ASPIRE PROJECT REPORT

How can Local Authorities attract, recruit and engage 16-24 year olds to ensure they have a diverse organisation that reflects the communities it serves and ensure succession planning in the future.

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1. EXECUTIVE SUMMARY

1.1 Local Government Workforce in Crisis

Every day local public services support their communities and delivering these services requires one of the largest and most diversely skilled workforces in Wales. Across Wales, our councils employ over 140,000 people or around 1 in 9 of the Welsh population (WGLA, 2017).

Local Government has long been considered as the poor relation of public services, and not attracted the same level of investment either in service provision or in the workforce as, for example, the NHS (Bach & Kessler, 2011).

Continued austerity and sustained budget cuts are all placing council services under huge financial pressure (WLGA, 2017).

The sustained budgetary cuts, while demand for local services is rising, is forcing the need for innovation and change (WLGA, 2017) at a time when the local government workforce has shrunk to lowest level since records began 1999 (ONS, 2017).

To date, Local Authorities have approached this by responding to these challenges by focusing on: increased efficiencies via service redesign; increased use of technology in line with the ICT Strategy for Public Sector in Wales to support a 'Digital First' approach (Welsh Gov, 2017) whilst also significantly reducing the workforce (ONS,2017).

However, this approach presents a risk to local government. UK wide there are currently over 9.4 million people over the age of 50 in employment today, equivalent to over 30% of the workforce. In the coming decades, a vast proportion of these will leave work permanently, taking their skills knowledge and experiences with them (CIPD, 2015).

Long-term demographic change means that there is unlikely to be a large supply of younger people in the UK who will enter the labour market to replace retiring workers, and levels of migration are likely to be lower than that experienced over the past decade, further limiting the available talent pool. (CIPD, 2015).

With rising demand, an aging workforce, the predicted exodus of skills and knowledge and a lack of planning and investment in workforce development (JSSC,2014) there is a pressing and urgent need to act now, to secure a sustainable talent pipeline to ensure that we have the skills and knowledge needed to deliver public services in the future.

Specifically, we need to attract, recruit and engage, develop and retain young people, and in particular those under 25, to our workforce.

1.2 Attracting Young People

Local Authorities are working hard to deliver on education and economic political drivers in relation to young people. There are a variety of youth engagement initiatives aimed at those at risk of becoming 'NEET' – not in education, employment or training; a drive to increase apprenticeships along with other initiatives such as Go Wales, there are also other political considerations that Local Authorities need to prioritise including

Wellbeing of Future Generations (Wales) Act 2015. Local Authorities are also involved in developing and supporting their local economies and to support this commitment ten local authorities (Blaenau Gwent; Bridgend; Caerphilly; Cardiff; Merthyr Tydfil; Monmouthshire; Newport; Rhondda Cynon Taff; Torfaen; and Vale of Glamorgan) have signed an agreement to deliver a £1.2bn investment to increase the performance of the city-region economy with National and Welsh Government – the first tripartite deal of its kind in order to create a vehicle for driving economic prosperity.

However, of those Local Authorities surveyed, the rationale for these initiatives e.g. work experience, traineeship, apprenticeships, graduate placement schemes or other schemes designed to engage young people, were designed to meet educational or economic political aims. Unless Local Government takes the opportunity that these initiatives present to promote career opportunities for young people within the sector, then these individual schemes will not result in the sustained development and retention of young people – but run the risk of simply providing opportunities as part of a short-term political approach if not linked to workforce planning needs.

1.3 Our Workforce

Current workforce data is concerning. An aging workforce, the loss of future skills and budgetary constraints affecting recruitment and the development presents risks. Due in part to the removal of the default retirement age, over half of the workforce within local authorities is over the age of 50 (CIPD, 2015).

With drastically shrinking public sector budgets (WLGA), local authorities are struggling to attract and recruit young people owing to: the reduction in vacancies: ring-fence arrangements; aging workforce; retirement; streamlined structures; reduced headcount; redundancy and voluntary severance mechanisms, where roles are not replaced. As such, there are limited opportunities to recruit and employers have a greater need to secure those with some experience who can deliver a greater short-term return on investment.   In the longer term the consequences of this poses a risk to a future sustainable labour supply, which does not relate to communities served

Research tells us that organisations perform better if their workforces reflect the characteristics of their constituent populations (Andrews et al, 2005). Our workforce demographics are stagnating and or research shows that local differences in Local Government approaches to workforce planning is impacting on our ability to attract, recruit; engage; develop and retain young people. Our research suggest that a national workforce plan for the sector in Wales would support local government to promote the sector better and attract a future workforce

Whilst there is evidence of young people employed with Local Government, our research suggests those young people tend to be in short or fixed term or casual contracts. The young people we interviewed told us that this reduces their access to learning and development opportunities as they are often employed to meet a short-term need, and may not be released for training.

1.4 New Approach

Now more than ever, the Welsh Local Government sector needs a national strategy to ensure it is actively engaging with its future workforce. Promoting the opportunities within the sector will make sure local government is ready to take on the challenges of tomorrow's council' (Mansfield, 2016), to meet the demands and expectations of our future customers (and potential employees) - the young people of today.

Welsh Government have committed to developing a highly skilled workforce to support a prosperous and resilient Wales (CTEG, 2016) but more needs to be done to embed this commitment within the Local Government sector in Wales to ensure a skilled future workforce that represents the diversity of the communities it serves (MJ,2017).

2. RESEARCH

We undertook primary and secondary research to establish our findings.

2.1 Primary Research

We identified the need to engage with stakeholders who would directly benefit from the outcomes of this project i.e.

- young people under the age of 25,
- those involved in developing young people in the workplace i.e. their managers and mentors
- Local Authority HR / Development teams
- Those involved in developing work ready skills i.e. training providers.

Primary Research consisted of two forms;

a) *Exploratory primary research* – typically involved lengthy interviews with an individual or small group.
b) *Specific Primary research* – more structured, formal interviews or questionnaires, where appropriate.

- Interviews with managers and mentors (telephone or face-to-face)
- Surveys (online) aimed at those under the age of 25 currently employed within the 3 local authorities represented within the project group
- Students registered with external training provider working directly with this age group who are not necessarily yet employed.
- Focus groups

2.2 Secondary Research

Secondary research consisted of analysis of published research papers including that from our own professional body, the CIPD. We also sourced secondary research from experts and practitioners, internationally and across sectors, who published their

research online or who connect interactively via social media, blogs, vlogs and online publications.

The analysis of this research is presented within this report and informs our findings and recommendations.

We have established that as a sector we need to:

- Counteract the impact of an ageing workforce resulting from removal of default retirement age legislation and ageing population (CIPD, 2015)
- Plan now to mitigate the loss of expert knowledge, skills experience from the workforce. Our workforce has a very high level of diverse experience and expertise in LA workforce. A high proportion of employees in the workforce are in the 45 + age bracket. This will result in massive skills exodus in around 20 years (CIPD, 2015)
- Be equipped to support and actively fulfil the Principles of the Wellbeing of Future Generations Act 2015 in ensuring sustainability (creating a sustainable future workforce) (WG,2016) as Wellbeing of Future Generations act legislates for how organisations can support and deliver a public service that meets the needs of the present without compromising the ability of future generations to meet their own need.
- Deliver on expectations from Government for the Welsh Economy (WG, 2017) by enabling more people to achieve their full potential and raising skills levels to meet employer needs we can drive productivity and prosperity in our economy in Wales and create more resilient communities.
- Ensure we reflect the Communities we serve to better ensure services reflect needs of those communities (MJ,2017)
- Attract those aged 16-25 into our workforce in a variety of ways and we need to retain them to address the very low levels of 16 – 24 year age demographic employed across local authorities in Wales. (WLGA)
- Promote careers in Local Government and promote Local Government ethos in order to compete for 'talent' with other sectors and Councils ability to attract and retain talent.

