

**Valuable conversations,  
conversations that count**

**Delegate pack**

## Valuable conversations, conversations that count

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## ‘Time to Think’ principles – Nancy Kline

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- **Attention** – Listen with respect, interest and fascination.
- **Incisive questions** – Ask questions which remove limiting beliefs, “what ifs” not “buts”.
- **Equality** – Give everyone equal turns and attention and keep to agreed boundaries.
- **Appreciation** – Have a 5:1 ratio of appreciation to criticism, focus on what we do well.
- **Ease** – Be free from urgency and rush, make best use of the time together.
- **Encouragement** – Move beyond competition, focus on achieving together.
- **Feelings** – Allow the emotional release that everyone needs to promote clear thinking.
- **Information** – Provide a full and accurate picture of reality, say what is true and honest.
- **Place** – Make this a safe space for everyone to contribute and share their views.
- **Diversity** – Acknowledge that it’s the difference between us that adds the quality.

## Adult social care values and behaviours framework

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### Dignity and respect

This means staff must:

- treat people with dignity and equal respect regardless of their culture, religion, age, race, sexual orientation or disability.
- accept and respect people's individuality.
- take time to listen to people; think about what needs to be known about the person to provide care to them.
- communicate in an open, accurate and straightforward way using appropriate language.
- allow people to maintain their dignity and feel comfortable, particularly when receiving personal care.
- protect and respect people's confidential personal information.
- check with people about how they want to be addressed and use humour appropriately.

## Valuable conversations

- respect people's right to make their own decisions and choices about how they want to be cared for.
- respect people's homes, family relationships and facilities.
- respect the position of trust they have with service users and customers.
- deal sensitively and appropriately with challenging behaviour.

## Learning and reflection

This means staff must:

- be committed to learning and developing themselves in their work.
- be self-aware and regularly reflect on the work that they do, how they did it and the impact they've on those being supported.
- be honest and transparent and not afraid to say when they've done something wrong.
- support, coach and mentor service users and/or other staff to enable them to learn new skills and increase their self-esteem.
- seek, reflect on and learn from feedback from colleagues, services users and their families.
- be open to learning from others and willing to share knowledge and best practice.
- know their own limits and know when to seek support and advice.
- think innovatively about how to best use limited resources to come up with new ways to support service users.

## Working together

This means staff must:

- empower, encourage and enable service users and other staff to do things for themselves and to make their own decisions.
- communicate options and offer realistic choices to service users.

## Valuable conversations

- build two-way relationships of trust with colleagues, service users and other stakeholders.
- be committed to working with and supporting others as part of a team.
- communicate effectively with others, using detailed and appropriate communication, including handover tools.
- understand and respect other people's priorities.
- adapt their approach according to the individual, situation and context.
- develop local networks and involve other professionals when needed for additional information and support.

## Commitment to quality care and support

This means staff must:

- be committed and passionate about doing anything they can in their work to make service users' lives easier.
- contribute to delivering person-centred care, putting the service user or customer at the heart of everything, and helping them when they need it.
- give people accessing care and support their full attention.
- be authentically warm, kind, empathetic, reliable and compassionate in their actions.
- be professional and act with integrity at all times.
- be flexible and proactive – responding calmly to what goes on in the day.
- have clear boundaries with customers and service users and follow procedures and guidelines in their work.
- be prepared to take positive risks, clearly explaining the consequences of risks to others.
- take personal responsibility for ensuring they contribute to the provision of excellent, safe, high quality care and support to others.
- have the courage to speak up and challenge others where they have concerns about the quality or safety of care being provided.

## Examples of core values

Here are some more examples of values, are there others you'd like to add?

We've started a table below, use the list further down to add your ideas – or discuss as a group - which are values, skills and behaviours and complete the table.

You might disagree with our placements – have a discussion why.

Values	Skills	Behaviours
Your <b>values</b> are the things that you believe are important in the way you live and work.	The ability to do something well; expertise.	Every physical action and observable emotion associated with individuals.

Accountable	Adaptability	Appropriate Attentive
Compassionate Committed Caring Courageous	Communicative Competent	Confidential
		Decisive Diligent
Empathic	Effective	Enabling Encouraging
		Flexible Fun
Honest	Innovative	
Integrity		Patient Open-minded
Protective		Person-centred

## Valuable conversations

Use this list to choose where you'd put each one.





