

Social Services and Well-being (Wales) Act 2014

Resource pack for managers:

**Outcome-focused ‘what matters conversations’ in information, advice
and assistance services**





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# Index of training resources

# Section 1 – Context and introduction

An overview of the resources: who they are for, aims and objectives, and suggestions for getting the most out of them.

# Section 2 – Handouts

A selection of handouts to be used. The trainer may also choose additional handouts.

# Section 3 – Presentation

A presentation to help information, advice and assistance (IAA) workers achieve better conversations with people using the IAA service, including facilitator notes for guidance and preparation. This can also be printed as a handout with space for participants to make notes.

# Section 4 – Additional materials

Useful links for up-to-date information.

# Section 1

## Context and introduction

### Context

The Social Services and Well-being (Wales) Act 2014 provided the basis for a new statutory framework for social care in Wales. The principles of the Act include an emphasis on:

* promoting well-being
* a preventative approach
* greater voice and control for the individual
* working co-productively with individuals and their families and friends.

The information, advice and assistance service plays an important part in realising these principles. In particular, the ‘what matters conversation’ sets the scene for a positive and co-productive relationship with people who ask for support.

This resource pack is designed to help trainers run a workshop for managers in information, advice and assistance services.

To get the most out of these resources, the trainer will need an understanding of the Social Services and Well-being (Wales) Act, especially the role of information, advice and assistance services, and the skills to facilitate strategic discussions. The trainer will also need a good working understanding of what the local arrangements are for information, advice and assistance services, and how they are organised.

The outcome of this workshop should be used to inform the skills-based training for the frontline workforce.

In 2020, as a result of feedback we received from those providing information, advice and assistance training, we improved the flow of the resource and strengthened it by adding more detail about the legislative context. We also strengthened the links to personal outcomes and outcome-focused conversations.

### Aim of the training

* Explore the organisational buy-in and what needs to change to have ‘better and different conversations’ with the public and professional colleagues
* Consider the skills needed by workers (by sampling exercises)
* Agree a plan for sustaining the necessary change.

### Target group

This resource pack is designed for those managing, supporting and who are accountable for the information, advice and assistance service.

### The resources

These resources include:

* PowerPoint presentation with trainer’s notes
* a selection of handouts.

The trainer may also choose additional handouts and learning materials. For example, local information about the information, advice and assistance service and information from the [Social Care Wales Information and Learning Hub](https://socialcare.wales/hub/home).

### Using the resources

The resources are intended to be used flexibly to respond to local need. The PowerPoint presentation and notes are divided into five sections:

1. Our own experience
2. Vision for the service
3. Outcome-focused conversations
4. Better conversations
5. Sustainability.

We recommend working through all five sections, using the slides as the basis for group discussion and action planning. The timings for each section may vary according to local need and progress on developments in information, advice and assistance.

Depending on need, the trainer may wish to draw on additional material from the resource pack for frontline workers.

### Suggested workshop programme

**Note:** This is just a suggested plan. The materials are designed to be used flexibly and you should adjust the timescales as necessary.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Section** | **Slides** | **Activity/ Exercise**  | **Other materials**  | **Time** |
| Arrival and coffee | 9:15-9:30 |
| Introduction and aims of the session | 1-5 | Introductions | Fire arrangementsParticipant training pack | 9:30-9:45 |
| Our own experience | 6-13 | This section provides an overview of the Social Services and Well-being (Wales) Act and how it relates to the provision of information, advice and assistance (IAA)**Slide 13:**What is our driver? (15 minutes) | IAA definitions handout | 9:45-10:15 |
| Vision for the service | 14-16 | This section considers the vision and purpose of IAA**Slide 16:**Who is impacted by IAA? (15 minutes) |  | 10:15-10:40 |
| Outcome-focused conversations | 17-21 | This section provides an overview of what is meant by outcome-focused ‘what matters’ conversations and how these should be facilitated within an IAA service |  | 10:40-11:00 |
| Break | 11:00-11:10 |
| Outcome-focused conversations (continued) | 22-24 | This section provides an overview of what is meant by outcome-focused ‘what matters’ conversations and how these should be facilitated within an IAA service. **Slide 24:**How do you define a good ‘what matters’ conversation? (20 minutes) | Strength-based questions handoutExamples of outcome statements handoutPersonal outcomes booklet | 11:10-11:35 |
| Better conversations | 25-33 | This section provides an overview of what makes a good ‘what matters’ conversation**Slide 28:**What are the skills and competencies needed (10 minutes) | IAA competency framework **(once finalised)** | 11:35-12:15 |
| Sustainability | 34-39 | This section provides insight into the factors that contribute to the sustainability of IAA, with a particular focus on supervision and support**Slide 39:**What is your approach to supervision (15 minutes) |  | 12:15-12:40 |
| Summary | 40-42 | Summarising key points and invite closing questions and observations |  | 12:40-12:50 |
| Evaluation |  | Evaluation sheet | Evaluation sheet | 12:50-13:00 |
| Close | 13:00 |

