**Professional Peer Mentoring in CLD Settings**

**A shared investment in building leadership and resilience**

**An approved model for use in Community Learning and Development (CLD) settings**

At this point in time the world of CLD is more challenging than ever and our work more needed than ever before. Whilst at an acknowledged point in time, this model of professional support and challenge is being offered as an opportunity to build the resilience and capacity of CLD colleagues for the future.

The model is based on experiential learning and a relationship that developed over time between two peers from distanced authorities which in turn became a pilot, has worked and been sustained. This is partly due to shared commitment to CLD and improving the quality of it but also a shared creativity that the relationship brings out in these two colleagues.

The peer support role is based on the understanding that as CLD leaders (leadership is not about place in an organisation - it is about your role) we have a shared responsibility for leading and driving CLD. In challenging climates, we need to fly the flag and dig deeper than ever to sustain ourselves in the sector. Our personal and professional resilience intertwine as we ride out storms stabilise our lives and seek to flourish.

You **choose** to be involved and you **choose** the peer. They can be from your own or another authority and or section of CLD. The relationship needs to be with someone whom you can have **challenge with**. This needs to be more than a friend and/or acquaintance and/or colleague. Mutual respect has to be a given. This is a professional development role and not a buddy. A buddy role exists through a CLD Standards Council initiative, details of which can be found on their website.



Key to the success of the professional peer support model captured here is providing:

* professional support and challenge with a peer.
* creating and encouraging enthusiasm
* discovering creativity and drive in each other during these sessions to underpin the relationship.

This work will form part of you and your mentors’ personal and professional learning and development as recognised by the CLD Standards Council for Scotland. It will be underpinned by the CLD competencies and based on sound professional boundaries, embracing the principles of practice as set by the CLD Standards Council.

CLD Standards Council Code ofEthics link:

**9 Professional Learning** - In order to improve our capacity to meet our obligations to constituents, we will work reflectively, identifying, using and sharing information, resources, skills, knowledge and practices with colleagues and others.

**12 Selfcare** *-* We will work to ensure CLD practice is consistent with the safety, health and wellbeing of CLD practitioners.

<https://cldstandardscouncil.org.uk/wp-content/uploads/Code_of_Ethics_2017.pdf>

The relationship is based on the premise that each individual has an understanding of themselves, how they work and their trigger points. They must understand how they learn, be willing to develop and where appropriate be challenged on this.

The frequency of sessions should be mutually agreed, not onerous, but could be more frequent where needed.

This is protected development time and therefore also has a focus on self and personal development and improvement. Support needs to take account of how your world is at the moment - with recognition that we are all human and affected by situations around us both professionally and personally.

Inevitably – working in CLD there are a range of differing operating contexts. Principles should however remain the same with the code of ethics at the heart of delivery. This tool is designed to complement your current arrangements and bring added value to your Continuing Professional Development.

Below is a series of questions designed to support and challenge which you may find a useful starting point with an appendix which may also be useful.

**Potential themes/areas to consider:**

The focus for discussion between Peer Mentors should be based on mutually agreed topics. The list below is designed to prompt thinking and is not a checklist. You can add your own if helpful.

|  |  |  |
| --- | --- | --- |
|  |  | Date |
| 1 | Arrangements for the reflection and practice of self-evaluation ……for you |  |
| 2 | Arrangements for developing leadership skills and opportunities ……for you |  |
| 3 | Arrangement for sharing skills knowledge and experience ……for you |  |
| 4 | Adopting a creative and constructive approaches to problem solving  |  |
| 5 | Displaying confidence in my own judgement |  |
| 6 | Identifying my personal strengths and weaknesses and my impact on others |  |
| 7 | Adapting quickly and effectively to new demands for change |  |
| 8 | Influencing others positively and effectively |  |
|  | **Evidence** - and how do you know – ask yourself - what evidence do you have of this? |  |

This approach underpins the quality focus on professional learning in the standards framework for CLD

(draft - How good is our community learning and development? 4 Nov.2020)

***Quality indicator 5.2 A & B. Building and sustaining a strong workforce***



Useful links

<https://cldstandardscouncil.org.uk/>

<https://education.gov.scot/>

<https://cldmanagersscotland.wordpress.com/>

Created by Dominique Carlisle-Kitz and Sue Briggs – November 2020

Appendix 1

Professional Peer support in CLD settings

|  |
| --- |
| *Self-evaluation table* |

**You may wish to record names and dates for record keeping – this is of course optional**

**Name: Date completed:**

 Tick the box that describes your level of confidence. Use to reflect and direct discussion.

