



**CASE STUDY 43**

**Type of Program**

*Community*

**Date established**

1996

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**Name of program**

*ScottishPower  
Learning's  
School-to-Work  
Transition  
Programs for  
Community Youth*

**Skills developed**

*Fundamental  
personal  
management  
Teamwork*

Effective practices in building skills to enhance corporate  
and community economic capacity

# SCOTTISHPOWER LEARNING'S SCHOOL-TO-WORK EDUCATION AND TRAINING PROGRAMS

*Empowering socially excluded youth and  
building future managers' leadership,  
communication and social skills*

*Winner, Global Best Award  
for Corporate Leadership, 2001*

BY KURTIS KITAGAWA, DOUGLAS WATT AND RON YACHNIN

*August 2001*



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Case Study

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# SCOTTISHPOWER LEARNING'S SCHOOL-TO-WORK EDUCATION AND TRAINING PROGRAMS

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▶ *ScottishPower made the connection between change and the levers of change at the organizational level as well as at the individual employee's level.*

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ScottishPower Learning leverages its approach to supporting lifelong learning for its employees by contributing its comparative advantage in this area to the communities in which it operates. It thereby uses its resource commitment to education to build human resource capacity within its own organization, and also pursues alongside with this its efforts to support individual development within the community, particularly among youth.

## **Background**

### **About ScottishPower**

ScottishPower serves approximately seven million homes and businesses across the United Kingdom and the northwest United States. The group's activities cover electricity generation, transmission, distribution and supply in both the United Kingdom and the United States, as well as gas supply, water and wastewater services in the United Kingdom, and mining in the United States. ScottishPower and its subsidiaries comprise one of the 12 largest electricity groups in the world, with a market capitalization of £9 billion, and over 22,000 employees.

ScottishPower's policy relating to investing in learning evolved in response to changes in its operating environment. Until 1990, ScottishPower was a publicly owned, state-driven utility with a geographically specific market. In 1990, the electricity industry was deregulated and ScottishPower was privatized. After 1990, in other words, ScottishPower had to operate as an investor-owned electric utility in a highly competitive, and increasingly global, marketplace.

The changes associated with privatization generated many challenges for ScottishPower and its employees. Downsizing inevitably placed pressures

on employees. Fewer people were expected to do more work, creating additional demands on employees, and capping salaries did little to encourage incentive.

More than at any other point in its history, ScottishPower needed to be the type of organization that could change quickly to capture emerging opportunities. The company required employees who were not only able to change with the organization and its customers, but who were also willing to do so. But becoming open to change relates fundamentally to people's hopes and fears. ScottishPower therefore undertook to cultivate an environment in which change is not feared and where people feel ready to accept changes of role and enhance their skills accordingly.

Put another way, ScottishPower made the connection between change and the levers of change at the organizational level as well as at the individual employee's level. Organizations can change only if their people are willing to accept and embrace change. Individual employees, in turn, can do so only when they are confident in themselves and the skills they have to contribute. Self-confident, motivated employees look at their skill sets as valuable commodities that they can market. They drive their own skills development to add value to the contributions they make.

But ScottishPower was making changes due to the deregulation of the electricity sector and the privatization of

ScottishPower's objectives cascade down from its vision statement, and include a focus on competitiveness and growth, employee development and community development.

Restoring employee confidence and positioning ScottishPower in a newly deregulated environment became top priorities.

their operations. And these changes were undercutting a traditional source of employee confidence: job security. Increasingly, the best job-confidence builder was becoming each individual employee's own skills and abilities. ScottishPower and its employees recognized that job security came from having the right combination of technical skills and knowledge on the one hand and a broad base of employability skills (e.g., the ability to work with people, or to look an employer in the eye and say "No," "Yes," or "Help me").

### Objectives

ScottishPower's objectives cascade down from its vision statement, and include a focus on competitiveness and growth, employee development and community development. They are:

1. To make ScottishPower a sustainable and growth-oriented, globally competitive company that provides its employees with a positive working environment and supports the communities in which the company operates.
2. To foster within ScottishPower a culture of lifelong learning that:
  - increases motivation and flexibility across the workforce;
  - benefits both members of the community and ScottishPower staff;
  - improves economic development in socially deprived areas; and
  - enhances the leadership skills of future ScottishPower managers.
3. To add value to those making labour market transitions by providing a business perspective on the world of work and employability and by strengthening and reinforcing messages from education (for example, regarding the importance of being able to communicate and work with

others). More specifically, ScottishPower Learning seeks to:

- increase the self-awareness of excluded or soon to be excluded young people;
- develop their employability;
- help them become employed; and
- improve their potential contribution to their local communities and to society as a whole.