### Evaluation

The trainer should allow enough time to evaluate the workshop, focusing on:

* whether the aims and objectives have been met
* the actions the manager plans to take following the workshop.

### Acknowledgements

We would like to thank the following organisations for their materials, examples, time and expertise in developing this pack:

* Achieving Sustainable Change ASC Ltd
* Blaenau Gwent County Borough Council
* Caerphilly County Borough Council
* Cardiff City Council
* Neath Port Talbot County Borough Council
* Social Care Wales
* Social Services Improvement Agency
* Wrexham County Borough Council.

# Section 2

## Handouts

Handout 1 – Information, advice and assistance definition



Handout 2 – Strength-based questions



Handout 3 – Outcome statements (participant and tutor copies)

 

Handout 4 – Personal outcomes booklet



# Section 3

## Presentation – Facilitator’s notes

### Slide 3

This presentation gives an overview of the requirements of the Social Services and Well-being (Wales) Act 2014 as it relates to the provision of information, advice and assistance (IAA). It has a particular focus on supporting practitioners working within IAA to facilitate good ‘what matters’ and outcome-focused conversations.

It is aimed at:

* adults’ and children’s social services, and wider elements of local authorities
* where appropriate, staff working in NHS organisations, the police and other local authority partner organisations
* where appropriate, social care providers and support organisations in all sectors that are involved in providing IAA.

The presentation gives an overview of the Act, and in particular, explores Part 2: Sections 5-7 (Well-being and other overarching duties) and 17 (Information, Advice and Assistance) in more detail.

By the end of the learning programme you will:

* understand the legislative context of the IAA service
* be able to identify the key elements of a good ‘what matters’/ outcome-focused conversation
* have explored the organisational **buy-in** needed to have ‘better and different conversations’ with the public and professional colleagues
* have identified the skills needed by workers (by sampling exercises)
* have agreed the actions needed for sustaining change.

The structure of IAA varies according to need across councils, health and third sector organisations. This pack focuses on the **skills** and organisational **buy-in** needed to have ‘better and different conversations’ with the public and professional colleagues.

There is a corresponding pack for the frontline workforce. Discussions at this manager session will inform the workshop for the frontline workforce – in particular, the agreed vision for the service.

This half day awareness-raising and planning session is for managers and individuals who have responsibility for:

* managing delivery
* recording, managing and reporting data
* building relationships with other professional colleagues and organisations
* supporting workforce development and skills
* representing members of the public
* making sure the individual’s experience (pathway) is as consistent as it can be between disciplines.

**Optional activity – discussion**

* What is the purpose of this training session for you?
* What do you hope will be different as a result of this training?

### Slide 4

Invite the group to identify any additional ground rules for the day.

### Slide 5

Setting the scene for the trainer.

Work is already underway to consider what such services need to look like and many have already moved to restructure their arrangements. These resources are simply intended to support those on-going developments.

Please use these materials in the way that best suits and supports the organisation to move towards outcomes-focused practice.

The trainer to explain to participants that this workshop is an important precursor to a skills-based workshop with the frontline workforce.

### Slide 6

This section provides an overview of the Social Services and Well-being (Wales) Act and how it relates to the provision of information, advice and assistance (IAA).

