

# Valuable conversations

## Session 1 of 2

Conversations that count  
with your team



# Presenters



**Rachel Reid**

Locality manager  
Milton Keynes, Oxfordshire, Bucks  
and Berks



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Locality manager  
Surrey

# Objectives

## To enable participants to:

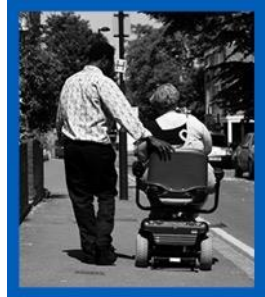
- understand how ‘valuable conversations’ can help you at work
- develop knowledge and experience of a new way of speaking with staff about values, behaviours and attitudes
- apply and practice ‘valuable conversations’ in the context of day-to-day conversations, probationary reviews, regular supervisions and performance management
- develop this way of communicating further in the workplace.



# Agenda

## Part 1

- Objectives
- Why valuable conversations matter
- The principles and practice of valuable conversations
- Feedback that counts
- The valuable conversations model



## Part 2

- Reflections on practice
- Embedding valuable conversations in your organisation
- Summary and further support



# Working well together

- Respecting
- Supporting
- Confidentially sharing
- Using technology



# Zoom housekeeping



Exit full screen



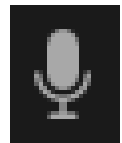
Use gallery view



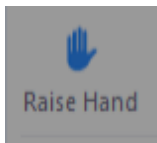
Open chat



Check your display name



Mute unless speaking



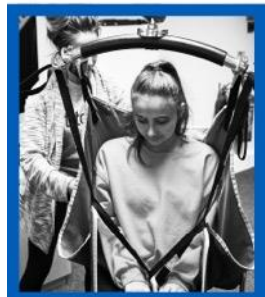
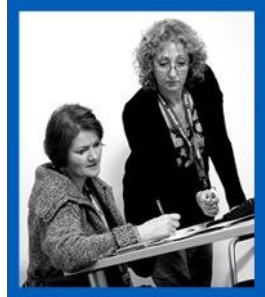
Use raise hand

The Zoom logo, consisting of the word 'zoom' in white lowercase letters on a blue square background.



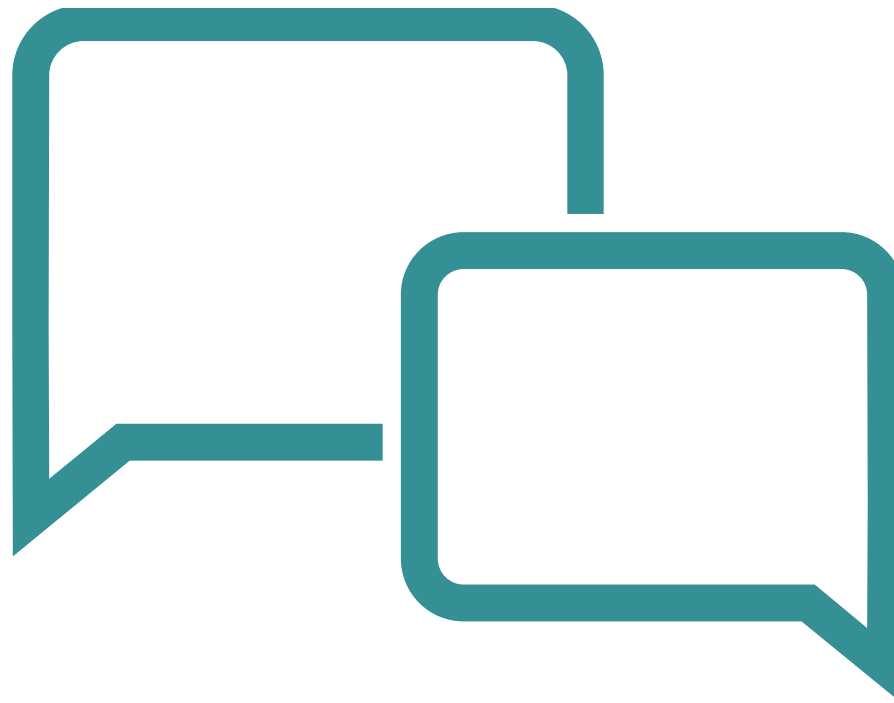
# Zoom Poll

- Does your organisation have a set of values and behaviours?
- Which of these organisational processes are your values used and embedded within?