### Groups served

- ScottishPower staff, particularly those identified as being potential future managers;
- ScottishPower family members;
- community members;
- young people aged 15–25, particularly those from socially deprived areas, and;
- excluded young people.

*ScottishPower's approach: integrating and articulating corporate vision and values into actions*

Restoring employee confidence and positioning ScottishPower in a newly deregulated environment became top priorities. In order to create favourable conditions for building an improvement-oriented workforce that is open to change both during and after privatization, ScottishPower began to place greater emphasis on staff training and development so as to affirm employees' skills. The company marketed training not as a punishment for poor performance (something that people who feel their skills are inadequate or no longer valued tend to fear), but rather as an opportunity for growth and improvement.

ScottishPower set up an Open Learning Centre for staff to use for their own personal development rather than for job-related development. It also invested in an occupational health and

*The hallmark of ScottishPower Learning's approach is the company's focus on meeting the needs of individual learners.*

wellness service, again supporting the overall, ongoing well-being of their employees. And, very significantly, the company developed partnership agreements with unions in one of its divisions (Power Generation). These agreements established a collaborative decision-making process relating to training and development—an important step in setting up workplace education programming that is, in an important sense, owned by employees.

Then, in 1996, ScottishPower created ScottishPower Learning (SPL), a separate division of ScottishPower, which operates in three sites in the United Kingdom. This was a joint initiative between ScottishPower and the company's trade unions that was intended to permit people in the community to learn at the company's training and learning centres. ScottishPower Learning has a threefold impact: it helps shift company culture for improved competitive performance; it helps rebuild the confidence of socially disenfranchised individuals by offering them a combination of encouragement, training and quality work experience; and it provides ScottishPower staff with a means of taking charge of their own personal development while supporting the Training and Development functions within the business units.

ScottishPower's entire approach to training and development was, and continues to be, built on three of its core values: providing a positive working environment; the creation of a culture based on teamwork and leadership; and supporting the communities in which the company operates. As much as possible, ScottishPower accomplished these objectives simultaneously. For example, by enabling young ScottishPower staff to participate in SPL programs, the company not only builds

human resource capacity within its own organization, but also helps individuals in the community realize their potential.

The hallmark of ScottishPower Learning's approach is the company's focus on meeting the needs of individual learners. This is how it leverages its comparative advantage in training and development for the benefit of its employees and members of its workforce.

In large measure, ScottishPower Learning uses a three-step process. The first stage in the process is to conduct employability assessments. The second stage is to design and deliver a learning activity based on the assumption that, to be effective, a learning intervention needs to be supported to the point where the prescribed change is effected in the individual learner. The goal of all learning activities sponsored by ScottishPower Learning is to increase the likelihood that a given individual will be successful in the workplace.

The third step is to engage learners, which accomplishes two purposes. The key to engaging people lies in providing context and relevance for their learning experiences, and in recognizing and accommodating different individual learning styles as well as in making the rewards for engaging and participating in learning experiences consistent with the rewards for successful performance in the workplace. When learning is relevant (i.e., when learners understand how something they are learning will help them in specific situations) and recognition is focused on what counts as achievements in the workplace context (e.g., verbal communication skills, qualifications, positive attitudes, motivation to contribute), learner confidence and motivation naturally flow.

*The key to engaging people lies in providing context and relevance for their learning experiences.*

Working in a group with totally mixed abilities helps people learn how to deal with each task in a way that is meaningful for everyone. ►

Underpinning this entire process is ScottishPower Learning's objective of providing participants in its programs with transferable learning experiences that will set them up for success in terms of their future workplace performance. The single most important added value that the company delivers in this regard is creating an environment where skills are easily transferred from one context to another.