### Slide 7

It is important that we can articulate what is meant by the terms information, advice and assistance as stated within the Act.

The information, advice and assistance service is central to the success of the transition to the care and support system under the Social Services and Well-being (Wales) Act. It is an opportunity to change the perception of social care and support services in Wales. It **must** promote early intervention and prevention to ensure that people of all ages can be better supported to achieve their personal outcomes and explore options for meeting their care and support needs. It should be a **preventative service through** the provision of high quality and timely information, advice and assistance. Refer to the Code of Practice Part 2, section 297.

Pause to discuss these three questions.

### Slide 8

Section 17 (1) of the Act says that local authorities **must** “secure the provision of a service for providing people with information and advice relating to care and support, and assistance in accessing care and support”.

Local authorities must make sure that there is an information, advice and assistance (IAA) service and, importantly, that this is provided to the whole population of the local authority area, not just those with care and support needs or who are in some other way known to the system.

The local authority duty is to ensure the provision of a service – local authorities do not have to provide all the elements of this service. They may not be best placed to provide all the elements of such a service and their partner organisations will have an interest in this. In particular local health boards and NHS trusts providing services in the area must provide the local authority with information about the care and support it provides in the local authority’s area.

Local authorities are expected to work with partner organisations to understand, co-ordinate and make effective use of other statutory, voluntary and/or private sector information and advice resources available to people within their areas. This could include an integrated, regional service or reuse of information from other local or national sources. What is important is the availability, accessibility and ease of use of information and advice for the local population.

Local authorities **must** provide an information, advice and assistance service, which includes the provision of:

1. a proportionate response to the enquiry and empowers the individual to access early intervention and preventative services
2. information about care and support, or support in the case of a carer, that is accurate and up to date, without the need for core data to be recorded in the National Assessment and Eligibility Tool and without an assessment having been undertaken
3. advice about care and support, or support in the case of a carer, that is appropriate to the individual, following a proportionate assessment
4. advice that is comprehensive, impartial, and in the best interests of the individual that has been given by staff who are trained and skilled in the assessment process
5. assistance that enables the individual to access the appropriate care and support services, including early intervention and preventative services
6. accessible information, advice and assistance about care and support through a variety of media (including online, social media, telephone, face-to-face, outreach, posters and publications)
7. accessible information, advice and assistance about care and support matters tailored to meet the needs of different groups (including Welsh, easy read, child-friendly versions and so on)
8. accessible information, advice and assistance to specific groups including one-to-one support workers if this is required, for example, for deafblind children and adults
9. a written or oral response to web-based enquires within three working days
10. advocacy support so that individuals can engage and participate fully in decisions that affect them
11. local safeguarding protocols that ensure immediate action is taken if an individual’s safety is in doubt
12. a clear process for staff to follow in the case of an emergency or urgent care and support request
13. mechanisms that make sure consent to share information is obtained when core data is recorded and an assessment is carried out.

### Slide 9

The Part 2 Code of Practice of the Social Services and Well-being (Wales) Act defines information, advice and assistance as:

* Information is quality data that provides support to an individual or family to help them make an informed choice about their well-being.
* Advice is a way of working co-productively with an individual or family to explore the options available. This will require practitioners to undertake a proportionate assessment through a discussion and analysis of the five elements of assessment.
* Assistance involves another person taking action with the enquirer to access care and support, or a carer to access support. Responsibility for the activity undertaken is shared between the assistant and the recipient of assistance. Assistance should follow the provision of information and advice if you judge that an individual, or perhaps the family in the case of a child, will nevertheless need extra help to enable them to access e.g. community resources or preventative services.

In 2019, a report by the Wales Audit Office looking at the provision of IAA across Wales (*The ‘Front Door’ to Adult Social Care*) described the elements of IAA as being:

* **Information –** this involves supporting people by providing good-quality information that helps them make informed decisions about their well-being. This can include information about how the social-care system works, the availability of services that may aid their well-being and how to access them, direct payments, or information about carers’ assessments.
* **Advice –** this is a step up from the simple provision of information in that it involves working with people to discuss the options available to find the best solutions for them. In order to provide advice, local-authority staff require an understanding of people’s situations. This is done by undertaking a proportionate assessment.
* **Assistance –** if unable to address an enquirer’s needs via the provision of information or advice, assistance will involve another person taking action with the enquirer to access care and support, or a carer to access support. This may lead the enquirer onward to receiving or being offered a full statutory assessment to determine their eligibility for more formal care and support.