This report has identified different strategies to address the sustainability issues for Local Government future workforce in Wales.

Given the political context of local government, there are a plethora of complementary national and local political agendas that need to be delivered on. This can result in workforce planning for local government and their diverse teams as a lower priority. Our research has shown that often workforce planning needs are secondary to the need to meet the political delivery objectives.

We identify in this report a national, not just a local issue. It is a struggle for individual local authorities to determine a coherent joined up approach given the wider pressing priorities and budgetary constraints.

We have scoped a roadmap as a journey from Attract and Recruit, to Engage and Develop, to Retaining young people and each area is inter-related .

Therefore, the authors of this report hope that the Roadmap to Recruiting, Engaging, Developing, and Retaining young people, presented here, along with our recommendations, will be of benefit to all LA's in Wales.

In addition, we would welcome this work be taken further with the development of a national workforce plan, a Local Government Tool Kit to support local authorities to attract, recruit, engage, develop and retain young people and the active support of WLGA, and HRD network to plan for and secure a future talent pipeline.

ROADMAP
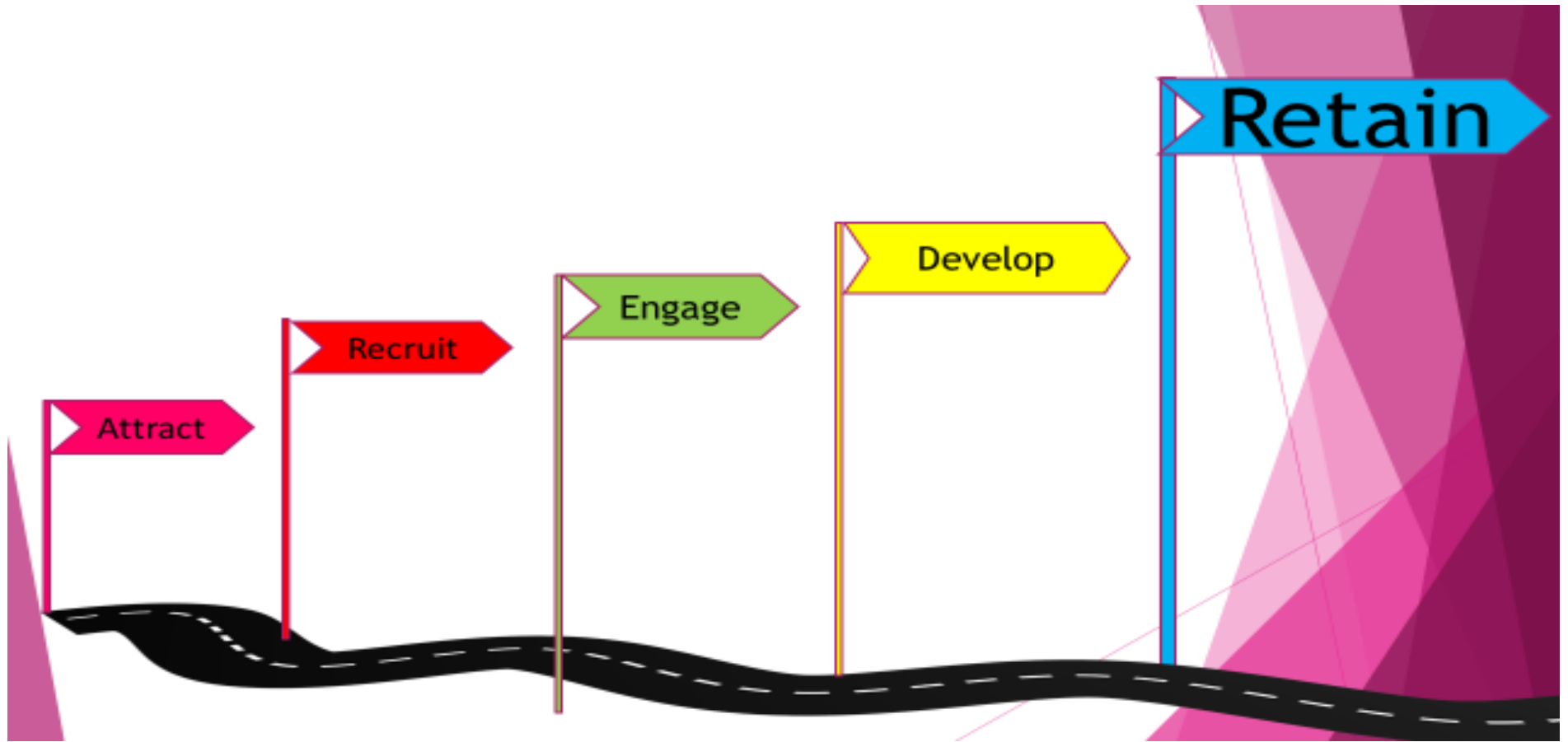
3 INTRODUCTION

Through the evidence gathered and analysed through primary and secondary research conducted, this report establishes a roadmap to enable the Local Government Sector in Wales to **Attract, Recruit, Engage, Develop** and **Retain 16-24 year olds** to create a diverse organisation that reflects the communities it serves.

Whilst there is much evidence to support the recommendations we propose, this report cannot attempt to provide all the answers but hopes to provide a **Strategic Road Map** to enable Local Government Sector as a whole, supported by Welsh Government and WLGA, to enable the key areas of work outlined to be prioritised. In addition, the Roadmap hopes to provide an approach that individual Local Authorities can use to meet the needs of their organisation's workforce to deliver the public services their communities need and reflect these diverse communities by engaging with young people and building sustainable and longer term employment relationships with those under the age of 25.

Our findings are presented as follows;

4 CREATING A SUSTAINBLE WORKFORCE

In order to meet the challenges of the future, local government must evolve its skill base, develop leaders who can get the best from their staff and mould a workforce capable of meeting the demands of constant change (WLGA)

Across Wales, local councils stand as highly valued local employers, critical to local employment markets. The WLGA has argued that Local Authorities *"must be given the freedom to shape our workforce and services to meet the needs of their local communities"* (WLGA).

However, "the sustainability of public services is identified by the sustainability of the workforce delivering them" (Cllr David Poole, WLGA spokesperson for Workforce) and, given the huge challenges facing Local Authorities, and demographic trends the risks are great and the impact on the sustainability of the workforce is concerning.

This requires urgent attention to ensure we have a sustainable workforce of the future, to deliver and manage local authority services within our communities in whatever form that will take, we cannot deliver this without the future talent to do so.

5 THE ROLE OF THE HR & ORGANISATIONAL DEVELOPMENT

In order for HR to anticipate and predict future needs it needs to develop the skillset required for strategic HR & Organisational Development (OD) Business Partner function (CIPD, 2017).

The aim of OD interventions are to build organisational reflexivity and capability and its methods play a part in enabling HR to develop its strategic role as business partner to the organisation (CIPD, 2017).

