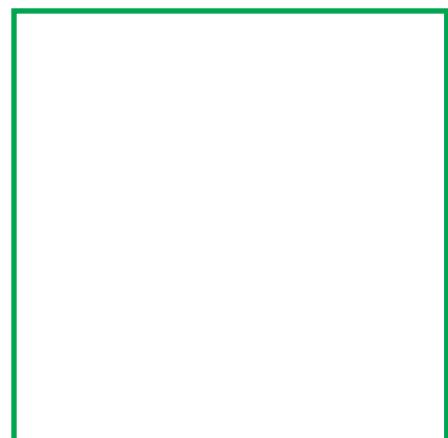


Workforce redesign

people, planning, performance

Practical guidance for involving people in using the 'Principles of workforce redesign' to plan and deliver care and support workplace change that helps implement the Care Act 2014.



December 2014

The revised edition of '*Using the Principles of workforce redesign*'

Workforce redesign: people, planning, performance. Practical guidance for involving people in using the ‘Principles of workforce redesign’ to plan and deliver care and support workplace change that helps implement the Care Act 2014.

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Seven different organisations were involved in testing this guide; we also received feedback from the English Community Care Association. Their contributions to the final version have been invaluable.

Age UK Milton Keynes used the guide to help manage a reduction in service provision, looking at all of their services, with a primary focus on a day centre and the home support service. Compass Disability Service used the guide to handle reduction in contract funding and find ways to continue to deliver high quality support to people with care and support needs with reduced resources.

DOTS Disability used the guide to support their work in creating six Centres for Independent Living in partnership with Dorset County Council and Dorset NHS.

Patricia Rowland Training and Consultancy used the guide for training, induction and development work with three different voluntary organisations.

Sefton Council used the guide to help explore the potential outcomes of their Aiming High for a Whole Life project plan.

Two Counties Community Care Limited used the guide to support the introduction of automated systems to replace unnecessary paperwork, including timesheets, mileage claims and rotas.

West Sussex Adult Services used the guide to support authority-wide transformation of its services.

Case studies summarising the projects are available at
www.skillsforcare.org.uk/workforcedesign

Introduction

Background

The principles of workforce redesign were first produced in 2008, followed by two supporting documents: 'notes and resources', and 'practical guidance'. In 2014 the principles of workforce integration were also published by Skills for Care. These four documents, used in conjunction with each other, provide detailed guidance for employers as they approach their work in implementing the Care Act (2014).

The quality of the care and support offered by social care organisations is dependent upon the expertise, values and attitudes of the people who make up the workforce. The principles of workforce redesign acknowledge the significant role that workers have in transforming services. As the Care Act is implemented, success will depend on both organisational changes and the ways in which individuals change the ways that they think and work.

Incorporating new references to the Care Act, this document, which replaces the earlier practical guidance, includes a range of tools to help organisations and individuals in implementing the requirements of the Act. Using these materials will help in bringing about the transformation in care and support embedded in the Act. The guide focuses on the workforce, and how workers can be supported and enabled to develop their skills and confidence to contribute fully to shaping and delivering new models of care and support.

In particular, this guidance will help when thinking about:

- Ways to support, engage with, and learn from employees
- helping workers to build on their current skills, and feel confident about developing new skills that they may require
- ways to create a positive workplace culture that encourages and supports workers to embrace the changes brought about by the Care Act
- identifying all of the people and systems affected by changes, and bringing them together
- enabling people to learn from each other
- involving people using care and support in the process of change
- working within local communities to identify local needs and commission resources that meet them.

Underlying assumptions

The principles of workforce redesign are underpinned by assumptions that:

- The quality of care and support delivered by social care organisations is directly linked to the skills, knowledge, expertise, values and attitudes of the people who make up the workforce. To achieve and sustain high quality and well designed care and support, robust workforce development strategies need to be in place to maximise the skills and contributions of workers.

- Workers have a positive contribution to make in redesigning care and support. Their full involvement in developing new ways of working depends upon organisations creating environments in which people feel valued, safe, and listened to.
- It is only by working in partnership with local communities that care and support can be properly shaped around the needs and strengths of those people living within them.
- It is only by bringing organisations together with the shared objective of maximising people's wellbeing, that truly person-centred care and support can be achieved.

By looking at examples of theories and tools that can help in practice, this guide takes a practical approach to involving the whole workforce and to connecting with the local community in planning and decision making, ensuring that individuals feel involved and valued and that their concerns and worries are addressed.

To achieve this, this guide takes a rounded view of learning and development within the context of a whole organisation and its partners. This includes looking at responses to change and loss, understanding different ways in which people learn, identifying skills, abilities and needs of individuals and of the local community, and analysing different management styles. Everything is linked by looking at 'whole systems', which illustrates how important it is to consider every aspect of bringing about change.

This guide will be of use to workers in adult social care and support wanting to make practical changes to the way they, and those around them, work. For some people it will be a reminder of things they already know, while for others it may open up new ideas. The guide will be useful to many people, including:

- Strategic leaders with responsibility for implementing the Care Act
- managers of all scales of provision, from small informal community-based resources to large organisations such as local authorities
- supervisors working with front line workers
- front line workers managing the impact of the changes to their roles
- commissioners, identifying local needs and commissioning new ways of meeting care and support requirements
- HR specialists, trainers, and those with learning and development responsibilities
- people working in the organisations developing new partnership arrangements with local authorities.

The Care Act (2014) is the culmination of the shift towards local, integrated, person-focused care and support. It has been driven by a combination of the need to respond to the exposure of very poor practice, a desire to ensure that individuals are supported in maximising the quality of their lives, and a need to ensure that available resources are put to the best possible use.

Its key components are:

- Clarity, fairness and equity
- putting people, and their wellbeing, at the heart of everything

- supporting independence, putting people in control of their lives
- recognising, supporting and enabling carers
- partnership and integration, bringing social care, health and other providers together.

The Act states that:

“High-quality, personalised care and support can only be achieved where there is a vibrant, responsive market of service providers. The role of the local authority is critical to achieving this, both through the actions it takes to directly commission services to meet needs, and the broader understanding and interactions it facilitates with the wider market, for the benefit of all local people and communities.”

(p41)

Integration across care and support services (which might include housing, education and others) is fundamental to the Act, which goes on to describe a duty to work with appropriate partners at all levels, from commissioning and provision to assessments, which must be:

“shape(d)... around the person, involving the person and considering their experience” and must involve “work(ing) with other professionals to ensure the person’s health and care services are aligned. This will require flexibility of systems where possible, for example when sharing information. It will also be strengthened by a culture of common values and objectives at frontline level.”

(p91)

Importantly, the Act moves those providing care and support away from a model of “providing services” to one of “meeting needs”. Embedded in this concept is the idea of individual choice and diversity. Local authorities must begin with a care and support planning process that keeps the person at the centre, and adopt flexible and innovative approaches to commissioning.

Transforming care and support and workforce redesign

Transforming the ways in which care and support is offered depends upon many things, including having a confident, appropriately skilled workforce. To achieve this, workforce needs (and strengths) need to be incorporated into the process of reshaping how people are supported.

In this guide the many aspects of workforce needs are artificially separated in order to break this down into manageable topics. There are, however, many overlaps, and the models used here looking at workforce can also help in thinking more broadly about transformation. The ‘practice scenario’ that runs through the guide demonstrates how closely workforce and service redesign are entwined.

Redesigning care and support is only effective when the learning and development needs of the workforce are considered at every stage. By listening to the workforce, the organisation

can benefit from the knowledge and experience of those who work in it. Reshaping care and support, and ensuring that the workforce is properly equipped to deliver are not separate activities. It is only when this relationship is understood and embraced that ‘learning organisations’ are created, and individuals can both contribute to and learn from each other.

Further materials

To ensure organisations have the right numbers of people in the right roles to meet the Care Act requirements, Skills for Care is developing workforce capacity planning tools and resources.

These are being developed in partnership with:

- The Association of Directors of Adult Social Services
- Centre for Workforce Intelligence
- The College of Social Work
- Local Government Association
- Social Care Institute for Excellence.

The aim of the tools is to provide local authorities and social care employers with a model and digital resource to assess the capacity of their workforces to deliver new ways of working arising from the care and support reforms.

They will complement products such as the workforce commissioning resources, the workforce outcome measurement model and the community skills programme.

Other useful guidance to support service transformation includes:

- Skills for Care Care Act support at
<http://www.skillsforcare.org.uk/careact>
 - Department of Health Care Act fact sheets at
<https://www.gov.uk/government/publications/care-act-2014-part-1-factsheets>
- Local Public Service Transformation A Guide to Whole Place Community Budgets The report of pilots set up under the banner of “A bold attempt to fundamentally redesign public services...by re-wiring services around people and places.” Includes links to web-based tools and examples.
See: www.communitybudgets.org.uk
- Think Local Act Personal website which brings together best practice ideas and offers some tools to support the development of locally shaped care and support.
See: <http://www.thinklocalactpersonal.org.uk>
- Practical approaches to workforce commissioning. Skills for Care guidance on how to commission the adult social care workforce.
See: www.skillsforcare.org.uk/workforcecommissioning

- Neighbourhood workforce planning and community skills development: a Skills for Care programme of work focused on understanding the workforce needs of local neighbourhoods, and creating opportunities in these communities for skills development that enables people to become active citizens.
<http://www.skillsforcare.org.uk/NMDS-SC-intelligence-research-and-innovation/Community-skills-development/Community-skills-development.aspx>
- Workforce outcome measurement model. A framework for identifying and evaluating intended workforce development outcomes.
See: <http://www.skillsforcare.org.uk/NMDS-SC-intelligence-research-and-innovation/Workforce-commissioning/Workforce-outcome-measurement-model.aspx>
- The Principles of Workforce Integration, jointly published by Skills for Care, Skills for Health, Think Local Act Personal, the Local Government Association, NHS Employers and the Association of Directors of Adult Social Services.
<http://www.skillsforcare.org.uk/powi>



The 'Principles of workforce redesign'

1

Take a whole systems view of organisational change

2

Recognise the different ways people, organisations and partnerships respond to change

3

Nurture champions, innovators and leaders; encourage and support organisational learning

4

Engage people in the process; acknowledge value and utilise their experience

5

The different ways that people learn should influence how change is introduced and the workforce supported

6

Encourage and utilise people's thinking about values, behaviours and practice to shape innovation

7

Actively engage with your community to understand its cultures and strengths; work with the community to develop inclusive and creative workforce planning strategies

Glossary

Learning Organisation

Learning organisations value the contribution of workers including volunteers, and of the people being supported, to the development and quality of the support they deliver. Learning organisations ensure that they have structures to create opportunities for everyone to learn and develop their skills and knowledge, and for that learning to be shared across the organisation. This includes many things; for example, supervision where it is safe for workers to discuss their practice and mistakes, and look at ways to improve, and time for people to get together in groups to look at particular things that matter in the organisation, sharing experiences and learning from each other. Not only are the people in the organisation encouraged to learn and develop as individuals, their input into developing and improving support is seen as essential.

Organisation

In this document the term is used when talking about the whole organisation, for example the local authority. There will be several workplaces within the organisation. (See “workplace” definition)

Whole Systems Approach

A whole systems approach recognises that no part of the organisation or workplace exists on its own. This means that whenever something is changed in one place, it will affect other parts.

In planning, whole systems approaches mean thinking about everything in the round, not just the area that is being changed. For example, there is no point in thinking about changing how support is delivered without thinking about workforce issues. It also means acknowledging the contribution different parts of the system can make. An example would be giving workers, people with care and support needs, or carers a real opportunity to share and use their experiences to help shape the way a new way of providing care looks.

Workplace

In this document the term is used to describe the immediate working environment, for example a care home. Or, depending on the situation, “workplace” might refer to a team within an organisation, such as an outreach team that is part of a community resource. The workplace can equally be a less formal setting within the community. (See “organisation” definition)

Workforce Development

In order to comply with the requirements of the Care Act, all employers will need to prepare their workforce to meet these new laws and legislations. While some employers may find only small changes are required to existing ways of working, the impact on other ways of working and the skills needed to achieve this are significant.

Workforce development is integral to transforming how people are supported. It ensures that workers have the right values, attitudes, skills and expertise to enable people to live independently, and to fulfil their aspirations. Workforce development looks beyond the “training needs” of the individual. It is a ‘whole systems approach’ to working with people to understand and identify how care and support is changing, and what that means for the skills, values and attitudes that workers will need to have. Good workforce development ensures that people can contribute confidently to change and transformation. It is a way of working with people in the workplace that:

- engages workers in discussions about their learning and development needs, identifying what these are in relation to their changing roles
- finds ways to bring people together to learn, including enabling workers and teams to learn from each other
- increases people’s confidence and adaptability in working with change and transformation, emphasising strengths and aspirations
- reviews the impact that workforce development activities have on the experiences of people who need care and support
- systematically identifies changing workforce learning and development needs, creating ways for these to be met
- engages workers in developing a vision for the care and support models they are creating, continuously evaluating and improving the care and support they provide by listening to people’s experiences and ideas.



A note on equality and diversity

Employers' existing duties in respect of the equality of their workers and the diversity of their workforce remain constant when the workforce is being redesigned. But of course any change process must be monitored to make sure that no-one is unjustly disadvantaged, whether workers, volunteers, people with care and support needs or carers. One way of checking this is to consider the effects of any proposed change on anyone who has any of the nine 'protected characteristics' identified by the Equalities Act 2010. These are:

- Age (not necessarily any given age, but whether a person's age makes any difference to how your organisation regards them).
- Disability (a physical or mental impairment which has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities).
- Gender reassignment (moving or having moved from one gender to the other).
- Marriage and same-sex civil partnership.
- Pregnancy and maternity (being pregnant or expecting a baby: maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.).
- Race, i.e. a person's race, colour, nationality (including citizenship), ethnic or national origins.
- Religion and belief (religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. atheism). Generally, a belief should affect the person's life choices or the way they live for it to be included in the definition).
- Sex, i.e. whether a man or a woman (often called gender).
- Sexual orientation, i.e. whether a person is attracted to their own sex, the opposite sex or to both sexes.
- Official information on equalities and diversity is available at <http://www.equalityhumanrights.com> If you are a public sector organisation, the 'public sector equality duty' described there may well apply to you, and other organisations may wish to apply a similar standard to themselves.