# Valuable conversations – conversations that count with staff

## Session 1





# Exercise – arrive in the room

- How has your morning been so far?
- What brings you to the seminar today?
- What is the greatest challenge you face in having conversations and managing relationships with staff in your organisation?
- Any reflections or questions having attended the webinar?



# Why ‘valuable conversations’ matter

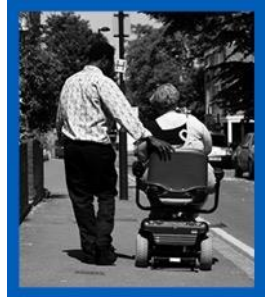
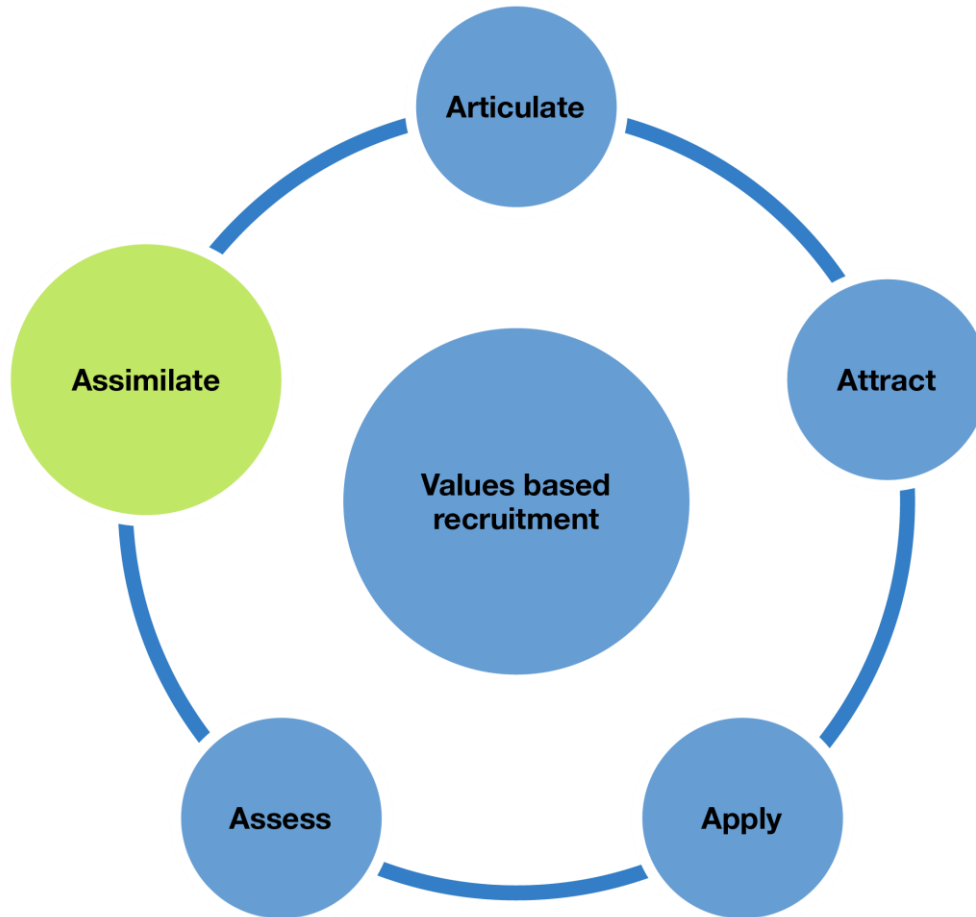