**Table 4. Activities that potentially impact upon staff retention**  
(Base = 104-136 employees)

	Have tried this – it had a positive impact on staff retention	Have tried this – it had little/no impact on staff retention	Haven't done this
Invested in learning and development	<b>94%</b>	<b>1%</b>	<b>4%</b>
Embedded the values of your organisation	<b>92%</b>	<b>5%</b>	<b>5%</b>
Celebrated your/their achievements	<b>86%</b>	<b>4%</b>	<b>10%</b>
Involved all colleagues in decision making	<b>81%</b>	<b>8%</b>	<b>11%</b>
Paid staff above the minimum local rates	<b>78%</b>	<b>10%</b>	<b>12%</b>
Given staff additional responsibilities	<b>72%</b>	<b>14%</b>	<b>14%</b>
Used your CQC report/s as a catalyst for improvement	<b>70%</b>	<b>9%</b>	<b>22%</b>
Reviewed your workplace culture	<b>66%</b>	<b>10%</b>	<b>23%</b>
Offered opportunities to progress through different levels of apprenticeship	<b>53%</b>	<b>3%</b>	<b>45%</b>

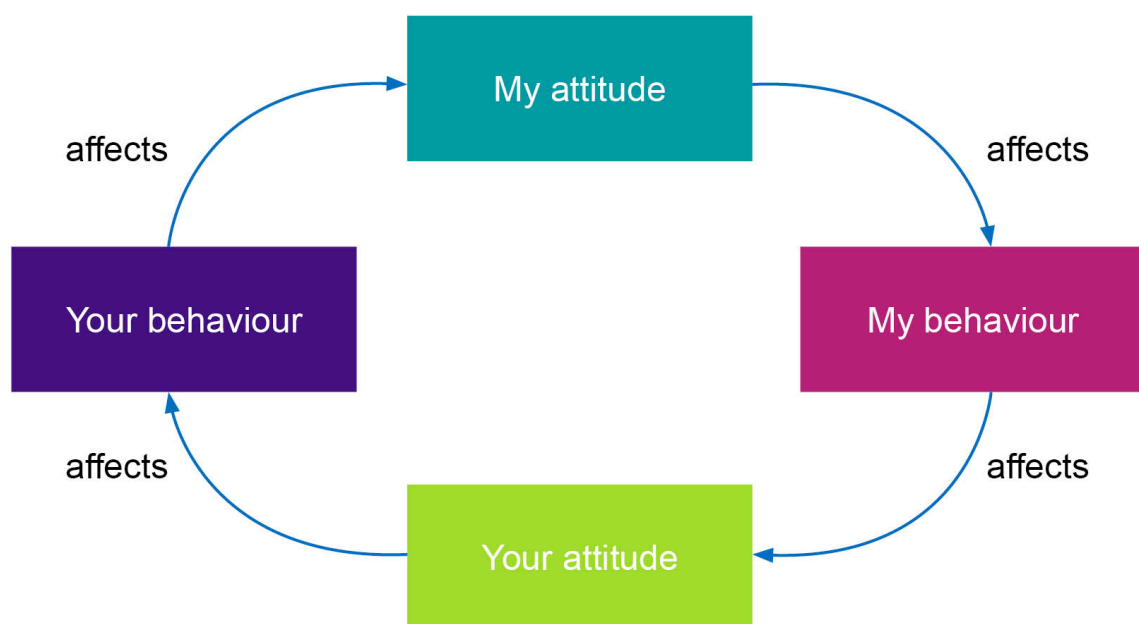
## The one-to-one

- **What do you notice about how the manager asks the questions?**
- **What do you notice about how the worker responds to the questions?**
- **What values, behaviours or attitudes did you hear in the role play?**
- **A learning point for me is...**

## The 'Cycle of Conflict'

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The 'Betari Box', or 'Cycle of Conflict' is a model that helps us understand the impact our own attitudes and behaviours have on the attitudes and behaviours of the people around us.



Our attitude plays a large role in the behaviour we exhibit. When we're feeling motivated and positive, we smile, we complement our team, and we empower those around us. When we're feeling negative, the reverse is often true – we can be impatient, we get angry at people, and we might even shout or argue.

These behaviours often affect the people around us. They then turn those negative behaviours back on us, and the conflict gets worse. Recognising when you're stuck in a cycle of conflict and knowing how to break the cycle are important leadership skills.