Organisational Development as a function is involved in supporting the organisation to deliver strategic organisational change and organisational culture - guiding behaviours and reinforcing the values of the organisation. OD is a people and problem-centred activity which uses the organisation's people data to evidence and support the diagnosis of potential issues linked to realigning the organisation's workforce to the desired change (CIPD,2017).

This requires a change in the way things are currently done and often requires a change of organisational behaviour, and attitude to OD (CIPD, 2017). This is dependent on senior executive sponsorship and involvement to ensure OD can design and implement interventions to deliver win-win solutions for the business and its people by aligning business strategy with its people strategy and values of the organisation (CIPD 2017).

Our research suggests that, local authorities in Wales would greatly benefit from a strategic workforce, plan supported at a national level, to promote the Local Government Sector and attract future talent. Without it local authoriites will struggle to maximise the return on their individual efforts to attract a sustainable future workforce.

There are a number of considerations that need to be taken into account which impact on the ease with which Local Government is able to Attract, Recruit, Engage, Develop and retain 16-24 year olds in the workforce.

6   **Attract**

6.1 Creating Opportunities for 16-25 years.

There is much evidence to demonstrate that young people are not being prepared for the World of Work, yet it is widely recognised that preparing young people for the world of work is key to long-term productivity. (CIPD, 2017).

Recruiting young people improves workforce diversity, brings in new ideas and skills, and helps build a talent pipeline (CIPD, 2017).

Local Authorities have a number of statutory duties in engaging with young people including those participating in education, employment or training (DFE, 2016). However, our research shows that the drive is unduly focused around meeting statutory and local political objectives with regard to wider economic and social objectives, rather than the sectors own workforce requirements. Therefore, Local Authorities do not always take advantage of these links.

Additionally, Welsh Government has a clear agenda to address the development and progression of younger people to employment in Wales via a number of flagship initiatives including a commitment to deliver 100,000 all age apprenticeships (CTEG, 2016). This target relates to the provision of Apprenticeship Qualifications funded by Welsh Government which makes no provision for salary. This presents additional difficulty for Local Authorities in trying to develop their workforce and attracting young

people into the Sector, as whilst apprenticeship qualification funding is available, the budget for the post creation is solely dependent on LA budgets, which are constrained.

Other Welsh Government schemes designed to help young people into work by reimbursing employers a proportion of the salary costs are not open to the local government sector. (WG, 2017b).

6.2 Public Sector Pay and Conditions

Historically, what Local Government careers lacked in high pay or bonuses enjoyed by working in the private sector, was offset by job security, a clear career structure and favourable pension scheme (Mansfield, 2016).

However within the long term squeeze on public expenditure, the pension scheme has been reformed; the impact of removal of default retirement age and the social and economic impacts upon ageing workforce demographics have eroded the 'promotion ladder'. Furthermore, jobs are no longer secure as they once were; with over 700,000 local government jobs were lost between 2010 – 2016 (Mansfield, 2016).

The cost of living is higher whilst wages in the public sector as a whole have seen a stagnation or decline.

6.2.1 Apprenticeship Pay and Pay of Young People

Our research shows that local authorities in Wales each take a different approach to pay when it comes to entry roles which impacts on young people.

We found that many apprentice and trainee roles are ungraded or not subject to job evaluation and disparity in the rates of pay between authorities in the following range.

- **The Apprentice Rate @ £3.50 per hour** Apprentices are entitled to the Apprentice rate if they're under 19, or over 19 and in the first year of their apprenticeship thereafter entitled to National Minimum Wage
- **National Living Wage** - £7.50 National Government minimum for over 25s
- **The National Minimum Wage** - £7.05 under 25s, £2.05 21-24, £5.60 aged 18-20, £4.05 under 18.
- **Voluntary Living Wage** -£8.45 set by The Living Wage Foundation(outside London)

Often this disparity is due to political motivation and budgetary constraints. This can create confusion with young people and their perception of apprenticeships (LWF,2016)

Most people are not drawn to the public sector by high salaries – rather they tend to have strong public service and vocation ethos, and a motivation to serve the community. Mansfield (2016) identified the top four motivations to work in Local Government from respondents currently working in the sector (all ages) as being:

- 42% Public Service Ethos
- 40% Work Life Balance
- 36% Pension Scheme
- 34% Job Security

However, Mansfield (2016) finds that millennials tend to be most motivated by career progression (52 percent), more so than salary (44%). Senior officers in local government interviewed felt that the millennial generation of employees want to be given responsibility quickly, and want to have their ideas heard regardless of their rank of length of experience (Mansfield, 2016). Ease of applying for roles and employer brand are also a key concern for young people. (Mansfield, 2016)

Our research which included comments from young people under the age of 25 indicating that young people are attracted to work for Local Government by:

- Work Life Balance including holidays (83%)
- Career Advancement (79%)
- Opportunities for Training and Development (79%)
- Working for the community (78%)

Local Government need to capitalise on these findings and according to the LGA report it is important that Council's market themselves to promote public service ethos, work life balance and as a vehicle of change.

When developing recruitment strategies, an outward facing 'rebranded' Council is needed to attract and select the right candidates, emphasising the unique values associated with local government (Mansfield, 2016). Council's should become more outward facing and engage with the public to counter negative perceptions of working for a council. This must be a fundamental driver to building a dynamic workforce from a range of professional backgrounds (Mansfield, 2016).

6.3 Promotion of Local Government Sector

Our research has shown that much more needs to done to promote the sector in Wales if we are to be able to compete to attract talent and nature potential.

Our research shows that young people do not understand the role of a Council and as such could not identify what jobs or career opportunities would be available in Local Government. Terminology was also a barrier when talking to young people with lack of understanding of terms such as Local Authority, Local Government, and Council not being fully understood.

In short, young people 'don't know what they don't know' demonstrating unconscious incompetence (May and Kruger,1988).

Managers we surveyed agreed agree that this needs to be more widely promoted at schools and at universities and that local authority resources should be facilitated, encouraged and supported by a national approach to promote the sector.

Whilst some information on Local Government careers is available e.g. via WLGA, the majority (71%) of young people we spoke to said that they would get careers advice from Careers Wales or Schools Careers Advisors and were aware of how to find out information on local government careers.

None of the young people we spoke to were aware of the WLGA website (pre-employment within the sector) which offers some information on careers. Awareness was also extremely low with those young people (and managers) we surveyed, and who were already employed within the sector.

We found that engagement mechanisms with young people is piecemeal and siloed largely due to the effort required, with diminishing resources, to respond to political priority and service delivery. Whilst many local authorities link in with their own Education and Schools service, promoting the Local Government sector as a whole isn't a priority. In addition, often the opportunities to promote their own Local Authority as employer when linking in with services are often not taken full advantage of due to the silo approach. Where a co-ordinated and corporate approach is taken within local authorities, this joined up approach was often constrained by resource pressures, with consequential reductions in impact.

Young People we spoke to use a range of social media tools and generally engaged with 'push notifications' on topics that interested them to them or that were shared or recommended by others they were 'following' on social media.

Our research showed that whilst some young people would engage with employers via websites, this was mostly only where the young people could match employer brand with careers they were interested in or had been directed to visit the website e.g. by their Careers Advisor or other jobs alerts page.

We suggest then that it is no longer enough for Local Authorities to simply provide a website with job vacancies - there needs to be more active engagement to 'push' information about careers and job opportunities to them. If a young person wants to work as a solicitor, who out there is shouting out for them to come and work in Local Government Sector as a Solicitor – do they even know that is a possibility? From those young people we spoke to we found that the answer to this, more often than not, was no.

