Foundations for Self-Directed Support in Scotland
A companion workshop resource
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In 2013, The Open University, supported by The Scottish Government, produced a free-to-access 60 hour, online, foundation course on personalisation and support, entitled Foundations for Self-Directed Support in Scotland [KG097], available from www.open.edu/openlearn/health-sports-psychology/foundations-self-directed-support-scotland/content-section-overview

The course can be studied individually or in groups and this companion resource is designed to enhance the support to employees based on a series of additional workshops that can be delivered in the workplace. This resource should be used to complement the online course to support a blended approach to group or workplace learning.

This resource may help you to:

- Build confidence amongst staff to progress the SDS agenda
- Enrich your discussions as a staff team – using the material to stimulate interest and engagement
- Build on some of the ideas from the OU online course to consolidate learning
- Use the group sessions as a problem solving forum – to explore and discuss some of the thorny issues
- Build a momentum amongst staff and the wider organisation. You do not need to work through all the sections, but can dip in as appropriate if particular areas are of interest to you and your workplace.
In 2014, three local authorities worked with The Open University in Scotland (OUiS) to deliver a series of workshops to support learning about self-directed support (SDS) in the workplace. OUiS and the local authorities developed a “Self-Directed Support Ambassador Programme” to encourage the positive implementation of SDS and to harness energy and efforts from a diverse range of people in a variety of roles across the area. The programme integrated the use of Foundations for Self-Directed Support in Scotland within a wider organisational development approach.

The Ambassador programme was led by a local authority workforce development officer in partnership with an Open University (OU) tutor. The workforce development officer engaged with managers across local voluntary, statutory and independent sectors to establish commitment to the project and to seek nominations for ambassadors from those with an interest in SDS. An OUiS tutor developed learning activities and worked with the group of Ambassadors to put learning into practice.

A group of SDS Ambassadors met once per month between January and June 2014 to explore their learning from the OUiS course. The six workshops explored the course themes and how participants’ learning could be applied to make changes to the implementation of SDS in workplaces. The workshops did not attempt to teach the material from the course but instead focused on the sphere of influence of each participant, both individually and as part of many larger networks, in supporting SDS.
How did it work?

Workplaces nominated individuals to attend the workshops, and then promote self-directed support in their respective organisations. The recruitment process drew in people from a broad range of organisations, including those in health and social care as well as private and public sector organisations. Participants included service managers, care coordinators, social workers, administrators, financial officers and development workers. In total, forty-five ambassadors participated in the programme in three regional groups.

The workshops began by defining the role of the ‘ambassador’. Participants found the role a daunting prospect, and were initially reluctant to be designated as an expert or authorised messenger. Care was taken to determine and define ambassadorial work relative to each person’s workplace, and this definition was revisited at the start of each session.

The workshop process involved reviewing what participants had learned in the online course and then focusing on discussing what these ideas meant for their own organisations. Wherever possible, the facilitator tried to follow the lead of the participants and explore their own specific issues. Workshops focused on the changes which SDS would introduce to workplaces, and explored organisational change through activities such as debates, action learning sets, exploring transitions, identifying layers of influence, and short and long-term action planning. It was acknowledged that change is challenging and requires a long-term vision as it cannot be implemented all at once.

Over time, the group developed a sense of community, which helped break down any barriers which might otherwise have been implied by the broad range of roles of participants. The emergence of this community meant that participants began to see each other as a resource and advice network. The shared learning the group drew upon involved discussions based on shared stories of practice. Those working in roles detached from service users found that these stories of practice illuminated the rationale for the various processes they were responsible for in their workplace.

“I don’t see the people here as their job titles anymore...I just see us all here in this group, in it together.”

STATUTORY SECTOR PARTICIPANT ON UNDERSTANDING CHANGE AND THE AMBASSADOR ROLE
Ambassador workshops

The following pages briefly outline how the various workshops within the “ambassador” programme were structured, and list some of the activities used. These can be adapted to suit a range of learning contexts. More detailed information is also provided on some of the specific learning activities mentioned.

