Using person-centred practices within organisations and teams

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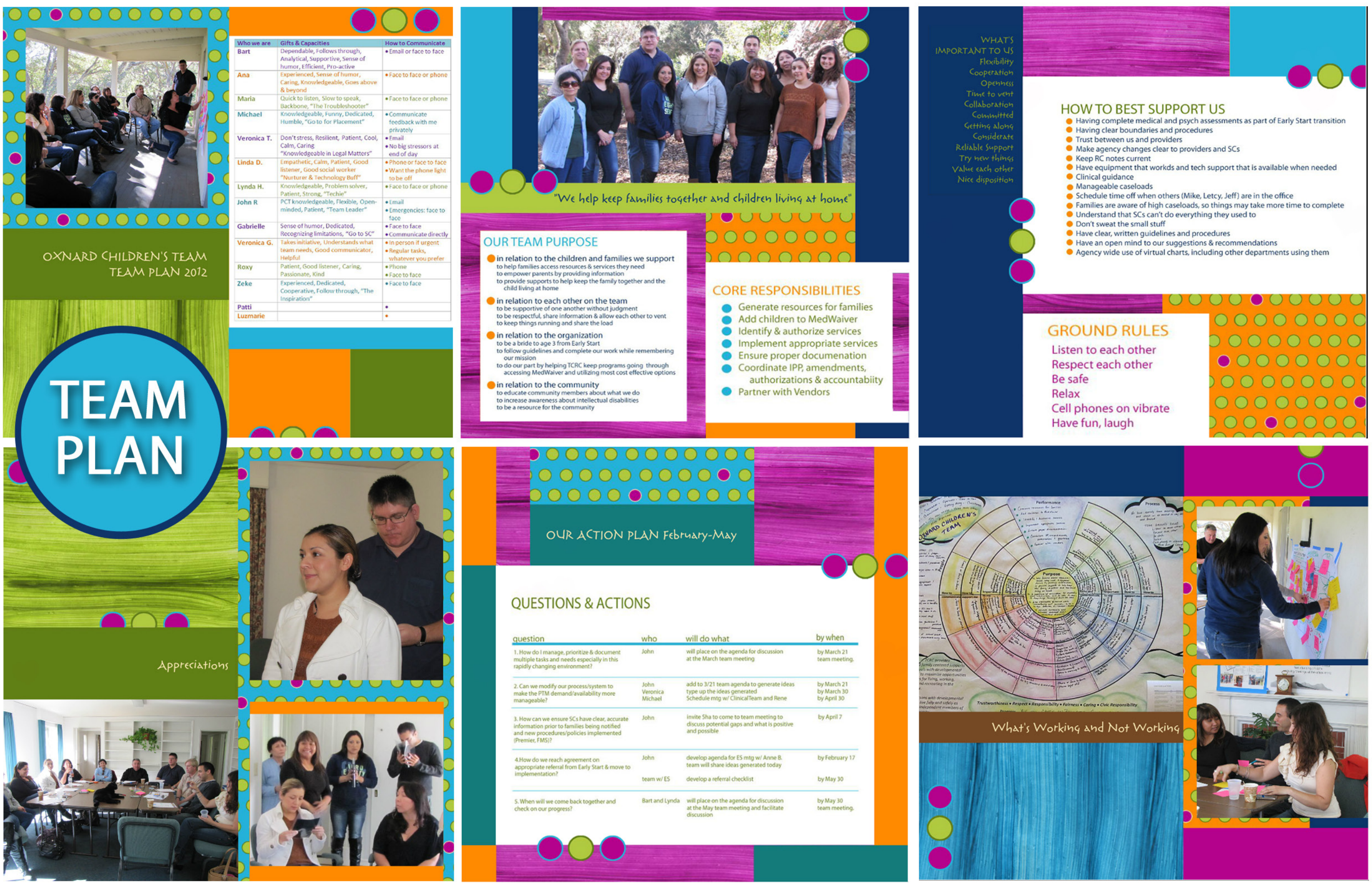
with Michelle Livesley and Ruth Gorman



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Team plan graphic shown on cover and page 11 created with photo template from www.smilebox.com

You can learn more about the work of The Learning Community at www. tlcpcp.com

For further information and support in implementing person-centred practices see www.helensandersonassociates.co.uk

In the United States contact marybeth@helensandersonassociates.com to learn how H S A USA can support your organization or team.

For materials and resources on person-centred practices see www.hsapress.co.uk or helensandersonassociates.com

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Contents

"Using a small set of value-based person-centred thinking skills at all levels of the system will drive change throughout the system." Michael Smull[1]

Introduction

Person-centred organisations use person-centred practices to deliver the best possible service to the people they support, and use the commitment and talents of their staff to achieve this. Traditionally person-centred practices have consisted of tools and approaches that have been seen as only relevant to use with people who use services. We think that delivering great outcomes for people can only be delivered through using the same person-centred practices with staff, and within the structures and processes of the organisation.

Shifting the way we think about people supported by the organisation and people employed by the organisation can be accomplished through using person-centred thinking practices, to create a person-centred culture. At their heart, person-centred thinking tools are simply a different way to have a conversation. The thinking, learning, decisions or actions from this conversation are then recorded and acted on. Person-centred thinking tools and practices can sit alongside, enhance and sometimes replace conventional organisation development practices. Starting with where person-centred thinking tools have come from, we then introduce the person-centred thinking tools and conclude with four additional person-centred practices used in teams and organisations.

The origins of person-centred thinking tools

Person-centred thinking tools have their foundation in person-centred planning - an approach to social justice and inclusion originally developed in supporting people with learning disabilities[2]. The Learning Community for Person-Centred Practices (www.learningcommunity.us) mainly developed these tools. The skill underpinning these tools is being able to separate what is important to someone, from what is important for them, and finding a balance between the two[3]. Other tools have been adapted from management practice; for example, the doughnut is taken directly from Charles Handy's work on organisational behaviour and management[4]. Person-centred thinking tools have also been developed from the contributions of leaders in the disability inclusion movement and personalisation, for example Beth Mount's[5] relationship circle; John O'Brien's[6] work; and Simon Duffy's[7] decision-making agreement.

Person-centred thinking tools enable staff to deliver person-centred support to individuals by helping to answer the following questions:

- How does the person want to live and be supported?
- How can the person have more choice and control in their life?

- What is our role in delivering what is important to the person and how they want to be supported? How are we doing in supporting the person in the way they want to live? How can we work together to keep what is working and change what is not working?
- How can we keep learning about the person and what we need to do to provide the best support?

Each person-centred thinking tool does two things. It is the basis for actions and it provides further information about what is important to the person and how they want to be supported. This information is recorded as a person-centred description and may start with information on just one page (a one page profile).

Similarly, using person-centred thinking tools with staff and teams enables managers to answer these questions:

- What are the gifts and strengths of each team member and how can we use these to provide the best support to people?
- What is important to each team member about their work? What does this mean for the way that I work with them?
- Specifically, what support does each team member need to do their best work? What does this mean for me and how I support them? What does it mean for how I communicate with them?
- What do I expect from each team member – their core responsibilities? Where is the space for them to use their own judgement and be creative?
- How can I get the best fit between the team member, and their role or the people they support?
- How can we as a team keep learning and recording and acting on what we are learning? About what to build on? About what to change?

In this paper, we introduce several tools and provide an example or story to illustrate how they are used with individual staff, with teams, and within organisational processes. The examples are taken from health and social care, and we have included a couple from business - from an events organiser and a consultant - to demonstrate the breadth of contexts that person-centred practices can be used. We start with the concept of being able to separate what is important to and for someone, and how this can be recorded in a one page profile.

Important to and for (recorded as one page profiles)

The first and fundamental person-centred thinking concept is to be able to learn what is important to someone, what is important for them and the balance between the two. Learning what is 'important to' and what is 'important for' has to be done before you can help find the balance. 'Important to' includes the people, interests, pace of life, possessions that really matter to you, and that define the quality of your life. 'Important for' you, are the things that need to happen to keep you safe and well. Everyone finds that what is 'important to' them and what is 'important for' them are in conflict from time-to-time.

There are person-centred thinking tools and conversations we can use to draw this information out, like asking about morning routines, good days and bad days. This provides information about what is important to you, and how you need to be supported. This information is recorded in a one page profile. A one page profile typically has three sections - an appreciation about the person; what is important to them from their perspective; and how to support them well. Profiles include information about people. It is a building block of developing a team plan, which includes the team purpose and actions.

Many innovative organisations committed to developing as person-centred organisations are requiring all of their staff and managers to have one page profiles, as well as enabling everyone they support to have one. It is not uncommon to read Director's one page profiles on their organisations website as a way to introduce themselves. Some people use one page profiles to share information about what matters to them and how to support them at work. For direct support staff it is important that their profiles include information about their passions and interests to be able to use these to match with people supported. Here is Helen's one page profile that includes how to support her at work, and personal information.

Helen's one page profile

Helen's One page profile

What people appreciate about me

- Thoughtful
- Inspirational
- Passionate about change
- Big thinker
- Supportive

What is important to me

- To spend time with my family: have an evening or afternoon just with Andy each week; breakfast with everyone together at least three times a week and family night every Sunday.
- To be together with my big extended family for a weekend at least three times a year, and speak to or text my sisters, Nik, and Mum every week.
- To work with Julie and Jaimee so that we have great designs and can share what we are learning and to be supported by Kerry who helps me be as efficient as I can be.
- To speak to Charlotte each week. To spend a day with the team each month to think together, plan and stay connected. Speak to the international leads for HSA (Julie, Amanda and Deb) each month.
- To meditate and do a little yoga every day (for 10 - 15 minutes) and go to the Monday class with Tracey.
- To keep learning new skills – at the moment this is around social media.
- To have a Mac computer, and have my iPhone with me at all times. To keep in touch with people through facebook and twitter.
- Not to work in the evenings or weekends, and only be away from home one night a month for work.
- To be by the sea and walk on Broad Beach as many weekends as I can (usually about 8 a year), and have a family holiday abroad if we can.
- To have hens (currently 7), and cats (3), and spend time pottering in the garden each week.
- To feel that I can make a difference by being part of Circles, helping in our local school and in the work that I do with HSA.
- To write to consolidate my thinking, and to share what we are learning. I usually have a writing project on the go.
- To have honest, trusting relationships with everyone that I work with.