Therefore, in order to attract young people to our sector, we looked at what Local Authorities had to say about working for them on their job's pages and how they promoted their brand or the local government sector via their website. Unfortunately, the majority of the 22 Local Authority websites contained no clear brand information either of them as service provider or employer to attract candidates – in many cases the benefits of working for them, or in the LG sector was not listed which we found was in sharp contrast to that used within their senior management recruitments packs. Yet much of the information used to attract senior managers to the organisation would be of interest and benefit to young people considering their career options.

7. **Recruit**

Aside from budgetary pressure, there are a number of factors impacting on recruitment in Local Government.

7.1 Population Growth & Aging Workforce

As the Welsh and UK populations are ageing there are challenges in meeting the increased demand on services relating to living longer. One quarter of the population of the Cardiff Capital City Region will aged over 65 by 2039 (CCDCRC). As such the available local workforce is shrinking with Cardiff projected to be the only authority in

the region with a growing population aged 16-64 between now and 2039 compared to other city regions in the UK (Growth & Competitiveness Commission, 2016). The profile of the communities that we service is therefore changing with increasingly diverse and aging communities. (WGLA)

Given that people are working for longer with the removal of the default retirement age, there is a reduction in the natural wastage experienced prior to this leaving fewer opportunities for young people to get on to the career ladder (CIPD,2017),.. This has particularly affected Local Government as when vacancies do occur, many local authorities have organisational ring-fence arrangements in place to protect the jobs of existing workers who may be at risk of redundancy. This therefore leaves only a small percentage of roles available for external advertisement. Many of these do not appear to reach younger applicants for a variety reasons including: job adverts not reaching the desired audiences; use of jargon or sector specific language; too stringent person specification requirements which require sector knowledge or conversely person specifications that are too vague; long and off-putting application forms; and poor perception of working in local government.

7.2 Work Experience

"Employers tell us that they often look for candidates with experience, even for relatively junior or entry level roles. This can lead to vicious 'no experience, no job' cycle for young people who struggle to find the opportunities they need. CIPD 2017"

On a more positive note, CIPD research found that work experience is one of the most popular ways for employers to engage with young people. It identifies that the majority of those employers, outside of the Local Government Sector, that offer work experience placements (85 per cent) use these as a recruitment channel and often offer employment opportunities to young people afterwards. There are also other additional benefits to offering opportunities such as helping businesses to engage with the local community, which can also lead to increased brand loyalty and profile. The quality of opportunities on offer is also important, so that the young person can experience and develop the skills you require, whilst also gaining a true sense of the workplace.

As well as offering traditional 'work experience' placement, which normally only last for short period (two-weeks) and are often for younger school or college aged students (although older people can still benefit), there are other ways that employers can provide opportunities for young people to gain crucial experience. This include paid internships, which tend to last for longer and are usually for graduates or undergraduates. Internships often provide a solid opportunity for a young person to develop their skills and provide a route for recruitment into a permanent position (CIPD 2017). Unfortunately, this avenue is not open to some local authorities due to some political resistance the term, which has encountered some poor publicity over recent years where interns in the private sector were not paid.

Volunteering is also an excellent way for young people to gain experience and vital skills such as team work, communication and leadership. Over 78% of young people

we spoke to suggested that working for the community is important to them and an increasing number of employers are starting to recognise the value of youth social action initiatives and are either setting up or supporting projects in their local community that encourage young people to volunteer (CIPD 2017). Given our particular link with our own communities, Local Government should maximise this approach.

Local Authorites can maximise this opportunity and should:

"Provide high quality work experience and volunteering opportunities that will give young people the insight and skills they need to work in your industry". CIPD 2017

7.3 Perception

The talent market's perception of Local Government, their culture, work ethics and strength is lacking. With various social media outlets, blogs, and even review sites like Glassdoor, potential employees have several avenues to research employers. However, where these have kept other employers on their toes to attract a vibrant and pro-employee culture and environment, Local Government could do more to tap into this opportunity. Now more than ever, the employer brand is a pivotal strength for organisations to be able to attract and maintain talent. Hence, why it is important to have a positive social media presence (Keijzer, 2016).

To attract the best talent, organisations will need to adopt a "customer focus" approach to their recruitment process. What that entails is an experience for candidates where they feel as pampered as the customers of the organisation. The process of recruitment is changing with organisations being more open to a personalised experience for candidates – an experience that focuses on them and how their careers can benefit from being part of the team. The entire process, of course, would need to be more efficient, swift and easier to go through as millennials and Gen Z are more impatient than the talent of previous generations. (Keijzer, 2016). Local government needs to keep pace with changing recruitment practices to compete for talent against other sectors.

People are more inclined to access company websites, career and recruitment pages, and conduct searches on their mobile phones than laptops and PCs. This is especially true of young people. Failing to have a mobile friendly website and career page would seriously hamper your ability to attract talent. These days, nothing turns off people more than an archaic website that isn't clearly visible on smaller mobile phone screens. (Keijzer, 2016)

A paperless and fully automated process is not only attractive to the environment, it is appealing to young people to work for an organisation concerned with its impact on society. It is possible to simplify the entire recruitment process by removing physical, paper versions of CV's and application forms. An organisation embracing change and one constantly evolving to automate is one that attracts young people as candidates (Keijzer, 2016), and given the local government sector's drive to improve services via

use of technology, promoting this during recruitment could be helpful in attracting the target audience.

One Local Authority we researched – Wiltshire, launched a career website (jobs.wiltshire.gov.uk) to transform recruitment. The site includes short videos from staff talking about their experience working for the Council and 'meet our people' sections that features current staff answering questions about their work at the Council and personal interests and use social media to promote their brand and actively promote as a employer of choice (Mansfield, 2016). They also used Thomas International profiling to refine key words in job adverts to reach out and attract different types of candidates (Mansfield, 2016).

Our research suggests it is key to involving the right people when recruiting young talent, utilising those who demonstrates the value and behaviours you are seeking in new recruits. Managers we spoke to also suggested that there often was a mismatch between employers' expectations of young people during the recruitment process and young people's understanding of what is expected of them. A key issue reported by employers is that many young people seem to be unsure about how to market themselves. They do not know how to complete public sector applications in order to demonstrate their best qualities and they also struggle to explain their skills, personal attributes and experience during interviews. This is hindering young people's access to the labour market and contributing to high rates of youth unemployment. It is also causing a 'ticking time bomb' of skills shortages for UK businesses, which are unwittingly cutting themselves off from a diverse pool of talent (CIPD,2017).

However, HR professionals, who often hold responsibility for the recruitment of new staff, hold the key to addressing this mismatch. The advice the sector could provide to a young person around basic employability skills such as CV writing, interview technique and job search could make a huge difference to a young person's future prospects and ultimately help the recruitment processes run more smoothly. Providing access routes for young people and implementing youth friendly recruitment practices can help to build the talent pipeline to ensure the sector is socially and age diverse. (CIPD 2017).

Creating access routes into the labour market and recruiting young people is incredibly important but it is only one half of the equation. It is also crucial that when a young worker first enters the workplace, the experience sets them up for a long and successful career (CIPD, 2017). For a young person, the experience of entering the workplace and adjusting to working life, perhaps for the first time, whilst also learning and performing tasks they may never have done before, can be a daunting prospect. As a result, the role of the line manager is crucial to ensuring the right level of support is provided to help younger, inexperienced employees develop skills and expertise, grow in confidence and, in the longer-term, flourish in their new role and contribute to business's successes. Investing in future talent in this way also brings benefits for line managers and wider teams too, as bringing more young people into organisations opens up development opportunities for existing staff to hone their professional and personal skills (CIPD, 2017).