# Why values and behaviours matter

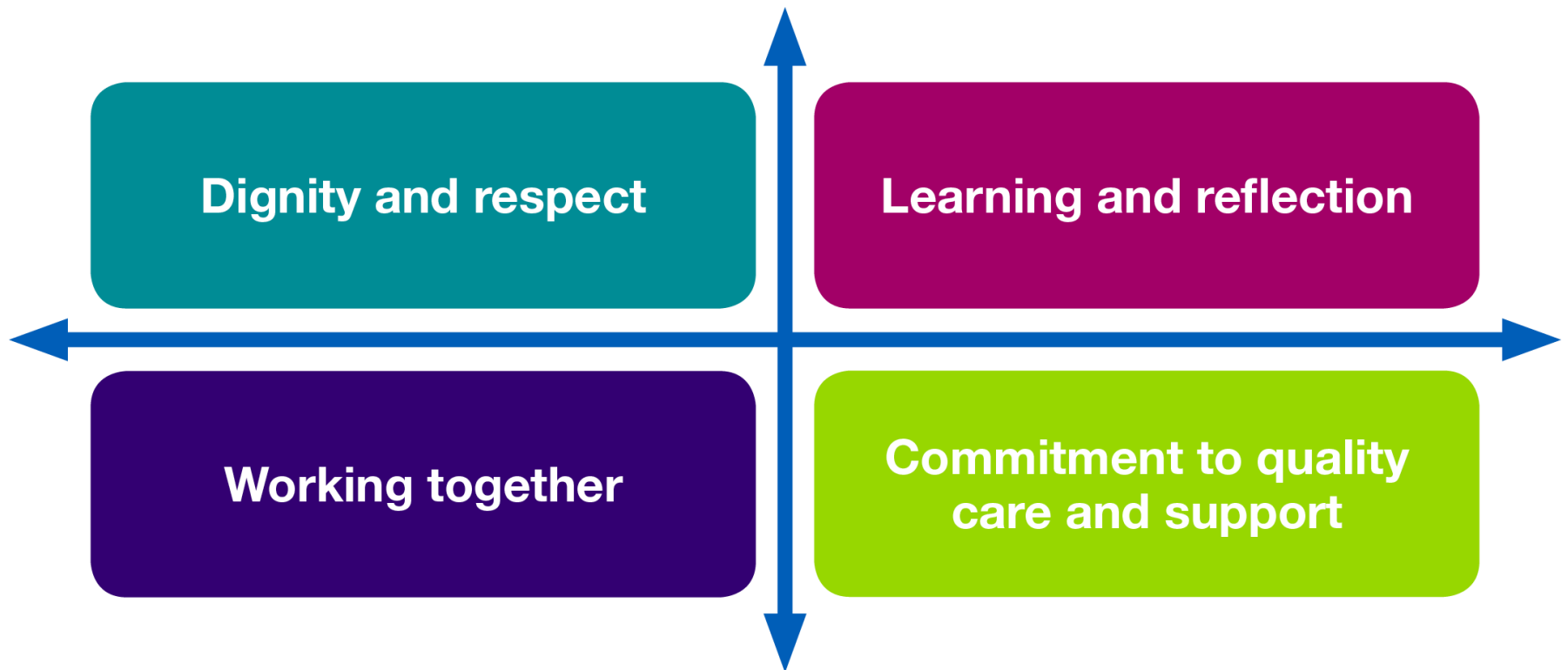
- Articulate to existing and potential staff your **culture, values** and **the way you do things around here**
- Set clear expectations for **how** and **why** people should do the things they do, not just focussing on **what** they do
- **Value people** for how they do what they do as well as what they do
- **Identify and retain** people who will be happy working for your organisation and who will be **the right people** for you
- **Increase the diversity** of your workforce and your recruitment pool by focussing on values and attitude, rather than skills and experience



# Values-based organisational cultures



# Values and behaviours framework



 **Maintain high levels of staff motivation by supporting staff development, tackling performance issues, and developing a culture of shared ownership over successes.** 

