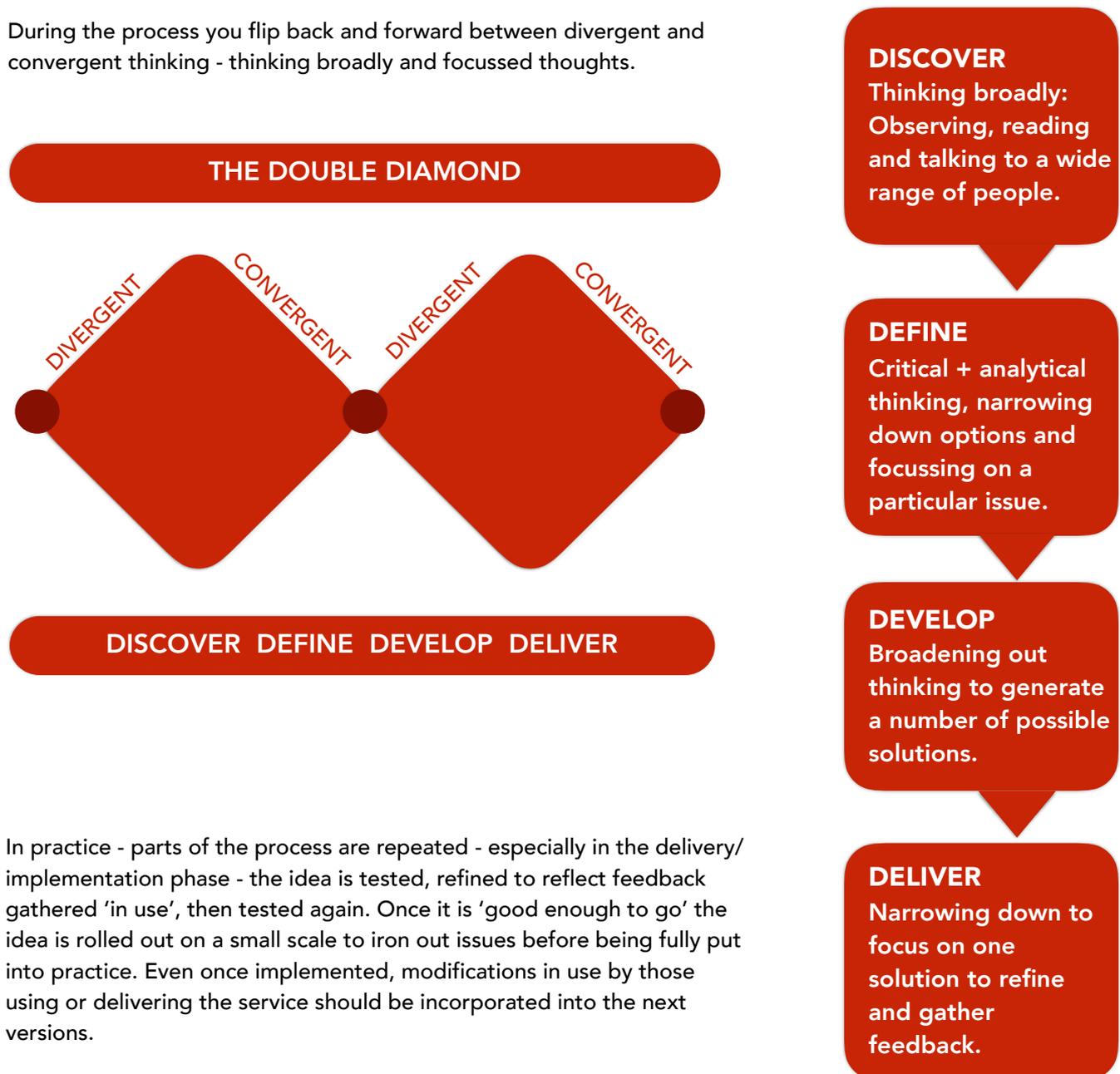
|                |       |  |
|----------------|-------|--|
|                | 9.45  | Registration. Coffee available   |
|                | 10.00 | Introductions: David Martin, Chief Executive, Dundee City Council - talk     |
|                | 10.20 | Recap on previous session - film   |
|                | 10.30 | Idea selection and group intros  |
| <b>DEVELOP</b> | 10.45 | Idea generation around themes - activity                                     |
|                | 11.15 | New Service Propositions - how to think about developing services - activity |
|                | 12.30 | Lunch  |
| <b>DELIVER</b> | 1.15  | Service Blueprinting - painting a picture of future services - activity      |
|                | 2.30  | Discussion - activity  |
|                | 2.50  | Check out - activity   |
|                | 3.00  | Finish   |

# The Double Diamond

The Design Council describes the design process as a double diamond with four phases - discover, define, develop, deliver.