## How to break the cycle of conflict

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1. Remove the emotion you feel about the situation by calmly and objectively thinking about your relationship with this person. Sometimes talking it through with someone who doesn't know the person, or the situation can help you to be more objective:
  - What is your attitude towards them?
  - Why do you feel and think that way about them?
  - How does that affect your behaviour?
2. Think about how you can reframe your attitude and view of the other person:
  - What do they do well in their role? What positive contribution do they make?
  - How do they see themselves? For example, you see them as argumentative, but they see themselves as passionate about what they do and prepared to stand up for what they believe. Telling them they're argumentative is a criticism. Starting from their perspective when talking about what they do and how they could use their passion in a different way would remove the feeling of criticism and the emotional response to the conversation and enable the conversation to be more balanced about how they behave in work.
3. Be the 'adult' in the situation – accept they'll not behave differently until you make the first move and change your attitude and behaviour towards them.
  - Ask how they feel about your relationship and how the meetings so far have been working for them? Let them know you'd like the meetings/relationship to be beneficial for everyone and would like an opportunity to try working together in a different way.

- Show your human side – let them know what you'd like to do differently or better “I don't feel I have always listened as much as I should've, and I'm working hard to listen more and would like to work with you to ensure I can do that more from now on.”
4. Actions speak louder than words – once you've broken the cycle and demonstrated to the other person that you're trying to change your attitude and behaviour towards them, you must sustain it otherwise you'll not maintain their trust and respect and the cycle will be reinstated.
  5. Change the things you can and accept and be honest with yourself and the other person about those things that can't be changed. Find out where the common ground is for you to work together.

## **‘LACE’ feedback planning sheet**

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### **Listen**

- Timing and location.
- Listen to understand their perspective on the situation.

### **Actions/behaviours**

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

### **Consequences**

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

### **Explain and encourage**

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

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

## The valuable conversation

- [illegible]

## EARL probing model

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### Example

- Tell me about the situation?
- What did you do?
- How did you go about doing that?

### Assessment

- Why did you choose to deal with the situation in that way?
- Why was it important to you to do this?
- How did it make you feel? What was going through your mind?

### Result

- What was the outcome?
- What was the impact of what you did on other people?
- How did you know you had done the right thing?

### Learning

- What did you learn about yourself from doing this?
- Is there anything looking back you could have done differently?
- What will you do next? What could be some of your options?
- What support do you need from me?

Source: The EARL model has been 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.



## Example performance review with values

### 1. Section A – Review of objectives and competencies

Objective/ competency	Achieved/partly achieved/not achieved	Evidence	Outstanding actions

### 2. Section B – Review of the year

Identify and discuss at least two examples of work that has gone well over the past 12 months and some work that hasn't gone as well as it could have. Identify the learning from each example and which of the organisation's values and behaviours were demonstrated in each example.

Examples of work that has gone well or work which could've gone better this year	Key learning points	Values and behaviours

### 3. Section C – SMART objectives for the next year

Specific objective	Measures of success	Alignment to organisational objectives or values	Resource or development needs	Timescales

### 4. Section D – Development plan and career aspirations

Identify any development areas and any actions to support development in the next 12 months. Also discuss career aspirations and where the individual would like to see themselves in terms of their career in the short, medium and long term.

## 5. Section E – Comments

### Manager's overall comments

Signed \_\_\_\_\_

Date \_\_\_\_\_

### Employee's comments

Signed \_\_\_\_\_

Date \_\_\_\_\_

### Senior manager's comments

Signed \_\_\_\_\_

Date \_\_\_\_\_

## Setting 'SMART' objectives

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In pairs, discuss something you've learnt about yourself from the course, that you want and need to do differently in your conversations with this person/people.

Imagine you were discussing this in your appraisal. Work together with your partner to create a values-based objective to motivate and support you to develop this further.

Specific	What does the person need to do?
Measurable	How will you know they've achieved their objective?
Achievable	Is this realistic for the person to achieve?
Relevant	Is this important for the person to achieve and are they committed to the objective?
Time bound	When will they start and complete this?