Old Hastings House, residential care provider



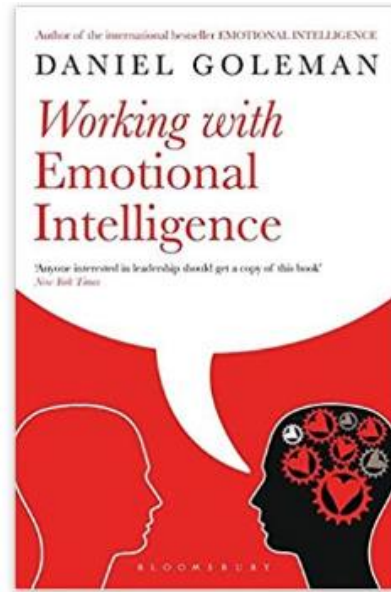
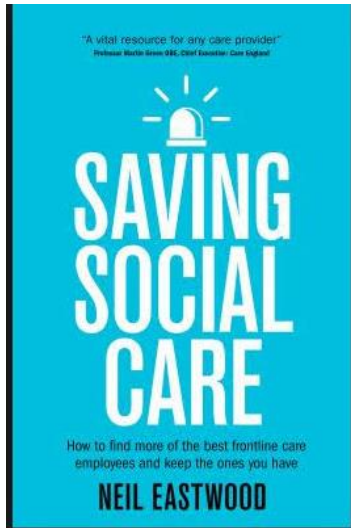
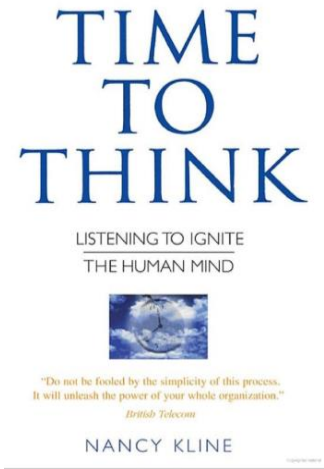
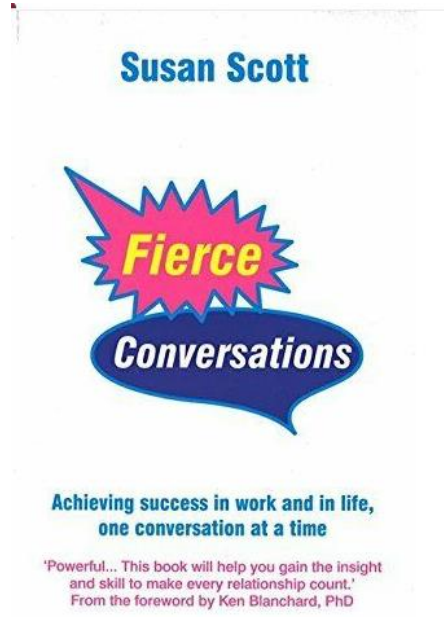
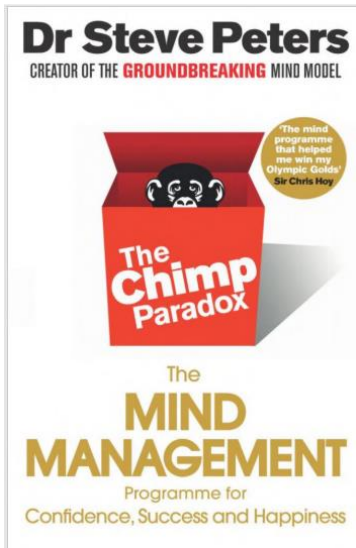
# How to retain care staff



- **Communication and feedback**
  - Make time and make every conversation count
- **Respect, appreciation and recognition**
  - A lack of appreciation is the single biggest reason why staff leave.
- **Caring leadership**
  - Homes with an autocratic leadership style had 4 times the turnover of homes with a caring leadership style
- **Supervisor and office support**
  - Supervisors are the first line of management in most care settings and are also often lacking in interpersonal skills training, such as conflict resolution and the use of blame free language.
- **Training and development**
- **Career paths**
- **Pay and benefit satisfaction**