### Slide 10

The Code of Practice for Part 2 says that: “The information, advice and assistance service will be easy to use, welcoming and informative”.

The service will offer a first point of contact with the care and support system, and for many people this will be their first encounter with social services.

You must strive therefore to make it a positive experience with responses that are informative, knowledgeable and reassure the person that the advice given is impartial and in their best interests.

For those using the service, they must feel like they have reached someone who first and foremost listens to them.

People must have an opportunity to explain what matters to them, to explore what options are available, and to find the help that they feel is right for them to achieve their personal outcomes.

Signposting and referring will provide people with choices about the support and services available in their local area, particularly preventative services.

Where appropriate, the IAA service must support people to access preventative services, referring them or helping them make contact, rather than solely offering them basic contact details.

**Note:** There are some circumstances where it could be important for information and advice to be provided independently.

Where appropriate, you can signpost or refer people to national sources of information and advice, such as [NHS Direct](https://111.wales.nhs.uk/), the [Care Inspectorate W](https://careinspectorate.wales/)ales website, [Dewis Cymru,](https://www.dewis.wales/) the [Meic](https://www.meiccymru.org/) helpline for children and young people, the [Infoengine](https://en.infoengine.cymru/) online directory of services covering Powys, Ceredigion, Pembrokeshire and Carmarthenshire, or the Carers Direct telephone helpline, or national charities or advice services supporting people with disabilities or specific conditions.

The Code of Practice specifically states that there should be a written or oral response to web-based enquiries within three working days.

**The points raised on this slide are duties placed on local authorities when providing IAA.**

### Slide 11

Common examples of concerns to providing outcomes-focused conversations include:

* we don’t have the time
* our system doesn’t let us record the right information
* I’m not a counsellor
* we don’t have the services people want
* people often don’t know what they want
* people aren’t interested in having a conversation, they just want what their friend or neighbour has and they want it now
* I generally know within 30 seconds what I’m going to do next.

It is important therefore that regardless of the time available, there is a focus on prioritising what is important to the individual making contact for IAA.

### Slide 12

People often come to us at a time of stress or challenge or change in their lives.

The approach taken by staff is essential for:

* establishing the environment for a good conversation
* responding to (and possibly changing) the expectations of the person making contact
* providing opportunities for people to access the most appropriate and proportionate response.

### Slide 13

In small groups, discuss the question on the slide and use the following prompts:

* significant numbers of people may feel they haven’t been listened to properly, as we fail to empathise with their circumstances and help them think through their issues
* significant numbers of people may leave dissatisfied and disenchanted with their experience of asking services for help
* we will have a workforce that spends most of its time advising people who’ve come to it for help and/or advice that they have not met the eligibility threshold or that a resource no longer exists in their community – a potentially demoralising and stressful position for staff.

### Slide 14

This section considers the vision and purpose of IAA.

### Slide 15

Everyone in the organisation needs to know where they are heading on this and why. If senior managers can’t articulate it to each other or describe it to those outside the organisation – particularly the public – then you’ll never have an effective service with committed and satisfied staff.

Things to consider:

* are you signing up to a concept or are you making a change?
* what does IAA look like for the individual using the service?
* how do you allocate services?
* how do you record staff time as a resource?

### Slide 16

In smaller groups, ask the participants to discuss each of these groups and why they are important.

Take feedback and invite comments from the wider group on people’s thoughts.

### Slide 17

This section provides an overview of what is meant by outcome-focused ‘what matters’ conversations and how these should be provided within an IAA service.

### Slide 18

* People are experts in their own lives. They are best placed to tell you what’s important to them and what gives them a sense of well-being. But they often need help to do this
* People who need care and support want to do the things that matter most to them, in their own way. This is what we call personal outcomes
* Personal outcomes mean acknowledging people’s strengths and working with the person to agree a plan to help them do the things that matter most to them
* Others can contribute to this plan, too, including the person’s family, their carers, community members and workers
* Personal outcomes involve having meaningful conversations with people, so it’s important you communicate effectively

### Slide 19

It is important to be clear about the difference between a personal and a service outcome.