CIPD research with employers who successfully employ young people uncovered a number of key recommendations that will help get the most from young employees, including:

- providing a structured induction to help young recruits understand their job, adapt to the organisation effectively and settle comfortably into the workplace
- encouraging young employees to build up confidence and trust in the organisation by ensuring they have a consistent supervisor or line manager they can go to for support
- providing regular feedback and opportunities for discussion recognising talent as it emerges and provide appropriate opportunities for it to flourish, either via additional duties, formal training or opportunities to gain skills outside of work, such as via volunteering.
- how to create a culture that will give young recruits the opportunity to thrive. (CIPD, 2017)

It is also critical to invest in line managers who play a crucial role in helping young employees embed themselves within the organisation. For any employee, a good line manager is vital, however, for a young person new to the world of work, their needs can be different to those of a more experienced worker. As such, they might require a different level of support to navigate through those early days and it is important your line managers are equipped to deliver this and who also may benefit from Mentoring (CIPD,2017).

8. Engage

The business case for youth engagement is clear – Local Authorities need to engage with young people to develop a sustainable and adaptable future workforce. This is particularly important in the context of an ageing workforce where knowledge transfer is crucial. Helping young people in their transition from education to work is not just an issue of corporate responsibility; it is key to organisational success to help encourage greater levels of engagement with young people and secure future talent pipelines (CIPD, 2017)

8.1 Transition

There is a need for supporting young people during the transition from education to work (CIPD, 2017) which is corroborated in our discussions with managers and training providers. Over 900,000 young people aged from 16 to 24 are unemployed in the UK. The ratio of youth unemployment is far higher than adult unemployment and the gap is not decreasing as the economic picture improves. (CIPD, 2017)

Aside from harnessing young people's unique skills, attitudes and motivation in order to develop a future workforce, CIPD identifies that workforce diversity, providing different perspectives, skills and values boosts reputation as an employer of choice and that investing in young people to grow our own workforce is more cost-effective than trying to buy in skills and talent later (CIPD, 2017).

8.2 Apprenticeships

The most obvious starting point is recruitment and creating access routes for young people are Apprenticeship programmes. Our discussions with mangers has identified some future learning from their experiences to date in managing apprentices.

- Manager must be fully prepared for the placement and clear on the persons skill set, their qualification timeframes and the link to the duties of role.
- A support plan must be in place to reflect this and this requires input from all parties.
- Apprentice must be clear of the expectations of them and actively supported on the job by manager and mentor.
- Consider the use of group workshops to assess an individual's strengths rather than rely solely on a 1:1 interview.
- Induction process is critical and should be tailored to young people and clear on expectations of service/council.
- Ensure the right number of placements are appointed to ensure service can support them
- Appoint the right number of apprentices to ensure as far as possible that they can be retained at the end of their apprenticeship to maximise on the investment made in them by organisation, training provider, manager, the team and by the individual themselves.

8.3   Continued Investment

Continuing to invest in young employees once they join is also key to ensuring they are equipped for success (CIPD, 2017). Managers have told us that whilst this is often very time consuming, and often a challenge, it reaps the benefits. Regular, weekly, constructive feedback is very important to young people and has a transformative effect on their development and throughout the workplace, creating a consistent flow of communication that would not be found between disengaged employees. (USG,2015).

There are few things more critical in developing people and creating an effective, innovative workplace than fostering employee engagement. An engaged employee views his or her position as more than just a means to earn money—they feel a sense of duty to make your organisation greater than the sum of its parts and their actions will motivate their colleagues. Employee engagement elevates the atmosphere of your workplace to one in which every contributor is focused on the long term success of the organisation as a whole. (USG,2016)

Wider workforce engagement is also a key factor in career development within organisations and while it may seem obvious that engagement should be a crucial aspect of any business environment, the reality is that fewer than 1 in 3 employees are actively engaged. Research shows that shows 69% of employees plan to stay at their current job regardless of how engaged they feel. The result can be a lacklustre workforce in which a majority of employees, even ones with exceptional competence, talent, and training, may never perform above and beyond the mere obligations of their job descriptions. Taking steps to combat a lack of engagement will lead to real, tangible improvements within the sector (USG,2015).

Developing a skilled, flexible and sustainable future workforce requires Workforce Planning. Whilst balancing shrinking or non-existent training budgets, with much reduced wage budgets it is not perhaps surprising that managers in local authority teams do not have the capacity, financial resources or skill set to develop long term workforce plans, when in turn impacts on opportunities for developing not only young people, but their teams and themselves as manager.

We found that most young people are in casual, or short-term contract roles within Local Authorities. We are told that often has the unintentional impact of potentially creating barriers to development for young employees. Given service area resource pressures, the young person's development whilst employed on a casual or short-term contract may not be seen as a priority especially where they have been recruited to plug a long term resource gap in an already stretched team. Priority for development or release for training may be prioritised to those employees who are longer serving members of the team, and arguably where the anticipated return on investment will be greatest, given budget constraints.

9.1 Training Resource Budgets

Training budgets are one of the first things to be reduced in times of organisational financial pressure (REF). According to LGA annual workforce survey the median gross training expenditure among local authorities fell from £194 per employee in 2010/11 to £134 in 2014/5. (Mansfield, 2016)

To counter this, many Local Authorities have tried to utilize the various work-based training programmes being driven by Welsh Government including unpaid Traineeships, Apprenticeships, Work Ready and Jobs Growth Wales all aimed at supporting learners aged over 16 and delivered by a network of WG Approved providers

However, where there are schemes funded by Welsh Government which reimburse employers for a proportion of the wage cost, Local Authorities and the public sector are generally not eligible to apply (WG, 2016) leaving the full cost of recruiting young people to posts including apprenticeships, trainee and graduate posts, to be borne by the local authority, whereas other employers can often benefit from a contribution to salary .

9.2 Apprenticeship Levy

With the arrival of the Apprenticeship Levy in April 2017 there is a renewed political and business case for increasing the amount of apprenticeships within organisations in order to get maximum Return on Investment (ROI).

Apprenticeships in Wales are a way to earn a wage and work alongside experienced staff to gain job-specific skills**.** Coupled with additional training from a partner training provider, the individual will work towards nationally recognised qualifications. Anyone who is over 16, living in Wales and not in full-time education can apply. An

apprenticeship provides essential job-specific skills, knowledge and professional qualifications at least at Level 2 from the Credit and Qualifications Framework for Wales (CQFW). Support is available toward the cost of training and assessment (not the wage) (WG, 2016)

In order for Local Authorities to maximise the return on investment on the Apprenticeship Levy our research shows that Local Authorities need to increase the number of existing staff able to access apprenticeship qualifications at all levels and increase the number of all age apprenticeship posts.

In order to progress at apprenticeship level an individual needs a role that enables them to do so, and one that is longer term ideally. Young People cannot commence their workplace vocational qualifications via an apprenticeship qualification at the Foundation Modern Apprenticeship Level 2 (equivalent to GCSE) via a casual contract or short term contract of less than 15 months. Additionally, they cannot progress their development via Apprenticeships and Higher Apprenticeships without a longer contract of between 2 and 4 years for Modern Apprenticeships (at Level 3) or Higher Apprenticeships (Level 4 and above) or Trade Apprenticeships.

