# **Checklist for leaders and managers: introducing the guidance to your staff**

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| **Actions** | **ü** |
| Read the guidance and share with other people with a lead responsibility for leadership, training and development. |  |
| Agree how you’ll tell staff about the guidance and share the guidance with them.  |  |
| Reflect how you currently find out what matters to individuals and compare it to this guidance. Agree what you need to do differently. Involve as many people in this exercise as possible to develop any plans in a co-productive way. **This results in understanding and ownership**. |  |
| Discuss and agree ways of working, and associated policies and procedures to support this, including: |  |
| * who should be involved in these conversations, or contribute to them?
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| * when should what matters conversations happen?
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| * where should and/or could these conversations happen?
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| * how do you capture people’s strengths as part of this process?
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| * how do you support people who have additional communication needs?
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| * how do you support people to have limited capacity (understanding)?
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| * can you use other creative processes, or new technology, to engage with people?
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| Agree how and when you’ll record this information, and how and who to share it with. |  |
| Agree when, where and how you’ll introduce the guidance to new and existing members of staff. |  |
| Agree how frontline staff members, leaders and managers will reflect on this guidance and how it will influence their work. This includes team meetings and regular one-to-one sessions. |  |
| Think of new ways to reflect and learn. This could include an activity such as action learning sets. |  |
| And when all this has been put in place… make the one page ‘grab sheets’ from this guidance easy for all staff to grab. |  |