Workshop 1
Understanding personalisation and its history
- Welcome and introduction to the learning programme
- Introductions – what are our own preferences and interests?
- Approach of the ambassador programme
- Audit of learning so far
- What is an ambassador?
- Personal Action Plans: Ideas into action

Workshop 2
Working together for personalisation
- Sharing experiences, ideas and actions since workshop 1
- Ambassadors imagining care / key ingredients of good care
- Power Audit … Charging up for change
- Scoping our influence … Mapping networks visually
- Exploring connectivist learning, sharing knowledge and spreading innovation
- Personal Action Plans: Ideas into action

Workshop 3
Outcomes-based thinking
- Sharing experiences, ideas, actions since workshop 2
- What does the term outcome mean to you?
- Where are we with Outcomes – Information sharing
- Understanding individual and organisational change – theory and practice
- Ourselves and the systems we are in – what do we bring from our experience, and/or professional training which influences what we do?
- Personal Action Plans: Ideas into action

Workshop 4
Personalisation and co-production
- Sharing experiences, ideas, actions since workshop 3
- Ideas about Co-Production... What does this mean to you?
- Stakeholder engagement from feedback to co-production … exploring trends and models of user engagement and good examples of this across UK
- AUDIT of our services ... How engaging are we? What are the + and – factors?
- • Debate: Co-production … Learning what we think to develop our confidence
- Personal Action Plans: Ideas into action

Workshop 5
Personalisation and risk
- Sharing experiences, ideas, actions since workshop 4
- Defining Risk and Risk Enablement
- Examples of creative practice
- Action Learning Set : Exploring complex issues identified by participants
- Personal Action Plans: Ideas into action

Workshop 6
Workforce, evaluation and future actions
- Sharing experiences, ideas, actions since workshop 5
- Considering our networks and staff groups
- Voting for effective learning activities: What works and how would you use it?
- Revisiting and exploring shared resources
- Evaluative focus group: What have we learned together?
- Personal Action Plans: Ideas into action … and how will the energy and commitment of the group go forward?
Workshop planning

To make the best use of KG097, six three-hour workshops can be organised around the six module themes:

1. Understanding personalisation and its history
2. Working together for personalisation
3. Outcomes-based thinking
4. Personalisation and co-production
5. Personalisation and risk of harm
6. Workforce

Creating the climate

For each workshop, the following questions should be asked of participants:

What do you want to achieve?
What knowledge and skills do you want to develop?
What do you hope will be the outcomes of taking part in this project for you and for others?

Setting the ground rules

Good practice in facilitating learning should start with establishing an agreed set of ground rules, including:

- Honesty
- Respect for others’ views and perspectives
- Individual and group reflection on learning
- Effective and ethical use of power and influence
- Negotiation, collaboration and co-production of workshops

These should be discussed with participants at the first workshop and revisited as and when necessary.
Constructing ‘impactful’ learning experiences

Participants are likely to form a diverse group, spanning a range of sectors, roles and levels of experience. While such a diverse spread of individuals offers advantages in being able to influence ideas and practice on a number of levels, it also brings challenges to facilitators, in ensuring that all participants connect with the proposed learning activities.

Regardless of sector, role or level, participants will generally hope that their learning experience will have a positive impact on workplace practice and the service user’s experience. This raises the question of how to create an impactful learning experience which ultimately brings benefit to the service and its users.

What is meant by an impactful learning experience?

The pyramid below describes the different kinds of impacts that can occur at both the participant and organisational level:

![Impact Pyramid Diagram](image)

Service improvement and service user benefits

- Has the service improved?
- Have the service user’s health, wellbeing or satisfaction improved?

Behaviour

- Has the learner’s practice at work changed?

Learning

- Did the learner develop new skills and knowledge?

Reaction

- Did the learner like the course?

All types of impact are important. In fact, it would be hard to imagine making an impact at the upper levels without having a positive impact at the lower levels. That said, people are often most concerned about the top two levels. The problem is that these levels are the most difficult to hit, or are often missed altogether. So, what can be done to facilitate impact?
Facilitating impact

In order to make an impact on practice, the following three factors require attention:

- **Learner Characteristics**
  - Is the learner motivated to learn and try a different approach to practice?
  - Does the learner feel they can become more effective and change their practice?
  - Does the learner feel the training is worthwhile? Does management agree?
  - Will the course improve career prospects?
  - Is the course and the student’s learning recognised as an achievement?
  - Is good job performance important to the learner? Do they identify with their work?