This involves discovering what people's experiences are, defining a problem you can tackle, developing prototypes of those ideas to gather feedback, then refining them for further testing, implementation and evaluation.

During the process you flip back and forward between divergent and convergent thinking - thinking broadly and focussed thoughts.



In practice - parts of the process are repeated - especially in the delivery/ implementation phase - the idea is tested, refined to reflect feedback gathered 'in use', then tested again. Once it is 'good enough to go' the idea is rolled out on a small scale to iron out issues before being fully put into practice. Even once implemented, modifications in use by those using or delivering the service should be incorporated into the next versions.

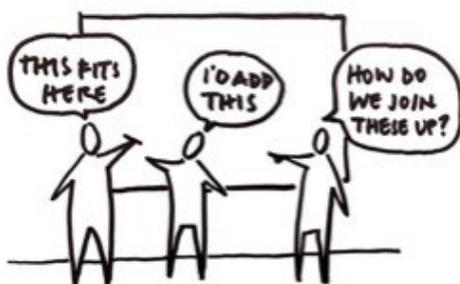


## Visualisation

We use visuals as one of our primary ways of understanding the world. Visuals are a great way of picturing how things can be in the future.

Visualising help collaboration: drawing enables multiple perspectives to be input at the same time, giving a sense of ownership and the ability to share stories and outcomes.

Based on a method developed by Ole Qvist-Sørensen - teams were using visualisation techniques straight away.





## User Interviews

**User interviews are a key method of gathering qualitative data on people's experiences. Talking to users uncovers actionable insights that quantitative methods cannot. Methods like journey mapping highlight 'pain points' and opportunities for better designed services.**

Fifteen young people took part over the two days. They ranged from a joiner who had completed his four year apprenticeship with the council to several Modern Apprentices nearing the end of their one year scheme, to young people accessing council services to enable them to join the workforce in the future.

Each young person was interviewed by a small group of staff for 45 minutes. Journey maps (pg 22) were used as a conversation prompts. On day one persona templates (pg 24) captured key information. The use of visuals and post-it notes to record the interviews made the process transparent and collaborative and enabled both the young people and staff to communicate in an open, effective and efficient way.

Using the journey maps revealed some inspirational stories, with young people sharing how a Modern Apprenticeship has given them opportunities they would not have had otherwise. However it was not always clear what the career path would be on completion and some apprentices waited a considerable period between being recruited and starting their position. Other young people shared how their experiences at school had not been positive and they 'had found themselves' on leaving school. There was a general feeling that school focussed on academic attainment and University and College with little information available on other career options including apprenticeships.

Feedback from staff was that the interview process had been humbling, insightful and helped identify new opportunities.



## Journey Map

A journey map is used to capture the entire experience a person has with a service or organisation over a period of time.

A journey shows the steps a person takes when they engage with an organisation or service and how they feel at different points. This can reveal insights and opportunities for improvement to the organisation, service or experience. It also allows an engaging story to be told based on the user's experience.

Journey maps vary in detail and complexity. As a rule, the steps a person takes can be broken down simply into 5 key stages: aware, join, use, develop, leave.

### AWARE

How do people find out about the service? Do they see a poster or flyer, or hear about it through word of mouth or online?

### JOIN

How do people sign up? Do they come along to a meeting, send an email?

### USE

What happens once they take part?

### DEVELOP

Do they extend their activities? Maybe they join to make friends, then become involved in running the organisation.

### LEAVE

Do they extend their activities? Maybe they join to make friends, then become involved in running the organisation.

Journey maps can be used in a variety of ways - we used it both in user interviews and later to develop new service propositions.

1. Analysing how things are done now - revealing what's working, what's not working and where there are opportunities for change.
2. For envisioning new ways of doing things - a journey map helps picture how someone will use and interact with a new service.
3. For structuring and recording interviews - useful for including the interviewee in the process - as they can comment and add.