Using the guide

This guide shows how looking at workforce development in the round creates an environment where workers can flourish and excellent care and support can be provided. Its focus is on how to engage with workers to support them to create and deliver excellent care and support as part of the wider process of transformation.

Although not its focus, the guide recognises the centrality of people with care and support needs in offering high quality workforce development to underpin transformation.



Integrated care and support designed around the needs and wishes of the person, delivered by confident and competent workers

This guide is a set of practical tools to help you to use the Principles of Workforce Redesign to make real changes to the way people think and behave in your workplace. It can be used alongside *Workforce redesign theory and thinking* (www.skillsforcare.org.uk/workforcedesign) if you want more information about the theories behind the principles. Workforce redesign theory and thinking includes references and web links if you want to find out more. This practical guide also includes web links to popular ‘summary’ sites. However, if detail of the original work is wanted for any particular theory or technique, a web search will usually quickly show up where original materials are available.

The guide can be used either as a whole, working through each chapter (in the order that fits best with your situation), or by drawing on relevant chapters only. It can be used as a toolkit, dipping in and out of it as required. There is a chart at the end of this section that can be used to direct you to the most helpful sections for your particular focus.

The chapters (and principles) create an artificial divide between the different aspects of workforce redesign, so even though the tools are located under particular headings, in fact they are each useful in other chapters too. Using the tools in conjunction with each other gives a well rounded picture that will support your decision making.

Each chapter begins with an explanation of the principle, and describes some tools to help thinking and planning. This is followed by examples of practical applications, using the Sunnyholme scenario. At the end of each chapter are some questions to help guide your thinking.

The ideas and tools describe some of the practical ways you can approach your work in relation to each particular principle. These tools draw on different theories, or elements of theories, which have been applied to be useful here. There are many other theories that can be used, but these are suggested as ways to help you begin your thinking and planning.

The questions and some of the tools are also available as separate downloadable templates, available from www.skillsforcare.org.uk/workforcedesign.

The examples of how the tools can be used, applied to the Sunnyholme practice scenario, illustrate some of the ways that the different tools can help at every stage.

Once you have thought about the principles in relation to your workplace you should have a better understanding of how to approach your work, and of how the organisation and the people in it operate. You will also have some tools to help you in redesigning and developing care and support, and ensuring that workforce development needs are identified and met.

The practice scenario: Sunnyholme

This practice scenario is used to provide practical illustrations of the tools described in this guide. In each chapter the practice scenario material is applied to some of the approaches described, to show how they can be used to help in working with change.

Sunnyholme is a 50-bedded residential dual-registered home for older people; including a specialist 15-bed unit for people with dementia. There is one manager, and one deputy. There are three units in total, each run by a team leader who is responsible for all of their team members. Night shifts are managed by two night staff working across the whole home. There is an on call manager, who oversees three homes in the area during the night. Sunnyholme is in the Home Counties, and it is one of twenty homes in the McCarthy Homes Group (MHG). The head office is in London.

The home is located close to a local authority housing estate, where the majority of the staff live. There is a small but well established Turkish community on the estate, and the local shop that is near to the home is run by a Turkish family. The night staff (eight in total) include five overseas qualified nurses who are agency staff and a care worker (Care Worker A, 'CW A') from the Turkish community. Many of the staff at Sunnyholme have worked there since it opened ten years ago. It can be quite difficult for new staff joining the team, and over the past three years there have been six staff employed who stayed only a few months. These were mostly care staff who had new ideas about working with residents, and challenged some of the practices they found.

All care staff, apart from two recent starters, have either level two or level three care qualifications.

One of the team leaders ('TL C') is very keen to introduce new ways of working with residents, and she has had mixed responses from her team members. The other team leaders feel that everything is fine and do not really understand the need to change things. The manager is happy to allow the team leader to introduce some limited changes, but is too busy to get involved herself.

The majority of the residents (about 75%) are funded through the local authority. There are currently eight vacant places.

At the last Care Quality Commission inspection the following comments and recommendations were made:

1. Staff supervision and appraisal were not carried out regularly enough. It was agreed that a timetable would be introduced to ensure that all staff members would receive formal supervision at least six times a year.
2. Two resident care plans were not up to date. It was agreed that the manager would discuss this with team leaders and introduce a system to ensure that records were kept properly up to date.

It was also noted that Sunnyholme provided a good standard of care to its residents, and that those residents who had commented were happy. Staff retention was recorded as being good, and staff on duty were observed interacting with residents in a respectful way. Those staff on duty demonstrated a good understanding of the needs and preferences of the residents.

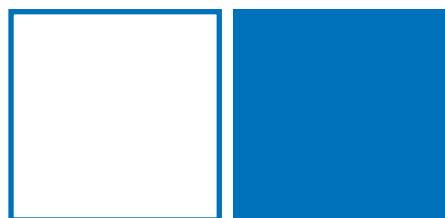
MHG has been undertaking a review of the homes in the group. This was prompted by the change in direction of care and support provision, the personalisation agenda and the increasing use of direct payments. Feedback from several of the homes in the group has indicated that local authority commissioners were encouraging providers to consider the provision of more flexible, home-based care and support.

There are also concerns that Sunnyholme has not had full occupancy for some time, and that there have been occasions when it has run vacancies of up to ten places.

Contact with head office is quite limited; the manager attends a six weekly managers' meeting that is chaired by a member of the head office team. This is where most information is shared.

Decisions about how the homes are managed, and any large scale changes that might be introduced, are made centrally without any prior discussion with managers or other staff. Day-to-day management is left to the manager of the home.

Each manager has been asked to liaise with their local authority commissioners to look at the possibility of developing their local care and support to provide home care support for older people, to be known as the 'At Home' service. If this happens it is likely that some of the care staff currently working in the home will have to move into the new community-based work.



Finding the helpful chapters

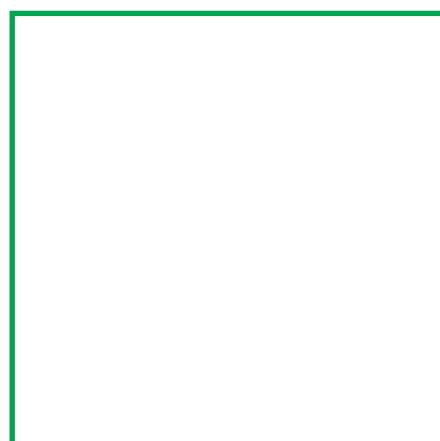
All of the chapters in this guide are linked, so working with just one of them may mean you miss something that is useful to you. This does not mean that you have to work through the whole guide though. The chart below suggests which tools will be most helpful in answering the different questions you may have.

Questions	Principles	Tools	Pg
My organisation and the organisations I work with			
How do the different parts of my organisation/other organisations work together?	1	<ul style="list-style-type: none"> ■ Venn diagram ■ Spider diagram 	23 24
Who is influential in making decisions?	1, 3	<ul style="list-style-type: none"> ■ Venn diagram ■ Spider diagram ■ Belbin's team roles 	23 24 35
How does my workplace link to other organisations?	1	<ul style="list-style-type: none"> ■ Venn diagram ■ Spider diagram 	23 24
How can I create a culture where people feel comfortable with change and contributing to change?	2, 3, 4, 5, 6	<ul style="list-style-type: none"> ■ Transitions curve ■ Action learning sets ■ Supervision principles ■ Feedback loop ■ Principles of consultation ■ Leadership styles ■ Senge's characteristics of learning organisations ■ Kolb's learning cycle ■ Transformation through changing minds ■ Senge's involvement ladder 	28 38 39 43 43 46 51 53 61 60
Transforming care and support			
Who is likely to support the transformation?	2	<ul style="list-style-type: none"> ■ Response to change continuum ■ Diffusion of innovation curve 	27 29
What are the learning needs arising from the transformation?	5, 3, 7	<ul style="list-style-type: none"> ■ Kolb's learning cycle Honey and Mumford learning styles ■ Skills around the person 1-2-3 of community support and development planning 	53 53 69 70

The people in my workforce			
What do I need to do to support and involve people when my organisation is changing?	3, 4, 7	<ul style="list-style-type: none"> ■ Action learning sets 38 ■ Supervision principles 39 ■ Feedback loop 43 ■ Principles of consultation 43 ■ Skills around the person 69 	
How do the people I work with feel about change?	2, 3	<ul style="list-style-type: none"> ■ Response to change continuum 27 ■ Transitions curve 28 ■ Diffusion of innovation curve 29 ■ Belbin's team roles 35 	
How can I make sure that the right workforce development takes place alongside organisational transformation?	5, 3, 7	<ul style="list-style-type: none"> ■ Kolb's learning cycle 53 ■ Honey and Mumford learning styles 53 ■ 1-2-3 of community support and development training 70 	
What needs to happen to give everyone the chance to be involved?	3, 4, 6, 7	<ul style="list-style-type: none"> ■ Action learning sets 38 ■ Feedback loop 43 ■ Principles of consultation 43 ■ Leadership styles 46 ■ Transformation through changing minds 61 ■ Senge's involvement ladder 60 ■ Co-production 67 ■ 1-2-3 of community support and development training 70 ■ Skills around the person 69 	
What are the different ways that the people I work with learn and develop their practice?	5, 6	<ul style="list-style-type: none"> ■ Honey and Mumford learning styles 53 ■ Transformation through changing minds 61 	
Understanding the way I work			
How do I feel about change?	2	<ul style="list-style-type: none"> ■ Response to change continuum 27 ■ Transitions curve 28 ■ Diffusion of innovation curve 29 	
How do I learn best?	5	<ul style="list-style-type: none"> ■ Honey and Mumford learning styles 53 	
How do I approach working with other people?	3, 4, 6	<ul style="list-style-type: none"> ■ Belbin's team roles 35 ■ Leadership styles 46 ■ Transformation through changing minds 61 ■ Senge's involvement ladder 60 	

Engaging with the local community				
What kind of work patterns will encourage people in the local community work to work in my workplace?	7	<ul style="list-style-type: none"> ■ Co-production ■ 1-2-3 of community support and development planning ■ Skills around the person 	67 70 69	
How can I understand the kinds of training and development opportunities I may need to offer if members of the local community are going to be able to work in/with my organisation?	3, 7	<ul style="list-style-type: none"> ■ 1-2-3 of community support and development planning ■ Skills around the person 	70 69	
Who are the people in the local community who might, potentially, have care and support needs?	7	<ul style="list-style-type: none"> ■ 1-2-3 of community support and development planning 	70	
What are the different ways I can provide or commission care and support to meet local community needs?	7	<ul style="list-style-type: none"> ■ 1-2-3 of community support and development planning 	70	
How can my organisation engage with the local community?	4, 7	<ul style="list-style-type: none"> ■ Feedback loop ■ Principles of consultation ■ Co-production ■ 1-2-3 of community support and development planning ■ Skills around the person 	43 43 67 70 69	

For more information on how Skills for Care can support you with implementing this guide contact jim.thomas@skillsforcare.org.uk.



**PRINCIPLE
1**

Take a ‘whole systems’ view of organisational change

The ways that people relate to each other in organisations and across partnerships affects what needs to change and how people are affected. Workers, people who need care and support, their families and friends are all part of the system and cannot be treated in isolation from it.

A planning and workforce development process that is participatory, inclusive and evolving has more chance of success.

The culture and the character of an organisation or partnership is determined by the people who work for it and who take responsibility for problems and solutions.

Supporting people in different parts of the system through the whole process of change is integral to any strategy and vision.

What this principle means

Organisations consist of many different groups and individuals; they are complicated and complex, and in a continuous state of change. It is the relationship between all of the people and groups in the organisation that create its culture, and shapes how it works and what it is like to work in. It is impossible to make changes in one part of an organisation without them having an impact somewhere

When considering the workforce implications of transforming care and support, it is important to think about how all of the people, in each part of the system, will be affected.

Tools to help you answer the questions and plan what you can do

1. Venn diagrams

A Venn diagram allows you to identify all of the connecting and overlapping pieces of your organisation, and the organisations you work with. The circles represent different pieces. The diagrams here are ‘radial Venns’. Before beginning the diagram, you need to identify the key people in your organisation who are connected to the change. This example looks at who has the most influence over transformation. The size of the circle and the amount of overlap with the centre circle shows the degree of influence. If you ask different groups or individuals what

they think, you may come up with different diagrams because not everyone will see the way decisions are made as being influenced in the same ways.

When you produce the diagram you can see very clearly who has the most, and least, power. You may think that some groups are too influential, while others should have more input. In this example, the first diagram shows that the staff group and residents' group have no input to change at all. Change is being driven primarily by the local authority commissioners and head office, with some input from the manager. The Care Quality Commission has some involvement. The second diagram, used to show progress as care and support is transformed, shows how these relationships have altered. There is now much more equality between the inputs of each group.