In developing apprenticeship roles, managers suggested that local authorities should:

- Consider the use of council wide projects to supplement service specific roles
- Consider longer term posts for longer term development
- Consider apprentices as part of succession planning not just a free resource, and identify training needs, identify future leaders and talent mapping.
- Ensure apprentice receives appropriate training relative to the role and their skills sets. Many training budgets have been cut.
- Set enough aside time to support development of individual (and manager/mentor)
- Review learning throughout the placement to identify any change in learning needs and also the future learning needs
- Set up a network run by past trainees or apprenticeships to develop talent/leadership development.
- Offer to enrol young people in Duke of Edinburgh schemes to learn new skills and help develop progression or entry route to university.
- Encourage Peer to Peer development opportunities and enable young people to teach their skills to older employees.

9.3 Manager Discussions

As part of the research, we felt it was important to interview managers to determine both their experience (if any) of working with 16-24 year olds and identify any lessons learnt. With the exception of one, all managers interviewed had experience of working with 16-24 year olds. The Manager with no experience is currently exploring the idea of apprenticeships triggered by the new Apprenticeship levy and to assist in achieving their corporate social responsibility. The outcome of the research is below.

Where managers had experience of working with 16-24 year olds, all were placed

through the apprenticeship scheme. One manager had also engaged in the FMA scheme in addition to apprenticeships. The responses in relation to the how they found the experience varied from being '*challenging*' to being '*enjoyable*'.

Placements described as challenging and awful, were found to be as a result of:

- The Manager was not appropriately prepared and unclear of the apprenticeship's skills at the start of the placement.
- There was little understanding of what the young person needed to gain the qualification, the amount of time within the work setting which should be dedicated to their learning and the level of support required.
- They felt the apprenticeship also lacked an understanding of the expectations of them and an understanding of working for a Council.
- That the apprentice lacked enthusiasm, interest and value of the opportunity given.
- That the placement and the job content was not aligned.
- That the Council do not look at apprenticeships on a bigger picture basis and there was no common purpose (just service specific). To support the young person's development they felt it would be beneficial to have Council's wide projects to understand working life in the Council. This manager also felt that they had no support from the Council or external agency and developed their own training schemes for the young person.

The above suggests a gap in understanding between the 3 parties involved – the agency, the apprenticeship and the manager.

Where managers described their experience as good, they found it enjoyable to see the young person develop and gain self-esteem in the workplace. Interestingly they found that they were appropriately prepared for the placement commenting that there was a scheduled work plan in place and scheduled discussions and feedback sessions. Apprenticeships were also aware of internal procedures i.e. Induction, Supervision arrangements early on. One manager also met with the apprentice at the start of their placement to ensure there was an understanding of their aspirations and what could be done to support them.

Two of the managers were also involved in the recruitment process. There was also evidence that the apprentice settled in quicker in successful placements, but in both cases the apprentice had worked previously before starting their placement (one in retail and one volunteer work).

Where placements struggled initially but were eventually successful, the manager described the process as a learning curve.

Below is an overview of the benefits and challenges managers have identified

Benefits/Positive Elements/Rewards	Challenges
Evidence of development throughout the placement and demonstration of the necessary skills. Benefits to the service was additional capacity within the admin team	Managers are not provided with a clear understanding of their skill levels, the skills and/or experience they need to gain their qualification and the amount of time within the work setting which should be dedicated to their learning. Managers are not aware of the level of support required. Need to micro manage
Great to have young people working in the team as it can invigorate other staff members. Innovation/new ideas are bought in It had a positive effect on staff members as they can help people develop which is very rewarding to all	Having to help applicants through the challenge of transition from school/college into the work place. Being available to help with mentoring and supervision on a regular basis due to work commitments. Trying to identify the placements main areas of interest and to ensure that the area is developed to its full potential. Within small teams work/time constraints can prove difficult which can often interfere with planned training/supervision periods Making sure that the placement feels sufficiently comfortable within the workplace during the first month or so and they are confident and assured enough to ask for assistance/guidance.
Brought the team together to focus on someone's learning. Encouraged them to experience adding value to projects to boost morale. Allowed us to use the skills of the young person to support work that other staff can't do due to workload.	Social events needed extra thought/rearranging. Social inclusion of apprentice is important so they feel engaged. Ensure you place the apprentice in the right position to ensure that are not out of their depth. Timekeeping within the first 3 months is a problem.
Apprentice takes on some work	The immaturity and emotional baggage which is bought with the placement. Slight negative was that it was time consuming
Develops a good grounding into admin work, benefiting in budget savings.	Lack of enthusiasm/interest, total disregard for colleagues, lack of appreciation of the opportunities given.
Extra pair of hands covering specific	Would have been nice to have had more

roles. Freed up time on planning regulations.	involvement with ACT assessors so they could see the planning of the work
Lovely to have an addition to the team. Enjoyed supporting someone at the start of their career.	Finding tasks which the apprenticeship could be left to do was difficult. Had to shadow constantly.
Brings new skills to the authority Fresh Learning Good for succession planning Cost can be expensive but you will see a return Better resilience, need a mix of young and older workforce	Quality of the individual Sometimes wrong ability has been placed with the wrong trade.

9.3.1 Coaching and Mentoring

As part of the interview we wanted to consider managers experience in terms of engaging 16-24 year olds. All except one of the successful placements had incorporated an element of either coaching or mentoring into the placement. Where coaching was not part of the placement, meetings were held to discuss expectations so there was an element of communication and training. Coaching was also incorporated into the placement where the individual struggled in the beginning but the placement was successful in the end.

Where an element of coaching and mentoring was incorporated, one manager highlighted the importance of ensuring the right mentor is allocated. This manager explained that he had experienced where the wrong mentor had been allocated and explained that the mentor did not bring that person on. It was also important to link the coaching to the college/training provide training.

Conversely, where the placement was not successful, coaching was requested by the manager but not delivered. However, the manager felt that an element of coaching may have been undertaken on study days. This suggests a lack of communication between the parties involved (Council, external provider and apprentice). Where coaching was provided but the placement was unsuccessful, the apprentice lacked enthusiasm and interest.

9.3.2 Additional training

The majority of responses regardless of whether the placement was or was not successful had incorporated an element of training into the placement, although this was only corporate training or service specific. One manager where the placement was not successful felt that the additional training was only what they had organised. Only two responses (both where placements were successful) had support from the external agency in terms of training.

One manager put forward a suggestion to look at introducing fast track training for individuals to promote their development.

9.3.3 Sufficient support from the organisation received?

Where the placement was unsuccessful managers noted that there was insufficient support from the external provider or there was a very poor working relationship.

Where the placement was successful, external providers engaged well in the placement however one manager felt that support decreased after the early stages. In addition, support was provided in more than one case on a corporate level which helped managers.

One manager had regular meetings with both the training provider and mentor which they feel assisted the process.

One manager felt that greater feedback from all parties however should be encouraged and there needs to be better connections with the college/training provider and the Council.

9.3.4 Transition

All responses highlighted difficulties in terms of managing the transition between school and work. Problems included:

- Evident apprentice not aware how to conduct themselves in the workplace, conduct issues
- Timekeeping is a problem
- Not understanding that they are being monitored for performance during placement/No exploration of role by the individual.
- Struggled with the rigidity of the workplace
- Culture shock
- Emotional wellbeing needs monitoring – more support needed.