According to Paul McKelvie, SPL's programs are based on the premise that

"being part of a team and sharing similar goals and objectives, where everyone pulls together for the same reasons, rather than always been cared for and looked after, is a great learning and personal development exercise. Working in a group with totally mixed abilities helps people learn how to deal with each task in a way that is meaningful for everyone. Working with others helps people see things from someone else's perspective, which is applicable to whatever a person does and whomever they do it with."

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### ScottishPower and Corporate Social Responsibility

By recognizing the interconnectedness of the financial, social, economic and environmental domains of its business, ScottishPower demonstrates a thorough and integrated approach to Corporate Social Responsibility (CSR). ScottishPower's orientation toward CSR places a strong emphasis on social equity. Furthermore, its orientation to CSR is embedded at the highest levels within the organization, including through a number of accountability mechanisms involving its Board of Directors.

ScottishPower's aim is to be an active contributing member of the communities in which it operates. It seeks to make a positive impact on people's lives—both collectively through its operations as a company and individually through the enthusiastic support of its staff. This is manifest in a number of company objectives that relate to:

- measuring performance;
- building vibrant economies;
- developing partnerships, assisting local charities, donating time and funding;
- helping individuals or organizations with special needs;
- sharing business skills; and
- extending education.

*With respect to community:*

1. ScottishPower believes that education and the continuous development and upgrading of skills and knowledge are essential to the creation of vibrant, sustainable communities.
  - It has more than 300 New Deal places a year for 18–24 year olds (see section on the New Deal below);
  - ScottishPower supports over 500 community organizations; and
  - It believes that large businesses and social and economic development bodies are natural partners in the battle of regeneration.
2. ScottishPower staff provide the "engine" for most of its community activities through their energy, enthusiasm and commitment.

ScottishPower believes that education and the continuous development and upgrading of skills and knowledge are essential to the creation of vibrant, sustainable communities. ►



Scottish Power recognized early that the key to sustaining itself lay in retaining quality staff who are given opportunities to refresh and enhance their skills and knowledge on an ongoing basis.

Over 75 per cent of ScottishPower staff, their families and people of all ages from the local communities have made use of an Open Learning Centre.

- They give 360,000 hours of their time assisting local community projects;
  - Through their efforts, over 300,000 children have been taught to swim, and more than 2,000 young people have been given training.
3. ScottishPower believes that developing links with charities enables it to channel its funds and activities most appropriately.
- The company contributed over £6 million to community causes.

*With respect to the environment:*

4. ScottishPower believes that it has a duty to care for the environment and a responsibility to minimize the impact of its operations.
5. It manages its energy and water businesses with a view toward sustainability; and
6. ScottishPower has developed innovative approaches that integrate stewardship of sustainable development into hierarchies that are used to set targets and measure progress.

#### **Activities—Empowering employees, their families and their communities**

The focus of this case study is on ScottishPower Learning's programs to help community youth build their skills, get workplace experience and make the transition into the world of work. In order to give context to the discussion, it is important to understand ScottishPower's early and ongoing outreach efforts through its Open Learning Centres.

##### *Open Learning Centres*

Scottish Power recognized early that the key to sustaining itself lay in retaining quality staff who are given opportunities to refresh and enhance their skills and knowledge on an ongoing basis. To facilitate lifelong learning, ScottishPower established a network of Open Learning Centres.

While Open Learning Centres were initially created for the exclusive use of ScottishPower staff to study languages, develop computer skills and gain vocational and other qualifications, Open Learning Centres are now open to family members and others in the community, including schools, small businesses,

local charities, youth and unemployed adults. Open Learning Centres engage disaffected learners and help develop their self-confidence, work ethic and improve their attitude to learning. Today, ScottishPower has 51 Open Learning Centres spread across the United Kingdom, with eight more being developed in the United States.

- Over 75 per cent of ScottishPower staff, their families and people of all ages from the local communities have made use of an Open Learning Centre.
- Fifteen of the centres are designated as "IT for All" centres under the Department of Trade and Industry's initiative to develop computer skills in the community. These centres are similar to Canada's Community Access Program (CAP) sites.

ScottishPower's Open Learning Centres provide a common channel for employees and members of the broader community alike to take charge of their own development. At its Open Learning Centres, ScottishPower makes available in print and electronic formats a Personal Development Planning Manual that can be used to help individuals identify development objectives and

ScottishPower's Open Learning Centres provide a common channel for employees and members of the broader community alike to take charge of their own development. ►

Developmental activities focus on employability skills common to all jobs, such as communication (including IT), assertiveness, problem solving, teamwork and the ability to understand and complete a task. ►

maximize the benefits of participating in different developmental processes, and where to seek additional support if required.