How to support me at work

- Know that I get frustrated playing telephone tag. Text and emails work best for me, or booking a time for a call.
- Get back to me when you say you will, and meet deadlines we have agreed or let me know if this is not possible (before the deadline is missed!).
- Know that I drown in detail, but love thinking big picture and strategy.
- Be upfront and straight with me - please don't rely on me second guessing you or picking up 'hint's. I need people to be frank and honest.
- Know that I get frustrated repeating discussions because we can't remember what we agreed the first time we talked about it. Please make sure we always know who is recording actions in meetings or conversations.

How one page profiles are used within the organisation

"When Dimensions was first introduced to the one page profile it was clear to see how useful they could be in sharing important information about people in a succinct and meaningful way. A one page profile tells us about the person. It tells us what others like and admire about the person; what is important to them and how to support them well. This simple, inclusive approach to completing a one page profile appealed to us and it was agreed that we would use them initially when working with families and people with learning disabilities with individual budgets, paying particular attention to how we might match people with the right support staff[8].

We started to think about how we might introduce one page profiles to people who we supported across the organisation. This came at a time when the organisation was undertaking a review of many of its systems and processes and a time of changing regulation within social care. In response to the changing demands and requirements of the internal and external environment, we developed Dimensions Standards. These Standards would ensure not only regulatory compliance but make it clear that best practice approaches would also be a fundamental requirement of the organisation. The one page profile was seen as one of these requirements.

As we progressed on our journey towards personalising services and we became more familiar with the benefits of having a one page profile, we extended the use to include all staff across the organisation and the Board of Management9. We kept the implementation under review and learnt along the way how best to introduce them and the need to be clear with the instructions and expectations. We developed a standardised template, 'top tips' for staff to follow and a brochure for guidance.

The senior management team set the benchmark by completing their one page profiles and making them publicly available to all, via the Dimensions website and internal intranet.

Dimensions have continued to find additional benefits to the one page profile and how to really maximise the use, from recruitment and selection, induction, team building, performance management, project work and introductions and getting to know people.

The table on the next page provides an overview of some of the business processes Dimensions uses them in and the expected outcomes. It is not an exhaustive list and we are discovering more and more ways to use the one page profile all the time. As can be seen, the one page profile approach is routinely built into our policies and procedures from a person's first day with us, whether you work for us, receive support from us or you are meeting with us."

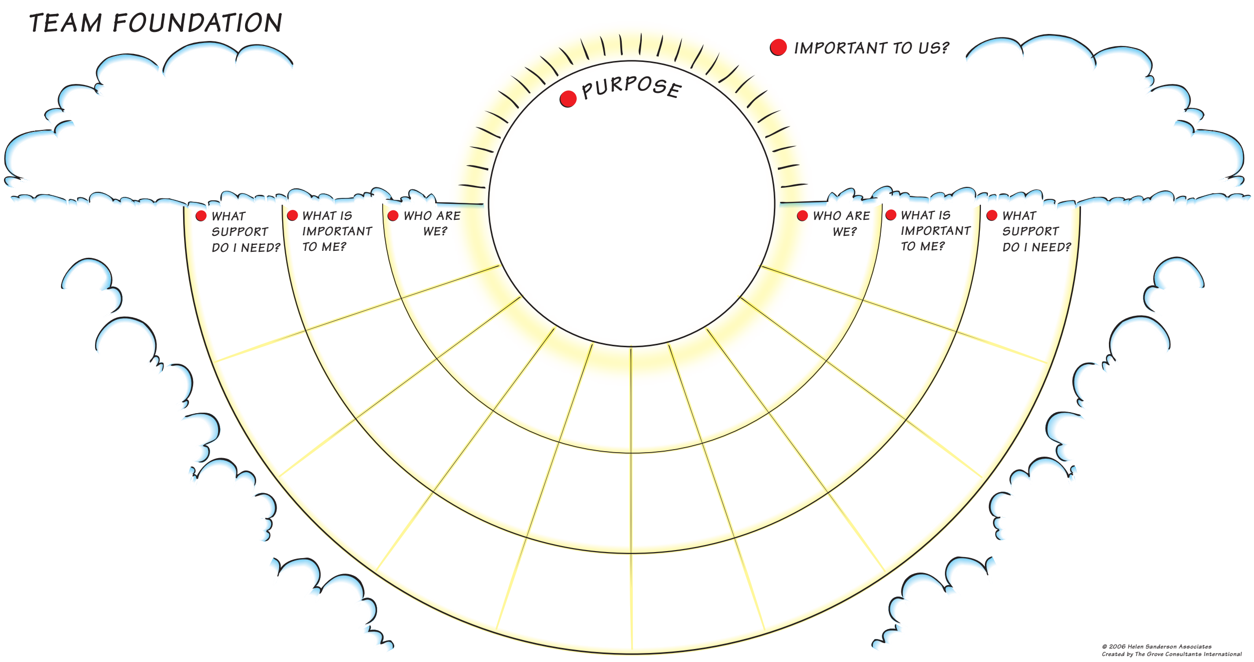
Business process	Outcomes
Recruitment and selection	
Shortlisted candidates are sent our one page profile template and 'top tips', asked to follow the guidance and to bring the completed one page profile along to the interview. Additionally we use one page profiles to best match people and teams.	The completion of this task: • Demonstrates whether the candidate can follow instructions. • Provides information that is not easily evidenced from an application form and often not drawn out at interview. • Can be used to test candidate's openness. • Can be used to help people to visually recall who they have seen.
Performance management	
Used in both supervisions and appraisals to ensure staff are being supported properly and to make sure we know what is important to people. We discuss whether anything needs to change.	The one page profile ensures that good support with the appropriate resource is in place for staff. It promotes discussion and can enable issues of capability to be addressed to the benefit of both employee and employer.
Learning and development, project work and teams	
The one page profile can be used in a number of ways in this area. For example, team building and induction.	In both team building and induction the one page profile is used to ensure that teams/ individuals are all familiar with each other, know what is important to each other and how best to support each other. This reduces the chances of potential conflict as colleagues understand each other better. Additionally they can be used to inform team plans and project plans so everyone is clear about each person's role.
Introductions	
Dimensions use the one page profiles to introduce people to each other within the organisation and outside the organisation.	People are encouraged to send one page profiles prior to meeting individuals, teams, families or external bodies. We have found that they are a good way of sharing information about each other before meeting and putting a face to a name. We also request others to complete one page profiles before meeting with us. For example, when a number of people we support met with the Department of Health, we requested that one page profiles were completed by the Ministers.

A person-centred team plan is a description of the team – its purpose, the one page profiles of team members, how decisions are made and what is working and not working for team members, and the actions agreed to change what is not working and ensure that the core responsibilities of the team are being met.

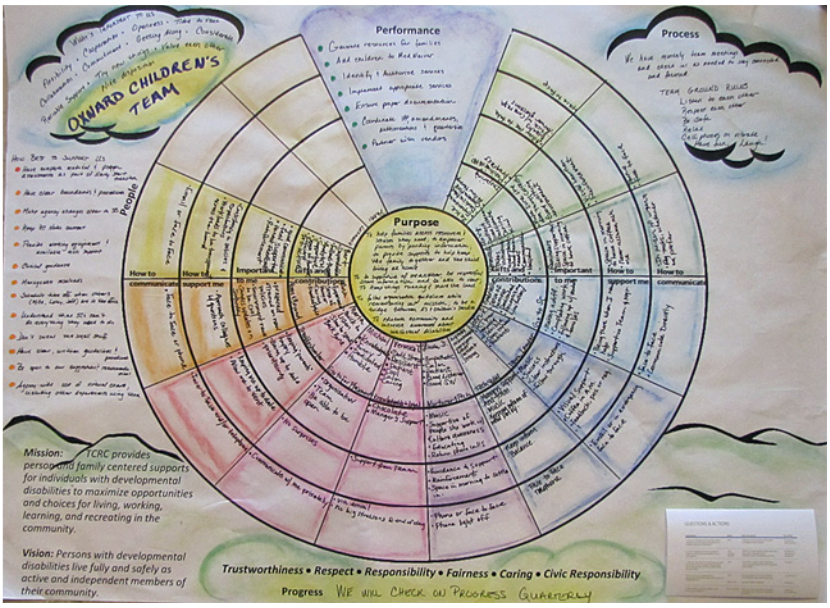
It can start with people's one page profiles and a purpose statement/purpose, and then grow from there. Many teams get started with a 'one page team profile'. This is a description of each team member, what is important to each person, how best to support each person, and what the team's purpose is.

Here is a graphic template that many teams have used to begin a one page team profile.

Person-centred team foundation template



John manages a Service Coordination team that supports families of children with developmental disabilities at Tri-Counties Regional Center in California. He planned a team retreat to develop their team profile. They started by defining their team purpose statement and aligning it with the organisation's mission and vision. Then they spent time completing individual one page profiles to include their individual gifts and contributions to the team, what is important to each team member at work, how each person wants to be supported, and best ways to communicate with one another. They used the team foundation template below to capture this information for each team member. This discussion helped them to identify common themes that lead to things that are important to the whole team, and what good support would look like from the team perspective. . They continued with a discussion of what is working and not working for the team and used the input to agree on team priorities and develop a detailed action plan for the next six months.



The team wanted a one page visual summary of their work that they could post in their work areas to serve as a reminder and motivator. So the information captured on the team foundation template was transferred to this colourful one page team plan, using free scrapbooking software. Now the team has both a printed version for their work station and a digital version that can be easily updated as they review their progress.

With two recently hired staff members, the team plan has been especially helpful in building relationships and orienting new members to the culture and expectations of the team.