# LEADERSHIP

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I am able to -** | **Less confident** | **Quite confident** | **Confident** | **Very confident** |
| Create and communicate a clear vision |  |  |  |  |
| Manage change effectively |  |  |  |  |
| Build and support a high performing team |  |  |  |  |
| Use team strengths effectively |  |  |  |  |
| Inspire trust and support |  |  |  |  |
| Empower others appropriately |  |  |  |  |
| Motivate others and inspire commitment |  |  |  |  |
| Handle sensitive situations well |  |  |  |  |
| ***How do I know?*** |

# STRATEGIC THINKING

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I am able to…** | **Less confident** | **Quite confident** | **Confident** | **Very confident** |
| Demonstrate a strong grasp of policy and strategy formulation |  |  |  |  |
| Assess policy options effectively |  |  |  |  |
| Develop and share strategic aims |  |  |  |  |
| Anticipate future demands, opportunities and constraints |  |  |  |  |
| Reconcile day to day demands with long term objectives |  |  |  |  |
| Translate strategic aims into practical and achievable plans |  |  |  |  |
| Demonstrate sensitivity to cross-service and political issues |  |  |  |  |
| ***How do I know?*** |

# MANAGEMENT OF FINANCIAL AND OTHER RESOURCES

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I am able to -** | **Less confident** | **Quite confident** | **Confident** | **Very confident** |
| Encourage new and more efficient use of resources |  |  |  |  |
| Work effectively with a proper regard for best value |  |  |  |  |
| Focus on continually finding ways to improve the quality of our delivery |  |  |  |  |
| Demonstrate commitment to using IT as a resource |  |  |  |  |
| ***How do I know?*** |

# DELIVERY OF RESULTS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I am able to -** | **Less confident** | **Quite confident** | **Confident** | **Very confident** |
| Prioritise and schedule work effectively for the team |  |  |  |  |
| Manage competing pressures effectively |  |  |  |  |
| Define results taking account of needs of customers / partners / other stakeholders |  |  |  |  |
| Manage relationships with customers / partners / other stakeholders effectively |  |  |  |  |
| Organise work processes to deliver on time, on budget and to agreed quality standards |  |  |  |  |
| Monitor performance and incorporate feedback into future plans |  |  |  |  |
| Seek and apply best practice from other organisations or services |  |  |  |  |
| ***How do I know?*** |

# COMMUNICATION

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I am able to -** | **Less confident** | **Quite confident** | **Confident** | **Very confident** |
| Negotiate effectively |  |  |  |  |
| Handle conflict calmly |  |  |  |  |
| Listen to what is said and show sensitivity to others` reactions |  |  |  |  |
| Participate effectively in meetings |  |  |  |  |
| Encourage participation in meetings |  |  |  |  |
| Build, maintain and use an effective network of contacts |  |  |  |  |
| Communicate clearly what is expected of others |  |  |  |  |
| Respond positively to feedback, both positive and negative |  |  |  |  |
| ***How do I know?*** |

# MANAGEMENT OF PEOPLE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I am able to -** | **Less confident** | **Quite confident** | **Confident** | **Very confident** |
| Encourage staff/volunteers from diverse backgrounds to develop their potential |  |  |  |  |
| Establish and communicate clear standards and expectations |  |  |  |  |
| Delegate effectively, knowing when to step in and when not to |  |  |  |  |
| Give effective face to face feedback and recognition |  |  |  |  |
| ***How do I know?*** |

# CREATIVITY AND JUDGEMENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I am able to -** | **Less confident** | **Quite confident** | **Confident** | **Very confident** |
| Adopt a creative and constructive approach to problem solving |  |  |  |  |
| Offer insights and original ideas with practical application |  |  |  |  |
| Display confidence in my own judgement |  |  |  |  |
| Respond constructively to alternative ideas |  |  |  |  |
| Encourage creativity and innovation in others |  |  |  |  |
| ***How do I know?*** |

# PERSONAL EFFECTIVENESS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **I am able to -** | **Less confident** | **Quite confident** | **Confident** | **Very confident** |
| Identify my personal strengths and weaknesses and my impact on others |  |  |  |  |
| Demonstrate commitment to my own personal and professional development |  |  |  |  |
| Develop good working relationships with outside bodies and partners |  |  |  |  |
| Develop good working relationships with internal partners and colleagues |  |  |  |  |
| Adapt quickly and effectively to new demands for change |  |  |  |  |
| Manage my own time well to meet competing priorities |  |  |  |  |
| Influence others positively and effectively |  |  |  |  |
| ***How do I know?*** |