# journey map for:

Date:  
CREATED BY:  
ORGANISATION:  
ROLE:

A journey map focusses on a service from the user's perspective, using text and visuals. It helps us see the big picture: both over time and in context. It can be used either to record how things are now, or to think through how things could work in the future.

## aware

How does someone find out about it?

## join

What do they need to do to sign up?

## use

What happens?

## develop

Are there other things that might happen?

## leave

Can they continue to be involved?

channels

context

satisfaction



## Personas

Information gathered in interviews was used to create personas.

Personas are a series of fictitious, anonymous and believable characters created to represent different groups of people during the design process. Each persona is based on interviewing real people and bringing together their characteristics, experiences and needs to avoid a 'one size fits all' solution.

One of the most important reasons to create personas is for everyone to share a common understanding of the range of people who you support so that policies, processes and services meet everyone's needs – rather than being designed to suit the needs of the people running the organisation.

Personas provide a range of different perspectives on how a service works - and also on the organisation that provides it. Personas help the team focus on others – rather than designing for themselves or the loudest or most senior person in the room. Instead of "I think it's a great idea", ask "will this meet Sarah's needs?".

Normally around 4 - 6 personas are developed to represent users and those who deliver a service. Anonymity is important – sometimes people are in a dangerous or volatile situation or sometimes people simply don't want their friends, family or employers to know what they have spoken about.

# PERSONA



**name**

---

**role**

---

**point of  
contact**

---

**background**

---

**mission**

---

**needs**

---

**barriers**

---

**other**

---

expiry date:



## Affinity Mapping

**Affinity mapping is a method of finding patterns and themes in quantitative data. Similar insights are grouped and sorted until themes emerge.**

**Insights gained from user interviews, journey mapping and creating personas were recorded on sticky notes and themed. Everyone in the room given red dots to prioritise what they felt should be taken forward into the day 2 event.**

The winning themes were distilled into the four themes below. The full set of insights are

### INFORMATION

How can we provide clear information to young people through the right channels at the right time?

### VALUING YOUNG PEOPLE

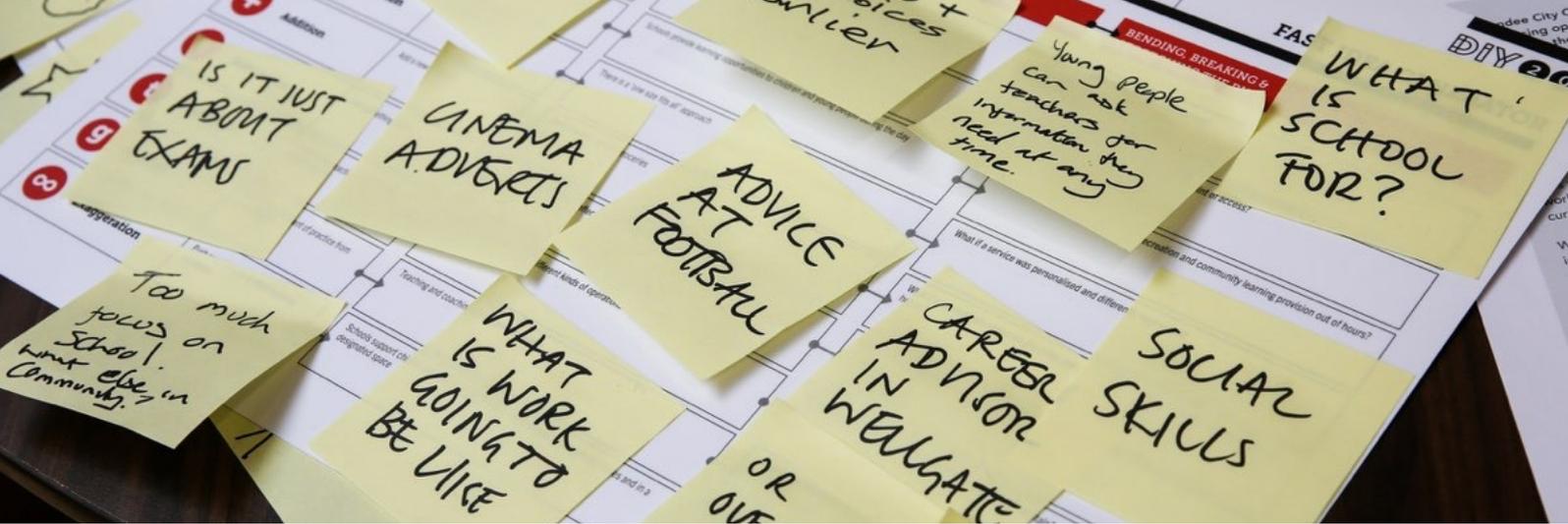
The diverse experience and backgrounds that young people could bring into the workforce are not always valued.