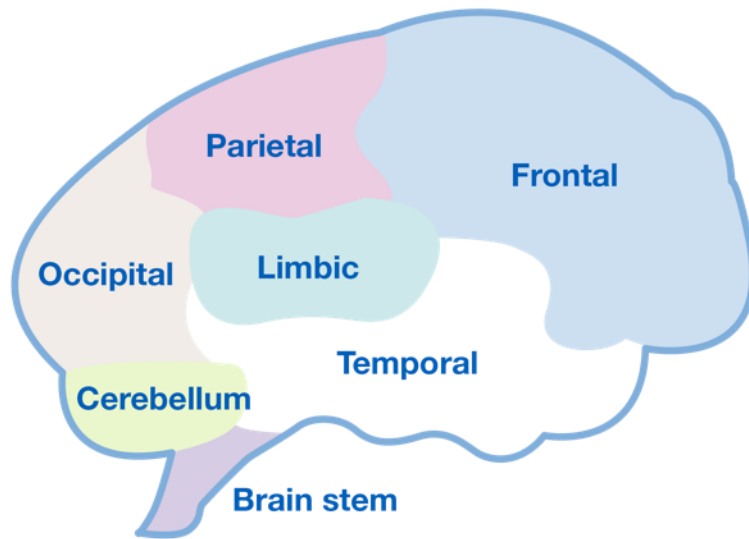


# Principles of valuable conversations

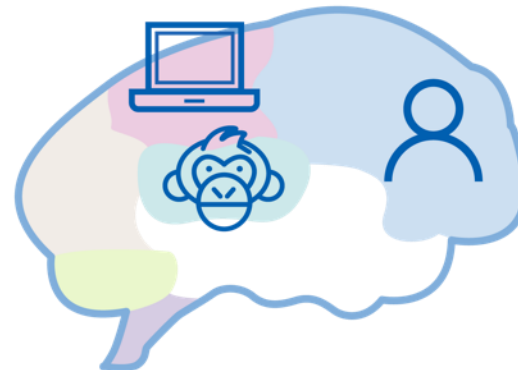
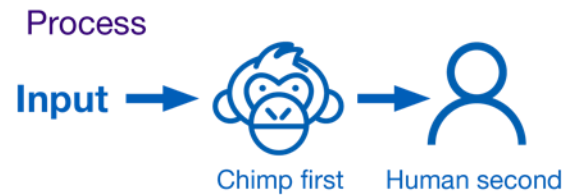
- Respect, appreciation, non-judgemental and belief in the other person's ability to change.
- Focus on listening and having an awareness of the other person - putting yourself in their shoes.
- To get the impact you want you need to manage your own communication and behaviour.
- Change happens when individuals want and see the need for change.
- Based on good practice from values-based recruitment.



# The chimp paradox – understanding motivations



The human brain simplified



The psychological mind



Source: The Chimp Paradox: The Mind Management Programme to Help You Achieve Success, Confidence and Happiness (2012)

# The human

**“Whenever you have feelings, thoughts or behaviours that you do not want or welcome, you are being hijacked by your chimp”**

- Is you.
- Thinks logically and works with facts and truths.
- Responds slower than the chimp, likes to establish facts and gain perspective before reacting.



# The chimp

- 5 x stronger than you

**“You are not responsible for the nature of your chimp but you are responsible for managing it”**

- Can be your best friend or worst enemy.
- Is an independent emotional machine that can make decisions.
- Works with feelings and impressions.



# The computer

**“You have to keep your chimp in the cage – your chimp is your emotional side, and in pressured situations you have to react with logic, not emotion”**

– Bradley Wiggins, Winner Tour de France 2012

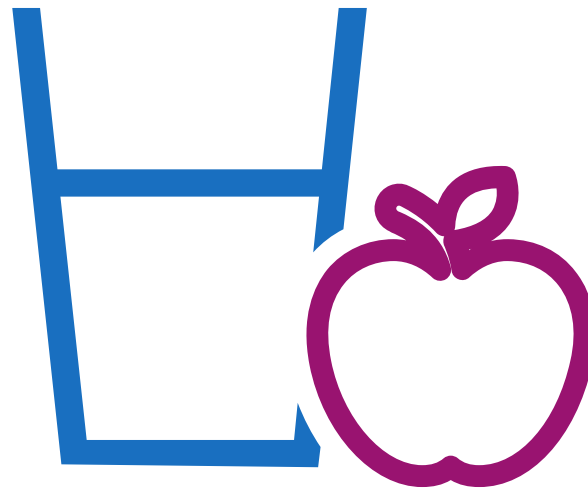
- Acts and thinks automatically using programmed thoughts and behaviours.
- A reference source for information, beliefs and values.
- It's more powerful than the human and chimp as it's their reference source.



# Video and break



**15  
minutes**





# The One to One

“Not answering the phone!”