Good days and bad days

'Good days and bad days' is a person-centred thinking tool that simply asks the person to describe what a typical day is like, then a really good day, and a really bad day. This tells you what needs to be present for them in their day-to-day work life to have good days, and what needs to be absent. In team working, we can ask people to describe in detail ' a good day at work and bad day at work'. Once we know this, we can ask "what will it take for you to have more good days at work and less bad days? What do you need to do? Here is Helen's example of a good day and a bad day at work, and her action plan to have more good days at work.

Good days and bad days with actions

Good day?

- Time to think with colleagues – for example a Webex on a new project or pulling together what we are learning in an area.
- Talking to Julie about work we are designing – for example a new diagram.
- Contact with the team – by text or emails, catching up on how people are and how the work is going.
- Feeling on top of my emails – have a set time to get through them, and get to the end of my inbox during that time.
- Time to catch up with Kerry – ten minutes or half an hour at the beginning of the day over a cup of weak tea.
- Spend a few minutes seeing what is happening on Twitter - connecting with people and sharing information.
- Ticking off my 'urgent' and 'important' actions in my notebook.
- Spend half an hour on my blog for that week, and get this posted up and shared on Twitter and Facebook.

Bad day?

- Computer challenges – both those caused by IT and those caused by my incompetence in filing – losing files or not being able to find them.
- Not being disciplined with emails or twitter, and going back to them without finishing my existing task.
- Not being able to get an internet connection when I am away from the office and starting to get behind on my emails.
- Going somewhere by train and the train being late; making me late and frustrated.
- Playing telephone tag with people.
- Starting work at 8.00am, working through lunch and not taking any breaks, and getting home after 7.00pm.
- My phone running out of battery when I am away from the office.
- Having my fourth consecutive day away from the office.
- My shoulders feel tight from being hunched over the computer.

What will it take for me to have more good days and fewer bad days?

- Plan my diary so that I have two days in the office and two days working away (starting now).
- Improve my computer skills and get better at filing documents rather than just putting them on my desktop. Sign up for Apple 'one-to-ones' to learn how to do this (and other things!) within the month.
- Make sure I plan in a lunch break every day, and take short 5 minute breaks in between tasks in the office and do my stretching exercises.
- Set times during the day for emails and twitter and be disciplined in keeping to them – ask Kerry to help me by checking with me each week.

Working and not working from different perspectives

This is a way of looking at a situation and analysing what is working and not working from different people's perspectives.

This tool is useful in three ways[10]:

1. It is a simple way to analyse what is happening and it surfaces where there are areas of disagreement, so that it is clear where there is agreement and where there is difference.
2. It is powerful to look at areas of disagreement in the context of what people see as the same. It enables people to see things 'all the way round', to stand in different people's shoes and to hear it from their perspective.
3. It prevents us from inadvertently changing things that are working.

Dan runs a printing firm and uses 'working and not working from different perspectives' in his monthly one-to-ones with the staff. He asks each member of staff to bring a list of what is working and not working from their perspective, and he prepares a list of what is working and not working from his perspective. At the meeting they look together at what is working, which Dan says is such a different way to start these meetings. Then he listens to what is not working from the staff member's perspective, and shares his list of what is not working. Together they action plan what they can do to make sure what is working keeps happening, and change what is not working.

Dan says, "By using what is working and not working, I have found out about problems that I would never usually have got to know about. For example, I would not have guessed that something that was not working for Carol was how stressful she found the journey to work, and how she worried about being late. It was simple enough to suggest that she had a flexible half an hour at the beginning of the day. This means that if she comes in 15 minutes later at the beginning of the day, she works 15 minutes later at the end of the day. Carol says this has made a big different to how stressed she feels coming into work, and makes her days better."

Here is an example of working and not working to review an event, from the perspective of the participants, the event organisers and the venue staff.

Working and not working from different perspectives

	What's working?	What's not working?
Participants	• Great ideas and new tools. • Meeting up with new people and old friends. • The information on '5 Ways to Wellbeing'. • Loved the health workshop by Jo Harvey. • The energy in the room and the variety of different ways of sharing information. • The amazing gathering bags. • The excellent positive feedback from participants – it had a great buzz.	• Bit dark in the restaurant. • The acoustics in the room. • Sometimes it was difficult to hear in the Speakeasy. • The traffic getting here! • Could not go to all of the workshops. • That I could not stay for both days. • Too much information in one of the workshops – all great information but too much to take in all at once.
Organisers	• Jan and Kerry designing the booking form with Julie – much easier than the previous year. • Being able to put names to the faces of people that we email all year. • Name badges on the bags – no bags lost this year! • Staying overnight at the venue the night before so that we could get everything prepared early.	• Time taken to get the room divided during the afternoon break – appreciated the help from the venue staff but it still took longer than we had anticipated. • The material arrived a few days before the event and it took a long time to get all the materials in the right bags with personalised labels. • One or two late requests from workshop leaders about their requirements.
Venue	• Pleased that this is your tenth year with us. • Working with Kerry – very professional and efficient.	• Two people not being able to come at the last minute and having to change rooms. • Some participants ate some of the snacks for one of the other groups.

What needs to happen next to build on what's working and change what's not working?

- Arrange for the materials to arrive a week earlier.
- Organise a meeting with the venue staff a week before the event to clarify expectations and go through timings, and how we can improve acoustics.
- Have a design day with the team and organisers together. Invite contributions from all participants by using survey monkey. Ask for a volunteer group of participants from last year who are interested in working on the agenda with us.

In the same way that we can look at what is working and not working from different viewpoints, we can also look at what success means from different perspectives. This is a key element of Working Together for Change, introduced later in this chapter.

Communication charts

Up to 97% of communication is non-verbal, and using a communication chart with a team helps you understand their nuances of communication. There are different variations of communication charts used with teams. The first is the same communication chart that is used with people we support. It has four columns, written in either the first or the third person – 'at this time..', 'I do this..', 'it means..', and 'I would like you to..'.

Lucy and Ken were part of a health team, and their manager introduced communication charts as part of team building, to improve communication within the team. Here are two examples, from team members Lucy and Ken, from the team's communication chart

Team communication chart

When Ken is...	he does this...	he would like you to...
Bored	• Daydreams, switches off, doesn't talk.	• Nudge me, change subject and let me say something.
Embarrassed	• Goes quiet, looks down at feet – dwells on it for hours – gets preoccupied.	• Leave me, let me talk through when I am ready. Help me put it to bed.
Inspired	• Jiggles about, talks fast, nods lots, arms go like windmills.	• Help me turn ideas into action.
Worried	• Frowns, goes quiet and thoughtful.	• Give me a chance to come back later when I've thought things through. Don't pressure me, but let me talk when I am ready.
Angry	• Goes very quiet, sulks even, opts out, looks annoyed.	• Leave me alone until I calm down.
When Lucy is...	**she does this...**	**she would like you to...**
Bored	• Looks switched off, maybe yawns and doesn't contribute.	• Bring me into the discussion.
Embarrassed	• Goes red and quiet.	• Leave me until my acute embarrassment has gone then let me speak.
Inspired	• Talks a lot or tries to butt in with her idea, jiggles about in her seat and waves her arms.	• Listen calmly to my idea and talk it through with me.
Worried	• Crosses her arms, is defensive and goes quiet.	• Listen carefully; don't dismiss it as nothing.
Angry	• Either goes very quiet, looks very unhappy or bursts out with it, in a very aggressive manner.	• Listen to what I have to say but in a calming way. Don't aggravate me by arguing aggressively with me.
Pleased	• Grins a lot, looks animated.	• Ask me what I am so pleased about, because I always like to talk about things.

Another form of communication chart focuses around what stresses people, how people react to being stressed and communicate this, and what helps (what the person can do themselves and what they would like you to know or do).

A consultant was using personality profiling called the Myers-Briggs Type Indicator[11] with a team to help them think about their personality type and what that meant for how they worked together as a team. She helped them to think about what made each person most stressed, how this would appear to others in the team, and how they could support each other with stress. She used the 'stress and support communication chart' to record what the team learned.

Stress and support communication chart

Name	What makes me most stressed	How I react to being stressed	What helps	
			What I can do	What I would like you to know or do
Sally	• Feeling forced to make decisions too quickly or close tasks too soon. • Being disrespected or my competence being doubted. Feeling as though I've done something badly. • Having my work closely supervised which makes me feel as though my skills aren't being recognised. • Too much time working alone, getting no input or feedback from others. • Restrictive rules that make it difficult to be creative. • Being overloaded by small details - either imposed by others or myself. Being surrounded by clutter (ugliness) that I can't make sense of - either visually or as part of a big task.	• Withdraw, avoid people, avoid the specific task/issue that I am struggling with - procrastinate. • I work harder and longer - try not to think about it. • I display extremes of emotion and activity. • When disrespected, I can become passive and withdraw rather than defend myself, or make a joke that makes others think I'm okay with it, then feel angry with myself later on. • Punish myself, particularly by eating really bad food.	• Pay attention to my body - massage, horse riding, hard physical work. Especially outside, walking, exercise, yoga. Remember to breathe and eat! • Map my work tasks to see how they relate to the big picture/future goals. • Buy time before making commitments - ask to hear more about it, say I need to consult with the team before committing. • Set priorities and check which tasks will fit with the strengths of other team members and then delegate. • Remember to do some things slowly. Take time to read nurturing things like Leunig, pick flowers and arrange them. • Plan and structure my office time, make lists at least weekly and make them visible so I can't hide from them.	• When I'm having a complete freak out, listen without interrupting first, suggest a brisk walk outside, then start asking questions/making suggestions. • Ask if I have a list at the moment. Nag or remind me to make lists and check if I've thought about how to link the boring things to the big picture. • Help me break big things down into small tasks or just prompt me to do this. • Help me plan time to do something physical/outside/nurturing. Send/email me short, inspiring reads (poetry/prose almost always works better than non- fiction). Suggest we do something together. • Ask me to talk you through the main things I have to do at present, offer to do things, reassure me that you will only offer if it's genuinely okay with you – although tedious for you, I will need this reassurance every time. • If I've gone underground, check whether I'm okay, know that if I'm not ok, I'm likely to cry and that will help. • If you know/suspect I'm stressed, ask questions to prompt me to think ahead about healthy food. Actions: • Record team expectations and distribute to team. • Write out some scenarios and an appropriate script for saying no. • Develop a code to write next to things on my to do list so I know how they fit with the big picture. • Copy each week's list and stick up. • Ask Kate if she can give me a weekly list reminder.