- **Workplace Characteristics**

- **Course Design**

The most impactful courses involve some cohesion and collaboration between employers and educators. The following section offers advice on the above factors that relate to both.

Learner Characteristics

**Key questions**

- Is the learner motivated to learn and try a different approach to practice?
- Does the learner feel they can become more effective and change their practice?
- Does the learner feel the training is worthwhile? Does management agree?
- Will the course improve career prospects?
- Is the course and the student’s learning recognised as an achievement?
- Is good job performance important to the learner? Do they identify with their work?
Impact on practice will depend on the learner's engagement with the experience. There are various reasons why people may not fully engage with a course, including lack of time, motivation, or negative educational experiences earlier in life, which may leave some learners reluctant to engage as they consider themselves unsuited to ongoing learning.

In addition, some may be reluctant to make changes to their practice. They may feel that the course is not worthwhile or valued by their colleagues. Some may view the course as useful for their own personal development but not relevant to their job. Others may enjoy studying it and benefit personally but feel there is little they can do to change practice.

Research has suggested the following learner-centred ways to support individuals to make an impact on practice:

### Time
Learners who are expected to do courses in their own time may feel that their work lives are invading their personal life. Providing release time for studying not only offers support practically, but is also an acknowledgement of the value of the professional development efforts.

### Motivation
Before starting the course, the supervisor or educator may reinforce the value of the experience and the impact it could have on practice. Help maintain motivation by discussing individuals’ progress to date, reinforcing the changes to practice they have made and could make so that they believe that learning can impact on practice.

### Expectations of impact
It may help to discuss the changes in behaviour or attitude that learners should be trying to achieve and how this connects with their organisation's future. The desired impact is more likely if change is expected.

### Recognition
Recognition from management for the extra effort being made by the learner can be very motivating. Public acknowledgement at staff meetings or in performance appraisals may also contribute to motivation. Role extension or new work opportunities resulting from participation in the course may be seen as rewarding and lead to changes in practice.

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**Learning activity design**

**Key questions**

**If there are organisational performance issues, are they best addressed through a course?**

**Are learners supported to make links between the learning material and their workplace?**

**Is the learner encouraged to identify goals and plans for changes in practice?**
Courses that promote active engagement in the learning process, reflection and application of ideas to workplace problems or case studies are likely to improve impact. Research suggests that the following activities may have a particular impact on practice:

### Connecting study and workplace

Helping learners make connections between their study and their workplace may help improve application to practice. Educators may include discussions of ‘what the learning means in learners’ own professional contexts, or encourage the setting of goals for practice change. Discussing practice change in groups of people from the same workplace might help learners think about the issues and factors that might facilitate change and those that might inhibit it.

### Setting change goals and action plans

As the learners work through the course, they will come to see practice and their workplace differently. Research argues that learning is more likely to impact on practice if the learner sets goals and develops an action plan for change towards the end of a course. Workplace supervisors can play an important role in discussing the issues that arise during a course and helping the learner formulate specific and realistic plans for actions they could take forward to improve practice. It may also help to anticipate and plan how to respond to difficulties they may encounter in implementing their learning.

### Workplace Characteristics

#### Key questions

- **Is the learner’s supervisor involved in helping him or her use newly developed skills and understandings in practice?**
- **Does the learner have support from his or her peers to change behaviour through coaching or encouragement?**
- **Is there the opportunity for learners to try a different approach to practice in the workplace?**
- **Does the learner have a good role model or experienced colleagues to discuss how these new understandings could work in this setting?**

Learners are likely to have developed new understandings or skills through their study of the online module and will look for the opportunity to put these into practice. However, if the workplace is not receptive or conducive to implementing what has been learned, any impact will be undermined. This may take many different forms:

- Health and social care is a demanding sector to work in and learners may lack the time to reflect upon practice and make changes.
- While the learner may have identified some possible changes, other members of the team may be resistant.
- Supervisors or managers may be too preoccupied with day-to-day operational issues to support reflection, learning and practice development.
While some employees are resilient in the face of ongoing resistance and can keep pushing for change, others become disillusioned, lose motivation to apply what they know or even feel unable to continue in their role.