Radial Venn 1:

Sunnyholme:

Influential groups in developing new community-based care and support (at outset of work)



Radial Venn 2:

Sunnyholme:

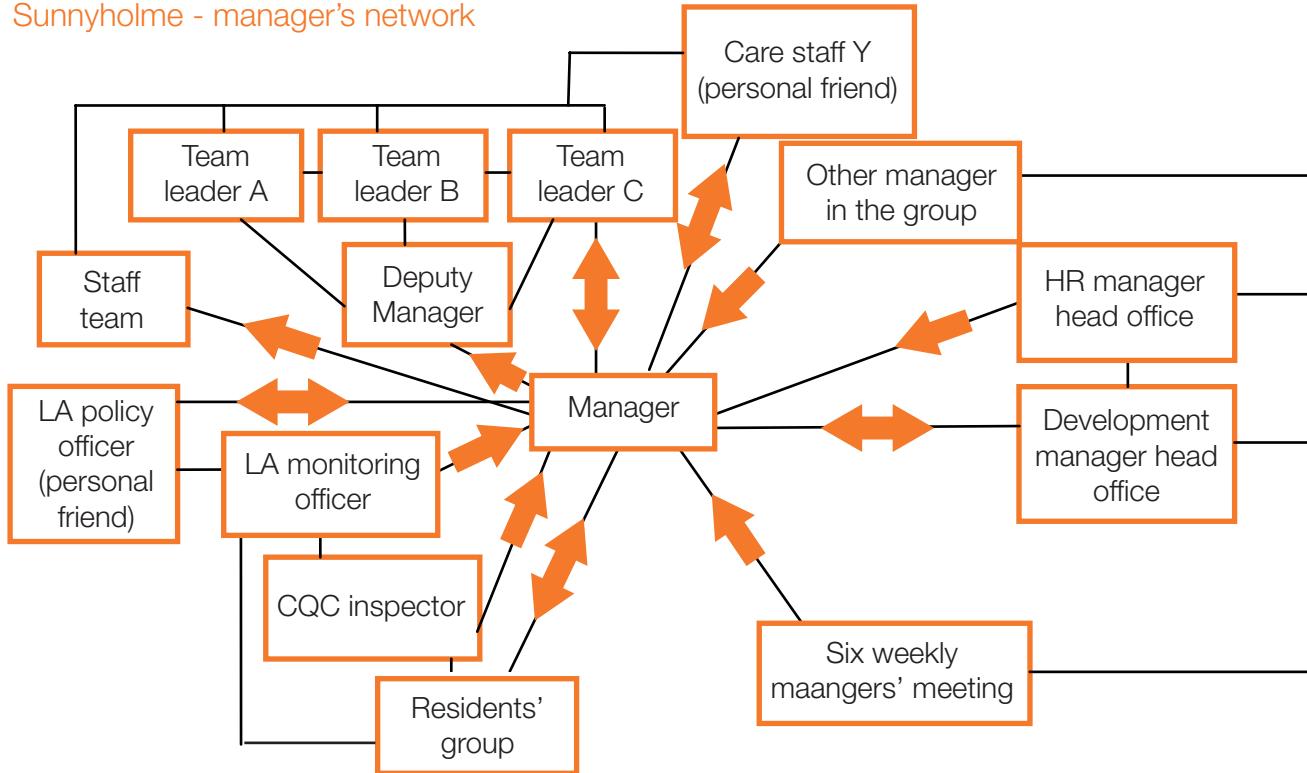
Influential groups in developing new community-based care and support (at of work)



Spider diagrams

A spider diagram allows you to look in more detail at the connections and relationships within your organisation. You can identify the complex links across your workplace identifying key roles and individuals. You can use a spider diagram to help you answer questions about your workplace and levels of influence as well as seeing how the system operates as a whole. In the example, direct formal links to the manager are shaded in blue, others are informal or more distant networks and relationships. Single arrows point away from the most powerful person, while double-ended arrows indicate an equal relationship.

Sunnyholme - manager's network



Questions to help thinking about the systems and networks in your workplace, and how you, and others relate to each other

By focusing on these questions you will have a better idea about the ways that information is shared and decisions are made in your organisation. You will also build a clearer picture of the way your organisation, the people in it, and its partners, relate to each other. Understanding these things will place you in a better position to look at how you can contribute to change, and how you can help and encourage others.

Questions about yourself:

- Who do I talk to about important workplace (or organisation) issues?
- Who talks to me about important workplace issues?
- How do I get my information about what is happening?
- How do I feel about working in partnership and learning from others?
- What, from my own experience and knowledge, can I use to help me do my work?

Questions about other people who work in or with your workplace:

- What do other people think their role is in my workplace?
- Who are the people who are most influential?
- How do other people influence what happens?
- Are there people who should be included in discussions and decision making, who are not?

Questions about your organisation and other organisations you work with:

- How is learning and development organised in my organisation? Where does the learning and development take place?
- How do the different parts of the organisation work together to get things done?
- How and where are decisions made? How is information shared?

**PRINCIPLE
2**

Recognise the different ways people, organisations and partnerships respond to change

Change can be threatening to individuals, making them feel ‘de-skilled’ and vulnerable. People are particularly resistant to change that goes against the current work culture.

Resources to support change, including time, need to be in place if transformation is to be successful and sustainable.

People learn and change at different rates, so change programmes need to be flexible enough to accommodate this.

Regular and effective two way communication that keeps people involved and updated will help to reduce negativity and anxiety.

Opportunities to support individuals in developing the confidence, skills and expertise they need to work in redesigned services need to be incorporated into all plans.

What this principle means

Transformation and change are constant in people’s working lives. Ideally these happen in a planned way, with time for people to be properly involved. Sometimes this is not possible, but this does not mean that the principle should be ignored. Even when things have to be done quickly, or with very limited options for what will happen, the way changes are managed can make a difference, and have a positive impact on people and organisations.

People need to feel safe, valued and supported so they can contribute to change and transformation in their organisation or workplace. Change can be experienced as a loss; people need the right support and enough time to work through what change and transformation means for them. Recognising this, and using stages of grief such as Kubler-Ross’s ‘five stages of grief’ as a way to understand individual responses can be very helpful.

See http://www.exeter.ac.uk/media/universityofexeter/humanresources/documents/learningdevelopment/the_change_curve.pdf

People in the workplace respond differently to change. Some feel de-skilled, or worry about how change will affect what they do at work. Others become competitive, or defensive, covering up mistakes and not being honest about things they don’t know or understand. Some people welcome and thrive on change, seeing how it can benefit the organisation and the people who use it, and wanting to contribute.

If change is imposed on people without any consultation it is likely to be seen as a problem, and people will try to “make it go away”. Change then ends up being managed as a crisis; and can de-motivate people. Even when change is imposed by external factors, such as a loss of funding, it is important that the people affected feel included in the decisions that have to be taken, and understand the reasons for them. The reasons for change, both positive and negative, should always be part of the explanation of what is happening.

To feel confident and happy working in a transformed organisation people need the right skills and attitudes. Even where people are in favour of the changes, they may still feel de-skilled or anxious. By both reinforcing the strengths they already have, and identifying and meeting their learning and development needs will help people to feel positive about the changes and themselves.

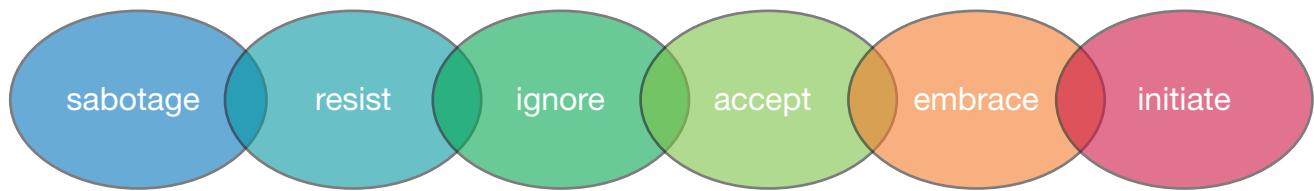
New ways of working do not bed in overnight. It can take up to two years to settle in. During that time people will accept and absorb it at different speeds; some will adopt it straight away, others will wait till the last minute

Tools to help you answer the questions and plan what you can do

1. Response to change continuum

Look at your workplace and consider how change is welcomed. You can use this tool when you are looking at yourself, others, or the whole organisation. It can be applied to identify general attitudes, or it can be used when thinking about specific changes. Where people are placed along the continuum will vary according to the particular change, and the stage of implementation. Where someone sees the benefit they are most likely to view change as positive. Some people are initially resistant but will gradually come to accept it.

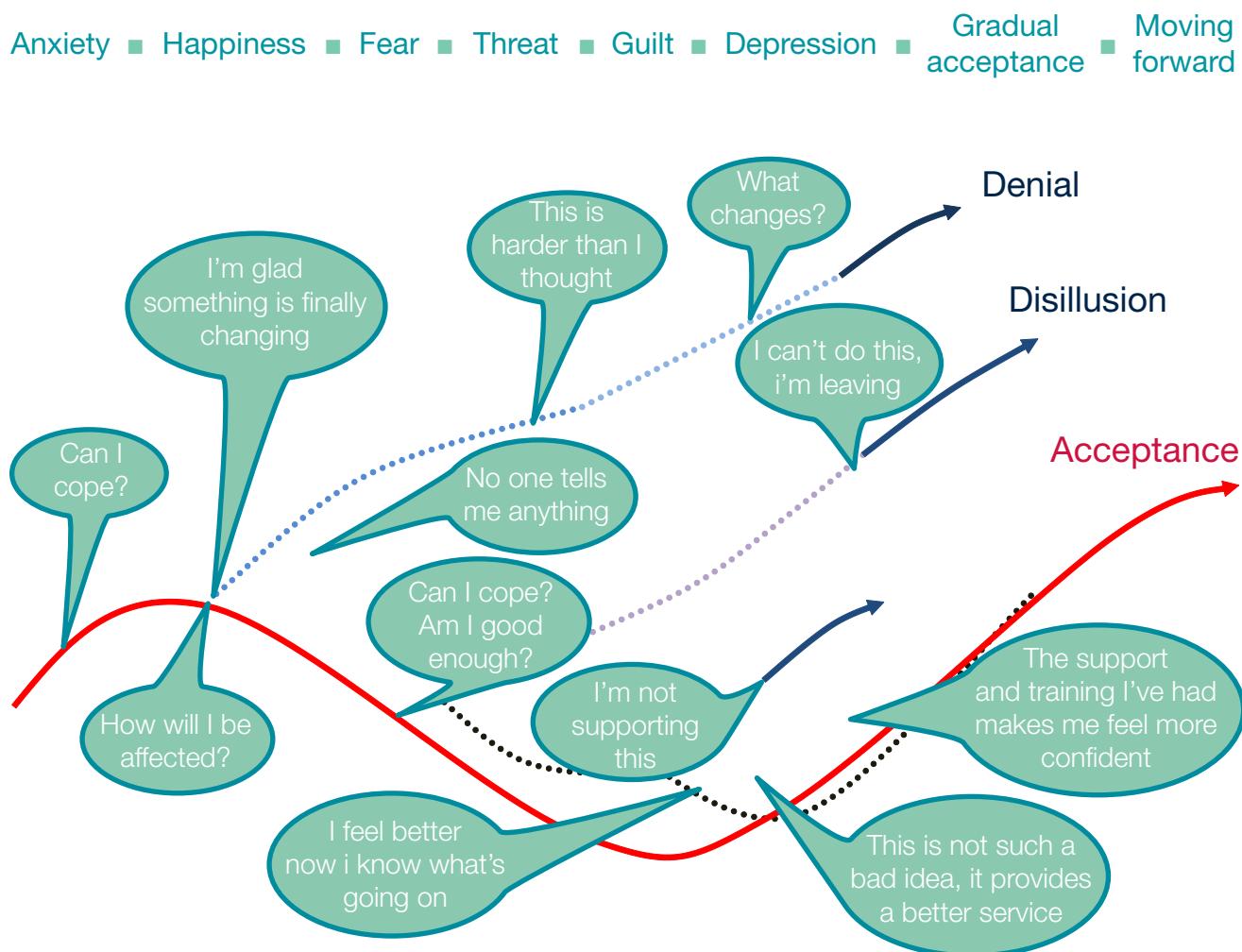
If you are thinking about a specific change, once you have plotted where people are on the continuum you can think about how to help the more negative people see the positives, and how you can capture the enthusiasm and support of others. Just because someone begins in one place, they will not necessarily remain there. Poor management can move people into a more negative attitude, while good management can increase the positive responses. Good workforce redevelopment will support people in preparing for and embracing change by ensuring that they are equipped with the skills they need to work and contribute with confidence.



2. Working with change: process of transition

When a change is introduced, it raises questions for those people affected. Some of the typical responses and questions are shown below. Many people, especially if they are properly supported, will work through the change in a constructive way, working with their doubts and anxieties, finally contributing to your organisational transformation. If people's anxieties are not recognised and dealt with, some people in the workforce may respond in a negative way, which is bad for your organisation, and bad for the person. When you are planning to make changes you should look at how people are typically likely to respond, and build in time and resources to help them to feel good about themselves and the transformed organisation they are working in.

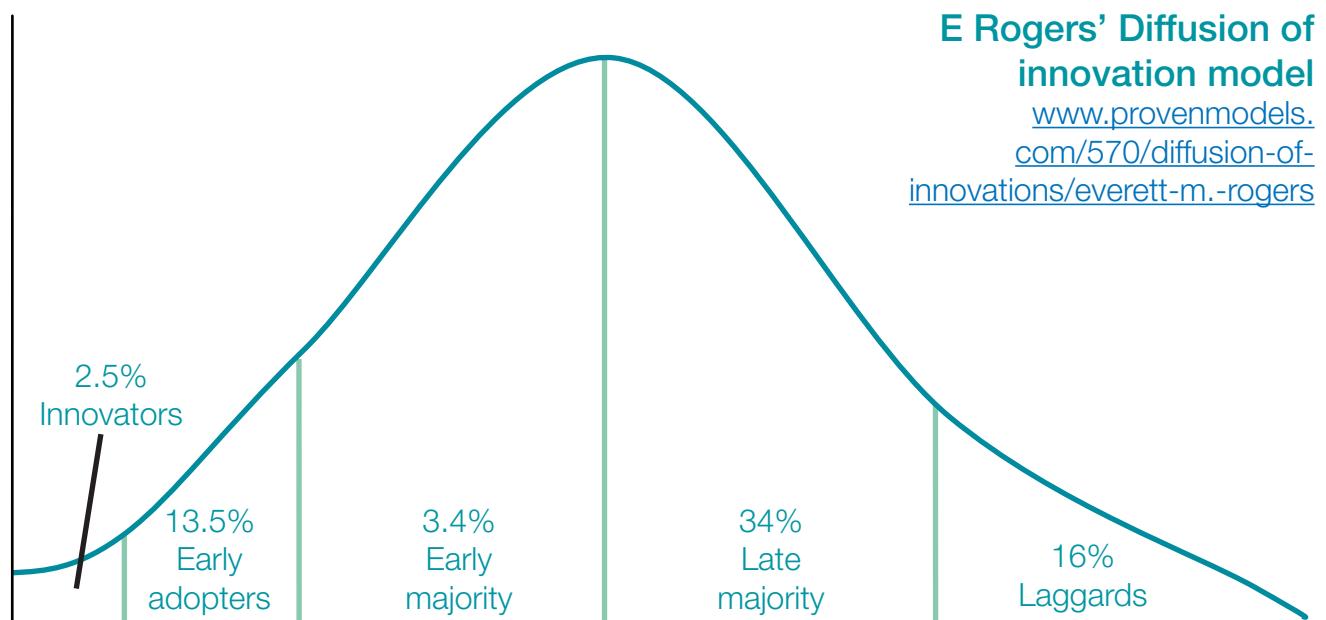
Any change is a transition. You can use this transition curve to help you understand the stage that individuals are at and to predict the path that the introduction of change will take. You can also think about how to combat some of the more negative ideas, for example by listening to people's worries, and identifying the support or training that might help them feel more positive. Sometimes there will be individuals in the workplace who, despite everything, will not accept and work with the changes. For those people, and the changes, it may be better if they leave their jobs.