Finally, a third version of a communication chart is simply about when and how people prefer to be contacted. This is particularly important for dispersed teams and people who work from home. A national consultancy team used this communication chart to make it easier for team members to know the best ways and the best times to get hold of each other.

Team contact chart

Who	The best ways we can communicate together
Terry	I like email as I am more likely to remember what was agreed. I check most days. I do not take offence at being reminded of things I have forgotten. Try my home number as well as my mobile as mobile reception isn't great where I live. Texting is fine also. Phone me anytime before 10.00pm but not between 6.00 and 7.30pm unless it's very quick and you don't mind being drowned out by children. I am appalling at sending out letters and cards, sorry.
Linda	I always have an admin day on a Monday and tend to check my emails throughout the week. My preference is that we communicate by text, emails or face-to-face conversation. I am really not a lover of the phone (land-line or mobile) and much prefer face-to-face conversations or emails. Feel free to contact me on my mobile at any time and if I am unable to take your call, I will get back to you at my earliest convenience. I am happy to hear from you up until 9.00pm in the evening; but will let you know if it is not convenient.
Claire	If you need to get information to/from me it's better to text or phone. Leave a message. I like to be specific in writing emails; don't put too much information in. If it's really detailed, put bullet points, be clear and detailed about what you want me to do. Worst time to call me is between 5.00 and 8.00pm. I hate text conversations but I see the use of text as information.
Gareth	Email works best for me. I work at my desk 4 days a week so I am able to pick up urgent requests/comments/information via email. If you like to talk rather than email this is ok as long as I have a pen (This is really important!) and paper and will follow this up with a written email. Text is great for me if bits and bobs of information but nothing difficult to get my head around that I need an email copy of. I work 8.30 - 4.30pm five days a week.
Helen	I work best by email. I check my email Monday to Friday. Text is a good way to get me during the day and definitely if you need something urgently. I work hard to keep my evenings and weekends work free so only phone me at home in emergencies please.
Ralph	I prefer most of our communication to be via telephone calls. The best number to phone me on is my mobile and I will tell you if it is convenient to talk as this may be dependent on travelling and children. Anything you need me to do or we have agreed together needs to be confirmed by email by either of us to provide a record or a gentle reminder. I do not take offence at being reminded of things I have forgotten.

Decision making agreements

Personalisation requires that people who receive services have the most choice and control possible over their lives and services. One way to ensure that is to use a decision-making agreement that describes how the person is involved in important decisions about their lives, and clarifies the role of staff in this.

Mary uses mental health services. Her team worked with her to develop the following decision making agreement:

Decision making agreement

What Decisions are made?	Who makes the decision?	Who makes the decision? If it's not me why does someone else need to make the decision?	What support do I need to make this decision?
• Spending money under £5	• Mary	• I make this decision. I am able to choose between two choices when presented to me.	• When I go to the shop I want staff to present me with two choices of an item that I like and is recorded in my person-centred plan. Sometimes I would like staff to support me to explore choosing items I have not tried before.
• Spending money under £50	• Mary and SW	• Team members will need to support me with making larger purchases as I do not have the capacity to understand money and its value. Accept that I may make my choice on what I want to buy based on what it looks like.	• If the item is an item to look at (like a painting) then staff can present choices to me and I will choose. If it is any other sort of item staff will have to choose for me based on information that is in my person-centred plan.
• Money up to and under £500	• Mary and HM	• As I do not have capacity to understand money or the function of the items I am purchasing I will need someone that knows me to do this. As this is a large sum of money to protect me from abuse, the manager of the team that support me should sanction all items of expenditure in this range.	• Staff should show me pictures and explain to me what is happening at every stage.
• Money over £500	• Mary, family, HM and my appointee	• I do not have capacity to understand money or the function of the items I am purchasing, I will need someone that knows me to do this. As these items are expensive I want my family informed of the purchase but the people that support me on a day to day basis are the people best placed to choose the item that I would choose. My family and appointee should be involved to protect me from abuse.	• The manager of the team that supports me should consult my person-centred plan and staff members that support me and know me well to make the decision of which item to purchase. Staff should ensure that they get appropriate value for money.
• Money over £2000	• Mary, my appointee, family and HM	• I do not have capacity to understand money or the function of the items I am purchasing I will need someone that knows me to do this. As these items are very expensive I want every one in my circle of support to be involved in this decision to make sure they choose the item I would want and protect me from abuse.	• Staff should show me pictures and explain to me what is happening at every stage. Staff members will then need to agree the cost with my appointee.
• When to get up, if I want to go out, if I want to leave an activity, if I want to start an activity	• Mary	• I can make my wants known well to others. I like to wake up when I am ready and go to bed when I feel tired. I can show that I want to go out by leading someone to where I want to go; this is also how I show that I want to start an activity. When I want to leave an activity I will get up and walk a way from the activity.	• The manager will research the purchase with my staff team and using my person-centred plan. The team will inform my family and appointee of the choice before the item is purchased.
• Clothes	• Mary and SW	• I can choose between choices of clothes presented to me.	• Staff should show me pictures and explain to me what is happening at every stage.
• Planning day to day activities	• Mary and SW	• I do not have the capacity to understand what different activities are unless I am doing them or how to plan events. I will need support from the people that work with me day to day.	• The manager will research the purchase with my staff team and utilising information in my person-centred plan. They will discuss ideas with my family. Once a decision is made this should then be shared with my family and appointee to agree the expenditure.

At a team level it is crucial that teams understand how decisions get made and what their role is in this. Another version of a decision-making agreement describes the important areas that decisions are made within teams, and how the decision is made. Here is an example from a training team, describing the decisions that individual trainers can make, the decision the managers make and decisions that the senior manager makes.

Team decision making agreements

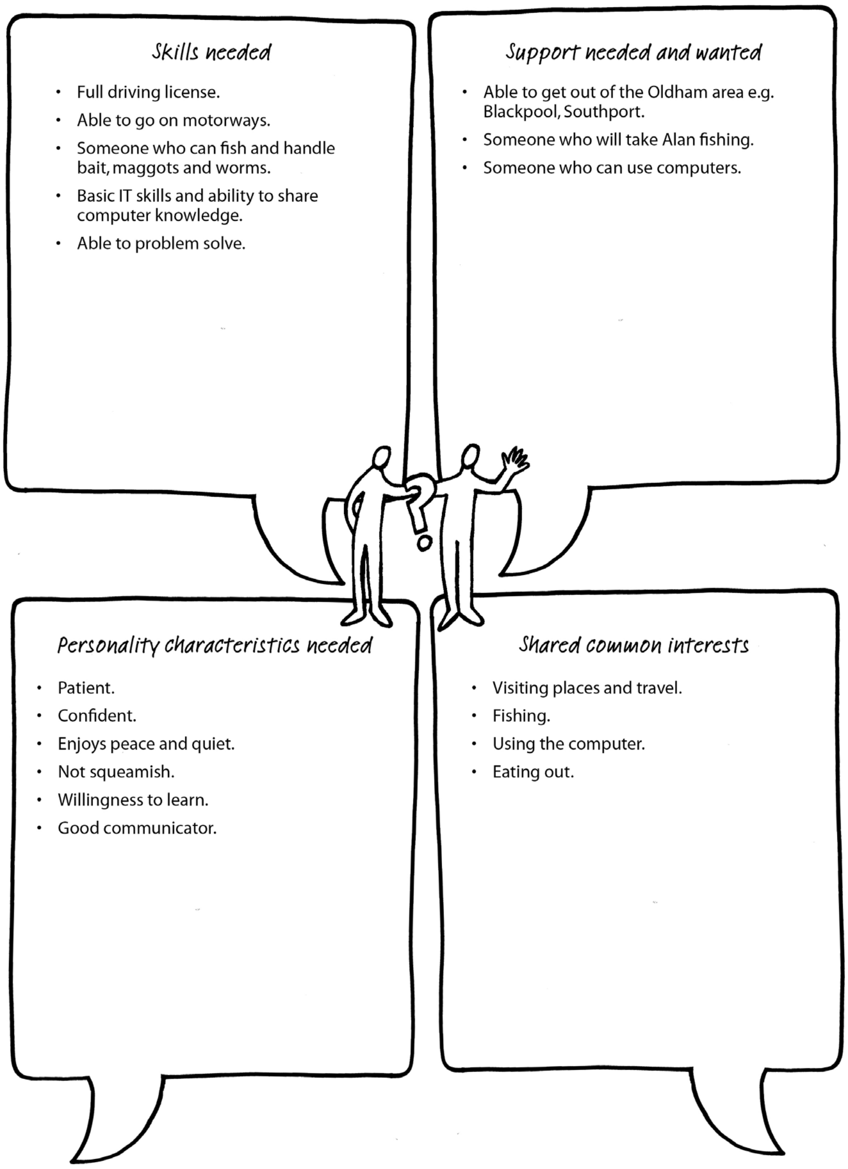
Decisions we make as individual trainers	Decisions we make together as a team	Decisions the managers make	Decisions the senior manager makes
• How we deliver the content of training to our customers according to their outcomes. • How the training will be structured – time scale and the specific dates that it will happen. We do this together with the customer. • Which additional materials to use on courses to complement core materials. • How we involve other people, locally and nationally, in training and development. • How best to build a supportive and professional relationship with our customers. • How to deal with problems that arise. We make the initial decision about whether we can deal with this individually or need support from other team members or the managers.	• How we are working together collectively to meet our purpose and vision. • The core responsibilities for trainers regarding content of courses and where judgement and creativity can be used. • How we contribute to, and develop our publications to share with the rest of the company (in all divisions). • How we used the talents of the team in relation to the work we do, in ways that reflect our gifts and passions.	• The overall look and feel of the intranet. • The service budget and what we need to do to keep to it. • What opportunities to pursue and to look at creating in order to further our work within the company.	• Who is leading on what development areas. Matching interests, strengths and opportunities and talents. • Which relationships and partnerships to develop. • How to share the work of the team within the company.

