

# Creativity & Innovation in Workforce Development in Adults Social Care

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## Introducing

**S T R E N G T H S - B A S E D**

## Practice at the London Borough of Barnet

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**126 INFORMATION SERVICES MANAGERS**

Presented by: **Carol Baxter**, Strengths-Based Coach, Adults & Communities: London Borough of Barnet

# What We Set Out to Achieve....

- ❖ Create a shared understanding of what strengths-based practice means (simple, yet strong narrative)
- ❖ Share the narrative with frontline teams, support functions and providers in order to raise awareness and engagement
- ❖ **Design, improve and deliver the learning and development approach that enables the behavioural and technical skills required**
- ❖ Design and deliver an internal programme of engagement in order to share successes and further increase awareness
- ❖ Enable the identification of constraints, issues and ideas and act as the conduit for ensuring that these are effectively handed over for resolution
- ❖ **Underpin and drive the concept that this a crusade rather than a project**

# Our Story....



*Probably what it is like to be a public health professional!*

# What difference does this mean for our SC teams?

Practitioners will need to nurture, enhance, learn and develop the skills necessary to achieve the principles below:

- ❖ **Goal Orientation:** increase the extent to which people themselves set the goals that they would like to achieve in their lives
- ❖ **Strengths Assessment:** support individuals to recognise the resources at their disposal which they can use to counteract any difficulty or condition and achieve their goals
- ❖ **Resources from the Environment:** enable links to individuals, associations, groups and institutions in the environment who have something to give in alignment with an individual's goal attainment
- ❖ **Hope-inducing:** increase the hopefulness of the client, realised through strengthened relationships with people, communities and culture.
- ❖ **Meaningful Choice:** actively demonstrate that people are the experts in their own lives and play a role in increasing and explaining choices whilst encouraging people to make their own decisions and informed choices

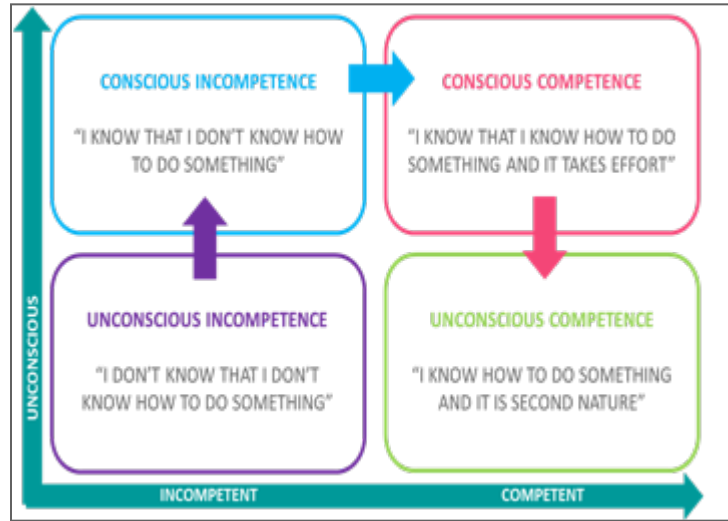
# Important Approach Considerations....

- ❖ Big Bang or Transition?
- ❖ This is a big change for our frontline social care practitioners and managers – they will need support
- ❖ It is quite reasonable for the frontline to forget elements of what they've been taught if there's any delay between training and delivery
- ❖ Culture and behaviour change – will training in isolation be sufficient?
- ❖ Involving the frontline in design will improve accountability and sustainability
- ❖ We don't know what we don't know – so should we spend time discussing or learn by doing?
- ❖ Could be a great opportunity to iron out some other creases