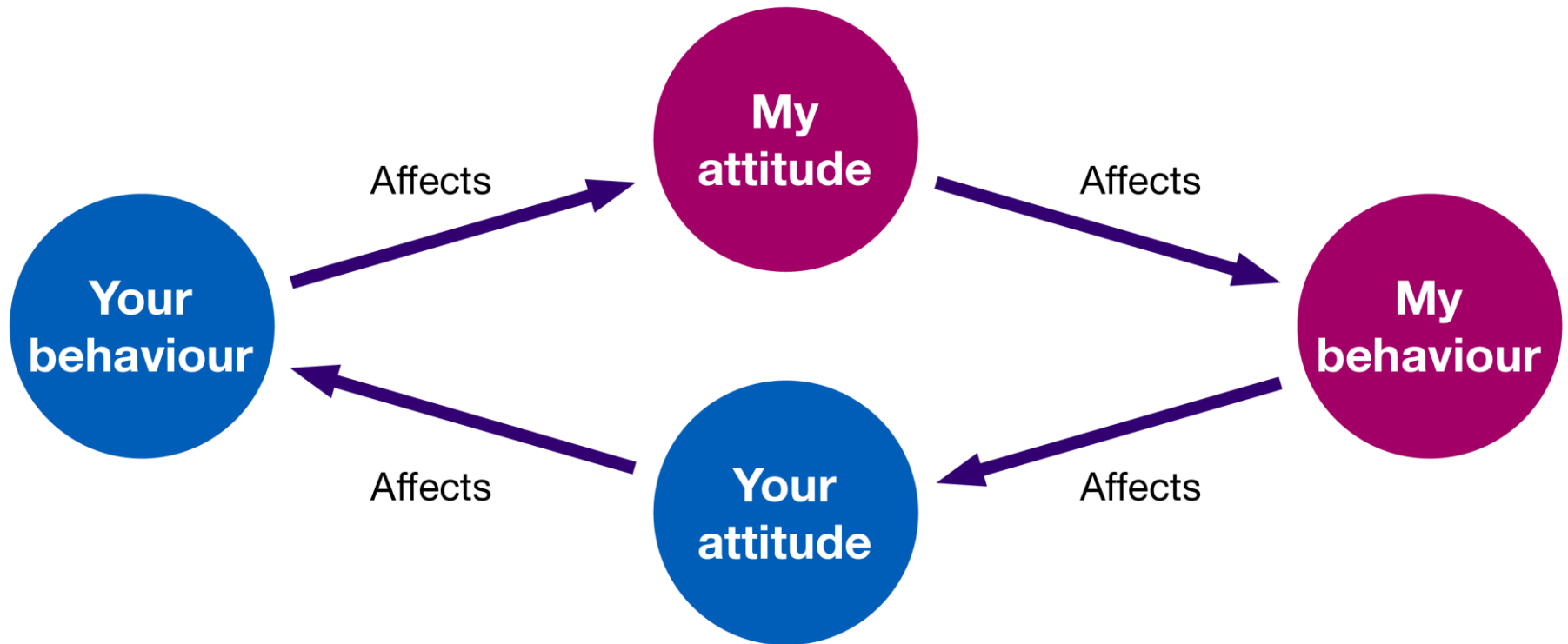
## Exercise – ‘sandwich’ conversation

Watch the role play of a conversation in a one-to-one between a manager and a member of staff.

- What do you notice about the way in which the manager asks the questions?
- What do you notice about the way in which the staff member responds to the questions?
- What values, behaviours or attitudes did you hear in the role play?



# The 'cycle of conflict'



# The LACE model of feedback



## **L**ISTEN

- Timings and location.
- Listen to understand the perspective on the situation.

## **A**CTIONS/ **B**EHAVIOURS

- Actions and behaviours not opinion or judgement.
- Own the feedback.
- Think about the language and impact vs intent.

## **C**ONSEQUENCES

- Ask about impact on others.
- Reinforce or explain impact on others.

## **E**XPLAIN/ **E**NCOURAGE

- Explain what needs to change.
- Ask how they can make change happen.
- Discuss and agree next steps.
- Offer support and help.
- Explain how you will follow up.

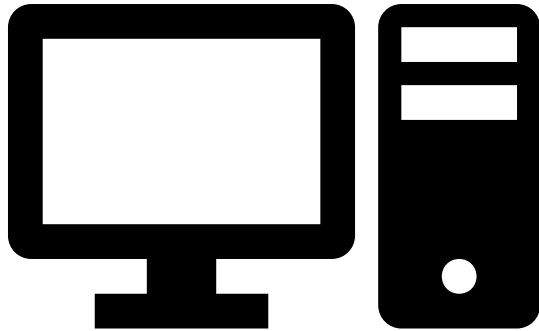
Source: The LACE model has been created by Kerry Cleary, Independent Consultant and founder of VBA Consulting

# Planning LACE feedback

- What is the situation you need to give feedback about and to whom?
- What have you done so far?
- How do you feel about giving the feedback?
- Why is it important to you to give the feedback?
- What will be the impact of you giving this person the feedback? What will the benefit be?
- What do you need to do differently to deal with this situation?
- LACE feedback plan.