Adapted from J M Fischer at www.businessballs.com/personalchangeprocess.htm

3. Adopting workplace transformations

People adopt changes in their workplace at different rates. The diagram below outlines a very simplified way of looking at this, allowing you to think about the different people in your workplace and how their attitudes will affect transformation. There will be a mixture of all of these groups. Identifying and involving innovators and early adopters can help with introducing any changes and making sure that they are positively received.



1. Innovators: people who like to push boundaries and take risks. They like the idea of developing new models of care and support and leading change; happily accommodating difficulties when they arise, and enjoying problem solving.
2. Early adopters: social leaders, early adopters are popular and knowledgeable. They are risk takers who embrace change and use new ideas, technology and opportunities.
3. Early majority: like change to be measured and steady, preferring everyone to adopt changes together. Once it is agreed, change should be introduced quickly.
4. Late majority: tend to be more sceptical and traditional; they want to know something is going to work before they adopt it. They may place their trust in one individual to “prove” it will work.
5. Laggards: want to maintain the *status quo*, which they believe works perfectly well.

Sunnyholme:

How will people respond to change?

By looking at all of these ideas, and seeing where different people in your organisation fit, you can begin to think about how to bring together the right people to support change, and how to work with those people who are likely to be resistant. For example, understanding why Team Leader B ('TL B') at Sunnyholme is likely to be resistant to change means that you can work with this, helping to build her confidence in herself and what is happening, and ensuring that she does not create a negative attitude across her whole team.

This example analyses how the management team feel about developing the At Home Care and Support.

Response to change		Predicted response to transition	Adoption type	Analysis
Manager	Accept	Acceptance / move forward	Early majority	The manager is fairly distant from the staff group, concentrating on the administrative side of work and representing the home to other organisations. She has spent a lot of time talking to the local authority about the kind of care and support they will be commissioning in the future, and has a good understanding of this. However, she lacks the vision to see how this should be shaped, and does not understand the need to involve staff or the people being supported. Although too busy to be actively involved herself, the manager understands the need for change, will take an active interest, but intends to delegate the majority of the work to a dedicated project team.

Deputy manager	Initiate	Acceptance / move forward	Early adopter	The DM is well liked among the staff group; she has worked her way up to her job, having been both a care worker and a TL. She has a steady approach, and listens to what people have to say. She has a clear picture of the strengths and weaknesses of the whole staff group and is keen to make sure that the home offers appropriate training and development opportunities to support the development of the new model of care and support. She has lots of good ideas that she is happy to work on with others.
Team leader A	Resist	Denial	Laggard	TL A is “set in her ways” and could create problems with developing the new model of care and support. There are concerns that she will fail to discuss anything with her team, giving them the impression that this is “just another idea from head office” and it will eventually be dropped. Her attitude may stem from an anxiety about being able to survive in the “new world”. Although she achieved her NVQ3, this was several years ago and she has a history of being reluctant to go on training courses.
Team leader B	Accept	Acceptance /move forward	Late adopter	TL B sees the need for change, but because there have been so many new ideas introduced and then dropped in the past; she is waiting to see what happens. Although she is unlikely to come up with lots of new ideas, she will listen to others, and contribute to discussions. In fact she is a very good TL, but lacks self-confidence.

Team leader C	Initiate	Acceptance /move forward	Innovator	TL C is the youngest and most recent of the TLs. She came from a different home, and the ideas that she has brought with her have met with some resistance (although she was appointed because of her ideas and enthusiasm). She has already brought in changes to the way the key worker system operates in her team, involving residents much more in setting their own goals, and has lots of ideas about developing the new model of care and support, and ways to involve the residents and staff groups in this.
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Questions to help thinking about the systems and networks in your workplace, and how you, and others relate to each other

These questions are important because the way people feel about change differs from one person to another, and will be different in different circumstances. The way the organisation approaches change is one of the most important factors in achieving success. To bring about the changes required for transformation this needs to be understood and built into all planning. Answering the questions will help you think about how you feel about change, as well as thinking about the impact of change on the different people involved. It will also highlight any changes you or your organisation need to make to the way change is managed and introduced.

Questions about yourself:

- When faced with change do I generally try to stop it, ignore it, go along with it, contribute to it, or initiate it?
- If the way I respond is different on different occasions, what makes it possible for me to respond positively?

Questions about other people who work in or with your workplace

People you work directly with:

- When other people think about change do they generally try to stop it, ignore it, go along with it, contribute to it, or initiate it?
- If the way in which other people respond is different on different occasions, what makes it possible for them to respond positively?

People and teams in other parts of your organisation:

- Thinking about change that you are involved in at the moment:
 - What are all of the potential benefits?
 - What are all of the potential losses?
 - Who gains?
 - Who loses?
 - Are there groups of people who you would expect to welcome the change?
 - Are there groups of people who you would expect to resist the change?

Questions about your organisation and other organisations you work with:

- Is your workplace /organisation one that, generally, welcomes change, goes along with change, or tries to ignore it?
- During a time of change are the people affected by change involved in making decisions?
- Is important information properly shared?
- Are the views, ideas and experiences of all of the people affected listened to?
- During a time of change are the people affected supported to work with change?

PRINCIPLE

3

Nurture champions, innovators and leaders; encourage and support organisational learning

Environments in which managed risk is encouraged help people to feel safe to express concerns, discuss ideas and experiment.

Appropriate and supported delegation of tasks and responsibilities encourage creativity at the local level.

Champions, innovators and leaders are key figures in ensuring successful organisational transformation: they should be identified, supported, sustained and encouraged to share their learning, including learning that arises from failures.

High quality supervision will empower people to be innovative, dynamic, adaptable and flexible. Organisations that have non-hierarchical view of knowledge, experience and expertise are able to create environments in which individuals feel valued and able to contribute to learning and the development of new and innovative services

What this principle means

Everyone in the workplace has the ability to innovate and has expert knowledge to bring to the process of transformation. A workplace that ignores innovation and the expertise of its workers is a poor place to learn. Workplaces that encourage people to contribute ideas, enable and encourage people to experiment and take managed risks are better at transforming care and support and changing the way people work.

Tools to help you answer the questions and plan what you can do

1. Team roles

If you are going to get the most from the people you work with, you need to understand the way in which they work. When you are transforming care and support the attitudes people have are often more significant than their formal job roles. Each individual has different strengths and a skilled manager will bring these together to make a really effective team.

There are many ways to look at this; the example being drawn on here is Belbin's Team Roles, see: <http://www.belbin.com/rte.asp?id=8>. There are several other ways to look at the makeup of individuals you work with, for example by utilising the Myers Briggs sixteen personality types see: <http://www.opp.com/en/tools/mbti/mbti-personality-types#.UmvJrvmkqZY>.

In addition, Tuckman's work, examining group life ('forming, storming, norming, performing') gives an alternative way to look at team building. A brief overview of this is available at www.businessballs.com/tuckmanformingstormingnormingperforming.htm.

People are very often a mixture of the roles as they are described, and where they fit may vary according to the situation. Once you have thought about the people in your team you will be able to find the best group to lead on your transformation. This group will not necessarily be the most senior workers. It is important that the group includes a blend of the characteristics described by Belbin and others, and is not too heavily weighted in any particular area.

So, for example, by using Belbin's team analysis, the manager at Sunnyholme is able to select the right group of people to lead the work on developing home-based care and support.

Belbin's team roles: strengths and styles		Recognising the team roles at Sunnyholme
Coordinator <ul style="list-style-type: none">■ Gets other people to work together towards a shared goal.■ Confident and mature.		The manager tends to be too influenced by personal friendships to do this effectively. The deputy manager is much better at getting the team leaders to work together, discussing their different approaches.
Shaper <ul style="list-style-type: none">■ Motivated and energetic, like to achieve goals.■ Good at getting things going.■ Assertive and competitive.		Team leader C is very enthusiastic and keen to bring about changes. Some of her colleagues find her assertiveness quite threatening. Her commitment to developing new ideas can mean that she is looking at the next thing before she has completed the current project. Care worker V, one of the newer, younger care staff in her team who is also a shaper works well with her.
Plant <ul style="list-style-type: none">■ Innovators and problem solvers.■ Inventive and creative, coming up with new and original ideas.■ Do not always want to follow the rules.		Team leader C recognises that things need to change, and that residents need to be more in control over how the unit is run. She has lots of ideas about how this can be achieved. She tries to involve her care staff in developing ideas, and two in particular have responded very well to this. Although team leader B rarely puts ideas forward this may be due to her lack of self-confidence, she is interested in what team leader C is doing. If she is given the chance to develop her confidence she may develop in this role. The deputy manager is good at solving problems, and is prepared to bend rules on occasion to achieve goals.

<p>Monitor-Evaluator</p> <ul style="list-style-type: none"> ■ Serious, analytical and thoughtful. ■ Cautious. 	<p>Team leader B is showing some interest in what team leader C is trying to achieve, but still feels that the changes are too “advanced”. She is interested to see how things work out and may introduce some changes with her team at a later stage.</p>
<p>Implementer</p> <ul style="list-style-type: none"> ■ Systematic, efficient, common sense approach. ■ Reliable, dependable loyal workers ■ Practical. 	<p>Care workers X, Y and Z have worked at Sunnyholme for many years; they are not keen on formal training, but observe what goes on around them, work hard and are happy to adapt and change as required. The manager prides herself on her “common sense” approach. While she does not have many ideas herself, she recognises and encourages those who do.</p>
<p>Resource Investigator</p> <ul style="list-style-type: none"> ■ Respond quickly ■ Effective negotiators seek and find options. ■ Good communicators, friendly, networkers ■ Outgoing. 	<p>The deputy manager works well with all members of the staff team, she can be very persuasive at times and people tend to be happy to be flexible and help out when she asks. She is very popular with staff and residents alike. Night care worker X is an active member of her Turkish community, and is an outgoing person who has made many friends at Sunnyholme.</p>
<p>Team Worker</p> <ul style="list-style-type: none"> ■ Supportive, sociable, perceptive, listener. ■ Calming influence, mediator. ■ Flexible and adaptable 	<p>Care worker W is very popular with her colleagues. She is a mature member of staff; many of the younger workers go to her for advice.</p>
<p>Completer-Finisher</p> <ul style="list-style-type: none"> ■ Attention to detail, accurate, high standards. ■ Quality-orientated, delivers to schedule and specification. 	<p>The deputy manager is a very organised person, she takes care about the small details and always makes sure that tasks are properly managed and completed. Although she often feels that she has too much to do in the time available she will not produce below standard work, instead she works extra time to make sure her work is always of good quality.</p>
<p>Specialist</p> <ul style="list-style-type: none"> ■ These are the people with the technical skills and knowledge. ■ They are very focused and adhere closely to their professional standards. ■ They have a strong belief in what they do. 	<p>Team leader C is very widely read, she keeps up with the social care journals and press and regularly checks relevant websites to keep herself up to date with policy developments. She is also in the middle of an Open University course. Her long term plan is to go to university and gain a professional qualification. Night care worker X is a member of the local Turkish community, giving her important expertise in the development of the At Home care and support service.</p>

Sunnyholme:

How will people respond to change?

Person	Reason
Deputy manager	She is organised, good at getting people to work together, popular and is able to get people to work in different ways. She is sometimes prepared to bend the rules, but not without thinking it through first. She has an analytical approach to dealing with problems, and will come up with a range of options. Acting as project manager, she will make sure that the work is completed on time and to a high standard
Team leader C	She is full of new ideas, has a vision for how the service could be developed. She is well read, understands the government agenda and is aware of best practice in other parts of the country.
Care worker V	She is energetic, and enthusiastic, responding well to challenges.
Care worker W	She has been part of the team for a long time, and people respect her, having her as part of the team will increase the chances of other people listening to what is proposed. If people have concerns about the new project they will feel comfortable about discussing those worries with Care Worker W.
Night care worker X	She is a member of the Turkish community, and has specialist knowledge about culture and language. She has worked at Sunnyholme for the past three years, and is highly committed to her work, and is very popular among the staff. She is well known to the day staff as she makes a point of attending as many social events as possible. As a member of the Turkish community she will be invaluable in creating links, providing information, and working with staff at Sunnyholme to help them understand the needs of the community.

2. Action learning sets

The ideas behind Action Learning Sets (ALS) were first developed by Reg Revans in the 1940s (www.actionlearningassociates.co.uk/regrevans.php). Revans's view was that the most difficult problems, the ones that don't have one clear answer ("wicked problems") are best resolved by the people who deal with them every day. So instead of leaving it to the "experts" to sort practice problems, he developed the idea of bringing together the people who actually experienced what was going on to find solutions.

ALS are timelimited, programmed supportive and safe environments in which a group of people are brought together to explore, and develop their understanding of, a specific issue. They are both task-focused (in that they often exist to get something done) and reflective (in that a facilitator works to create an environment in which people can share thoughts and experiences to enhance knowledge and understanding). ALS assume that structured thinking about practice, discussing ideas, problems and successes with other people in a safe and constructive way will help build individual knowledge and confidence, and contribute to the transformation of services. The benefits of action learning sets can include:

- individual and organisational learning arising from sharing experiences of success and failure
- creating a safe place for people to share worries and anxieties as well as spreading and discussing ideas
- protected time to plan and make important changes to practice, as a group
- increased the skills and confidence of participants
- a way to show that the organisation values the contributions of individuals
- a way to support people during times of stress
- the creation new and useful networks that form communities of practice, and are not constrained by traditional organisational boundaries
- increased understanding of different roles, and an opportunity to create integrated approaches to practice issues and delivery.