Matching

Typically when organisations look at the skills required to support someone, they limit themselves to the general skills needed to support the person, for example, if the person has epilepsy, they will often look for candidates who have previous experience or can demonstrate skills in supporting people who have epilepsy. People who have personal budgets looking to employ personal assistants often use a similar approach.

This process is unlikely to produce good matches between people who want support and staff, where there are common interests and compatible personalities. The matching person-centred thinking tool is a simple way to record what is needed to give a person the best match between those who use services and those who provide them. Getting a good match is one of the most important decisions to make in providing person-centred support. It is a win-win when we take into account a staff member's characteristics and interests, as well as their skills and experience. We are then more likely to get a match that is enjoyable for everyone. When staff enjoy their work, they are more likely to stay longer in the role; increase the stability for the person supported and decrease the turnover for the organisation. It could be argued that we are less likely to see issues of abuse and neglect when we pay good attention to matching people well. The same tool can be used within teams to recruit a new team member.

Matching staff



The doughnut

Charles Handy originally developed the doughnut, and this is how he describes it[12]:

> ***'The heart of the doughnut - the core - contains all the things which must be done in that job or role if you are to succeed. In a formal job, these are listed as your duties. The next ring is our opportunity to make a difference, to go beyond the bounds of duty, to live up to our full potential. That remains our ultimate responsibility in life, a responsibility always larger than duty, just as the doughnut is larger than its core.'***

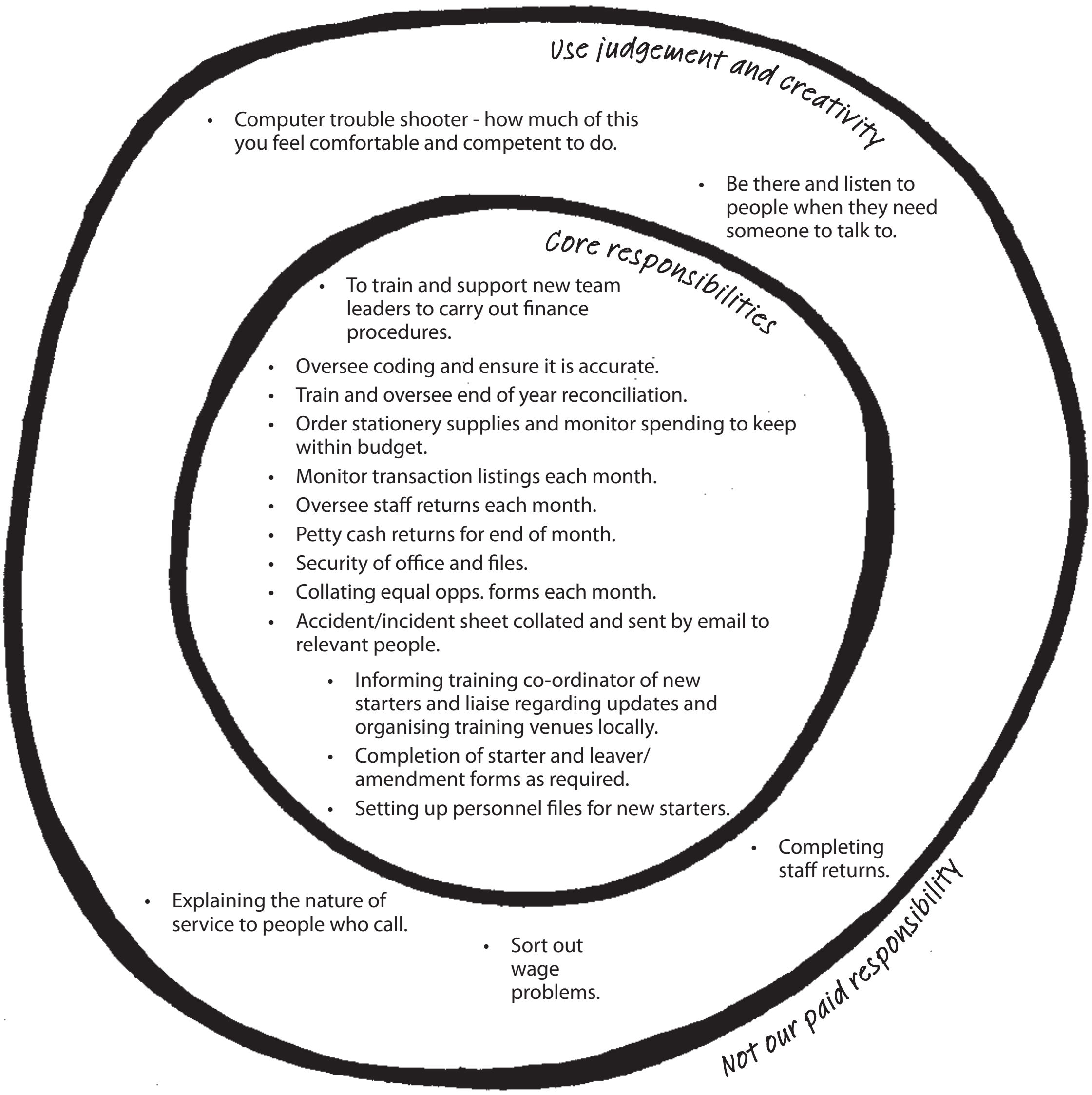
Doughnuts that are 'all cores and no space around them' are all predictable, planned and controlled. Roles that are mainly space, with little 'core' have almost no limit to what can be done. This can make life very stressful for managers, as it suggests there is no end to their work, and there is always more that they are responsible for.

Michael Smull further developed the doughnut to include a third circle[13], to identify areas that are not the responsibilities of staff. Therefore the person-centred thinking tool, the doughnut, has three rings:

1. The inner core, which are the core responsibilities of staff or people providing support.
2. The next ring is areas where staff need to exercise their own judgment and be creative. These are areas where people must make decisions, problem solve and creatively think about possibilities and potential.
3. The final ring is areas beyond the scope of the staff member's role and responsibilities. All roles have limits and boundaries, some of which are formally in place, and some of these are informal, for example family preferences or respect for cultural differences.

Here is the doughnut developed by an admin team in United Response

The admin team doughnut



- Answer sickness calls.
- Authorise sickness or holidays.
- Offer practice and operational advice to people.

One way that doughnuts are used in organisations is to clarify expectations and firm up job descriptions. Job descriptions can be written using the headings from the doughnut. An organisation used the doughnut to make their job description clear and personalised to Jennie. Jennie is a young woman with autism, who, together with her family and Trust Circle, commissioned Independent Options to provide support to Jennie. The job description used the doughnut to clarify the expectations of staff in relation to:

- Jennie herself
- the family (and Trust Circle)
- the organisation

They used the headings of the doughnut within the job description.

Extracts from the job description for Jennie's team leader

	Core responsibilities	Use judgement and creativity
Responsibilities to Jennie	1. To communicate well with Jennie. This means knowing how to communicate with Jennie and how Jennie communicates, and to use her communication system and visual cues daily (described in detail in her person-centred plan). To support Jennie in her decision-making, so that Jennie increases the amount of choice and control that she has in her life. 2. Support Jennie in her relationships (for example, arranging for Jennie to meet up with her friends, supporting Jennie to send birthday cards) and enable her to be part of her local community. 3. Support Jennie in all the activities on her weekly timetable and discuss any suggested changes with Suzie (Jennie's Mum). 4. Work in a person-centred way with Jennie, going at her pace, supporting her to develop her interests. This may include practical assistance, support, teaching, advice, role modelling, encouragement and positive feedback. 5. To support Jennie to eat healthily and stay safe (there is detailed information about this in her person-centred plan). 6. Support Jennie in a respectful, dignified way. Her personal care routines are described in her person-centred plan. 7. To support Jennie in managing her own home, including domestic duties, paying bills, shopping, cooking, and budgeting. 8. To have a positive, enabling and thoughtful agreed approach to enabling Jennie to take reasonable risk.	1. Helping Jennie to meet new people, establish new relationships, and be part of her local community. 2. Supporting Jennie to try new activities that she may enjoy (based on what we know is important to Jennie and how to support her).

You can also use a ‘shared’ doughnut to identify and communicate the different responsibilities and areas for creativity for people or organisations working together. Here is an example of a doughnut used by a project manager from one organisation and the person who was co-ordinating the work from another organisation.

A shared doughnut

Purpose	Core responsibilities	Use judgement and creativity
Freya • Freya’s role: to project manage the overall programme from the customer’s perspective and coordinate all other input. To communicate progress both internally and externally.	• To collect relevant material and information for communications/meetings. • To collate any reports that may be required. • To deal with any problems/ complaints/issues. • To liaise with Michelle and schedule regular meetings/ updates. • To clarify who to liaise with in relation to invoicing. • To coordinate programme dates.	• How to involve Michelle. • When to involve others in these meetings/updates.
Michelle • Michelle’s role: to coordinate and manage the delivery team’s involvement.	• To coordinate all of the delivery team’s input into the programme, including; providing dates for training, meetings etc., ordering of materials and invoicing. • To liaise with Freya and schedule regular meetings/updates. • To capture any ongoing learning from the teams involved and to coordinate the documentation for this. • To be responsible for liaising with individuals, families and teams in relation to the planning and/or training.	• How these are delegated within the team. • When to involve others in these meetings/updates. • What documentation to use.

Four plus one questions

This is another tool for reflection and learning about what works and doesn’t work. It asks the following questions:

- What have we tried?
- What have we learned?
- What are we pleased about?
- What are we concerned about?

The answers to these questions lead to the ‘plus 1’ question, which is:

- Based on what we know, what should we do next?