Both can be equally important, but we need to understand the difference and be able to describe it to workers who will be asked to record it.

Ask people to suggest what the difference might be?

It is important to recognise that personal outcomes can vary from person to person, it is very individual to each and every person. For example:

* “I want to cook fresh meals for myself and not rely on processed food”
* “I want to bond with my baby son and feel like a real mum”
* “I want my child to be safe, even though it is not in my care”
* “I want friends and a more suitable place to live, but this has to include Cassie, my cat, my world”

A service outcome is often about the provision of the service to an individual.

Taking an outcome-based approach has benefits for all those involved. For example:

* Social care workers will say that when they work with personal outcomes in mind: “It’s about listening to families. I would say most families we work with know the best way we can support them. Sometimes they find it difficult to tell us, as they feel perhaps that they’re failing. It’s about having positive communication. Making sure families are engaged and feel confident and comfortable.”
* People receiving care and support would say this about how they feel about this way of working: “I didn’t feel as though I was in control of my home anymore, or in control of me. I don’t like the word ‘dictating’ but in a sense that’s what I’m doing, I’m saying ‘This is what I want, this is what will make a difference to my life’.”

### Slide 20

Outcomes must be clearly linked to the point and scope of the intervention.

If they are not realistic or achievable, we will leave the individual and their family with circumstances that are challenging and unsatisfactory.

### Slide 21

As part of the provision of the Act, you will need to show that you record the outcomes linked to your service.

Make the link to the National Outcomes Framework and the Code of Practice in relation to Measuring Social Services Performance.

### Slide 22

Focusing on people’s strengths is a key part of an outcomes-focused approach, but this means asking the right kind of questions and letting the conversation flow.

Each question can be a springboard to further questions, all with the aim of a person, group, or organisation identifying:

* their strengths
* what they have to build upon
* what they do well.

They should be gentle questions, not challenging or confronting ones.

It’s important to consider strengths and resources as broadly as possible. This might include:

* the range of people and support around a person
* their health, both physical and emotional
* resources, such as financial resources, aids and equipment
* beliefs and outlook.

### Slide 23

An individual may need quick access to an assessment of their care and support needs. Staff working at the service need to fully understand how to identify when an assessment is needed, be trained and skilled to carry out that assessment and make sure it can be carried out quickly.

The assessment will vary from person to person in terms of what is required.

Staff working at the service **must** recognise the nature and scale of the enquiry and seek to provide a proportionate response:

* there’s no need to carry out an assessment of a person’s needs if you are only providing them with information
* but you will need to carry out an assessment of a person’s needs if you are providing them with advice or assistance.

The balance between a person having all their concerns addressed when they first approach the information, advice and assistance service, and subsequently being referred to others who may have more appropriate knowledge or expertise, **must** be a pragmatic one.

Staff working at the service will carry out assessments – these are known as the ‘what matters’ conversations. Staff carry out an assessment when they explore the five elements of the National Assessment and Eligibility Tool with an individual, however proportionate that approach may be (as set out in the Code of Practice on Part 3 of the Social Services and Well-being (Wales) Act).

In carrying out an assessment/having a ‘what matters’ conversation, staff must work with the person to identify what matters to them. People will wish to achieve different aspects of well-being, depending on their **personal circumstances**, and these make up personal outcomes.

It is important to consider the **personal outcomes** the individual wishes to achieve, the resources available, and how the local authority may support the person to achieve them. Understanding the **barriers** a person may face in achieving their personal outcomes will be central to this.

An assessment starts with the presumption that an adult is best placed to judge their own well-being and the personal outcomes they wish to achieve, based on their own values and what matters to them.

To effectively engage a person in a ‘what matters to me’ conversation, practitioners need to:

* listen rather than tell
* resist rescuing or fixing
* empathise and work with the adult, not the presenting behaviour.