Setting up and running an action learning set (ALS)

Include people in the group who are for and against the innovation you are considering; this is to make sure there is a proper discussion, weighing advantages and disadvantages. All of the people in the group need to have some involvement in the area of work being talked about. The wider a range of settings people come from, the more likely you are to find a solution that works across boundaries. Members might include people with care and support needs as well as those who provide it.

The ALS needs to be properly managed, with a facilitator. The facilitator needs some background information about each participant so that they can ensure everyone feels comfortable and able to contribute. Group rules, such as confidentiality, ways to give everyone a chance to contribute, and creating an environment where everyone feels at ease and supported, should be agreed at the first session.

The group should run for an agreed time and for a fixed period (for example six weeks) and its purpose should be very clearly laid out. Group size needs to allow for proper discussion, but be small enough to remain dynamic and productive. This usually means a group of around six to eight people.

Since this ALS is part of transforming care and support, there needs to be a formal line of communication to other parts of the organisation, so that the ideas and solutions that are generated can be considered.

Traditional ALS are physical meetings, but with developments in technology other approaches are possible, including, video- or tele-conferencing or chat rooms.

3. Supervision

Supervision is not only an important tool in everyday management, it also has a particular contribution to make in working with change and transformation. It is one of the most important ways in which people can learn and develop as practitioners. It is also one of the places where potential can be identified, so an individual can be encouraged to contribute to the organisation's learning and transformation. Supervision is an ideal time to encourage people, developing both their confidence and their skills.

Supervision is about much more than checking a worker's outputs. Being a good supervisor means:

- Finding a way to balance the amount of work someone is expected to manage against how that affects their morale. There is always a great deal to be achieved, but overstretching someone will be counter-productive.
- Ensuring that there is fairness, balance and consistency across the whole workforce.
- Knowing about each worker, their likes, dislikes, strengths and weaknesses, and showing an interest in how they feel and what they think. It is important that people understand what they are accountable for, and to whom. Supervision means being clear about what is expected, while still being supportive and sensitive to individual circumstances.
- Being positive and constructive, praising achievements, working with any problems so that they can be overcome. It is important to recognise that sometimes a worker cannot achieve their best because the workplace does not allow it. For example, the amount of time allowed for a particular task may be insufficient.
- Understanding a worker's skill set, identifying learning needs and ensuring they have an up-to-date CPD plan that meets their needs.
- Being consistent about expectations, particularly ensuring that your behaviour mirrors what you ask of others; this includes practical things like timekeeping, as well as values and attitudes.
- Making judgements about when a worker is ready for new responsibilities and delegating to them in a supportive and safe way.

- Being clear about what is to be covered in supervision, what needs to be done between sessions, and ensuring that the person being supervised is also able to contribute to the agenda.
- Protecting the time set aside for supervision, but also being available to workers between sessions if they have an urgent problem.

4. Training and learning needs analysis

Changes to care and support can be challenging for workers. Recognising this and working with it will make everyone feel more confident. One of the best ways to support people is to understand what their skills gaps will be as their role changes, and providing the development opportunities they need to fill those gaps.

Some of this is best achieved in the ways already described, working at the individual, or team level, but it is also important to log the changing requirements at a more structural level. A training and learning needs analysis will help in achieving this.

Questions to help thinking about who has good ideas, how people can be supported to be creative and ways that learning and experience can be shared.

These questions will help identify the people in your workplace who have good ideas, and help you think about how people can be supported and encouraged.

Questions about yourself:

- Do you take a problem solving approach to practice issues?
- Do you “blame” someone else if things are not going well, or do you take some responsibility for understanding and improving things?
- Do you create opportunities for people to think about their work and share their ideas?
- Do you find hearing about other people’s ideas and experiences helpful?
- If someone comes to you with an idea, do you ever find that threatening?
- If you hear a good idea do you support it and try to spread it across your workplace?
- Do you see new ideas not working out as a problem or mistake, or as a chance to learn and improve your organisation?

Questions about other people who work in or with your workplace:

Individuals:

- Who comes up with good ideas?
- Who has good ideas but lacks the confidence to share them?
- Who won't listen to good ideas?
- Who develops ideas by talking and networking with other people?
- Who comes up with ideas on their own?

Teams:

- Which teams respond well to challenges?
- Which teams, or individuals in teams, are enthusiastic about working with people from other teams and settings?
- Which teams work well together, sharing concerns and ideas in an open way?
- Which are the teams where nothing changes and there is a negative response to new ideas?
- Are there any teams where particular individuals show an enthusiasm and commitment not shared by their colleagues?
- Which team leaders share the credit for good work? Which don't?

Questions about your organisation and other organisations you work with:

- Is innovation encouraged throughout the organisation, and at every level?
- Are people encouraged to try out new ways of working and supported if things go wrong?
- When things go wrong, do people get scapegoated?
- How does your organisation learn from innovation that works and innovation that doesn't work?
- Is there a culture that encourages openness and sharing of experiences?
- Does that attitude cross organisational boundaries?
- Are people encouraged to be open about sharing learning about what did and did not work?

PRINCIPLE

4

Engage people in the process, acknowledge, value and utilise their experience

Identifying and sharing the experiences, ideas and concerns of people within the organisation, gives a strong and positive message about the way in which individuals are valued.

Sharing learning and experience across organisations, partnerships and communities provides a strong foundation for service transformation and supports the creation of effective networks and relationships.

Encouraging the use of life experience in the workplace, and seeking out the learning from people's work, enriches and improves the quality of care and support.

What works in practice is best learned from those people directly involved in it. Systems and processes that encourage the sharing of learning across organisations and partnerships are the infrastructure that makes this possible.

Everyone should be encouraged to contribute to the creation of an environment that is a good place to work.

What this principle means

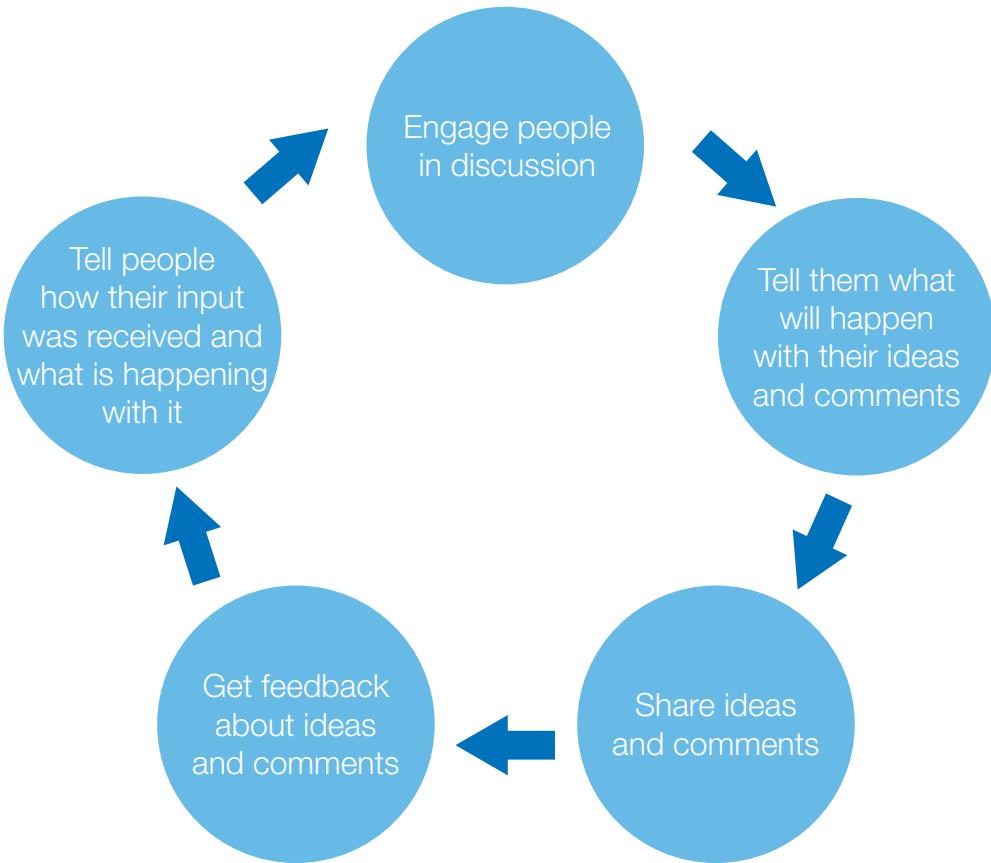
People learn through experience. Knowledge and experiences gained from life and work have a significant impact on the culture of a workplace and how people learn in it. Getting people to talk to each other in your workplace and with people in other workplaces can help them to develop ideas, promote innovation and contribute openly to workforce development and service transformation.

Tools to help you answer the questions and plan what you can do

1. Feedback loop

Using a feedback loop is a very simple way of keeping people engaged with the transformation of care and support. You can use the cycle on the next page as a checklist, to make sure that when people make the effort to contribute, they know what happens next. It is very important

that people have concrete evidence that their input is valued, and this is a simple way to do it. Even if ideas or comments are not going to be acted on, people still need to know that they were listened to, and, if possible the reasons that they were not used. If people do not get feedback, sooner or later they will stop making the effort to contribute.



2. Consultation

Involving all of the people who will be affected by the changes to care and support is not just good practice, it will also significantly increase the chances of successful transformation if people have some ownership of what is happening, and do not feel that change has been “dumped” on them. For consultation to be real, rather than just a token, it needs to adhere to some basic principles of consultation:

- a. Be open and honest, share all of the information you can, and explain why you cannot if that is the case. Be clear about what is already decided (and why) and what you are truly consulting about. If there are limited options, then spell them out. Never create unrealistic expectations.
- b. Make sure that at every stage there is enough time for people to consider, and make their contributions. Plan and publicise any meetings so that people can organise their time and participate.
- c. Communicate clearly, and in ways that are right for your audience. Be relevant, and make sure you are properly understood.
- d. Encourage people to participate, listen to what they say, and provide different ways for people to talk to you, including during meetings, email/written comments, and individual discussions.

- e. Make sure that all of the groups who are connected to the change have the opportunity to contribute.
- f. Show that you value people's input, by making sure that they have the chance to participate, listening to what they say, and giving feedback.

3. Hersey and blanchard's situational leadership

One of the keys to using the appropriate leadership and management style is a good understanding of the capabilities of the people being managed. Hersey and Blanchard described four levels of "maturity" in workers, identifying leadership styles appropriate to each. With increasing "maturity" a higher degree of delegation should be incorporated into managers' approaches.

In working with people to transform services, the goal is always to support workers to achieve level four. However, using a delegatory style before they reach level four will be counterproductive. Having workforce development strategies and organisational cultures that encourage and enable people to perform at level four is therefore an important prerequisite if workers are to fully contribute to service transformation.

For more information see: http://www.mindtools.com/pages/article/newLDR_44.htm

Maturity level	Characteristics	Leadership style
One	Lacking knowledge, skills and confidence; uncomfortable taking responsibility and frequently need to be directed.	Telling: giving precise instructions so that people know exactly what they need to do
Two	Show more willingness, but still lack the expertise to carry out tasks independently and successfully	Selling: directions are still given, but there is much more dialogue and explanation
Three	Still lacking in confidence but showing enthusiasm and a willingness to "give things a go".	Participating: a more open relationship between manager and staff, and relationships become more significant; decision making responsibilities are more shared
Four	Confident, with the skills and expertise to carry out activities independently.	Delegating: more responsibility is passed to the person or group, the manager's role is increasingly about monitoring progress.

4. Leadership and management styles

Leadership style is very important in motivating, engaging and encouraging people. This means that a good understanding of your own style (or that of your manager) matters. It may be that you need to re-think the way you work with others to encourage them better. You will need to adopt different styles for different purposes.

Micromanaging: the one to avoid when managing change and service transformation Like most management styles, micromanagement has a place, but it is not helpful when working with others to introduce change, and transform services, as it does not encourage other people to become part of the process of change. It is also very unlikely to result in people changing the way that they think.

Micromanagers like to be in control. They do not like delegating, preferring to oversee the work that other people do. If they do delegate work they take it back as soon as they see a ‘mistake’. They tend not to look at the big picture, but do look at details, picking fault and correcting ‘mistakes’ whenever they can. Other people are always discouraged from making decisions, as the micromanager wants to be in control of all decision making.

The result of micromanagement is that people become under-confident, thinking that whatever they do will not be good enough. If they are given the opportunity to work independently they are likely to resist this, seeking their manager’s advice. Even if they do take the opportunity, there is a good chance that the manager will pick fault, and undermine their confidence even further. Without the opportunity to take responsibility, and experiment, including making mistakes, in a positive and supportive environment, people will not learn or grow as a worker. This means that it will not be possible to use the rich experience of the workforce to help shape transformed services; at best workers will learn to follow different patterns of behaviour. If this is the way the whole workplace is managed, then it will be impossible to engage people and truly transform services.

To avoid micromanagement and to encourage workers to take responsibility, think and learn for themselves, make sure you:

- don’t just give orders; genuinely seek input about people’s thoughts, experience and ideas; give positive feedback and show that recognise contributions
- support people to undertake projects in the workplace (it doesn’t matter how small), being positive about what they achieve and being supportive when things go wrong. Do not blame people.
- ensure that when workers are expanding their skills that they have the right training and support to allow them to learn
- give people appropriate opportunities, building on their strengths, and trust them to do a good job.

There are many different leadership styles, and each will have a different impact on transforming services. If you are a manager, have a look at the table below to help you identify the way you work. You will probably find that you are mixture of many styles, using different styles in different circumstances. When working with service transformation you should be adopting styles that will help you to achieve this.