These questions are powerful to use in meetings, one-to-ones (supervision) and reviews, or to reflect on a particular issue or project. This is an efficient way to gather collective learning and to make this visible to everyone. One approach used at meetings by a community team is to put up sheets of flip chart paper, each with a different question, and ask people to write on them. This is a way to ensure that everyone's perspective is heard and to make sure that issues are not overlooked and are addressed.

Here is an example of a project team who have been working to develop Individual Service Funds, and as part of one of their project meetings they used the 4 plus 1 questions to reflect on what they had achieved and what they wanted to focus on next:

Four plus one questions

What have we tried?

- Meeting every month – with consistent membership.
- Having the CEO actively part of the group.
- Learning directly from a family about what they wanted.
- Having and continually updating a graphic record of our journey.
- Introducing Positive and Productive meetings to our project team.
- External facilitation.
- Clear, focused, timed agendas that helped us to prepare before the meeting.

What have we learned?

- We are more effective together when the meetings have a clear purpose and a timed agenda and we stick to task.
- External facilitation helped ensure that we worked between meetings, even with many competing pressures.
- The process meant that we needed to address some important questions about how we support people – for example, our attitude to people having jobs changed (it is now an expectation).
- That the IT infrastructure is very important and may need additional investment.
- That just training staff in person-centred reviews is not enough to make sure they know and use person-centred thinking on a day to day basis.
- We can never communicate enough about what we are doing.

What are we pleased about?

- How we have worked together as a team.
- Staying focused on people we support and what we need to be doing differently.
- That our project resulted in big changes for us as an organisation.
- That the Trustees were on board and supported us.
- That we could share what we were planning and doing with all the managers in the first month of starting the project.

What are we concerned about?

- Some people are still not clear about the key messages from this and what this means for them.
- Trying to re-structure at the same time as developing Individual Service Funds made it very challenging to give the project the time it needed.
- We need to roll this out across the organisation – and that feels like a very big task.

What do we need to do next?

- Identify the best team for the next phase, and set the first meeting to identify success and begin our next project plan (within the next 3 months).
- Write up what we have learned to share with others – internally and externally.

Learning log

The learning log is a process to reflect and learn about what is happening. Recording what works makes it more likely that the activity or event will happen again[14]. The information from the learning log has to be used in the same way as the working and not working information is used.

- Those things that are working need to be maintained.
- Those things that are not working need acting on to change them.

This is particularly important when someone is being supported by more than one person, to ensure that learning is shared and acted on.

Learning logs are used by teams who are not directly supporting people. One leadership team used learning logs in their team meetings to reflect on significant events that happen. Certitude, a service provider in London, uses learning logs with the Leadership Team to record and learn from employee related issues.

Collaborative learning log

certitude

Learning Log: April 2011

Each Leadership Team member should complete a line (or more!) of the log in relation to an employee relations issue – ideally within the last 6 months. Giving as much detail as possible (albeit in bullet points for ease) would be good. To aid learning, it would be good for Mark, Jan, Janette and Mary to share this with their teams so we can get as wide a perspective as possible.

At May's Leadership Team meeting we will spend some time looking at our learning from this and what this means in terms of actions for change.

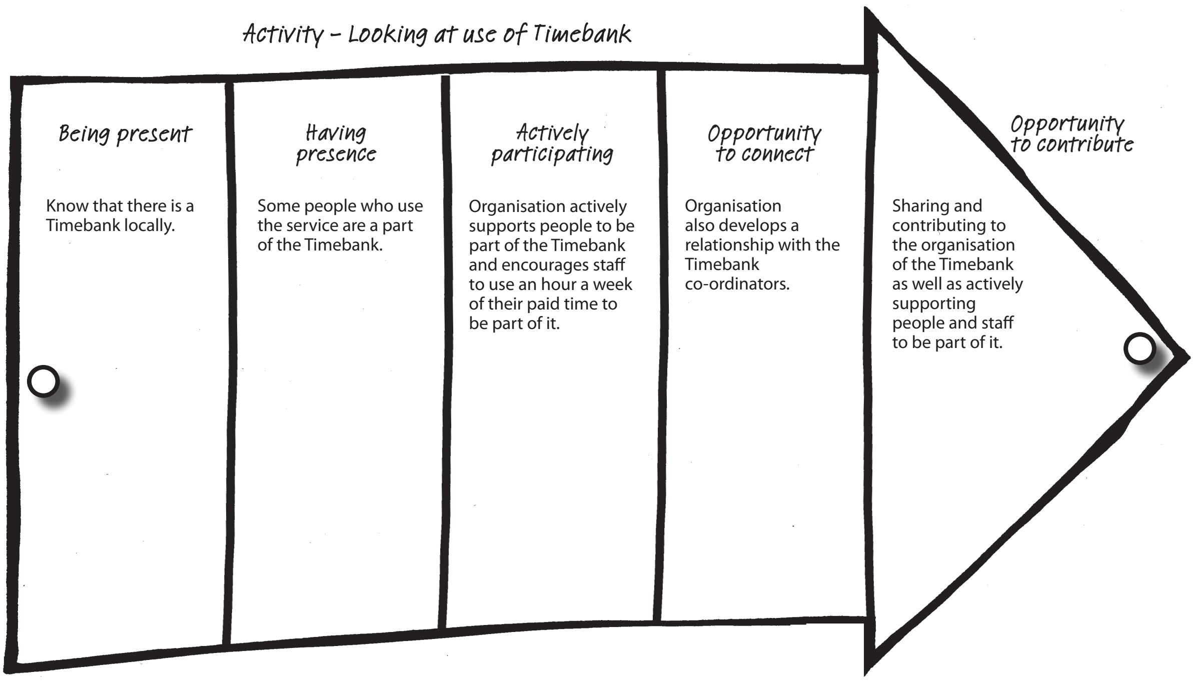
Date	What was the situation? What happened?	Who was involved?	What did you learn about what worked well?	What did you learn about what didn't work?
What does this mean we need to keep doing or do differently?				

Presence to contribution

Presence to contribution is a person-centred thinking tool that can help to look at connections and contributions. It enables people to think about what they do and where they go in their community and how these could be developed further to provide opportunities for contribution.

Teams and organisations can adapt this person-centred thinking tool to look at their presence in their community and how they are making a contribution. A provider organisation was thinking about how they could get involved in timebanking[15], and here is a 'presence to contribution' around 'timebanking' as the area of potential connection and contribution.

Presence to contribution around timebanking



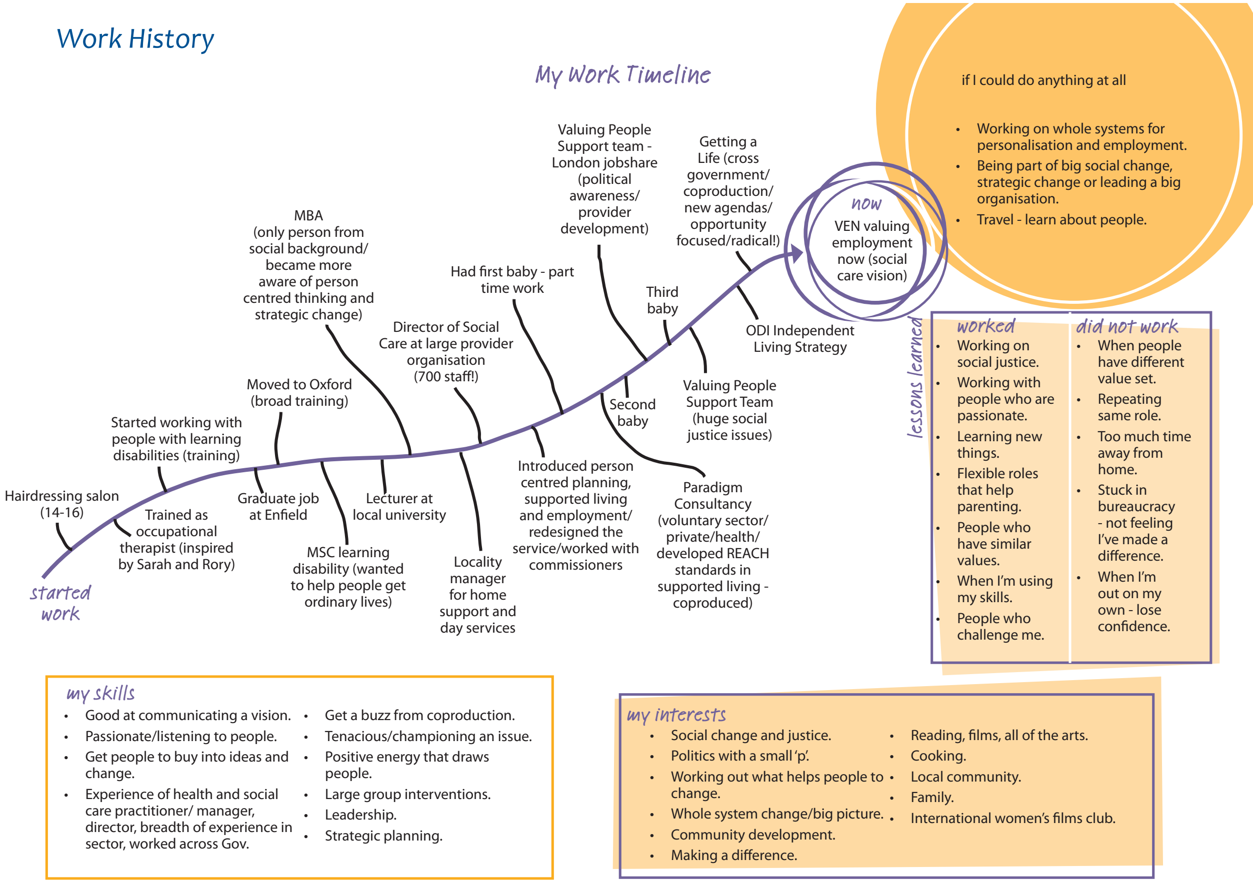
Histories

Reflecting on our past can reveal what is important to us, and what our qualities are. You can approach this in different ways: through either plotting a chronological timeline of your work life or whole life; or you can pull out themes, for example, "What are the seven experiences that have made you who you are today?"[16]; you can record it in words, graphics or use multimedia. You can use histories individually or capture a team or organisation's history.