# The Trial Phase (using PDCA)....

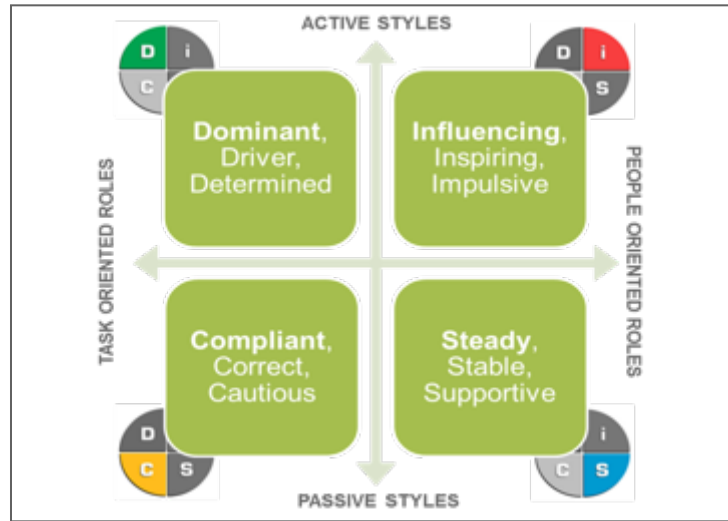
High Proportion Theorists & Reflectors

Honey & Mumford Learning Style	Characteristics	Activities
Activist	Learn by doing and participation	<ul style="list-style-type: none"> <li>Brainstorming</li> <li>Problem Solving</li> <li>Group Discussion</li> <li>Puzzles</li> <li>Competition</li> <li>Role Play</li> </ul>
Reflector	Learn by watching others and think before act	<ul style="list-style-type: none"> <li>Models</li> <li>Statistics</li> <li>Quotes</li> <li>Stories</li> <li>Background Information</li> <li>Applying theories</li> </ul>
Theorist	Learn by understanding theory very clearly	<ul style="list-style-type: none"> <li>Time to think about how to apply theory in reality</li> <li>Case Studies</li> <li>Problem Solving</li> <li>Discussion</li> </ul>
Pragmatist	Learn through practical tips and techniques from experienced person	<ul style="list-style-type: none"> <li>Paired discussions</li> <li>Self Analysis</li> <li>Time Out</li> <li>Observation</li> <li>Feedback</li> <li>Coaching</li> <li>Interviews</li> </ul>



A belief that already consciously competent

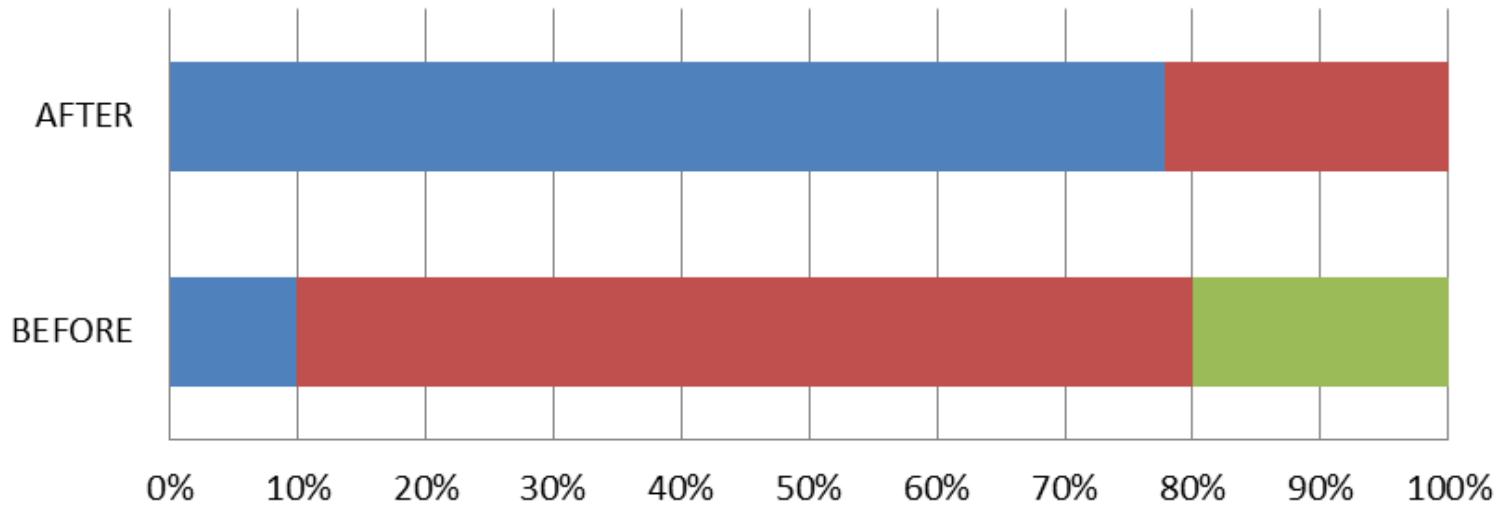
Low levels of personal power and motivation