### SUPPORT

Who should support young people into and through work?

### EMPLOYERS

How do you support employers to understand and relate to young people?



## Idea Generation

In the workshop we used the NESTA Fast Idea Generator to challenge traditional thinking patterns and develop ideas around the selected themes.

There are many tools available to generate ideas, helping put aside the issues that constrain thinking - from brainstorming to Six Hats Thinking. You can find some on [www.openchange.co.uk](http://www.openchange.co.uk).

I want to generate new ideas  
by thinking differently

### FAST IDEA GENERATOR

| THE APPROACH   | THE NORMAL RULE  | BENDING, BREAKING & STRETCHING THE RULE  |
|--|--|--|
| <b>Inversion</b><br>Turn common practice upside down                     | Doctors treat patients   | What if patients became doctors?   |
| <b>Integration</b><br>Integrate the offer with other offers              | People access a range of services in different locations   | What if different local services had one point of access?  |
| <b>Extension</b><br>Extend the offer                                     | Schools provide learning opportunities to children and young people during the day                             | What if schools also offered sport and recreation and community learning provision out of hours?     |
| <b>Differentiation</b><br>Segment the offer                              | There is a 'one size fits all' approach  | What if a service was personalised and differently segmented?  |
| <b>Addition</b><br>Add a new element                                     | Supermarkets deliver groceries   | What if supermarkets delivered groceries and also provided hot meals to older people in their homes? |
| <b>Subtraction</b><br>Take something away                                | Prisons are critical to an effective criminal justice system   | What if you had to close three prisons?  |
| <b>Translation</b><br>Translate a practice associated with another field | Hospitals and airports are different kinds of operations   | What if airport management practices were applied to hospitals?                                      |
| <b>Grafting</b><br>Graft on an element of practice from another field    | Teaching and coaching are separate practices.  | What if coaching were introduced as part of secondary school education?                              |
| <b>Exaggeration</b><br>Push something to its most extreme expression     | Schools support children and young people to learn, but only within designated times and in a designated space | What if students could access learning, anytime and anywhere they chose?                             |



## Prototyping

Getting an outline sketch of an idea down on paper is a form of prototype - a tangible artefact that prompts discussion, questioning and sharing of ideas. Sketch prototypes are quick and inexpensive to produce, enabling multiple ideas to be developed in parallel. They can also be used to gather feedback to incorporate into the next iteration of the idea. As feedback is being given on multiple ideas, produced quickly and cheaply - the creators are less likely to ignore/take criticism personally - and more inclined to use the feedback to create a better service.

The New Service Proposal template shapes the prototype - mapping out the problem, who benefits from a new service and how it will work - using a 'future' journey map.

Teams produced eight new service proposals on the day - varying from quick wins which could be implemented relatively quickly such as The Young People's Panel - to medium and longer term ideas which need further development and testing.

# New Service Proposal

## Why?

What theme does this address?

## What and How?

What is it and how does it work?

## Who?

Who benefits?

Date

.....

CONTRIBUTORS:

.....

.....

.....

.....

.....

.....

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.....

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.....

.....

.....

## Journey Map: the user experience

aware

How does someone find out about it?

join

What do they need to do to sign up?

use

What happens?

develop

What other things might happen?

leave

What happens when they leave?

CONTEXT  
What are the  
circumstances

CHANNEL  
Phone, in person,  
online?