Only 2 managers responded to say that the transition was successful, however both apprenticeships had previously worked, either in other employment or volunteering whilst at school.

9.3.5 Appointment process

Where the placement was found to be '*challenging*' and '*awful*', the manager was not involved in the interview process. One responded where the placement failed was not involved in the process but a colleague was.

Where managers had been involved in the process, they felt it benefited the process as both parties were aware of what can be offered as part of the placement. In terms of how the process could be improved, one suggestion was to introduce a group workshop to assess the individual's strengths rather than rely solely on interview.

9.3.6 No experience

One manager which was interviewed as part of our research had no experience with taking on apprenticeships, trainees or implementing a graduate scheme, however this was something that they wanted to pursue. When asked what had prevented them previously, they explained that this was due to a lack of clarify on who to speak to etc. They explained that they would find it useful to have more information on the schemes which are available and the mechanism of the process to appoint.   To support the process they also found it useful to hold open days where young people can have advice on the process and support with interviews, form filling etc.

9.3.7 Lessons learnt

In addition to asking managers to describe their experience of working with 16-24 year olds, we also felt it was important to gain feedback on the lessons learnt.

These responses are direct quotes:

- "Need to have a base line indication of skills set and level of ability"
- ""Need to ensure that all staff within the team are fully engaged in the process, not just the apprentice and the manager".
    - "Need to commit time and effort in the persons development"
    - "There is a great sense of achievement gained from all parties involved if the person moves in to full time employment or if they have gained skills that will help them progress in the future",
    - "Need to improve communication with external training providers"
    - "placements (in service area teams) should be accepted by the team voluntarily and not made compulsory as this has a negative effect".
    - "provide more guidance to applicants regarding interview techniques, writing CV's".
    - "we need to develop the skills of the apprenticeships further "
    - "Managers should ensure they have enough capacity to meet the number of apprentices placed with the service".
    - "Managers need to be more prepared in the work planning/workload of the apprenticeship."
    - "All young workers should be allocated a mentor"
    - "the organisation needs to understand that being a mentor is an important role and support for the mentor is also important" "the organisation should review the learning throughout the placement to provide additional support where needed and to pilot the young persons future within the organisation".

On suggestions of how to change going forward:

- The Induction process should ensure that the young person is clear on the expectations of the service. Need to clarify with the provider what support they will be providing to the young person
- Establish a structured approach to training and development across all sites
- Allocate a mentor (from another department). Role will be to support the

apprentice but also to show work outside of their own service area.

- Introduce a separate induction – need to know how to talk to young people
- Involve apprentices in Council wide projects.
- Set up a Leadership Café approach for and run by trainees/ Look at leadership development from an early point in their placement.
- Offer to enrol apprentices in Duke of Edinburgh Gold Award scheme which can help develop with University entry and learn skills such as teamwork, communication and resilience.
- Identify how their needs differ from other employees.
- Ensure the right number of placements for the service to ensure you can support them.
- Incorporate an element of future planning of the link between the actual role which the apprenticeship is carrying out to the requirement of the actual qualification.
- Look at leadership development from an early point in their placement
- Need to promote careers in local government to schools, colleges, and universities.

What are the differences between their needs compared to other team members?

- Employees have better understanding of the role. Apprenticeships need more direction
- Lack of understanding on how the workplace operates
- Apprentices require more supervision and mentoring
- Apprentices need more time than other team members
- Apprentices need more emotional support
- Apprentices have a lack of awareness
- Need more training.

On what can the organisation do better?

- Introduce a Mentor programme for all apprenticeships
- Have a dedicated contact point
- Set up regular meetings with manager/supervisor to monitor progress and ensure the young worker is happy.
- Ensure Managers are aware of how to talk to young people.
- Consider employing an apprenticeship manager. Where this post is not in place, the process has been described as '*becoming segmented'*.
- Ensure that there is a role for the apprentice in the service so both parties benefit.
- Introduce an improved Development Programme
- Need to look at what skills are required and identify what are the skills of the young person.

Retain

Some local authorities surveyed have specific work experience, apprenticeship, graduate, trainee or other programme designed to appeal to young people under the age of 25. Often these have no guarantee of future employment with the organisation, so whilst the authority invests in the individual, often these then leave at the end of the apprenticeship period if they are not able to secure a post within the local authority.

Whilst this benefits the individual and other employers in the local economy this is not the best return on investment for the local authority and the manager who have invested time, money and expertise into developing the individual.

Our research shows that if local government and local authorities develop the approaches set out in this report to Attract, Recruit, Engage and Develop young people they are more likely to retain them.

However, this can only happen if the local authorities consider the impact that short term or temporary contracts are having on young people. The sector needs to review the impact of recruiting young people to short term contracts, and the longer term impact on their development and progression if local government is to retain young people within the workforce.

This needs to be an evolving process to keep pace with future demands (Gen Z) and the retention of young people within our organisations will support local government to be able to respond to future workforce challenges with the next generations.

10.1   Recognition and Feedback

Millennials often expect frequent communication and feedback from managers, and can quickly become disengaged from their role and the company itself if this does not prove to be forthcoming. They often seek out feedback as a way of growing within their role and ensuring that their work is valuable to the wider team and company. Employee recognition in any shape or form is therefore of significant importance (Cascade, 2016).

10.2   Career Development

With the average millennial employee often spending less than two years in a role, career advancement is therefore key to employee retention. A generation unafraid of moving on if they feel they are not advancing up the career ladder fast enough, millennials tend to also quickly disengage if they feel that their work isn't providing wider value within the working environment. Managers can aim to keep millennials motivated by providing as many training opportunities as possible, as well as stressing all available avenues for advancement (Cascade, 2016)

10.3 Flexibility

Many organisations often fail to take into account that millennials represent the first generation of digital natives – technically literate, the need to be tied into a nine to five office-based schedule can often feel dated and out of touch to their way of thinking. When drafting flexible working policies, HR managers may find that they generate more productivity from employees if they can allow the freedom to work remotely or from home whenever possible, and that creating a casual office environment that encourages and promotes team working can go a long way towards improving overall engagement levels. (Cascade, 2016)

10.4 Adapt management styles to meet generational expectations and needs

No two generations are the same. The attitudes, passions, strengths and weaknesses of each generation are moulded by the world around them. Political influence, economic factors and technological change all converge and produce a new set of individuals who see the world in a way that generations before them never have. (Hearn, 2017)

Forward-thinking organisations acknowledge this. They know that this will ultimately impact the way they work and, as such, they adapt their company's processes to recruit and get the most out of younger generations. (Hearn, 2017)

Right now, millennials are the focus of most organisations, but there is a new generation just around the corner, ready to take the corporate world by storm. This is, of course, Generation Z, who will constitute a fifth of the workforce by 2021. Famously, Generation Z is the first to grow up completely immersed in technology. They are accustomed to abundant, free information and instant, real-time feedback. (Glassdoor, 2017)

As each generation becomes available for work, it will be increasingly important for the preceding generations to understand their expectations and needs and be able to adapt organisational process to continue to evolve to attract, recruit, engage, develop and retain engage young talent to develop a sustainable workforce of the future.

11.0 RECOMMENDATIONS

Whilst often local government cannot always compete on salary or benefits as other sectors, local government evidence and tap into what young people want most from a job or chosen career.

Young People tend to be most motivated by career progression (52 percent), more so than salary (44%) and senior officers in local government interviewed felt that the millennial generation of employees want to be given responsibility quickly, and want to have their ideas heard regardless of their rank of length of experience (Mansfield, 2016).