A 'Steady' workforce

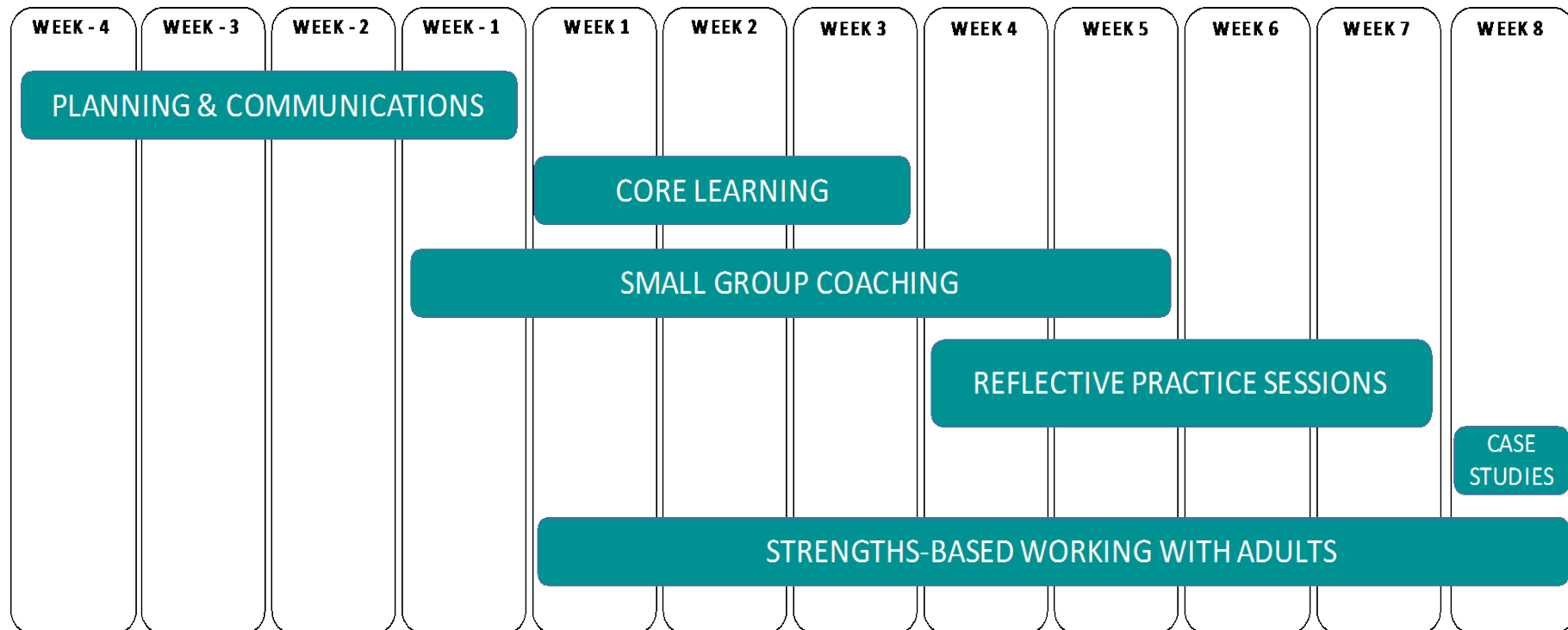
# Celebrating Success....