## Insights from Day 1

### PEOPLE FOCUSED

- People centred caring approach is important
- Honesty and discretion
- Make the workplace more diverse
- Make a commitment to recruit people from different culture
- Importance of relationships and building / monitoring these
- Change in team culture
- Need to go out and find some young people
- Promoting a diverse workplace
- 2nd chance
- How well Alex engaged with the young people
- Personal motivation
- Employers need to be forward thinking and embrace change
- Collaboration between organisations and individuals
- Believe in the young person and not give up
- Just how critical second chances are
- How important it is to get that 2nd chance at an early age
- Diverse employer adaptability
- Open up opportunities
- Positive relationships are vital to having a sustained destination
- Inspire young people
- People are key (mentor)
- Motivational stories for young people to listen to
- Opportunities
- Giving people a second chance

### NON-USER FRIENDLY PROCESSES

- Lots of comments from young people about how they needed to be self-starters – do self-directed searches learning
- Qualifications for MA barring young people in recruitment process
- Length of time it takes to be informed successful
- Application form – cannot ‘preview’ beforehand to see what questions are ahead, can therefore ‘repeat’ yourself – long time to complete
- Application forms need to be user friendly and allow people to highlight their strengths
- Application form not user friendly
- DCC restricting potential employees due to qualifications (or lack of!!)
- How do recruitment processes feel to MAs? What information are they given?
- Application form not user friendly
- Application – not smooth – not user friendly
- MA model needs flexibility to make sure SME’s can take them e.g. shared apprenticeships
- Look at other routes into MA’s not always qual based
- Does working remotely create isolation? What about the social interaction of work – promotion of mental well being
- Minimising barriers essential



## LACK OF INFORMATION

- Lack of information and support at key stages throughout
- About options and pathways
- From careers / education in careers advice / pathways, e.g. apprenticeships
- MA's need to raise their profile. Seen as a 'lesser' apprenticeship??
- Importance of guidance and info on range of offers at certain 'crossroads' points
- Lack of info at various points
- Awareness of MA's
- Awareness raising of DCC MA opportunities
- More awareness of MA's in council – focused comms campaign
- Young people not aware of range of jobs available in the council
- Lack of knowledge about apprenticeships
- 'Why didn't I know'
- I 'stumbled' across a MA
- Stumbled across the job
- No info at school and college ... stumbled across an MA
- More organisation and informing require for MA's to know what's going on
- Info re opps not easily available
- More guidance needed
- Importance of word of mouth – YP hearing about MA opportunities this way
- No enough info at school
- Lack of info in school
- Lack of info / support at school
- Young people out with school don't necessarily know where to get guidance or apply for jobs and interviewing
- More support for career guidance schools
- Lack of information about MA's from schools
- Schools provision of information about the range of opportunities available
- Why didn't I know about my options?
- No support of info from school
- Lacking information and support
- More involvement needed by guidance teachers
- Careers advice / schools – lack advice about apprentice options Schools need to tell about apprenticeships
- Continued support service needed. School – next step – college / job (too fragmented)
- No information at schools on MA's!
- Advice about MA's tends to be focussed on trades. Need more information in schools
- No awareness of MA's – no advice from school or college
- Need help understanding what their options are – pushed down on route
- Inconsistency in accessing services / awareness of what's available
- Limited / inconsistent advice on MA route and range of subjects they offer



## WHO PROVIDES SUPPORT?

- Parental support and guidance factor ... but what if don't have this?
- Importance of family support and networks
- Help and support for parents
- Family support
- Support of family and friends can be important
- Importance of support from family / friends
- Parental support / Supportive family
- Importance of support from home / family
- Young people without supportive family or ability to be self-directed are at a huge disadvantage
- Heard of the job through a friend of the family
- No awareness of MA sessions for parents – key decision makers – support youngster
- Good to hear success stories from people who have travelled similar routes to inspire young people
- Value of mentors
- Support / guidance is key
- Having a good mentor
- Professional support important
- Transport – you have to get to your job and back!
- Believing and trusting people genuinely wanted to help
- Training on soft skills for some areas of apprenticeships – gap in some areas
- Peer support does not just mean age. Other shared experiences
- All working together to make it a success
- A well-managed collaborative approach works well
- Importance of long-term in depth and tailored support
- Powerful to have a positive role model to aspire to
- Referral info service from school ... importance of connecting to good advice and support
- People are the key
- Support – family – friends – on the job
- Positive partnership working is imperative to success
- Practical help – persevere
- Support needed
- On-going support