Leadership styles

Leadership style	Features	Consequences for transforming services
Autocratic	Total control.	Resentment, leading to high levels of absenteeism, high turnover, lack of engagement or co-operation. Staff may learn to do things differently, but they will not be engaged in service transformation.
Task-oriented	Wanting to get the job done by being in charge, quite similar to autocratic style.	Takes charge of deciding what needs to be done, how, and by whom at the cost of good team working. Can be de-motivating for workers and does not encourage active involvement.
Bureaucratic	Follows the rules, adhering rigidly to procedures	May be useful in imposing new procedures but gives no opportunity to think beyond this. Transformation will not happen without 'breaking' a few rules. But there will still be occasions (for example health and safety) where this approach can be the most appropriate.
Transactional	Manager expects to be obeyed by employees who must meet pre-determined 'standard'.	Is very task-focused, concentrating on meeting standards and deadlines (or not) and consequences (reward/punishment); there is no space for creativity and does not encourage the development of new ideas. However, task focus is very good for ensuring that routine work gets done properly.
Charismatic	Uses their personality to inspire and enthuse others. Highly energetic and committed to driving things forward.	The energy and enthusiasm of the project can become dependent on the charismatic individual, putting it at risk if that manager leaves. Other people who are involved in the transformation tend to feel that the leader is essential to success.

Democratic or participative	Involves others in the process of decision making, but ultimately takes the decision themselves.	Very effective when working with teams and groups; it encourages skills development, makes people feel involved and increases job satisfaction and motivation. Although working in this way can take more time than other approaches, it will also produce high quality results that all staff will have a stake in.
Laissez-faire	Staff are left to 'get on with it', but when done well the manager monitors and gives regular feedback. It will not work well if managers fail to exert control where it is needed.	When there is an experienced, confident and skilled staff group this style will work well, allowing staff to make decisions and promote ideas that contribute to transformation.
Servant	Focus is solely on meeting the needs of the team	Can create a workplace that is good for the workers, who are involved in decision making, but less so for others.
People-oriented	Focus is on organising, supporting and developing people. Participative approach.	Encourages teamwork, creativity and collaboration. Truly collaborative service transformation where staff can contribute to the process and take responsibility for delivery to happen.
Transformational	Trustworthy, enthusiastic, inspiring leaders who engage with and encourage team members, recognising and acknowledging good work. They are highly principled, setting a good example for others.	Excellent for creativity, encouraging new ideas and involving all workers. Can focus a bit too much on big ideas without attention to important details.

Adapted from www.mindtools.com

See principle seven for practice scenario application. This can be found on page 66.

Questions to help thinking about how you work as a manager, and ways to work effectively with other people

When you are busy it is sometimes easier just to do things on your own, but in the long term, it is almost always better to involve other people, so looking at how you work is important.

Similarly, having a good understanding of the people you work with, knowing who likes to work with others, is enthusiastic and full of ideas, and who tends to work alone, not sharing their ideas, will help you in engaging and encouraging people, and creating opportunities. If you work in a place where people are encouraged to share ideas then you can use this, if not there will still be ways that you can make a difference in your day-to-day work.

Questions about yourself:

- How do you like to get things done at work? Do you:
 - Shut the door and do it on your own?
 - Do it on your own and then ask other people what they think?
 - Involve other people all the way through?

When you implement change do you:

- Impose it without discussion?
- Impose it with some discussion?
- Negotiate how it is introduced and seek feedback?
- Discuss the need for change and the best way to do it?
- Encourage people to be honest about how they feel about the changes?

When you get feedback about change, do you:

- See it as positive or negative?
- See people who challenge change as troublemakers or as helpful?
- Ignore it, or use it as a way to improve things?

When you get feedback about change, do you consider:

- Who has the enthusiasm to share what they are doing and is keen to help others learn from their practice?
- Who is likely to come forward and tell you what they think about things that are happening in the workplace?
- Who is experienced, confident, and happy to work independently?
- Who wants to be told what to do, and doesn't like using their initiative?

When you get feedback about change, do you consider:

- If your organisation values and encourages everyone to contribute their knowledge and experience to the process of transformation and change?
- If your organisation recognises the value of skills, expertise and experience brought to the workplace by individuals, but gained elsewhere?



**PRINCIPLE
5**

The different ways that people learn should influence how change is introduced and the workforce is supported.

Adults tend to be goal-oriented and can be motivated by seeing the benefits of any learning they undertake. Adults are keen to learn where they see a practical application and can use their learning to help them solve problems.

Learning is reinforced when it is used in everyday practice. People learn in different ways and at different paces.

Previous learning and educational experiences have an impact on confidence and attitude towards present learning; this can be positive or negative.

The way in which learning takes place can be as important as the content.

Learning occurs in many different settings including daily activities, observing others, and supervision, as well as formal teaching. Good learning environments blend these with opportunities for training and qualifications.

What this principle means

People learn in many different ways, both formal and informal; so different approaches to teaching and learning work best for different people. It is important to understand the different ways that the people you work with learn so that you can create the right opportunities and give the appropriate support.

To encourage and support people's learning it is important to ensure that they:

- understand why the learning is important and how it helps them in their work
- have some control over, and input into, what and how they learn
- feel they are being treated with respect
- have opportunities to reinforce what they have learned and put into practice
- can use what they have learned in different places and parts of their life
- are given the time to think about what they have been taught and the implications for the way they do their job
- are supported in changing the way they work so that they can bring what they have learned to their practice.

Creating a confident, well trained workforce means that the people in your organisation will have a much more positive attitude to transformation and will be far more willing to contribute to developing your service.

Tools that help you answer the questions and plan what you can do (see also principle three for training and learning needs analysis)

1. Checklist for learning organisations

Social care organisations have a great deal to learn from workers and from people with care and support needs and carers. The best way to ensure that all of these groups feel equipped, confident and sufficiently valued to share their expertise, experience and learning is to create a learning organisation. Learning organisations are environments in which systems and processes exist to support people as individuals, and to draw on their input in developing and maintaining high quality services. This is achieved by creating open channels of communication, sharing important information, and encouraging people to share their own experiences. Effective communication is based on collaborative and integrated networks, linking people with different roles, from different parts of the organisation and its partners.

SCIE has developed a detailed workbook about learning organisations, which can be downloaded from www.scie.org.uk/publications/learningorgs/downloads.asp

Peter Senge described five key characteristics of successful learning organisations. These can be used as a way to think about any organisation, including your own situation. Most organisations will have some of the characteristics, and these can be used when thinking about transforming services. It is also possible to try to introduce some aspects of learning organisations into your own team or workplace.

Peter Senge's characteristics of learning organisations

Characteristic	Features
Systems thinking	The organisation makes strong links between each unit, section, or department. It is easy to work across each of these. When something happens in one part of the organisation, the impact on the other parts is recognised and taken into account. The organisation is viewed as a whole unit.
Personal mastery	Individuals in the organisation are committed to their own learning, and learning opportunities are provided and taken advantage of. Knowledge is shared between the people in the organisation.

Mental models	The status quo of how things are done - the values and procedures in the organisation - are constructively challenged by the people in it. This creates an atmosphere in which people are able to have open and honest discussions about the best ways of doing things. Improved approaches and new ideas are shared across the organisation, so that there is a process of continuous improvement.
Shared vision	A vision for what the organisation should be like, its goals and priorities, is developed by using the ideas and experiences of the people in the organisation to shape it. The vision is then understood, and shared by everyone. This tends to happen best in organisations which are non-hierarchical, and where everyone's contribution is listened to and valued.
Team learning	Individuals are open in sharing their experiences, knowledge and concerns. Systems are in place to support this happening at team workplace and organisational levels. There is openness across traditional boundaries, so learning can take place between people from different organisations.

Adapted from Peter Senge, *The Fifth Discipline* (1990, Doubleday/Currency) ISBN 0385260946

For more information see <http://infed.org/mobi/peter-senge-and-the-learning-organization>

2. Individual learning: kolb's reflective learning (1984)

People do not learn only during formal teaching. A lot of learning takes place 'on the job', and it is important that workplaces are managed in ways that encourage this, enabling workers to think about what they do, and how they can do it better, as well as sharing their experiences with each other. Many people have developed models to describe how people can learn by doing, including Kolb who described this as the learning cycle. To maximise learning-by-doing people should be encouraged and enabled to think about every piece of work they do. Doing this makes individuals think more clearly about what their goals for the activity, as well as whether they were achieved. By reflecting in this way it becomes clearer what works and what doesn't, so that people's care and support needs can be better met. This also creates an ideal way to practice. Supervision can be used to build on this, and team meetings can be used as a way of sharing what workers are learning.



3. Honey & Mumford's four learning styles (1986)

There are many ways to categorise the way different people learn best. The important thing is to recognise that we all have different ways of learning that are comfortable for us, and we need opportunities to learn that take account of this. The table below outlines one approach, showing some of the strengths and weaknesses of each, as well as giving some ideas about the best approaches to learning opportunities for the four groups. You can use it think about the ways that you and others learn best.

Style	Strengths	Weaknesses	Learn best from
Pragmatists: Experiment with new ideas and look for practical applications, they need to know how what they are learning addresses real problems.	Keen to test things but in practice practical and realistic. Down to earth and business-like; get straight to the point. Problems seen as a challenge.	Tend to reject things that don't have a clear application and will go for the first answer rather than thinking about the best one. Not very interested in theory or principles. Not interested in much talking. Task- rather than people-orientated. Easily frustrated with long discussion and inaction.	Practical approaches that are linked to real situations. Opportunities to put ideas into practice in the workplace.

Theorists: Rational, objective, analytical, logical thinkers. Ask good questions. Like a structured and disciplined approach that is linked to underpinning theory. Like to be stretched and challenged.	Logical, rational objective thinkers who take a very disciplined approach to learning. Ask helpful, probing questions.	Tend not to think 'outside the box', they want certainty and order. Intolerant of subjective, 'feeling' ideas. Very single-minded in approach to learning. Uncomfortable with uncertainty.	Clearly structured learning, with explicit aims. The chance to discuss what is being taught with other people they find stimulating. New and challenging ideas which have an evidence base.
Reflectors: Chew things over and are thoughtful and analytical. They are good listeners and like to stay in the background.	Careful, thoughtful, thorough and methodical. Good at listening and assimilating information. Rarely jump to conclusions.	Tend to hold back from direct participation, and be unassertive. Slow to make up their minds and reach a decision. Can be over cautious and risk-averse.	Opportunities to examine all the evidence, and enough time to think about it. Plenty of good information from different sources.
Activists: Open minded, enthusiastic, jump straight in. Enjoy new experiences. Very sociable and like to be the centre of attention.	Flexible and open-minded, always happy to 'have a go'. Optimistic and enthusiastic about anything new. Happy with change. Good problem solvers.	Tend to take the immediately obvious course of action without weighing up other possibilities or preparing properly. Will sometimes hog the limelight, do too much themselves. Can take unnecessary risks. Get bored after initial rush of enthusiasm, so not very good at things that require sustained effort.	The challenge of something new. Plenty of different activities to hold their interest. Being allowed to make mistakes. Working with other like-minded people.

Adapted from www.brainboxx.co.uk/a2_learnstyles/pages/theorists.htm which includes a 'rough and ready reckoner' for identifying people's learning styles.

Using learning theories at Sunnyholme: care staff supervision and development

Following the last inspection report, the manager at Sunnyholme has decided to look at how supervision is managed. One of the things she is keen to do is to begin to create a culture where all of the workers begin to think about what they are doing, and become more confident about discussing this openly, so that everyone can learn and contribute to developing the new service. She realises that for this to happen changes need to take place outside of supervision on the “shop floor” as well. She knows that there is no time for people to take on extra things, so everything she introduces must be about doing things differently.

Person	Reason
<p>Introduce three-monthly team sessions where team members talk about things that have happened over the previous three months. Staff will be encouraged to share concerns as well as things that are working well. Although the actual discussion will remain confidential to the group, ideas about developing practice, either to make things better or to look at doing things differently, will be shared. At the beginning of each session the team leader will talk about what has happened with the feedback that was shared after the last session. Shifts will be arranged to maximise the number of people who can attend, and the home will be covered by the other care team and the on duty managers.</p>	<p>Although difficult to organise, this is an important part of workers’ learning and development. It is a time to think about how people do their work and what they can do better (learning cycle) and will help to develop good practice across Sunnyholme (team learning). The manager plans to integrate what happens in these meetings with the learning undertaken by new workers for the Common Induction Standards and by experienced staff taking the care diplomas. She is planning to introduce a similar opportunity for night staff in the future. These meetings will contribute to the development of a learning organisation: care staff will be encouraged and it is hoped will become more confident about participating and sharing their thoughts and experiences (personal mastery), and people will no longer just accept the status quo (mental models). For the managers, the opportunity to set aside time to work directly with people being supported will be a chance for them to experience the application of the policies and procedures that are in place and to consider whether any changes are needed (learning cycle).</p>

<p>Formalise individual supervision every six weeks. This will happen on the alternative six weeks to the group session. There will be an agenda, to include an opportunity for the person to raise any concerns they have, as well as looking at care plans and day-to-day matters. Over the next six months there will be an additional agenda item, identifying the ways in which the person is most comfortable learning.</p>	<p>Supervision has in the past tended to be seen as something that was not essential. Formalising the timetable means that people will prioritise it. This is partly about demonstrating its importance, and partly about making sure that there is a system to ensure that issues and ideas are shared across the workplace (shared vision, team learning). Talking about people's learning styles creates a chance for everyone to see that they do learn, and have valuable knowledge that they use every day. It is hoped this will increase their confidence about working with change and being comfortable about engaging with learning and development in the future.</p>
<p>As service transformation is introduced, one of the standing items will be looking at the new skills that will be needed, identifying gaps, and finding ways to meet these. Gaps in workers' literacy or numeracy may be addressed using Skills for Care's Learning through work publication.</p>	<p>As a picture of the learning styles (Honey and Mumford's learning styles) is built across the workplace, this can be used to make sure that the appropriate mix of learning opportunities is in place for everyone as new services are introduced. This may involve more than just training; for example, workers with particular strengths or skills could be teamed with others who need to develop those strengths or skills.</p>

Questions to help thinking about the different ways people learn, and how that is supported in your organisation

Any changes to the ways in which care and support is provided must include the identification and meeting of the learning needs of the people delivering them. Without this people will feel (and be) deskilled, and they will not be able to give their best in the transformed service. Each person in your organisation, including yourself, is different; and they will have different approaches and attitudes to learning. Understanding the learning styles, and the barriers to individual learning, will help you when working with individuals, and when commissioning or delivering training. It will also be useful when thinking about the best ways to engage staff in the process of service transformation.