Nicola worked with a colleague, Jaimee, to map her work history when she was thinking about her future career. She looked back to her first job as an occupational therapist, then becoming a manager and later a director of a Trust. She thought about the jobs that she had loved, for example leading the Getting A Life programme for the Department of Health. Jaimee helped her to reflect on each period of her work life and think about what had worked and not worked for her, and what this suggested about her qualities, gifts and talents. This information helped Nicola to think about what was important to, and important for her in her work, and therefore what needed to be present (and absent) in whatever work she did in the future.

> ***"This exercise helped me appreciate what I'd achieved, identify what the type of change I still wanted to see and reinforce the type of role and people that energise me"*** Nicola

This is the template they used to record Nicola's work history.

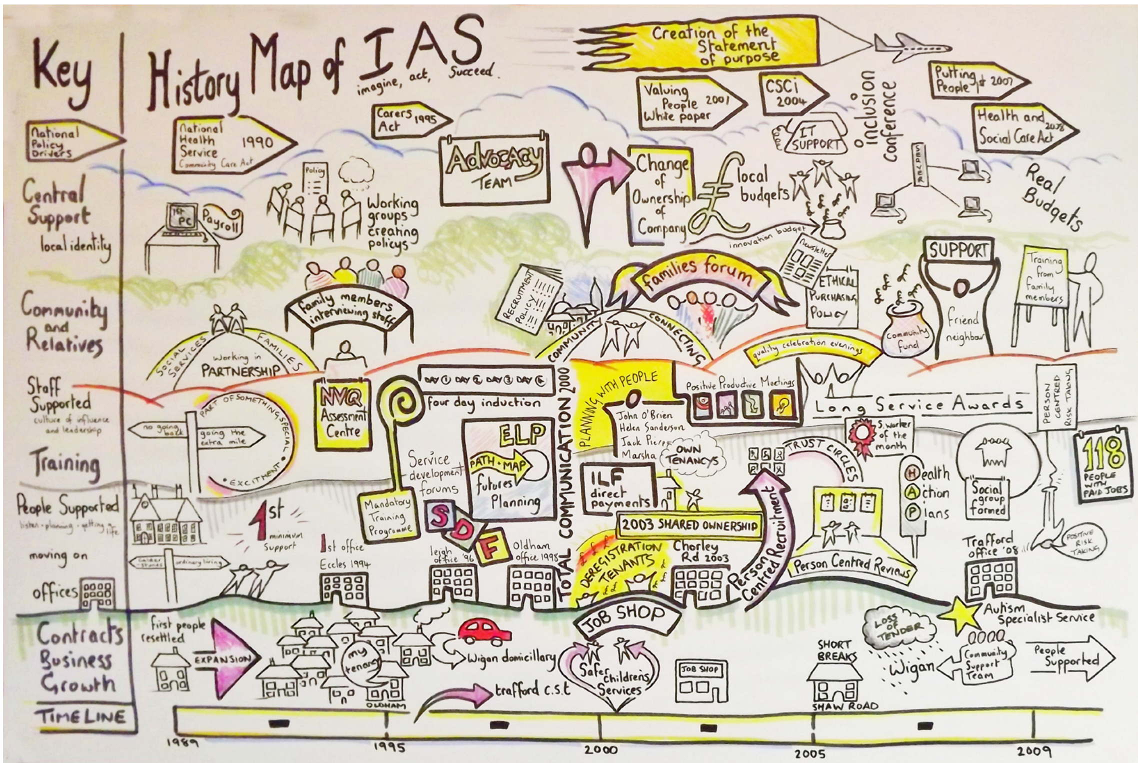


IAS is a provider organisation in Greater Manchester. Owen Cooper, then the Chief Executive, gathered a group of people together to develop a graphic of the history of the organisation. This is how he explained the purpose of this to his managers in an email:

"One of the activities we've talked about doing for a while is an historical analysis of the company that draws out what the foundations really are, what the values and beliefs of the company are, what the characteristics of the company are and who's been central to that. This will look at how we've evolved, what our strengths are and what keeps us strong. This is less about specific people or events and more about the values and characteristics about the company... it's also about recognition and appreciation of what the foundations are."[17]

Owen gathered together people with a long history in the organisation, who shared stories of what they remembered. There was a timeline on the wall, and once people had shared their story they put the name of the story on a card and put it on the timeline. A graphic facilitator created a colourful record of this history. The huge poster was shared at the event to create the organisations statement of purpose, and later updated for the company's ten year anniversary. This inspired people to do histories of the local services, for example in Oldham, Michelle the head of service, asked managers to work with their teams, individuals and families to capture the history of their services. People brought photos and mementos to bring their story-telling to life, and create a graphic that captured their shared history.

IAS history graphic



Purpose, success and strategy

A person-centred organisation has a clear, shared purpose and one of the ways to achieve this is to think about purpose from different perspectives.

- What is our purpose in relation to people you support?
- What is our purpose in relation to staff?
- What is our purpose in relation to the organisation and how it works?
- What is our purpose in relation to the local community?

When IAS was developing their statement of purpose as a whole organisation, they asked every team; parents forums; self-advocacy groups and the commissioners to contribute. Everyone was asked to think about these questions in a variety of ways to enable people to contribute their perspective. This information was shared through posters at a 'Statement of Purpose day' and from this, the organisation coproduced their statement of purpose.

IAS - our purpose in relation to people, staff, the organisation and community

When the Board of Directors of the Santa Ynez Valley Humane Society was developing their team purpose statement, they discussed the following responses to the questions about purpose from different perspectives:

What is our purpose in relation to the animals we support and their families?

- Remain fiscally responsible so we can operate.
- Make sure the shelter has what it needs to continue its work.
- Let the community know we are here; increase visibility, communication and education so that more animals are adopted and have better lives.

What is our purpose in relation to our peers on the Board of Directors?

- To think together, collaborate and consider different viewpoints in our work together.

What is our purpose in relation to the SYV Humane Society organisation?

- To make sure all Board activities get done in support of the shelter and other services.
- To set policy and strategic priorities for the organisation and shelter services.

What is our purpose in relation to the community at large?

- To provide education about the information and resources available at the shelter.

They used that input to arrive at this consolidated purpose statement:

- The Santa Ynez Valley Humane Society Board of Directors ensures the fiscal viability, strategic direction and executive oversight of shelter programs and services, and educates the public of its mission to provide and promote humane, compassionate, and conscientious care of companion animals and preventing their overpopulation.

Another way to approach this is to use the same perspectives and think together with people what success would mean, again, from different perspectives:

- What does success mean for people we support?
- What does success mean for staff?
- What does success mean for the organisation?
- What does success mean in relation to our contribution to the local (or wider) community?

This can be further developed into a one page strategy summary.

This is where the links between the purpose of the organisation, what success looks like from different perspectives, how person-centred practices can help to deliver what success means, and how this is measured, come together.

Here is an example:

One page strategy

What success means to:

Individuals	Staff	Organisation
* I have friends and am valued as a citizen in my community. * I am listened to and supported in the way I want to be. * I live the life I choose and make my own decisions.	* I am listened to and valued. * I am proud of the job I do. * I make a difference.	* We use person-centred practices in all we do, at all levels of the organisation. * We can demonstrate that we are achieving outcomes for people. * We keep learning and developing and challenge any perception of "good enough".

We can deliver success by using:

* Communication charts. * Decision making agreements. * Relationship circles. * Matching. * One page profiles. * Presence to contribution. * Person-centred reviews.	* Positive and Productive meetings. * Person-centred supervisions. * Person-centred teams.	* Individual Service Funds. * Working Together for Change.

We measure success by:

* The number of person-centred reviews. * The number of monthly reviews - using working and not working with actions.	* Staff satisfaction survey. * Survey of sickness rates. * The number of person-centred team plans. * The number of person-centred supervisions and staff reviews.	* Increasing our scores using Progress for Providers. * The number of people with Individual Service Funds.

Relationship and community maps

Relationships are central to person-centred organisations. Mapping out relationships is important for teams and organisations, to think about who is important and what needs to happen for these connections to develop and grow. In business terms they are similar to the stakeholder mapping.

A relationship map is usually three concentric circles with the person at the middle. It can be sectioned across to indicate different groups of people.

Debbie is a consultant. She used a relationship map as part of her business planning to map out who her existing customers are, to identify potential customers, and important partners in her work. She therefore split her relationship circle into three.

Existing Customers: She put the names of the customers who she had a very close relationship with, who had invested in longer-term programmes in the first circle. In the second circle she put customers who she had worked with to deliver multiple training and learning opportunities, and in the outer circle she listed the customers that she had only worked with on one course.