## TARGET GROUPS FOR DCC?

- Care for young people / DCC as a corporate parent?
- Digital Dundee – MA opportunities – through sharing of service areas for posts?
- Need to meet with employees to discuss their needs or concerns about taking on young people. Not just working with young people.
- Positive impact on workplace from cultural diversity
- BEM in workplace more comfortable if cultural awareness
- Sign up for this way of working Dundee's bairns
- Get a second chance

## WE ALL TREAD INDIVIDUAL PATHS

- Just because you're not where everyone else is now – doesn't mean you won't get there
- Give people a chance. Don't give up on them when things don't work initially
- Left school early
- Understanding – walking in their shoes
- Doesn't fit the mould

## EMPLOYERS

- Digital academy to support young people
- Digital working mean more than just working in a digital service – every job will have a digital element
- Importance of the mentor – inspirational care
- Encourage breadth of opportunity in their role (MA)
- We need to grow digital skills as the digital sector grows
- Future of work is not all about going to work it's about connecting with work
- Inspirational managers are needed
- Employer management – mentoring - \*important aspect\*
- Employer understands and can relate well to young people
- YP need support to develop their 'soft skills' not just their technical abilities
- Engagement from employers is vital!
- A lot of skills that are learned as part of MA are transferable
- Inspirational stories from employer to young people
- Absolute trust and faith in employer



### **UNCERTAINTY / INSECURITY OF EMPLOYMENT**

- Range of career opportunities for MAs
- Matching training and education opps to reflect where there's growth in the labour market
- Not a temp position – makes it viable long term
- Need for permanent posts at end
- Unclear of future – not known if will be made permanent
- No clear what future is at end of apprenticeship
- Giving an early enough indication of future prospects
- Unclear what will happen at end of fixed term apprenticeship
- Future??

### **LISTENING EAR**

- Removing barriers
- Working 121 to resolve issues
- Employer fully understanding of back ground from personal experience
- Working together
- Made the decision
- Having the right professional to listen to her \*named person service\*
- Listening ear
- Listening, found herself
- Listening ear but not known previously
- Real mentors – personal experience – belief and boundaries

### **UNHELPFUL FOCUS ON FUTHER / HIGHER EDUCATION**

- Education partnerships important
- Not enjoying the whole 'school experience'
- Clarity around education definition. E.g. SCQF
- School need clearer links to employers
- People to promote MA's
- YP to go into schools to share their experience as an MA
- Awareness raising of MA's as a valid and worthwhile alternative to uni
- Other options
- More awareness of all types of options not just MA
- Feeling a bit pushed towards further education
- Why do we focus on FE/HE? Best for young people or targets or both?
- Push towards FE and HE unhelpful
- University isn't 'be all and end all' for academic young people!



### **ENTREPRENEURSHIP**

- Micro / small business need info on MA
- Young people – bring new energy and ideas to the workplace
- Looking beyond the obvious
- MA's – coming in to learn but bring new skills
- Have a 'you can and can do' attitude

### **FINANCIAL ISSUES**

- Finance
- Permanent positions
- Genuine engagement: finance, permanent, accepting
- Additional financial supports
- Real jobs
- Financial support where parents can't

### **MISCELLANEOUS**

- Need to sell business benefits of having a young, diverse workforce
- Diverse workforce diverse get ideas
- MA's bring new skills and perspectives to organisations
- Employers need to embrace diversity
- Employers learn new skills / perspectives / changes
- Creates opportunities for employers as well as young people
- Encouraging services / managers to take on young people
- Employers benefits



## Facilitators

Open Change: Hazel White, Mike Press, Linsey McIntosh

Dundee City Council: Melissa Cowan, Tracey Jamieson and Katina Ruseva

[info@openchange.co.uk](mailto:info@openchange.co.uk)

[@openchangeuk](https://twitter.com/openchangeuk)

## Photo + Video

Erika Stevenson: [www.erikascamera.co.uk](http://www.erikascamera.co.uk)

Dylan Drummond + Tammy Lynn Shaw: [www.sonofthesea.co.uk](http://www.sonofthesea.co.uk)

## Contact

Frances Greig Frances Greig | Manager for Learning and Organisational Development

Dundee City Council | Telephone: 01382 307535 | E-mail: [frances.greig@dundeecity.gov.uk](mailto:frances.greig@dundeecity.gov.uk)

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