# Video



**15  
minutes**

# The One to One

## “Not answering the phone!”

### Exercise: ‘Valuable’ conversation

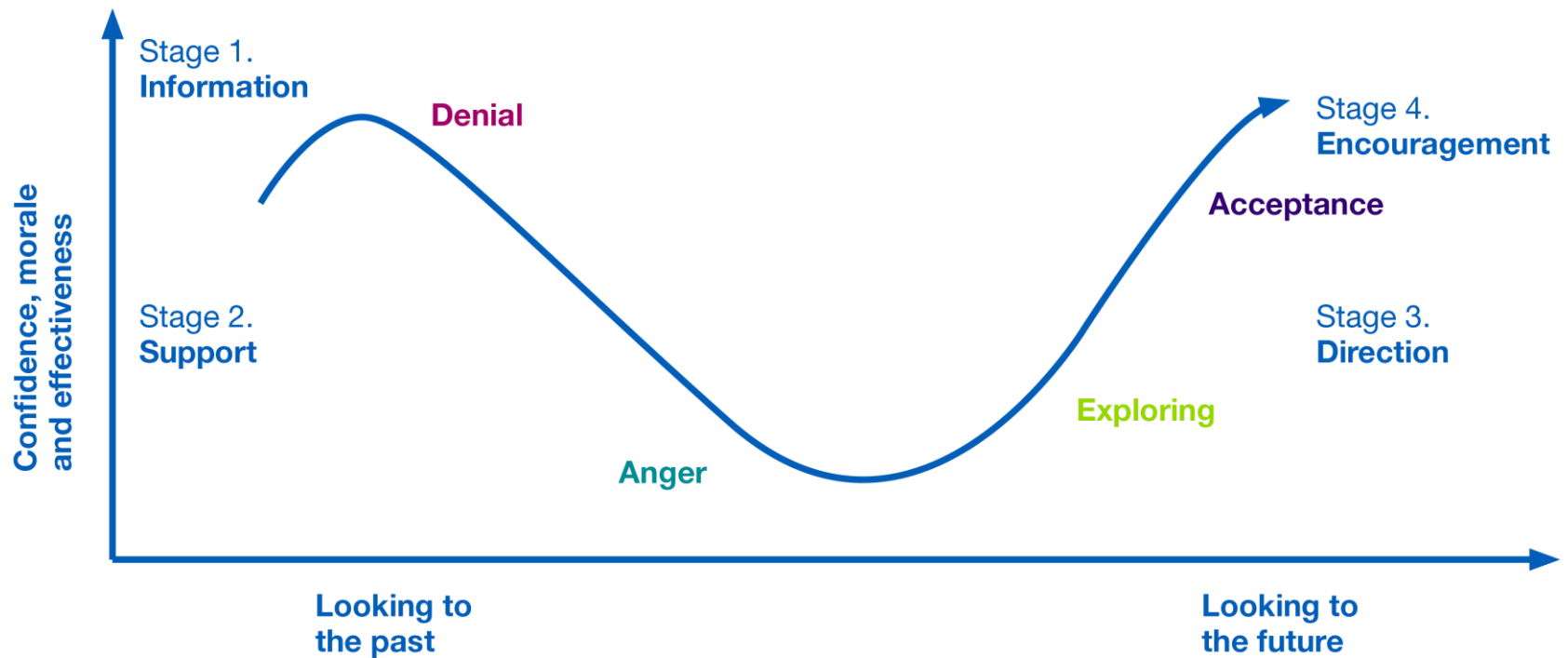


Watch the role play of a conversation using the valuable conversation model.

- How does the manager listen to understand the other person’s perspective?
- How does the manager self regulate their behaviour and approach to get the impact they want?
- How does the manager get the employee to think about change?
- Identify one key learning point for you personally.