#### ScottishPower Learning

ScottishPower Learning (SPL) is ScottishPower's most far-reaching community initiative to date. It enables the company to make a positive contribution within the communities it operates by developing the skills and confidence of ScottishPower employees and community members, reducing unemployment, and contributing to community pride and spirit. What makes SPL so effective is that it recognizes that there is no single learning solution to suit every individual need.

Through a network of partnerships and strategic alliances, SPL works closely with community organizations that understand the needs of individuals requiring extra help to prepare for the workplace, including people who have

left school and adults who have been out of work for a period of several years. By helping these individuals acquire new skills and the confidence to pursue their ambitions, new opportunities are created for them, as well as for their families and communities.

SPL supports youth skills development through three leading initiatives:

1. Education transition programs for 15–18 year olds;
2. Pre-vocational training for 16–25 year olds; and
3. Vocational training for 16–25 year olds.

Both the Skillseekers and New Deal programs are evaluated to monitor the:

- quality and appropriateness of the training provided;
- destinations of clients upon leaving programs (i.e., their success rate in helping participants enter permanent employment or further education and training); and
- progress of each individual participant.

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### ScottishPower Learning Programs

#### 1. Education Transition Programs for 15–18 year olds

Chief among SPL's education transition programs is the company's *School-to-Work Transition Program* for school leavers. This program focuses on less academically inclined pupils and uses skills assessment techniques used in business to measure school drop-outs' readiness for the world of work. Under the School-to-Work Transition Program, those who have left school discuss their performance and skills with a member of SPL's staff and collaborate with their SPL advisor to develop an individually tailored training plan to improve their employability skills keyed to the 900 staff training courses that SPL currently offers at its Open Learning Centres. Developmental activities focus on employability skills common to all jobs, such as communication (including IT), assertiveness, problem solving, teamwork and the ability to understand and complete a task.

To date, more than 350 school pupils from across the United Kingdom have benefited not only from using proven skills assessment methods, but also from participating in SPL business training solutions customized to meet their needs.



Students participate in a series of developmentally related exercises designed to judge their potential strengths and weaknesses from an employment perspective. ►

Pupils engage in one-on-one interviews with ScottishPower staff and produce individual training plans that focus on transferable abilities such as communication, teamwork and IT skills, which are vital components in today's world of work. ►

#### Four-step process

Under the *School-to-Work Transition Program*, those who have left school participate in a four-step action process. In Step 1, students participate in a series of developmentally related exercises designed to judge their potential strengths and weaknesses from an employment perspective.

Next, in Step 2, pupils complete a questionnaire to identify their IT training requirements, take part in a mock interview and develop an occupational interest inventory.

Then, in Step 3, pupils engage in one-on-one interviews with ScottishPower staff and produce individual training plans that are not specific to any one type of career, but focus instead on transferable abilities such as communication, teamwork and IT skills, which are vital components in today's world of work.

Finally, in Step 4, pupils are brought into the workplace to carry out their developmental plans, while mixing with employees and exploring careers.

Other SPL education transition programs include the company's Education Action Zones, which provide employability assessment and skills development for those who have left school and IT skills training for teachers. SPL assists teachers by offering support, guidance and training opportunities through its Open Learning Programs that are linked to the curriculum so that they can be used in the classroom.

A third education transition program relates to SPL's support for four school-based learning centres in the United Kingdom. The learning centres link pupils with on-line tutor support for their subjects, provide personal development training courses necessary to enhance school leavers' employability (e.g., presentation skills, how to work in a team) and help break down social barriers when pupils mingle in an Internet café setting at lunch and break times around IT hardware financed by SPL.

**2. Pre-vocational Training** for 16–25 year olds is aligned with government training programs.

SPL delivers this training in partnership with the Prince's Trust Volunteer Program (PTVP). This 12-week personal development program is designed to improve the confidence and employability of young unemployed people through a series of team development activities. PTVP helps approximately 12,000 unemployed 16–25 year olds develop the communication skills, personal confidence, awareness of workplace culture, self-discipline and motivation they need to succeed in the world of work. Young people are given an opportunity to join a team of about 12 others, spend a week away from home and take part in challenging learning and development programs. Teams develop their own community projects, gain qualifications (e.g., a City and Guilds Profile of Achievement certificate with National Vocational Qualification Key Skills unit credits), get work experience and develop confidence during a residential week of outdoor activities.