The following measures may help impact on practice:

**Workplace support**
The learner’s manager or supervisor can improve impact by discussing links between the course and practice as well as proposed changes. That said, research suggests that peer attitudes to practice will also influence whether the learner’s study will have an impact on practice. Some effort may be needed to win support from peers by, for example, providing opportunities for them to attend the course too or asking the learner to give presentations at staff meetings on new ideas.

**Buddying**
Pair the learner up with a colleague who has also been on the course or whose practice reflects the desired outcomes to offer support, coaching or modelling.

**Opportunities for application**
Ensure the practitioner is in a position to use what they have learnt in the workplace. This may involve giving the learner greater autonomy or different responsibilities so they can work on tasks that reflect what they have learnt. For example, if the practitioner has attended a course on self-directed support, assigning service users seeking a personal budget will reinforce learning. Learners need opportunities to demonstrate and practise what they know.

**Accountability**
If goals or action plans were set at the end of the course, managers may want to consider what support the learner needs to make these changes. Following up on progress can increase the chance of impact and if the learner falls into old habits, the supervisor could offer gentle reminders.
Workshop outlines

Workshop 1: Understanding personalisation and its history

**Workshop outcomes**
Participants will have had the opportunity to:

- Understand the context for this workshop
- Work together in the learning environment
- Feel comfortable in the learning space
- Start to explore Foundations of Self Directed Support in Scotland and its links to practice
- Identify the outcomes (using personal plan) for future workshops
- Understand the broad context of personalisation and have an individual plan to complete the online materials

**Workshop equipment**
- A supply of creme eggs
- Flipchart paper, pens

**Workshop activities**
The activities that follow are suggestions only. Facilitators may choose other activities that achieve the identified outcomes.

1.1 Icebreaker exercise: how do you eat your creme egg?
Remember to have a supply of these available and give one to each participant.

**Trigger question:** How do you eat your creme egg? (Everyone has a different approach).

The introductory workshop sets the scene for the use of the KG097 module and also harnesses the interest and experience of participants. Participants might not know one another, and it is therefore important to get a sense of people's roles, interests and knowledge. This can be done by asking participants which of the six KG097 sections is of greatest interest to them in their professional and/or personal lives. Like eating a creme egg, everyone has a different approach.

- How might you use the course activities or adapt them in your work with other people?
- Have you enjoyed or learned about SDS from any particular activities or other events?

This activity can be used as a basis to develop the focus of the subsequent workshops. Each session can be adapted to connect with the interests and priorities of the group.

1.2 Swapping morning routines
This activity is often used to explore how people feel when a routine which does not fit with personal needs and preferences is imposed. For example, something might be 'important for you' (such as using an inhaler or taking medication when you get up every morning), but this is not the same as being 'important to you', which refers more to your personal preferences and the things you enjoy (such as taking 30
minutes to get out of bed, reading over breakfast, listening to the radio, etc.). We can be good at doing the ‘for me’ activities, but the ‘to me’ activities, which help us feel grounded and cement our identities, often get ignored.

Ask participants to write down exactly what they do in the morning when they wake up and for the first part of the morning.

Ask participants to swap their morning routine with a partner, and discuss how they feel about their “new” morning routine.

Discuss as a large group the learning from this; about the way in which services are sometimes provided, and how important our own routines can be. This activity also has scope for exploring how we feel when change is imposed.

Finish with thinking about what the learning signifies for the ways in which we are working to promote Self-Directed Support.

1.3 SDS frequently asked questions (FAQs)

In the workshops, there might be occasions when participants are not sure about key information. Generating a list of FAQs throughout the workshops can support confidence in sharing information for people learning together about SDS. Locally and nationally available information can be used to supplement the discussion points raised in the workshops. There is a range of excellent activities and information from across Scotland and beyond, and it is important to use this. Sharing resources which participants have found useful or which develop during the workshops can help build up a useful resource.

The Glossary from the online course may a useful tool to consult when thinking about these FAQs.