*I feel like I'm involved in shaping the changes in the DU....*



	BEFORE	AFTER
Definitely	10%	78%
Somewhat	70%	22%
Not really	20%	0%
Definitely not	0%	0%

# The Revised & Co-Designed Approach....





# Learning & Development Programme Objectives....

- ❖ Provide practical learning in strengths-based working, in order to improve understanding of what it is (particularly in the context of the Care Act 2014) and how it can be demonstrated
- ❖ Increase awareness of resources that are available to support a strengths-based approach
- ❖ Provide training in the 'softer' skills and behaviors that could underpin a strengths-based approach
- ❖ Abide by the principle of brief-simulate-do in a safe and comfortable learning environment
- ❖ Increase comfort and confidence in applying a strengths-based approach and encouraging its usage within the workplace
- ❖ Explore multiple disciplines and routes in order to create a learning environment conducive to all learning styles

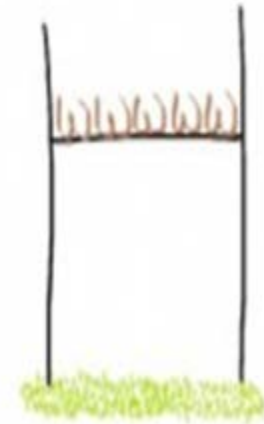
# Snapshot of the Core Learning Days....



*Day One: Care Act & SBP*



*Day Two: Research Day*



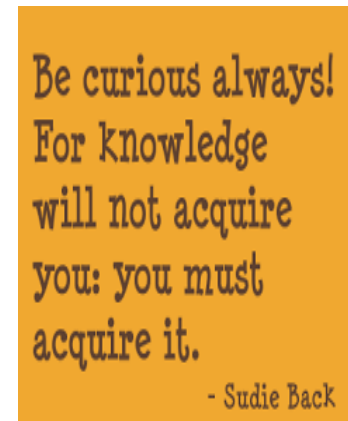
*Day Three: SB Conversation*



*Day Four: Actors Day*



*Day Five: CPS Training*



*Day Six: Community Knowledge*

# Group Coaching....

Coaching is unlocking a person's potential to maximize their own performance. It is helping them to learn rather than teaching them.

Timothy Gallwey

Criteria for Success  
@cfsplaybook

- ❖ Introduction to Group Coaching and DISC Profiling
- ❖ Make a Positive Impact with DISC
- ❖ Get Clear on Ambiguity
- ❖ Time and Energy Mastery
- ❖ Make Friends with Fear
- ❖ Own your Power