The results have been very encouraging. Twelve months after completing their course, 77 per cent of all participants were employed or were in further education or training. Of those who were already employed when they started the course, 55 per cent were promoted at work. Finally, more than 90 per cent of employers stated in a recent survey that the program met or exceeded their expectations.

Employees identify in advance the skills they want to develop, many of which are linked to the core competencies of the organizations they work for. ►

### Opportunities for Employers

The PTVP offers employers the opportunity to develop their own staff through a number of structured program activities. For example, groups of employees engage in challenging projects that benefit the communities within which they work and live. Employees identify in advance the skills they want to develop, many of which are linked to the core competencies of the organizations they work for (such as communication, leadership, tolerance and taking responsibility). ScottishPower has successfully embedded the PTVP into its graduate development program, allowing graduates to gain a new breadth and depth of development.

### 3. Vocational Training for 16–25 year olds

SPL delivers vocational training to young people who have difficulty finding work. SPL's training programs are aligned with two government training programs, namely, *Skillseekers* and the *New Deal*.

#### *Skillseekers Program*

The Skillseekers Program focuses on 16–17 year olds who have left school and who have limited academic qualifications. The program combines job search training and work experience along with confidence and self-responsibility building and accredited vocational qualifications to prepare participants for sustainable employment. SPL has trained over 700 Skillseekers from across the United Kingdom, over 70 per cent of whom have moved into permanent employment or further education and training.

Young people participating in Skillseekers are rigorously screened. Selected youth are only those who:

- have limited academic achievement;
- live within an economically deprived area;
- demonstrate previous difficulty in finding employment or other training;
- have the potential to gain the maximum benefit from a specific vocational program; and
- have a positive attitude and demonstrate a willingness to learn.

The Skillseekers Program is regularly evaluated by staff, who conduct induction, quarterly and exit interviews with Skillseekers.

#### *New Deal Program*

The New Deal Program focuses on 18–24 year olds. It was established by the U.K. government specifically to increase the employability of youth who have been out of work for more than six months. The program offers four possible routes: full-time subsidized jobs; education and training; participation in an environmental task force; or voluntary work. SPL has supported more than 500 young people through the New Deal Program, which enhances their clients' skills, opens new horizons for them and increases their chance of employment.

New Deal clients also go through a well-supported gateway process before they are placed with an employer, and they are interviewed regularly by staff. In addition, New Dealers benefit from coaching provided by ScottishPower employees where they are working.

Contracting organizations, whether companies or voluntary bodies, with whom New Dealers will spend six months, make a commitment to deliver training relative to clients' individual training plans.

#### Gateway process

The three-stage gateway process is operated by the U.K. government's Employment Services Agency.

In Stage 1, clients develop personal development plans under the guidance of personal advisors. Then, in Stage 2, appropriate placements are identified for clients based on their strengths, training needs and interests. Finally, in Stage 3, contracting organizations, whether companies or voluntary bodies, with whom New Dealers will spend six months, make a commitment to deliver training relative to clients' individual training plans. Work placements with training are offered in growth areas such as call centres, customer service and information systems.

The underlying principle of the New Deal is that the government supports work placements with training subsidies for employers, but leaves the actual training to employers. It is they who must train clients to an agreed-upon training standard (e.g., a Non-Vocational Qualification relative to clients' individual plans as a precondition for earning training subsidies).