Make a note of any questions and answers on the flipchart paper. Any participant can add to this at any time. These should be typed up after each workshop so that, by the end, a valuable resource has been developed.
Workshop 2: Working together for personalisation

Workshop outcomes
Each participant will have had the opportunity to:

- Review the outcomes for this workshop in relationship to their individual action plan
- Understand the meaning of co-production in the context of Self-Directed Support
- Reflect on the forces that effect SDS related change in their workplace
- Understand more about their own power and how they use it
- Understand the importance of resource sharing and networking

Workshop activities

2.1 Force Field Analysis: SDS

Force Field Analysis (Lewin, 1943) is a useful decision-making technique. It helps you make a decision by analysing the forces for and against a change, and it helps you communicate the reasoning behind your decision.

You can use it for two purposes: to decide whether to go ahead with the change; and to increase your chances of success, by strengthening the forces supporting change and weakening those against it.

Ask participants quickly to discuss issues that need to change in their service area to improve the quality of care, or to ensure that the people using the service are at the centre.

Ask participants to identify which of these issues to focus on in the learning session. Conduct the force-field analysis by identifying the driving forces which motivate change and the restraining factors which prevent and block change.

Using a visual guide or a “tug-of-war” analogy, consider the strength of these different pull and push factors. In some groups a human force field, with participants physically representing the pushing and pulling, can be effective.

The group discuss the forces, how to strengthen the driving forces and how to weaken or overcome the resisting forces. Discussion should finish with the identification of plans to make the changes.
2.2 Power audit: what charges you up?

Power and powerlessness remain at the centre of much discussion about the way in which care services are delivered and experienced. It is assumed that people providing services have power, yet they often feel powerless to influence change. Exploring different types of power can provide an opportunity to revisit personal motivations for working in health and social care settings. Exploring power is complicated territory, however Max Weber (1958) developed a typology of authority that can begin to help us think about issues of power and power relationships and how they are typically always present in our relationships and our workplaces.

- Coercive authority is the notion that power is enforced by "telling" and is usually linked to a consequence for non-compliance e.g. a punishment.
- Charismatic authority generally relates to the personal qualities associated with the individual and how they use charisma to court power and influence.
- Traditional and authoritative power tends to refer to the idea of preserving the existing social order and maintaining the status quo. It is strongly connected to values, traditions and following on from what has happened before ("the way we do things around here"). People tend to find themselves in positions of power because they have inherited it.
- Legal – Rational use of power suggests legitimacy through the use of authority and position. It ties in to the idea of giving out orders, following rules and seeking compliance.

Questions

1. Where does power lie in your organisation?
2. What personal power and influence do you have to affect change?
3. Thinking about the typologies above – where do you draw your power from in your relationships with others?
4. What kind of power relationships need to be going on in the workplace to facilitate SDS?

What gives us power? What charges us up?
- Ask participants to work in pairs to explore what inspires and charges them up
- Pick up on shared ideas about passion, commitment to care, human rights and other key aspects of effective care

Explain/revisit different types of power, such as:
- Personal Power: that which we may have from our personal experiences and lives
- Role Power: that which we may have from any of the roles we are in, e.g. Social Worker, Nurse, Teacher, Support Worker
- Social Power: that which we may have from our gender, race, age, economic status, etc.
- Many other theories about power can be explored depending on participants’ interests

Encourage participants to think about which types of power they have and how/where they can use this to influence change.
- Discuss where power needs to be re-balanced or shared more effectively
- Revisit the ideas about what charges the participants up and ask them to think about how they can charge up others to support positive change
2.3 Resource and information sharing

A regular theme of these workshops is the inclusion of information and resource sharing on different topics. It is important to signpost to the range of excellent activity and information from across Scotland and beyond. Participants can be encouraged to share any resources they find useful and to share materials which develop during the workshops.

2.4 Mapping influence and guiding through terrain

The idea of maps and guiding people through the landscape of SDS can be introduced in Workshop 2. It is used to explore participants’ scope and influence in their roles, as well as to consider how workers can guide others through changing terrain. Facilitators can use large visual blank maps like the tree diagram shown below to explore participants’ networks.

Understanding learning and growth: the spread of networks

Building on the initial mapping of networks, explore how ideas and inspiration can be spread.