Questions about yourself:

- Do you learn best by:
 - Reading and researching on your own
 - discussing your ideas with other people
 - undertaking practical tasks
 - applying things you have learned elsewhere to the things you do at work
 - something different to all of these (what/how?).
- Do you feel threatened if someone asks questions about your practice or the way things are done in your workplace?
- Do you welcome questioning as an indication that the person is interested in what they do and wants to improve it?
- Do you think that you know your job really well and there is very little new you can learn?
- Do you think that no matter how much you know, there is always something else that can improve your knowledge and understanding?

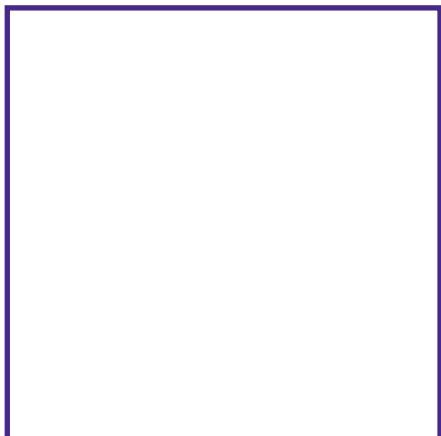
Questions about other people who work in or with your workplace:

- Who helps newcomers settle in and learn the ropes?
- Who has lots of knowledge and experience in your team? Who enjoys the opportunity to undertake formal training? Who dislikes being ‘sent’ on a training course?
- Who learns from new experiences and uses this to change and improve their practice?
- Who prefers to continue to do things the way they always have?
- Who is eager to learn from their practice, asking questions about what they and others are doing?
- Who enjoys reading about social care, and wants to bring what they read to the workplace?

Questions about your organisation and other organisations you work with:

- Is there a team development plan in place? Is it up-to-date? Are people encouraged to go on training courses?
- Does the organisation offer a range of ways for people to learn (e.g. e- learning, courses, discussions about practice)?
- Does the organisation encourage individuals to think about their own practice and to use what they learn to improve care and support across the service?

- Is supervision seen as a chance for people to talk about their development needs and their work and look at problems ideas and solutions?
- Do individuals have up-to-date development plans?
- Are training or learning opportunities created to support the introduction of transformed services?



PRINCIPLE

6

Encourage and utilise people's thinking about values, behaviours and practice to shape innovation

Working with people's attitudes, beliefs and understanding has a greater impact on cultural change and service transformation than focusing on behavioural changes.

Individuals with a personal commitment to the organisation's values and goals make a positive contribution to transformation and ongoing improvement.

Listening to people, encouraging questioning, valuing experiences and supporting new ideas all make people more confident and proactive in contributing to service transformation.

"Doing the same better" limits any vision of high quality care and support. Focusing on the preferences, identified needs and wishes of people receiving care and support encourages imaginative and innovative ways of working with people.

What this principle means

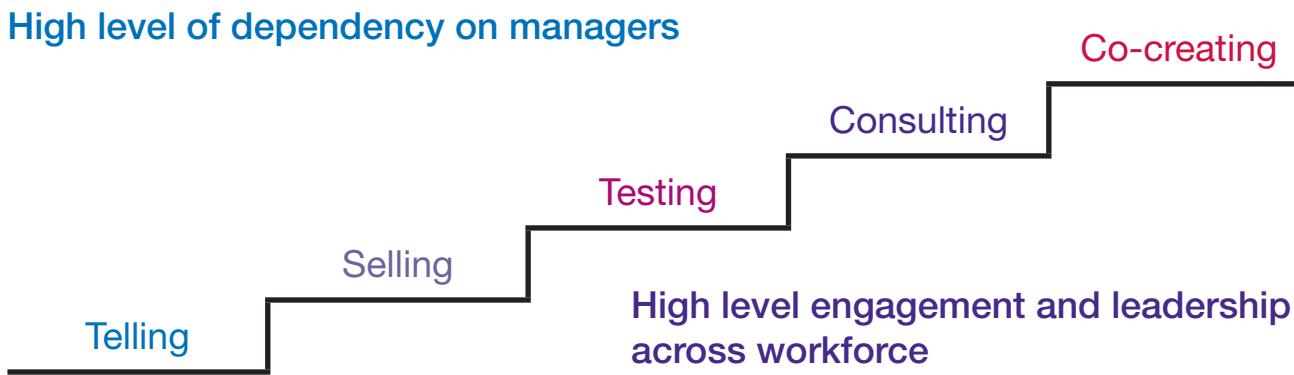
Cultural change and transformation will succeed only if people in the workplace learn to think differently. Introducing changes to systems, to the way that things are done, may have little or no impact on the way that people think about and understand their jobs. Changing people's behaviour and changing people's attitudes are not the same thing. To make transformation sustainable, the way in which people think and their attitudes and values have to change. Change that is imposed from 'above', such as a new procedure, will have an impact on people's behaviour; however, it is unlikely to have the desired impact on people's thinking or the culture in the workplace. It may also not be long-lasting. Some people are very skilled at finding ways to carry on working in the way they always have, regardless of the way in which their workplace has changed. Other people will select different bits of what they are told in order to justify not changing their practice.

Tools that help you answer the questions and plan what you can do (see also principle three for training and learning needs analysis)

1. Changing the way people think and work

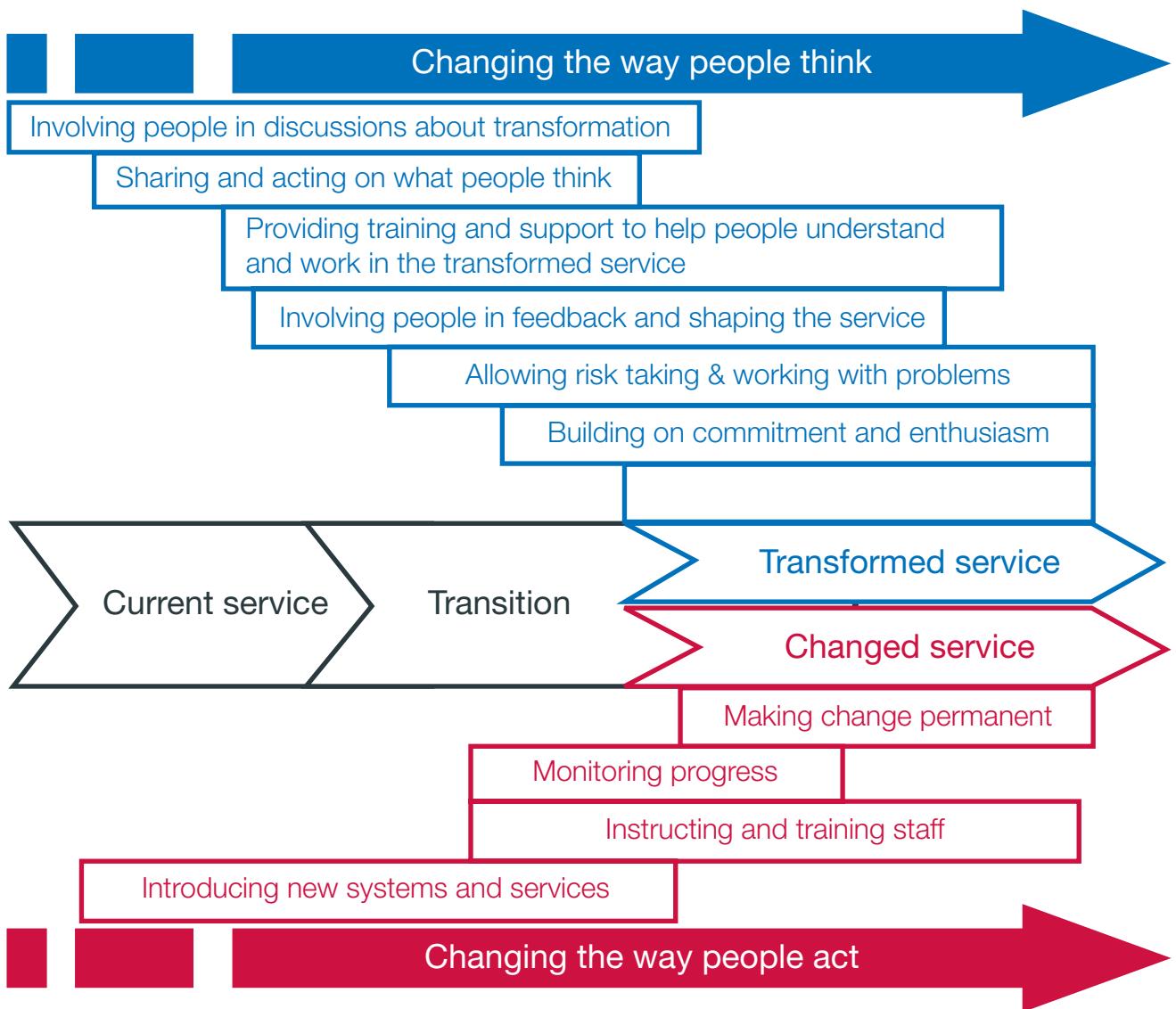
Sometimes when new services are introduced people are just told what they have to do differently. Although this may seem the easiest way to work, in fact it can cause longer term problems as well as reducing the chances of success. Involving the people who know best – the people who are supported by and who work in the service – is not just good practice; it will lead to greater success. The two diagrams below illustrate how you can achieve this.

This first diagram shows the link between different management approaches to communication about change, and the effect on the people who work in the service. This can be used to help you think about how you work with people, and the impact that that will have on the culture of your workplace.



The second diagram shows two different routes to introducing change. Working to change the way people think takes longer, and is harder work, but in the long run it will create a workplace where people continue to think about what they are doing and how they do it, so that the service is continually improved. It will also create a more highly skilled, confident and motivated workforce. Simply introducing new procedures to make change happen means that people will do (or not) as they are instructed, but they will not necessarily understand why, so won't be engaged with thinking about it and giving feedback.

The more people are involved and engaged at every stage, the more likely a successful outcome will be.



Transformation through changing minds

Adapted from Peter Senge's Change Acceleration Process model

Following the steps in the lower part of the diagram may be quicker, but it is very unlikely to result in a sustained improvement in care and support. This is because it only deals with behaviour, it doesn't engage people in the process, so is less likely to have "buy in" and it doesn't give them the chance to think about, and understand the changes. By being clear about changes, and the underlying values they are built on, workers can adapt all of their activities in line with the agreed values. And in doing this, they contribute to on-going improvements in the ways in which care and support is provided.

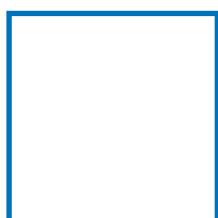
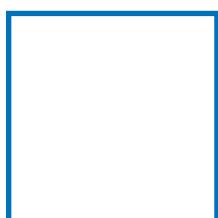
Working with staff at Sunnyholme to develop the **At Home service**

Action	Reason
<p>As soon as the manager learns about the head office proposal she calls a meeting of the management team, to talk through what has been said, and concerns about the under-occupancy at the home. She is able to explain that this is not just an opportunity to develop a much needed new service, but that it may secure Sunnyholme's future. The manager also understands that new ways of working with people in the community, taking a very person-centred approach, will have benefits within the home, and there will be an opportunity to review how care staff and others interact with residents. Having had a chance to think about all of this for herself, the manager is very enthusiastic about the proposed developments, and wants to demonstrate this to others. They discuss what this could mean, and the strengths and skills of staff members, thinking about the best ways to involve people – including Sunnyholme residents. During this discussion they are also able to identify two staff members who are likely to be more difficult to engage in the process of developing the service.</p>	<p>The manager is keen to create the kind of workplace that feels open and encourages all workers to contribute to service transformation. To do this she wants to be very open from the beginning, and does not want people to feel that new practices are being imposed upon them (Characteristics of learning organisations, p51). The manager knows that her style and approach to this development will be critical. Although she will not be leading the work herself, she needs to demonstrate her commitment, by facilitating the involvement of others, and allowing people appropriate levels of responsibility. She is adopting a management style that combines being people-oriented and transformational (leadership styles for transforming services, p46). She is being very careful not to micromanage the project (the one to avoid, p45). Not everyone is going to be comfortable with this development: they may feel threatened by the possible changes or just not welcoming the idea of doing things differently. These feelings need to be taken account of and time needs to be given to making people feel more positively about their role and the changes (response to change continuum, p.27) and (process of transition, p.28).</p>

Before the next team meetings the manager also talks to the local authority commissioners to establish the need for the new service. From this meeting she has some ideas about the particular needs of her community.

The manager wants to have as much information available as possible, and wants to be able to tell workers what is or is not negotiable. Knowing that the local authority is interested only in a new service that includes the needs of the Turkish community is important (principles of consultation, p.43).

Action	Reason
<p>As the team meetings are not all held at the same time it is agreed that another way needs to be found to let everyone know about the proposal at the same time. A short newsletter is prepared and distributed to everyone working at Sunnyholme. In the newsletter people are told that there will be a discussion at each team meeting, but that team leaders and managers are available if anyone wants to talk about it before then. By the time the team meetings take place some early ideas are in place, following the discussions with the commissioners. Time is set aside to talk about the proposed new service, and everyone is invited to become involved if they wish. A small project team is pulled together with the deputy manager leading. The team includes people from a range of job roles and teams, and some Sunnyholme residents.</p>	<p>A very clear message needs to be given that the involvement of every staff member is welcomed and valued. One way to do this is ensure that that people are engaged in discussions and given proper feedback, showing how their contributions helped (feedback loop, p.43) (principles of consultation, p.43).</p> <p>Keeping people engaged throughout the process is essential to success of the project, and to changing the way people think. The more they understand and are involved the better (transformation through changing minds, p.61).</p>
	<p>(Belbin's team roles p.35) were used to help make the decision about the project team.</p>



<p>As work progresses information will be shared at every team meeting, and people will be asked to give their views. A monthly newsletter will be produced to keep everyone up-to-date, including families of Sunnyholme residents. Throughout the process workers will be encouraged to participate wherever possible. Although there is no money available to pay staff other than the project team for attending the neighbourhood meeting, the manager is arranging to give people the time back if they wish to attend. Once the project group is ready to put together its proposals and business plan there will be an open meeting to discuss these and to look at people's ideas and comments before finalising the proposals. There will also be an opportunity for people to discuss these in their team meetings and supervisions.</p>	<p>Consideration was also given to making sure that each team at Sunnyholme had a direct link to a team member. The only gap was one of the night shift teams, but the deputy manager will be liaising directly with them.</p>
	<p>Rather than just telling workers what is happening, the process has been designed to give everyone the opportunity to contribute and raise questions along the way (transformation through changing minds, p.61).</p>
	<p>Keeping people involved, and showing that their contributions matter is important (transformation through changing minds, p.61) (Peter Senge's ladder, p.60).</p>

Questions to help thinking about the ways your organisation manages change, and the different ways it involves the people who work in it

People are good at 'doing as they are told' but this is not the same as thinking differently, or looking at things in a different way. Changes in behaviour (but sometimes only when being watched) do not always mean changes in attitudes. It is the change in attitudes that is actually most important, because this will have an impact on everything the person does, and the way they think. This will have an impact on how the whole workplace operates, on its culture. To engage with workers, and encourage them to think about what they do and how they do it requires an understanding of each worker as an individual, of the organisation, and whether it gives people 'permission' to challenge and apply their ideas. This engagement also requires you to think about yourself, and how good you are at making people feel comfortable about being open and looking at different ways of working.