#### Benefits/Effects of ScottishPower Learning's programs

##### *Individual learners in the community*

- enhance their employability and life skills, attitudes and behaviours;
- gain skill-based qualifications;
- build confidence to pursue their ambitions;
- develop skills in demand amongst employers;
- have supervised work experience;
- expand their career options;
- participate in training and development programs that match their individual needs;
- see how they come across to employers; and
- gain nationally recognized vocational and City and Guilds qualifications through their work

##### *Employees*

- enhance their employability and life skills, attitudes and behaviours by getting involved in the learning experience of others;
- gain recognition;

- take charge of their own training and development;
- follow their own agenda and create their own opportunities;
- participate in training and development programs that match their individual needs;
- learn out of desire; and
- unleash their potential

##### *ScottishPower*

- taps into its employees' creativity;
- captures employees' imagination and ideas;
- positions itself for competitiveness and growth;
- builds positive community relations;
- contributes to economic development in socially deprived areas;
- builds the leadership skills of future ScottishPower managers (new supervisors, for example, are given responsibility for guiding the development of Skillseekers in conjunction with SPL staff and external training providers);
- enhances motivation and flexibility across the workforce;

ScottishPower conducts regular reviews of all its education transition programs using recognized assessment methodologies to ensure that the training delivered matches the needs of individual learners.

- fosters a culture of lifelong learning within and outside of ScottishPower by creating and supporting new learning opportunities; and
- leverages its comparative advantage in training and development

### Measurement and Evaluation

ScottishPower has measurement and evaluation processes in place for all of its learning activities. Program evaluations differ according to the nature and intended results of each program. At a strategic level, ScottishPower is careful to ensure that the sum of its SPL activities combine to meet the company's overall business objectives, and that any new areas of involvement fit closely with its strategic objectives.

#### *Education and Transition Programs*

ScottishPower conducts regular reviews of all its education transition programs using recognized assessment methodologies to ensure that the training delivered matches the needs of individual learners. A rating system that tracks core/employability skills with individual pupils' career aspirations and training paths is used. In addition, an overall evaluation feedback methodology is utilized to improve the quality of education and transition programs.

#### *Pre-Vocational Training Programs*

SPL carries out regular evaluations of its pre-vocational training programs, such as the Prince's Trust Volunteer Program, to continuously look for ways of improving performance. In addition, SPL has a regular monitoring system that includes questionnaires for volunteers and team leaders participating in learn-

ing activities, designed to identify the successes and any challenges associated with the different programs. The Trust carries out an annual quality audit that looks at issues such as how SPL manages health and safety within its programs and the support it gives to people with special needs.

- Over 1,100 young people have benefited from SPL's Prince's Trust Volunteer Program.
- A recent survey found that 12 months after completing a PTVP course, 77 per cent of all participants were employed or participating in further education or training. Of those who were already employed, 55 per cent achieved promotion in their work.
- More than 90 per cent of employers stated that the PTVP met/exceeded their expectations and objectives.

#### *Vocational Training Programs*

SPL's vocational training programs are audited both internally and externally on a regular basis. External audits are conducted by recognized authorities, including the Training Standards Council, and the Scottish Quality Management System (SQMS).

#### *Scottish Quality Management System*

The Skillseekers and New Deal programs are administered centrally in each of ScottishPower's regions, and are evaluated to monitor the:

- quality and appropriateness of the training provided;
- destinations of program participants on leaving the different programs; and
- progress of individual participants. In addition,
- Skillseekers has a rigorous selection process to ensure that those selected

*Skillseekers has a rigorous selection process to ensure that those selected have limited academic achievement, live within an area of economic deprivation, demonstrate previous difficulty in finding employment or other training and have a positive attitude and willingness to learn.*

have limited academic achievement, live within an area of economic deprivation, demonstrate previous difficulty in finding employment or other training and have a positive attitude and willingness to learn.

- The Skillseekers program has had a high success rate, with over 70 per cent of participants moving into permanent employment or further education and training.
- To date, over 700 Skillseekers have trained across the United Kingdom.
- SPL has supported more than 500 young people through the government's New Deal program.
- Over 150 New Deal jobs have been filled within ScottishPower.

### **Keys to success**

#### *People*

- Have top level (CEO or senior executive) buy-in.
- Have trade union representatives as well as ScottishPower senior managers sit on the SPL Board of Advisers.
- Form strategic alliances with other ScottishPower businesses, trade unions and with external agencies (e.g., Education Business Partnerships, Career Services, Employment Services, Education Action Zones, Prince's Trust Volunteer Program), thereby ensuring that ScottishPower Learning's programs make a unique contribution and do not duplicate other work done in the local community.
- Be clear on who does what and how it will be measured.
- Believe that the employer has a responsibility to allow people to grow into their roles (employers can't expect employees to come to a job with a foreknowledge of, and practical

responsiveness to, the culture of the organization).