Theories of connected and rhizomatic learning from the work of Dave Cormier (2008) help to think about the scope and spread of ideas. No matter where part of a rhizome breaks off it can grow, therefore the potential of learning and sharing has no boundaries.

It has really helped me to know the basics about the values which underpin SDS and the history of this ... working in some administrative posts you haven’t had this opportunity before

CONTRACTS OFFICER
2.5 Imagining the future

This activity helps participants to consider what a future where SDS is in full use as set out in the legislation might look like. By imagining the future, people can see the changes that are needed and begin to start making the changes now.

Using the knowledge you have and your personal ideas/imagination, respond to the following questions:

- What would the relationship look like between professionals and people using services in 2018?
- What would be different in terms of outcomes for people?
- What will need to change over the next 5 years for this to happen?
- What would be a first step towards these changes that I can make within the next week?
Workshop 3: Outcomes-based thinking

Workshop outcomes
Participants will have had the opportunity to:

- Review own progress through the online materials
- Review workshop outcomes in relationship to personal, plan
- Understand what outcomes mean in relationship to SDS
- Share ways to help others learn about ‘outcomes’
- Share with other participants the difficulties and successes of working in this way
- Learn about system change and their place in it

Workshop activities

3.1 Outcomes-focused thinking
Encourage participants to be really honest in sharing ideas about their understanding and interpretation of ‘outcomes’.

In pairs discuss what does ‘outcomes’ means to you? Be really honest. What are the shared ideas and principles?

In large group discuss why we get so confused with this term...and how we can influence and support others in their understanding?

Where are we with outcomes in this geographic area?
Sharing information.

Discussion and questions: Floor open to others for sharing.

3.2 Understanding change and transition
A major focus throughout the workshops is likely to be the ways in which participants can support themselves and others in the process of change. Recognising that working effectively with people who are at the centre of their care requires a shift in ways of thinking and acting in many organisations. Change is a feature of much activity in learning and development, and again ideas can be transferred from leadership and management learning, individual behaviour change theory and many other topic areas. Moving to an outcomes-focused approach is commonly regarded as a “whole systems change”, and the work of Miller and Rollnick (2012) on Motivational Interviewing and understanding ambivalence can be helpful, as shown in the diagram below.
By appreciating and understanding the competing pushes and pulls of why individuals may or may not want change, we can accept and empathise with where we are. By supporting an increase in confidence, readiness and willingness, we can increase the three crucial variables in motivating change.

In the workshops, scoring techniques were used to assess how ready, willing and able we were to change in supporting SDS. We were then able to identify where to focus our energy and actions. We also explored personal and organisational transition using Fisher’s (2005) transition curve. There are many excellent resources available online.

3.3 Ourselves and the systems we are in

To encourage workshop members to see themselves as part of larger systems, such as the organisations in which they work, suggest that participants lead a conversation and consultation with the group on outcomes. The focus of the discussion could ask what ethical codes and professional attitudes from training influence services, and whether these help or hinder people to achieve their outcomes. This connects learning about SDS to the broader shifts in policy and practice, including the integration of health and social care services.

Impact involves thinking outside of the box

It is often the case that learning new things leads to changes in routines or established ways of doing things. Supporting learners so that their learning experiences impact on practice may mean ‘thinking outside of the box’. It means giving the learner elbow room to try things differently. This will demand loose-tight controls from the manager or supervisor – loose in the sense of taking risks but tight in terms of ensuring the learner takes responsibility for changing their practice.
Workshop 4: Personalisation and co-production

**Workshop outcomes**
Participants will have had the opportunity to:

- Review own progress through the online materials
- Review workshop outcomes in relationship to personal plan
- Identify and discuss different views of co-production in relationship to SDS
- Gain confidence in explaining SDS to others and addressing the barriers to putting it into practice
- Understand what constitutes collaboration, involvement and information sharing in SDS
- Consider how to identify and involve a range of stakeholders in SDS implementation

**Workshop activities**

4.1 Hot topic debate: co-production

Co-production should be a strong focus of all workshops as they will be negotiated between facilitator and participants. In Workshop 4, the use of a debate can generate ideas about co-production.