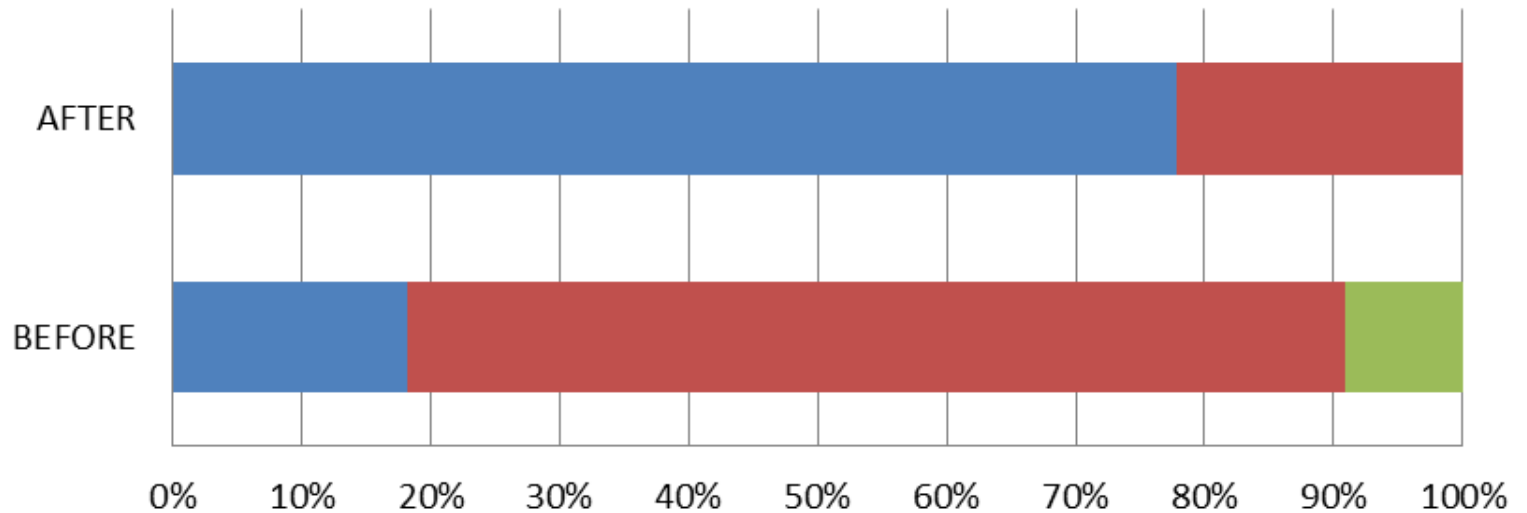
# Reflective Practice....



- ❖ “Strength to Strength” - This is the first of the reflective learning sessions.
- ❖ Absorb and consolidate the learning achieved in the first three weeks of the programme and plan how to further embed it into practice.
- ❖ Opportunity to review your progress, build confidence and celebrate successes, whilst identifying personal gaps and goals.
- ❖ It will also ensure that the ethos of group support and reflective learning is embedded.

# It Was Well Worth It Though....

I understand SBP and how to use it....



	BEFORE	AFTER
Definitely	18%	78%
Somewhat	73%	22%
Not really	9%	0%
Definitely not	0%	0%

# Sustainment....

- ❖ Pro-actively engaging with teams across the whole end to end pathway to support the introduction, continuation and sustainment of Strengths-Based Practice
- ❖ Designing, co-ordinating and facilitating activities to support the change in mindset required of Leadership & Management
- ❖ Supporting and coaching Heads of Service and Team Managers in the implementation and facilitation of Strengths-Based 1:1 and group supervisions
- ❖ Supporting the Quality Assurance & Learning Framework (QALF) through the delivery of direct observations, 'back to floor' activity and case audits to ensure that the principles of Strengths-Based Practice are understood and embedded
- ❖ Challenging practice (at all levels) through feedback, coaching and promotion of the performance management framework (in a non-supervisory capacity)
- ❖ Act as a link between the Delivery Unit and operations to other services and initiatives in order to overcome constraints and issues

# STRENGTHS-BASED

**Date:** Tuesday 11 July 2017

**Time:** 10.00am-4.00pm  
(Arrival from 9.30am with prompt start 10.00am)

**Venue:** Ariana Banqueting Hall, North London Business Park,  
Oakleigh Road South, London, N11 1GN

What you will get:

- To hear from our frontline practitioners, Senior Leadership Team, Strengths-based Practice Coach, Principal Social Worker, Programme Lead and Workforce Development Lead
  - Details of our planning phase and course content delivery
  - Insights into our learning and use of the PDCA (Plan-Do-Check-Act) cycles
    - Information on how we are cracking co-production
  - An understanding of how we plan to further embed and sustain this approach
    - Real life examples and frontline case studies
- An honest conversation on the past year, where we share our highs as well as the lows

**To book your place please email: [engage.adults@barnet.gov.uk](mailto:engage.adults@barnet.gov.uk)**