# The change curve

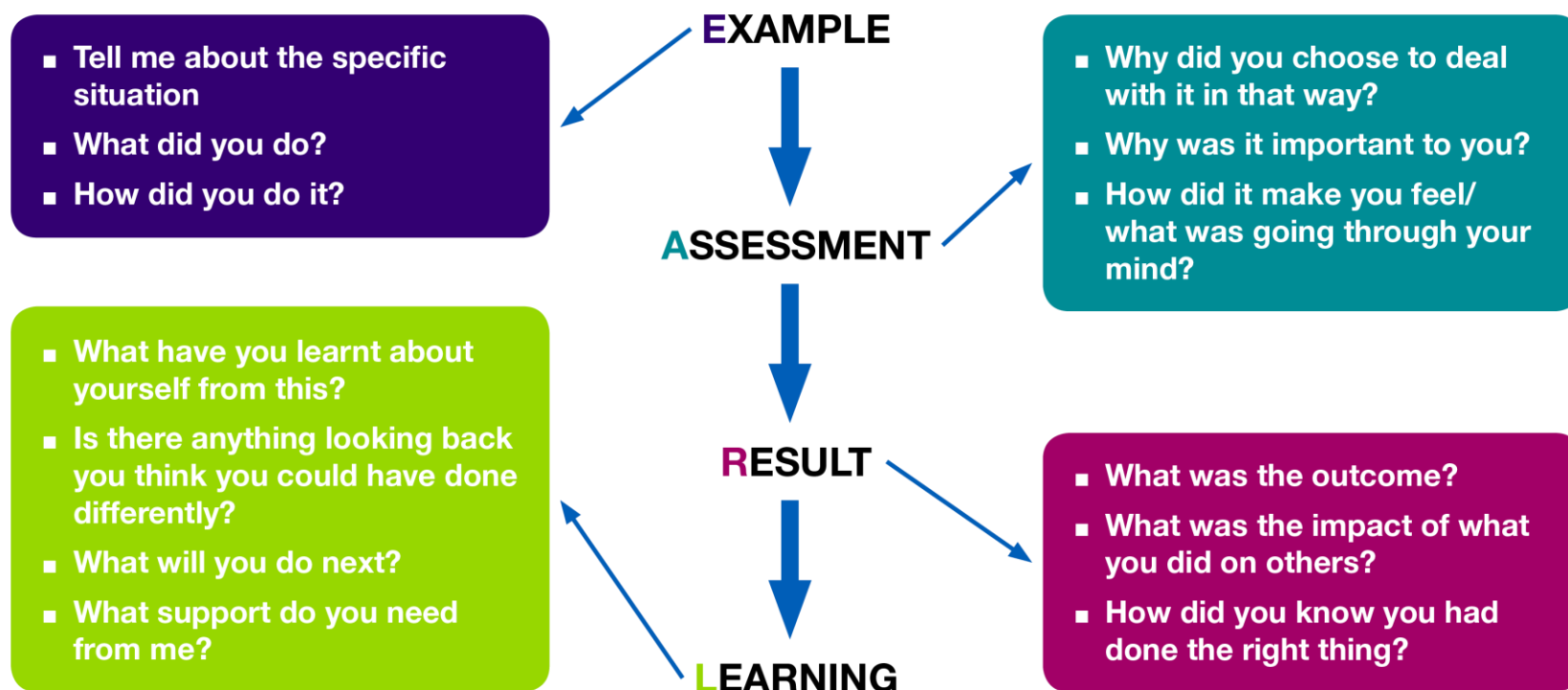




# The VALUABLE conversation MODEL



# EARL probing model

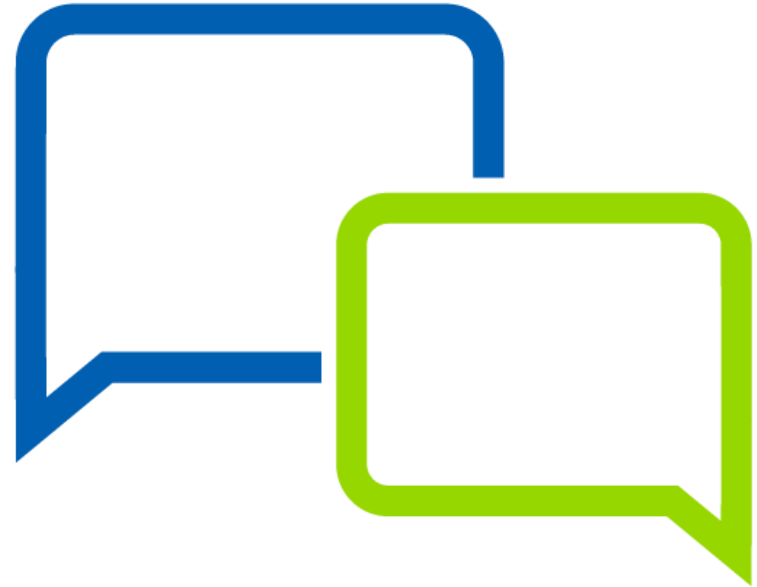


Source: The EARL model was created by Kerry Cleary, Independent Consultant and founder of VBA Consulting and is delivered by Skills for Care under licence from the copyright owner Oxfordshire County Council



# Effective questions

- Open
- Probing
- Reflective
- Mirroring/summarising
- Thought provoking
- Solution focussed
- NOT judgemental, loaded or closed questions



# Before the next seminar

- Review and reflect on the way you currently carry out one-to-ones, supervision and appraisals in your organisation – what could you change or improve or use from what you have learnt today?
- Have a go at using the LACE feedback model or the EARL probing model with a member of your team or colleague who you feel comfortable practicing with.
- Reflect on what you did well, what did you find challenging and what would you like to improve or learn.





Thank you