Research suggests a range of approaches to best engage with millennials and or Generation Z (GCS,2017) to tap into the ways that they work, which is differently to

those who would be line managing them e.g. 'baby boomers'. This can create a clash of culture owing to different generational values. (PWC,2017).

- The NLGA report found that it is important that Council's tap into what young people are looking for in an employer and actively market themselves to promote:
  - public service ethos
  - work life balance
  - as a vehicle of change e.g. via new ideas and use of technology.

- When developing recruitment strategies, a much more outward facing 'rebranded' Council is needed to attract and select the right candidates, emphasising the unique values associated with local government (Mansfield, 2016).

- Council's should become more outward facing and engage with the public to counter negative perceptions of working for a council. This must be seen as a fundamental to their drive to build a dynamic workforce from a range of professional backgrounds (Mansfield, 2016)

Additionally, as a result of discussions with managers we recommend.

- Ensure managers are aware of the learning needs and link these to the post
- Coaching and Mentoring should be assigned as part of placement.
- Allocate service area buddies so young people feel less out of depth
- Allocate a mentor outside of service area trained in mentoring young people
- Young People need greater support. Have a dedicated point of contact
- Seek support from all parties throughout process (all parties working together/good communication between all parties involved)
- Train managers in managing young people with no experience of work
- Support young people with the transition of school to work (conduct, timekeeping).
- Need to ensure that all staff within the team are fully engaged in the process not just apprentice and manager
- Ensure managers understand generational behavioural differences, expectations and aspirations.
- Provide regular (weekly) feedback on progress
- Review pay scales for apprenticeship schemes. Perhaps introduce incremental increases in pay as their skills develop.
- Understand the landscape, look at what comparable companies are offering
- Ensure all placements incorporate a structured personal development plan
- Ensure that young people are not just asked to perform basic tasks to maintain interest.
- Offer a range of taster days to enable prospective recruiters the chance to learn more about the sector they are wishing to enter into

- Have a dedicated training budget for external courses - this will not only help the placement but make them feel they are being invested in
- Support the placements throughout the entire duration in regards to seeking and gaining future employment.
- Get into schools and supporting schools with career fayres
- Promote current apprenticeships by asking them to tell their stories. Young people relate to young people
- Develop training courses to assist young people in the workplace and looking for future jobs
- Set up '*Junior pools'* so the apprenticeship can try working in different services.
- Promote what the Council does
- Promote further opportunities for the apprentice and consider a degree qualification.

11.1 Preparing for the Future

With Generation Z entering the workforce workplace culture and the relationship between manager and employee will be more important than ever. Traditionally local government has operated within a 'command and control', with hierarchical structures however organisational culture within local authorities is changing and need to continue to change to be ready for the future workforce , Generation Z will have a serious impact on the relationship between manager and employee. (Hearn, 2017). Research suggests that as a generation, they have high expectations and are unlikely to remain with an organisation if managers are aloof and detached. Many organisations in other sectors have already begun eliminating yearly performance reviews and replacing them with more regular feedback sessions. This is a great sign for Generation Z, who have grown up in an age where advice and feedback are easily requested and readily given. To keep their generation satisfied and motivated, managers will need to be constantly available.

Generation Z desire feedback regardless of whether or not it is good; they only ask that it is constructive and instructive. According to research 52% of Gen Z and Millennials believe honesty to be the most important quality in a leader, which means that managers will have to be specific with their feedback (Hearn, 2017).

Generation Z is also extremely project-oriented and efficient, as long as they know what is expected of them and how they are performing. For this reason, it is likely that weekly feedback sessions will become the norm. During this time, Gen Z employees and their managers should discuss current performance and any relevant issues, as well as both short-term and long-term goals. (Hearn, 2017)

Managers will have to be less hands-on. Though managerial input is important for Generation Z, as a whole, they are generally self-reliant. They work best with an element of personal freedom and don't wish to be micromanaged. For this reason, managers will have to act more as a coach than a strict authoritarian. (Hearn, 2017). Managers will get the most out of their Generation Z team members if they simply give instructions, then take a step back and allow them to achieve that goal without constant

supervision. On-demand feedback and check-ins will help to keep performance on-track, but hovering over shoulders will only result in frustration and disengagement. . (Hearn, 2017)

Work Life balance is important to young people. We no longer work traditional 9-5 hours. In surveys including a range of sectors, 24% of employees check work emails during their private time and one in three employees check their work emails every single day while on holiday . Similarly, we want to keep in touch and utilise social media at work. This is particularly true of Generation Z, who are regularly referred to as 'digital natives.' They have never existed in a world without mobile phones and computers and for this reason, they don't understand why there should be such a division between work and play (Hearn, 2017).

Organisations will need a clear route of progression. For Generation Z, career progression is a critical aspect of performance management. They are generally known for their entrepreneurial spirits; they are driven and want to succeed. They also place a huge emphasis on personal growth. This means that rather than trying to attract them with the promise of money, a larger focus will likely be placed on a clear path to leadership and Local Government should prioritise this if the sector is to have any hope of retaining determined, ambitious workers of the new generation (Hearn, 2017).

Generation Z want to know they're making a difference and this is evidenced by research we conducted. In a very significant way, work will play a large part in the average identity of a Gen Z individual. They don't just want a job that pays the bills; they want to know they are making a difference. They are more interested in following their passions than making money and, if they don't feel they are having an impact at their company, they are likely to leave for a company that will appreciate them (Hearn, 2017).

If Generation Z is to function well in an office environment, organisations will need to ensure that they don't feel like an anonymous, superfluous element. Good organisations will make efforts to show Generation Z employees that they're part of something big, and that they're an integral aspect that keeps it moving. For this reason, managers will be more likely to have contextual conversations with them regarding goals, and how individual goals align with overall corporate objectives. This will give them a chance to see how important they are in the scheme of things, which will help to keep them engaged — and ultimately, help your business . (Hearn, 2017)

Over 40.6% of young people state that a 'sense of purpose' is high priority for them together with an opportunity for career advancement. That sense of purpose is a key factor in their job satisfaction reiterates the message that young people care for others and their environment – they care about impact – and they want work to afford them the opportunity to learn and grow both professionally and personally. In all, it reinforces the idea that they have a strong social consciousness and that according to young people, the most important contribution that businesses make to society is to "create jobs" (30.5 per cent) – which Local Authorities should leverage (HRReview, 2017)

Concerning young people's own experience, business can do three things to create a youth-friendly culture in the workplace: provide "opportunities to contribute to vision

and strategy" (41.4 per cent), offer "mentoring and reverse mentoring" (34.3 per cent) and ensure there is a culture that "accepts failure as a learning experience" (33.9 per cent). The next most popular choice is to allow "self-managed work schedules" (25.2 per cent) (HRReview, 2017).

12 CONCLUSION

This report has established the context and the risks to the sector if workforce planning is not prioritised, and specifically the sectors ability to attract, recruit, engage, develop and retain young people under the age of 25. We have identified a range of actions that our research suggests are necessary in order to secure our future workforce. These actions form a Roadmap that can assist local government in the journey to attract, recuit, develop, engage, and retain 16-25 year olds.

To ensure that the work of individual local authorities achieves best return on investment, given constrained resources, our research suggests that local authorities would benefit from the support of a national workforce plan and a national approach to promoting the varied career opportunities that the local government sector in Wales can provide, and promote the elements of the sector that taps into attracting our future workforce.

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