- Recognize that those who contribute gain a great deal in terms of staff development, job satisfaction and positive community relations.
- Place an organization's staff at the centre of its success.
- Commit to ongoing and sustainable development.

#### *Process*

- Identify what you are trying to achieve (don't work out your objectives after you are finished).
- Ensure that the learning programs fit with the company's overall strategy.
- Simplify terms of approach.
- Ensure that value comes back into the business and into people.
- Take a partnership approach and design all programs with a view to their sustainability by involving all necessary stakeholders at every stage of a program, from design through delivery and implementation, to evaluation and continuous improvement.
- Clearly demonstrate that you are sharing value with the community relative to your comparative advantage as a company, not just giving money.
- Have an integrated measurement and communications strategy to identify and leverage impacts, which are by-products of, not the focus of, investing in education.
- Communicate successes/failures.

#### *Infrastructure*

- Utilize existing bricks and mortar structures and delivery vehicles.
- Ensure that offerings do not duplicate existing programs.



Measuring the development of human capital is difficult because there are so many elements that contribute to it, and it is difficult to disaggregate them.

- Have partnership support.
- Have external validation, where appropriate.
- Provide the right tools and the right environment for people to unleash their potential.

#### *Resources committed*

- ScottishPower commits around £2 million per year to support its various community initiatives and programs.
- Countless person-hours and staff volunteer time are required.

#### *Challenges*

ScottishPower Learning believes that it could do more in the way of measuring the outcomes and impacts of its investments in learning. The company admits, however, that measuring the development of human capital is difficult because there are so many elements that contribute to it, and it is difficult to disaggregate them.

#### *Innovation*

- Integrating the training of ScottishPower's own workforce with providing training opportunities for the wider community.
- Taking a broad strategic view of employability from school to long-term unemployment, and regarding the enhancement of every individual's skills as a source of generating community economic capacity.
- Believing that investing in learning has a positive impact on people, regardless of the actual impacts it is either desirable or possible to measure.
- Having the trade unions play an active role in managing ScottishPower Learning, with the understanding that employee ownership of learning increases uptake and improves the

chances that what has been learned, and the attitudes connected with this new learning, will be applied in the workplace.

- Recognizing that contributing to an individual's personal development will undoubtedly add to their professional development and generally enlarge their horizons by building positive attitudes towards learning, growth and the opportunities presented by change.

#### **Conclusion**

ScottishPower is committed to ameliorating social exclusion. Through its network of strategic alliances with trade unions, government bodies, economic development agencies and education and training agencies, ScottishPower provides and delivers an unmatched array of training and development programs for unemployed young people and adults in socially deprived areas across the United Kingdom.

ScottishPower recognizes that the achievements of each individual are important for the greater good of all families and communities. The company realizes that it has a responsibility to invest in its people if it wants to get the most out of them, be they employees or members of the community at large.

By providing people with the right environment and some of the right tools, they can develop, create, and unleash their potential. ScottishPower is thus having a positive impact on people's attitudes, ideals and behaviours.

ScottishPower sees its investments in learning as benefiting individuals (again, whether ScottishPower employees, their family members, or others in the community) as well as the company. The fact that the company is not always able to demonstrate the precise Return

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*The fact that the company is not always able to demonstrate the precise Return on Investment for its learning initiatives and investments does not deter ScottishPower from contributing through its workplace and community education programs.*

on Investment (ROI) for its learning initiatives and investments does not deter ScottishPower from contributing through its workplace and community education programs. Many other companies hesitate to do this, regarding education as “not their job,” or insisting on a business case based on ROI before investing.

ScottishPower Learning regards its policy of investing in education as part of a story in which it sees itself as an integral part, and to which it actively contributes meaning. The company regards itself as a key actor in a dynamic system of contributing to human capital formation. Learners themselves say that their company-supported learning

experiences have made a difference to them. For ScottishPower Learning, whether its approach to investing in education actually increases profitability is a separate, although related, question. Evidence gained from organizations such as the U.K.-based Business in the Community suggests that there is a direct/indirect impact on a company’s “bottom line.” The company takes heart in anecdotal evidence that ScottishPower Learning attracts and retains the best people because of its Open Learning strategy. It regards gaining a competitive edge in recruiting and selection as part of its business case—after the fact—for why it is good to invest in learning.

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