The approach to promoting an adult’s well-being, by identifying the personal outcomes they wish to achieve in their everyday lives and the barriers they may face in achieving those outcomes, is one that recognises that care and support can play a part in removing those barriers, in line with the social model of disability. It recognises that disabled people can achieve their potential and fully participate as members of society in line with the Welsh Government’s *Framework for Action on Independent Living*.

Children should be supported to identify what matters to them by a range of practitioners and others who are involved in their lives, including their family and friends.

To effectively engage a child in a ‘what matters to me’ conversation, practitioners need to:

* listen rather than tell
* see the child as a resourceful young person
* empower the child and work with them, not the presenting behaviour.

Individuals usually know what will help them. In keeping with the voice, choice and control principle that runs throughout the Act, people who use care and support must be fully engaged in identifying the preventative measures that could help them achieve their well-being and planning for their provision. These could be from within their own, their families’ and their communities’ resources.

Where a person is unable to express their views, wishes or feelings, local authorities must make sure the person has the support they need to be able to do so. If it is not possible for family or friends to provide this assistance and there is no wider support available, local authorities must make sure the person is supported by an independent professional advocate at no cost to the individual.

People – children, adults and carers, their families and their communities – are rich assets and have skills, expertise and capabilities. Working with people to identify their **strengths and capabilities to achieve their outcomes** will be key to achieving well-being and unlocking the potential for creativity, which will make better and more effective use of all the available resources.

It is also important to identify any risks that you and the person (including their representative) believe the individual will encounter if they do not achieve their personal outcomes.

The ‘what matters’ conversation that takes place within the IAA service must therefore comprise of an analysis structured around the **five elements of assessment** (shown in the slide).

‘What matters’ conversations should be valuable experiences in themselves. They should build a better understanding of someone’s situation, identify the most appropriate approach to addressing their particular circumstances, and establish a plan for how they will achieve their personal outcomes.

### Slide 24

Remind the managers that the training for frontline workers includes a strong focus on effective ‘what matters’ conversations.

When the managers have fed back, discuss as a group if they have identified the principles of the Social Services and Well-being (Wales) Act as set out below:

* voice, choice and control
* co-production
* strength based
* promotion of positive risk taking
* proportionate
* outcome-focused balanced with care and support needs.

### Slide 25

This section provides an overview of what makes a good ‘what matters’ conversation.

This section provides an overview of the fundamental principles taught by the training pack for frontline workers.

### Slide 26

Here we have the key elements of good communication. If we, as managers, understand the importance of these elements, then we will appreciate the importance of our staff **understanding and acknowledging** them within their practice.

You should spend time making sure staff understand the ‘why’, as well as the ‘how’, as experience shows that with that understanding comes the desire and confidence over time to successfully apply the learning.

**Note:** Simply instructing and expecting staff to operate in this way, possibly by following a script, will not work because without the context and rationale, it won’t carry weight or be accepted.

### Slide 27

In their workshop, frontline staff are given the opportunity to practise working their way through each of the stages.

Ask the group if they use these stages in supporting staff.

### Slide 28

Explore this question in the light of experience. Take general comments and move on to the next slide to summarise.

Remind managers that there will be an IAA competency framework and that they will need to consider how their staff are supported to achieve/meet the competencies.

### Slide 29

So, how do staff use conversation skills to manage the challenges?

* Try not to jump to conclusions about people, for example, because they are anxious or colleagues may have already dealt with them and found them difficult
* Often people are repeat callers. In these cases, we often see the presenting behaviour rather than the person we’re talking to. Admittedly often difficult, but we can’t get into a competition or a power battle
* Reflect back to people how well they have managed situations previously, if possible, and what it is that seems to matter most to them.

We try to get a complete (holistic) picture of the individual and what their support networks look like before honing in on a solution.

We tend to think that the worker is the one learning by asking questions and receiving information. But a skillful worker can help the person learn about themselves at the same time – that is, two people are learning.

### Slide 30

The competence framework is not a set of learning outcomes.

It is a set of behavioural and knowledge/understanding outcomes that demonstrate competence in each of the five areas.

### Slide 31

Third bullet point – we tend not to think that both people in the conversation are learning. Generally, we think that the worker needs to receive and process information.