Split participants into two teams and give them the following statements:

| Team 1:  | "Co-production is all very well in theory but not really possible in practice” |
| Team 2:  | “Co-production is essential and entirely possible” |

This activity is designed to support confidence in arguing for co-production in environments in which many barriers and arguments against it are common. This activity can be adapted for any issue where there are common arguments against change and new ways of thinking.

- Allocate participants to the team which least aligns with their own opinion.
- Each team has 10 minutes to prepare a case.
- Teams have 3 minutes to present their case, before the other team questions them and encourages team members to develop the case.

“emperor’s new clothes”?
*What does co-production mean in relation to SDS?*
*What do you think this should mean for services?*
Workshop 5: Risk

Workshop outcomes
Participants will have had the opportunity to:

• Review own progress through the online materials
• Review workshop outcomes in relationship to personal plan
• Understand what ‘risk’ enablement means in the context of SDS
• Evaluate their personal attitude to risk and that of their workplace
• Identify ways to help others understand risk enablement in the context of SDS

Workshop equipment
• A networked PC to show videos and a large screen

Workshop activities

5.1 What does the word ‘risk’ mean?
There are a number of video resources from the Social Care Institute for Excellence at www.scie.org.uk/socialcaretv/index.asp. Choose one that is most suitable to your group or any other video resource which would help the group to explore risk.

Watch your selected video in a large group, and in pairs subsequently discuss:

• The meaning of ‘risk’ for ourselves and for organisations
• What factors enable a positive approach to risk?
• What factors foster a risk-averse approach?

5.2 Risk-o-meter
A risk-o-meter activity can help people explore how risk averse or enabling their approach or service can be.

By physically developing a human risk-o-meter (i.e. a continuum of risk that spans the room), and discussing different scenarios, participants can move to different areas of the floor depending on how they view the situation. To sensitise participants to the issue of risk, it can be a good idea to first consider how it exists and is managed in their own lives before thinking about it in specific organisational settings, or in the contexts of service users.

It is also worthwhile thinking about good examples of risk enablement, and how it is connected to other areas of learning in Scotland.

"It is easy to go into the negative side rather than the positive"

NHS REPRESENTATIVE ON MANAGING RISKS

"It’s ok not to have all the answers …we can talk this through together"

STATUTORY SECTOR REPRESENTATIVE ON COMPLEX RISKS
Workshop 6: Workforce, evaluation and future actions

**Workshop outcomes**
Participants will have had the opportunity to:

- Review own completion of online course and identification of gaps in learning or understanding of concepts
- Review workshop outcomes in relationship to personal plan
- Share learning and actions so far
- Evaluate the learning so far
- Identify the workplace challenges they will face in furthering the implementation of SDS
- Determine what was useful and how they will use it for the future
- Plan next steps individually and/or as a group

**Workshop activities**
The activities for this workshop should be decided based on the feedback to the various activities on previous workshops and on the facilitators’ judgement about the group’s limitations, capabilities and the areas in which they work. For example, people working in health may have different challenges to face than those working in children and families teams.
To be used flexibly within a learning programme

**Action Learning Sets**

Action Learning Sets come from the work of Reg Revans (2011) and are increasingly used to support people to consider creative solutions. Action Learning Sets can be used to explore the difficult issues and dilemmas of care provision, resources and competing demands.

When a group of learners come together to share a problem, each is enabled to access the ideas and experiences of others and gain a different perspective on that problem and deeper insights into their own ways of working. This increased understanding then enables the learning to move to action; applying what has been learnt at the same time as bringing about change.

**Snakes and ladders of SDS**

A floor game of snakes and ladders has been commonly used in learning activities to support the exploration of what can be inclusive and discriminatory practice. A simple snakes and ladders board and dice provides the opportunity to explore what will help people move up the ladders to achieve effective implementation of SDS and what are the snakes which people may fall down. The game can be adapted to suit any setting.

**Personal budgets**

The use of toy money can also be used effectively in learning sessions to provide different personal budgets to participants. Facilitators can alter who manages these budgets to explore how individuals can put budgets to best use when they are in control, and use it to really connect effectively to the desired outcomes.

**Real Wealth**

It is important that we assist people to understand that SDS is not only about budgets. A useful activity is to use the concept of Real Wealth referred to in section 2.6 and 2.7 of the online course and ask participants to consider their own Real Wealth and how they would use those resources if they were using SDS.