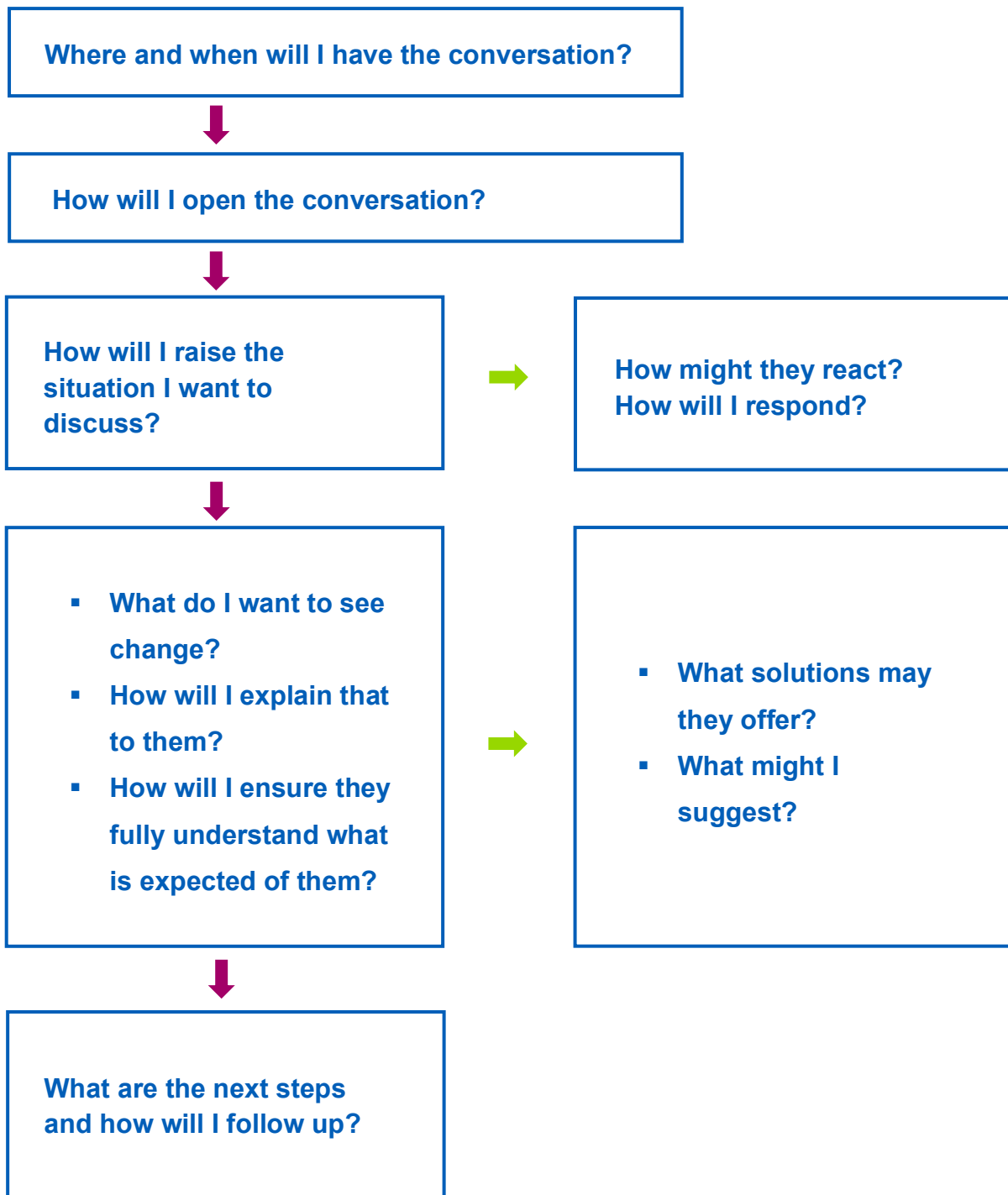
### My Objective

What I want to change or do differently:

SMART objective:

## Planning a valuable conversation

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## Action plan

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	Short-term	Medium-term	Long-term
STOP			
START			

## Additional resources

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- Working with Emotional Intelligence (1999) - Daniel Goleman.
- The New Leaders (2002) – Daniel Goleman.
- Positivity (2009) – Barbara Fredrickson.
- The Chimp Paradox (2012) - Professor Steve Peters.
- Time to Think (1999) – Nancy Kline.
- Saving Social Care (2017) – Neil Eastwood.
- Fierce Conversations (2002) – Susan Scott.
- How to tell anyone anything (2009) – Richard S. Gallagher.
- How to manage performance (2004) – Robert Bacal.
- PHI - [www.phinational.org](http://www.phinational.org).
- Skills for Care – [www.skillsforcare.org.uk/Recruitment-retention](http://www.skillsforcare.org.uk/Recruitment-retention)



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