Questions about yourself:

- Do you take a problem solving approach to practice issues?
- Do you “blame” someone else if things are not going well, or do you take some responsibility for understanding and improving things?
- Do you create opportunities for people to think about their work and share their ideas?
- Do you find hearing about other people’s ideas and experiences helpful?
- If someone comes to you with an idea, do you ever find that threatening?
- If you hear a good idea do you support it and try to spread it across your workplace?
- Do you see new ideas not working out as a problem or mistake, or as a chance to learn and improve your organisation?

Questions about other people who work in or with your workplace:

- Who likes to try out new approaches to their work?
- Who tends to think about what they are doing, and its impact on people with care and support needs?
- Who is happy to discuss, honestly and constructively, how well changes are working?
- Who likes to keep things as they’ve always been, avoiding any changes in their work?

Questions about your organisation and other organisations you work with:

- Does your organisation often send out new procedures for you to follow without discussing the reason beforehand?
- Is the training provided by your organisation more likely to be about policies and procedures, or focused on developing the skills and ideas of workers?
- Are people encouraged to think about what they do, and to share ideas about how they could be done better?
- Is there a clear values-based ethos that everyone knows and understands, and that shapes the way services are delivered?

PRINCIPLE

7

Engage with your community to understand its cultures and strengths; work together to develop inclusive and creative workforce planning strategies

Social care and support takes place within local communities, and is itself part of that community.

Local communities are made up of people with diverse skills and talents. Lifestyles vary according to culture and other circumstances.

Involving the whole community in discussions and decision making about transformation ensures local need is identified and encourages people in the local area to contribute to its delivery.

Approaches to recruitment, volunteering and employment should reflect the local picture, encouraging talented people from all backgrounds into social care and support roles.

People living in the local community needing care and support should have their needs met in ways that fit with their individual lifestyle and preferences. The more diverse the workforce, the better this will be achieved.

Many people find themselves both in need of, and giving care and support. The dividing line between “cared for” and “carer” can be blurred, changing over time. To maximise community resources, and enable individuals to contribute as they wish, it is important to know both what people need and what they have to offer. Transformed services need to incorporate sufficient flexibility to allow individuals to move between the different roles.

Organisational boundaries do not serve communities effectively. Relationships and networks that have the community and people at their heart enable services to work together with a stronger community and person-centred focus.

The voluntary sector, including smaller, informal or grassroots organisations, has a significant contribution to make in the provision of care and support. Workforce commissioning strategies and market position statements should reflect this.

What this principle means

By understanding the needs of the local community and the people living in it you will have a better idea about how those people can support you in changing the shape of care and support, and be clearer about how you can meet community needs.

People's lifestyle, culture and experiences all influence the ways in which they would prefer to be supported, and the things they have to offer. Understanding these helps in developing the right resources for the local community, and in engaging with local people either as workers or volunteers.

People who use receive care and support have knowledge and expertise that has an impact on what your workforce needs to learn, what skills and knowledge they need to have and how those skills and that knowledge should be gained.

The more inclusivity and flexibility you can create in your workplace, and the places where care and support is offered, the more opportunity you will create for local people to engage actively in working with you and for you.

Tools that help you answer the questions and plan what you can do

1. Co-production

Co-production is a way of working with people that acknowledges people as experts in their own lives. It applies equally to people using and providing care and support. This may be expertise arising from professional knowledge, or personal experience. What matters is that there is a conversation in which people are able to express things from their point of view. By sharing, and valuing the different perspectives equally, a common understanding about what is most important can be reached. As a way of working, co-production looks people's assets (what they can contribute, either to their own, or others' care and support) as well as their needs and wishes. The professional role is shifted from "fixer", to "facilitator", enabling people to identify their own issues and create their own solutions. The professional brings their own expertise, but the relationship is one of equals. Over time co-production approaches reduce dependency as they build skills and resilience.

Elements of co-production include:

- promoting personal growth, so that people become contributors to meeting community needs

- building on assets, strengths, knowledge and capacity of the local community
- use of peer support networks to generate, promote and share knowledge and capabilities
- seeing people as both consumers and providers of services, with a blurred distinction between the two
- service providers become catalysts and facilitators, not just providers and problem-solvers
- power, authority, responsibility and decision-making are devolved to communities and individuals.

Adapted from “Co-production A manifesto for growing the core economy” the New Economics Foundation <http://www.neweconomics.org/publications/entry/co-production>

Co-production works equally well with individuals, groups, families or communities.

The two tools described here give an example of both working with an individual and a community.

2. Skills around the person

Skills around the person (SATP) is a simple and effective way of finding out about a person: what they are good at, what they enjoy, the skills that they already have. It can be used when thinking about the care and support being provided to an individual, or when talking to paid workers, carers, volunteers or people living in the community. It is an approach that works when undertaking assessment and care planning, and looking at the strengths and needs someone brings to the care and support they are providing. Using this approach:

- Places the individual at the heart of all conversation, allowing them to dictate priorities, direction and pace
- redresses some of the power imbalances associated with more traditional assessment or engagement methods
- moves away from the idea of learning being about “courses” towards working around individual needs
- enables individuals to think about what they are already good at, and then to explore the skills and knowledge that they would like to/need to develop
- blurs the boundary between “receiver” and “giver” of care and support, acknowledging that everyone has something to give, and most people need support in some form or another. It opens up the possibility of being a “receiver” and “giver” at the same time.
- emphasises people’s contributions, challenging traditional views about what is important knowledge/skills

- removes some of the formality of more established ways of identifying learning or other needs, making it less intimidating for some people.

SATP builds confidence by taking an informal, non-threatening approach to finding out about someone. It is both unstructured, in that it is conversational in style, but structured because it is a purposeful discussion with clear goals. It can take place at one sitting, or over a number of meetings, depending on the person or people and the circumstances. Leaving the person in charge, but providing prompts will help them to identify and talk about their strengths and needs. It is an approach that can be useful in your workplace, as well as when talking to members of the local community. It can be used to find out:

- What someone is good at
- what they enjoy
- their previous experiences
- areas they would like to develop in
- resources (like time) they have available
- areas they feel they need help or support with.

It doesn't matter if the person is expecting to be supported, support someone else, or a mixture. Exploring from their point of view will enable the creation of a personal development plan that is in line with that person's needs and wishes. It will also show how people can be brought together to share with and support each other.

3. Community support and development plans

A community support and development plan is created in partnership with members of the community. Working together as co-producers is a key element of building relationships, ensuring commitment, and making sure that the plan meets local needs. It is by talking to people that local needs and strengths will be identified. By developing a rounded picture of a community, not only can the appropriate care and support be developed, but members of the community can also be helped to develop their own skills and confidence, so that they can support others.

Community support and development plans are created in partnership with the local community, using a co-production approach. By working collaboratively, and having conversations that draw out local needs and the assets that already exist, a picture of what is needed to create a neighbourhood that meets its own needs, is built.

There are three key steps in the approach:

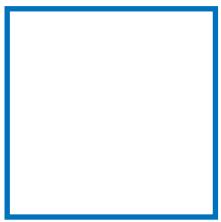
The 1-2-3 of community support and development planning

- 1. Identify the community or neighbourhood. By talking to people find out about what is needed:**
 - a. About the area: who lives there, the different communities within it
 - b. Identify which part of the neighbourhood you are working with (may be the whole neighbourhood, or a particular community)
 - c. The different lifestyles within that community (family, cultural, or faith, do they affect the ways in which people join the paid workforce? How do they affect ability/willingness/ patterns of contribution to community well-being
 - d. What do people say are their care and support needs? (met and unmet)
- 2. Talk to people to find out the local community and individual strengths, assets and aspirations. Find out:**
 - a. What formal input is already in place to meet identified needs
 - b. What members of the community are already doing to support others.
 - c. Who in the local community would like to use their personal assets/skills/experiences to support others, but is not presently doing so.
 - d. Who would like to develop or build on their skills and be able to contribute (volunteers or paid workers).
- 3. In partnership with the local community, build a learning and development plan to support people in contributing to the well-being of individuals and the community:**
 - a. Talk to people about the skills and experiences they already have, show how these can be built on.
 - b. Explore how people can be enabled ,and become more confident, so that they can contribute to the well-being of their local community.
 - c. Agree ways in which learning and development opportunities can be provided to fit in with people's lifestyles. Make sure that opportunities fit with individual's current levels of confidence and experience.
 - d. Look for ways to share learning across the community.

Adapted from Only a Footstep Away (Skills for Care 2010) [http://www.skillsforcare.org.uk/Document-library/NMDS-SC,-workforce-intelligence-and-innovation/Research/Community-Skills-Development/Onlyafootstepawayneighbourhoodsresearchvweb\[2\].pdf](http://www.skillsforcare.org.uk/Document-library/NMDS-SC,-workforce-intelligence-and-innovation/Research/Community-Skills-Development/Onlyafootstepawayneighbourhoodsresearchvweb[2].pdf)

Sunnyholme:

connecting with the community



The manager at Sunnyholme has discussed the possibility of developing the At Home service with the local commissioners, and has found out that there is a need to develop a service, but this must in particular meet the needs of Turkish community members who are currently very poorly serviced, as well as serving the wider population. Whilst talking to commissioners, and by checking with the local council, she has found out about the ward profile, including the number of elderly frail people, the number of people with dementia and people living in the community with long term conditions. The local Turkish community has been highlighted in several places as one that is poorly served by care and support at home.

She already has care staff working in the home who could, with some training and support, become skilled community-based workers. However, apart from one of the night staff, 'CW A', none of these is from the Turkish community.

Making connections using step one of neighbourhood support and development planning

As a first step the manager wants to involve the local Turkish community in discussions, so that she can find out about the:

- needs of the older and more frail members of the community, to begin to identify the kinds of care and support she should develop
- support systems that already exist within the community, so that any new resources can fit alongside these
- skills, interests and experiences of people living in the local community.

To ensure that the local community is able to influence the shape of the new service, and use its own assets to enhance the care and support that is provided, a '**co-production**' approach is being used. To achieve this, open discussions will be held, and the ideas and experiences of people in the local community will be considered equally alongside any professional input. Having an interpreter available will mean that any of the older population who do not speak English well are still able to contribute.

The meeting has been well publicised, using posters and flyers in Turkish and English, and the Turkish worker from Sunnyholme has been funded to talk to people in the community, sharing information about the proposed new service. This has been useful, as she has been able to answer people's questions, and make people feel welcomed and valued. Her approach has been influenced by '**skills around the person**', so when talking to people she has been finding out about their individual skills and interests, and has tried to make people feel more confident by talking about how they can make a

contribution to the meeting, and in supporting others in their community. She has also let people know that as part of the new service, support will be available to help members of the community build on their skills and experience if they want to be involved.

Before the meeting the manager has also agreed with local commissioners that some funding will be made available to support members of the community, enhancing their skills and confidence, as part of this new development. She is hoping to use this funding to work alongside people as they become more confident, as well as creating some training opportunities. As the work evolves she is hoping to be able to ensure that some of the new posts are attractive to members of the local Turkish community.

By taking this approach the manager hopes to:

- begin to create connections between Sunnyholme and the local community, so that it becomes part of the community
- build a relationship with local people, developing an understanding of its resources, aspirations and needs; and in doing so (a) develop a service that meets those needs, (b) maximise value for money by not creating resources that do not fit with people's lifestyles, and (c) support members of the community in contributing to the care and support of the people around them
- encourage people to join in the conversation, and to contribute in ways that they are comfortable with by finding out about their skills and experiences, and show how these can be used in supporting others. She is planning to take a 'skills around the person' (SATP) approach, having informal conversations with people, to help in building confidence and encouraging people to get involved.

Questions to help thinking about building links with the local community

Working with the local community is the only effective way of ensuring that care and support is tailored to meet local needs. For many people this is shift in the way priorities are set and resource decisions are made, and it can be quite a challenge. However, if the very best use is to be made of resources, both the skills and assets of the community itself, and the care and support delivered by social care agencies, then this is an important dialogue.

Questions about yourself:

- Do you look forward to working more closely with the local community? Or is it something that you are uncertain about?
- If you feel uncertain, what are the things that make you feel like this?

Questions about other people who work in or with your workplace:

- How are other people linked to the local community?
- Will anyone need additional support or training to work more directly with the local community?
- How happy are people to begin to work in different ways?

Questions about your understanding of your local community:

- Do you have a clear understanding of the neighbourhood you work in? Do you know what the different communities are? (Geographical, cultural, lifestyle)
- Do you know about any local groups in the community, have you found out who the community leaders are and how to contact them?
- Do you know if there are language or other communication issues that need to be overcome? Can you identify resources, for example interpreters, that can help?
- What is the aim of your engagement and how will you explain ‘what’s in it’ for different people?

Questions about your organisation and other organisations you work with:

- Are local commissioners willing to support and fund work that includes developing community networks?
- If not, how can you demonstrate the benefits to commissioners?
- Will your organisation support you and understand why you are developing a neighbourhood support and development plan?
- Does your organisation have, or is it willing to fund additional resources such as interpreter?

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