**Community mapping**

As part of the Real Wealth activity or as an independent activity people can begin to map their own communities and consider how they could assist people who use services to do the same. This is explained in detail in section 2.7 of the online course.

**Mock panel event**

Activity 1.1 in the online course (Concerns and questions about personalisation) includes a video of a panel event which explores key issues, Section 1. The confidence of people to promote new ways of thinking and working can be enhanced by rehearsing informed answers to some of the challenging questions which are asked. Courses like this one help people master the arguments and vocabulary which they can use to advocate a particular position in an organisation.
A useful activity is, therefore, to stage a mock panel event. The setting you choose might vary but the emphasis is to encourage people to think about frequently asked questions and to consider their responses in advance. This can help many different people become involved in dialogue about SDS.

**Peer teams: investigative tasks**

Asking small teams to investigate and report back on a particular issue can deepen individuals’ understanding of that issue. Investigative tasks can also be used to explore resources, as well helping build networks. Furthermore, reporting back to others in a workshop environment reinforces the fact that the group shares collective responsibility for supporting the learning of others, and serves as useful practice for advising colleagues in the workplace.

**Culture: Ways of doing, thinking and behaving**

Culture in organisations and workplaces is a fascinating topic for group discussion and is central to the successful implementation of SDS.

Organisational culture is often described as the overarching “personality of the organisation”. It is shaped by the underlying values, beliefs and behaviours of the employees which in turn are influenced by history, traditions, language behaviour and leadership. Organisational culture can have a profound impact on what happens, or doesn’t happen in workplaces – and how things are done. Paying attention to some of the cultural issues in the workplace is critical in helping to create a flourishing and progressive SDS climate.

**Personal action workbook: ideas into actions**

The concept of the personal action-planning resource should be introduced at the initial workshop. At the end of each session participants spend time exploring progress towards individual and collective actions. In addition to the action-planning resource, the online course provides a link to a Learning Log which can be used to record thoughts and progress when working through the activities. The learning log in the online course can inform the personal action plan.
Questions

1. How would you describe the culture in your organisation?

2. If your workplace had a culture that was 20% more effective at supporting the implementation of SDS, what would you do differently?

3. To what extent do you help or hinder the successful implementation of SDS by your actions, behaviour, use of language and so on?

A strategy for introducing an Action Plan to participants

Developing your dynamic Action Plan

As you begin the workshop programme, think about the personal goals you have for taking part in the project. Ask yourself:

“What do I want to achieve?”
“What knowledge and skills do I want to develop?”
“What do I hope will be the outcomes of taking part in this project, for myself and for others?”

Record your initial action plan. Include what you plan to do, how and when you will begin this, and who else will be involved.

Think about and discuss any key new areas of your knowledge and skills. What have you learned? How will you use this learning? What strengths have you identified in your practice or the practice of other people?

Review your action plan. How are you getting on? What changes or additions do you want to include based on your new learning?

Learning into Future Action: what will you do now?

At the end of learning programme or workshops, consider the following questions...

- What improvements to practice do you think need to be made and why?
- What positive outcomes will these improvements achieve?
- How will the change be made? (key steps, resources and people involved)
- What are the risks? (negative effects of change and obstacles)
- When will you start making these improvements?
Conclusion

The materials in this companion resource are designed to be used flexibly in supporting learners who are using the Open University online module (or ‘course’), ‘Foundations for Self-Directed Support in Scotland [KG097]’. An evaluation of the use and impact of this module suggests that organised group sessions are supportive to learners who are working through this module; the group process helps individuals to maximise their learning and to complete the course (Dunworth, 2016). These workshops are not intended to ‘teach’ the module but, rather, to enhance and consolidate individual learning within a supportive peer group setting.

For those organisations who are able to offer this kind of group support, workshop outlines, with suggested group learning activities, are provided for each of the six module themes. Further to these workshop-specific materials, a number of group activities, which could be used flexibly in any workshop on the topic of Self-Directed Support, are provided in outline as a bank of learning and teaching resources.

Several of the activities in this companion resource may be useful in free-standing training and learning events in relation to Self-Directed Support.
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