But effective reflection and an empathic style can help the individual clarify what it is they are specifically concerned about.

### Slide 32

Displaying empathy leads to openness – this is a crucial place to get to if we are to identify as far as possible what’s going on with a person and resolve or start to resolve their issue(s) with them, with an acknowledgement of their strengths and abilities.

### Slide 33

IAA staff are particularly geared up to respond swiftly with advice or diving in with a possible solution.

Not disastrous you might rightly say, but not helpful if we need to help somebody think through things for themselves with reflections and open questions when appropriate.

It is useful for managers to understand the possible limitations of the initial conversation and when to refer on (from the practitioner point of view).

### Slide 34

This section provides insight into the factors that contribute to the sustainability of IAA, with a focus on supervision and support.

### Slide 35

No matter how much you invest in the training and skills development of your frontline workforce, unless you consider and address the issues of sustainability and what you and your organisation have to change to support this approach, it is likely to ultimately fail.

This slide provides a checklist of key issues that need your attention.

### Slide 36

The points raised in this slide are highlighted in the Research in Practice for Adults Practice Toolkit ‘What difference are we making’.

### Slide 37

Taking an outcomes approach requires a culture of co-production, and practitioners need to build their skills, confidence and capabilities in strengths-based working. To support this cultural shift, we need a whole system change to make sure every process and policy supports this way of working.

This means building personal outcomes into:

* support for staff
* workforce planning
* performance management
* continuing professional development.

Supervision is a two-way process, which supports, motivates and enables professionals to develop good practice. Supervision provides regular contact between a supervisor and a worker, where space is given for reflection and learning.

Good two-way discussion is at the heart of the supervision experience, modelling the outcomes approach, which is strengths based and outcomes focused. The supervisor’s practice framework will influence the nature of the discussion which, in turn, shapes the process of review, reflection, evaluation and outcome setting.

In the same way that we should be building relationships with families where power ‘with’ rather than power ‘over’ is established, we should be developing an environment where both supervisor and supervisee can contribute their expertise to the relationship.

This way of working supports supervisees to find solutions themselves based on their existing strengths and previous positive experiences.

### Slide 38

When dealing with a difficult issue or case, critical reflection can help identify what is going well and where practice can be provided.

The Kolb cycle (1984) is a tool that provides example questions that can be asked in supervision to explore a dilemma or challenge:

**Concrete experience:**

* What happened before the event?
* What did you expect?
* What happened during the event?
* What happened afterwards?

**Reflective observation:**

* What did you feel before the event?
* What did you feel during the event?
* How do you think the other person felt?
* How do you feel about the event now?

**Abstract conceptualisation:**

* What went well? Why?
* What did not go well? Why?
* Has how you think of the event changed following these questions? Why?

**Active experimentation:**

* What is the situation now?
* What information do you have?
* What information is missing?
* How can you find out about these things?
* What is your plan?
* What is your contingency plan?

Source: Research in Practice for Adults (2013): Tool 3: Critical reflection in supervision

### Slide 39

In pairs, consider what has been shared with you today and identify what your approach to supporting staff providing IAA looks like. Consider the following questions:

* does it provide opportunities for practitioners to reflect?
* is it a strength-based approach?
* is it outcome focused?
* does it promote and support the development of skills, knowledge, experience and confidence?

### Slide 42

Briefly reflect on whether the participants have achieved the objectives and their hopes for the session.

Agree the next steps using the slide as a prompt.

Evaluate the session – ask the participants to complete any required evaluation sheets for the session.

# Section 4

## Additional materials

### Useful links

Personal outcomes resources

[socialcare.wales/service-improvement/personal-outcomes](https://socialcare.wales/service-improvement/personal-outcomes)

Information and Learning Hub

[socialcare.wales/hub/home](http://www.socialcare.wales/hub/home)

Codes of practice and statutory guidance

[socialcare.wales/hub/codes-of-practice](http://www.socialcare.wales/hub/codes-of-practice)

National assessment and eligibility tool

[socialcare.wales/hub/sswbact-assessment-tool](https://socialcare.wales/hub/sswbact-assessment-tool)