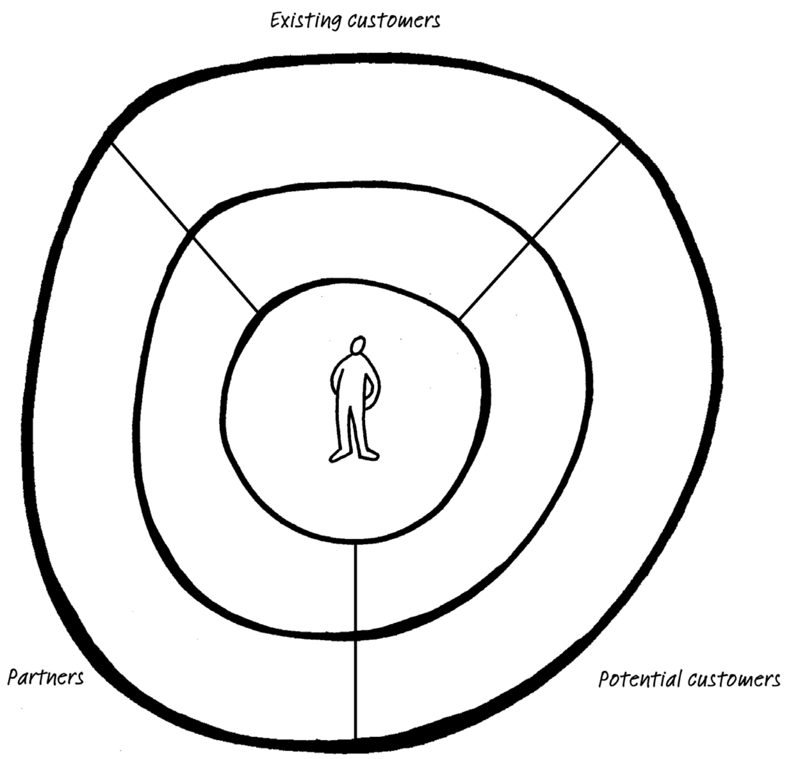
Potential Customers: In the inner circle she wrote the names of people that she already had a relationship with, and who had expressed an interest in her work. In the second circle were people who she knew, and who could be interested in the learning opportunities or consultancy she offered. In the outer circle she listed people who she knew of, but did not know personally, who had similar interests and could be seen as potential customers.

Partners: In this section Debbie focused on people who she worked with, who shared the same mission, and who were already working with her (for example as part of an action learning set, a co-author with Debbie on a paper describing what they were learning) in the inner circle, and more loosely connected in the second and third circles (or example, people she knows on Linked-In).

Debbie used the relationship map to think about, and develop, actions around how she could invest in her relationships to move people from the outer circles to the inner circles.

Here is the graphic of a relationship circle divided into three, in the way that Debbie used it.

Relationship Circle



We have put relationship and community mapping together because communities are about relationships, and good community maps are always about people.

Person-centred organisations have a strong focus on communities. This is in relation to people they support, to enable them to be contributing, valued members of their community, and as an organisation, looking at what the contribution of the organisation could be.

United Response uses interactive multimedia community maps to enable people to map and think about their community, and look for opportunities to connect and contribute.

When we think about an organisation's contribution to communities, we can think of community in several ways. One way is a community of people, for example, as an organisation, United Response makes contributions to the wider community of people with learning disabilities. This includes providing practical easy read tools and information that support people to know and exercise their rights as equal citizens, such as accessible information on politics and voting (“Every Vote Counts”) and on money management and banking (“Making Money Easier”). United Response campaign at local and national level on issues which people supported say are important to them; for example, running a project to help prevent bullying and harassment of people with learning disabilities on public transport (“UR on Board”) and raising awareness of the importance of social care (“Life Support”). There are also communities of interest, for example, an organisation could map out the communities of interest that relate to their purpose. For example, there is a community of interest about person-centred practices led by ‘The Learning Community for Person-Centred Practice’ with an annual Gathering, on-line forums, community websites like ‘ThinkandPlan’, an email-list serve, and a facebook page. Provider organisations can make contributions to communities of interest, for example, by supporting people to contribute their learning and examples, and to generate and respond to messages on the list-serve.

As well as communities of people, and communities of interest, there are neighbourhood communities. United Response makes a contribution to a number of local communities where they have actively supported the development of Timebanking that benefits the community as a whole.

Mapping community, whether at an individual or organisational level, can be powerful when used alongside the ‘presence to contribution’ person-centred thinking tool, to go from ‘who and what is here’ to ‘what connection and contribution I/we make’.

These are the main person-centred thinking tools that we refer to in this book. There is a much longer list, and for more information go to www.helensandersonassociates.co.uk; www.learningcommunity.us and thinkandplan.com.

Person-centred practices

Person-centred practices, is a term that covers both person-centred thinking tools and also practices that share the same values and may utilize a number of the tools. In this paper we introduce person-centred teams; Positive and Productive Meetings, person-centred one-to-ones (supervision), person-centred recruitment, person-centred reviews and Working Together for Change.

Person-centred teams

Whatever your definition of team, you will not find the term 'person-centred team' in the business literature.

High Performing Teams are deeply committed to one another's personal growth and success and are characterized by shared responsibility, shared decision making, and differentiated actions[18].

You may be familiar with the term 'person-centred' from the humanistic theories of Carl Rogers, whose early work in person-centred approaches was described as a process of freeing a person and removing obstacles so that growth and development can proceed and the person can become more independent and self-directed. Rogers helped people in taking responsibility for themselves and their lives. He believed that the experience of being understood and valued, gives one the freedom to grow[19].

What person-centred teams share with this view is a focus on the whole person, and the opportunity for team members to realise how their attitudes, feelings and behaviour can be understood and mobilised in an effort to find their true positive potential. Team members use person-centred thinking tools and practices to develop a culture of trust, empowerment, appreciation and accountability, with the aim of achieving optimal team performance.

Person-centred teams recognise that, above all else, people are central to any team activity or success. They focus on developing employees as well as getting good results with the people they serve. Person-centred teams:

- Have a shared sense of purpose.
- Know what is important to its individual team members, and how to support each other.
- Allocate roles and tasks based on members' strengths and interests.
- Regularly reflect on and share what they are learning with the aim of continuous improvement.

- Maintain a 'living record' of who the team is, their purpose, how people work together, a list of performance goals and corresponding action steps - a person-centred team plan.

Becoming a person-centred team

The person-centred teams model is based on the team performance model of Drexler and Sibbet[20] that has been adapted though six years of research, using the process in the context of person-centred working in human services[21].

The Person-centred Teams model focuses on five elements; Purpose, People, Performance, Process and Progress, to address questions that are central to becoming a person-centred team.

Purpose

1. Why are we here?
2. Why am I a part of this team?

People

1. Who are we?
2. How do we support one another?

Performance

1. What programs, products and services do we make available to others to fulfil our purpose?
2. What does it look like when this is done well?

Process

1. Who is going to do what in the team?
2. How will we work together so that we achieve our goals and keep people at the heart of what we do?

Progress

1. How are we doing?
2. What else can we try?

Any team can become a person-centred team. Human resources teams, finance teams, directors teams and boards, as well as teams who are providing direct support to people can all benefit from this model.

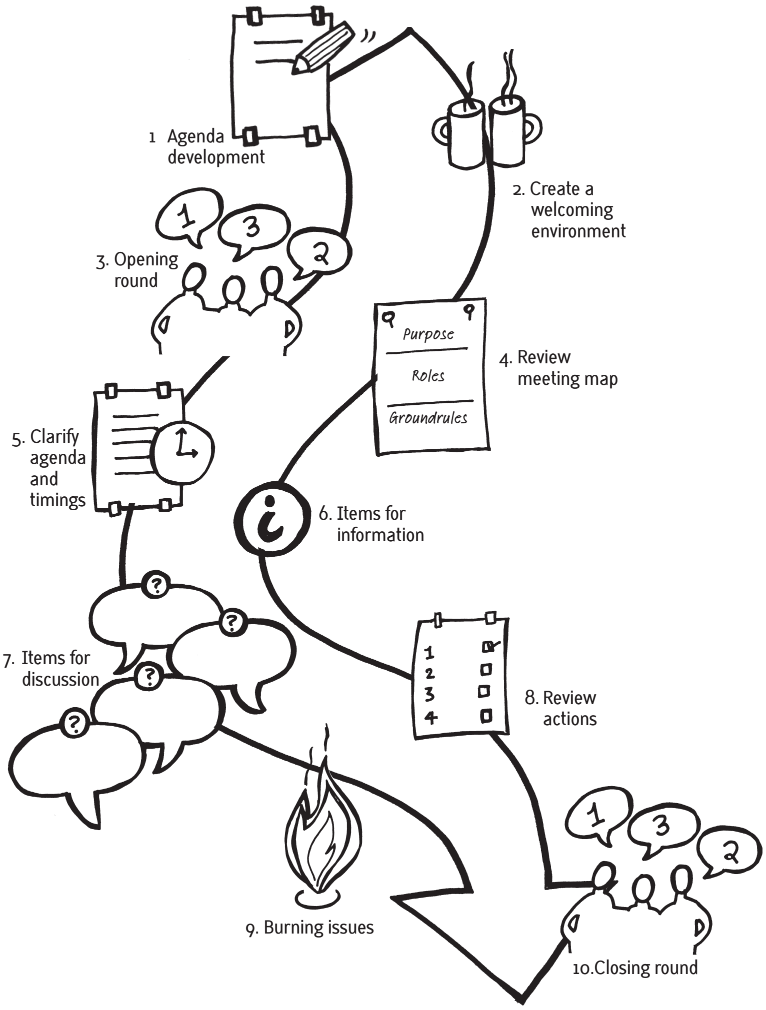
Positive and Productive meetings

This is a fresh approach to meetings that uses a person-centred approach and focuses on having shared roles and responsibilities in meetings and ensuring that roles reflect people's gifts and talents. Positive and Productive meetings require clarity over decision making, and clear, outcome-focused, timed agendas that enable people to think together and make decisions and not just use meetings as a way to share information. The meeting process ensures that everyone is listened to, and contributes to decision-making.

Many organisations have used Positive and Productive meetings as a way to start to move towards a person-centred culture, and delivering personalised services[22].

Michael Smull, the founder of the international Learning Community for Person-centred practices, describes Positive and Productive meetings as a key way to achieve person-centred cultural change[23].

The process of a positive and productive meeting



United Response provided coaches to assist managers and staff to embed person-centred thinking within all their management practices. They introduced Positive and Productive meetings early on in the change programme. In this new way of running meetings, they use rounds to ensure that everyone in the meeting is heard. Agendas are written in a new way, clearly saying what this issue or question is, how long the item will last for and how people need to prepare for the meeting. Sarah, a divisional director, describes the difference that using Positive and Productive Meetings has had:

> ***"I changed the meetings across the organisation and the way colleagues talked to and supported each other. They had been monthly meetings from across the three areas and they were all very business focused with me in the chair. It was all quite dry really. Now we focus on practice and moving forwards. The meetings are more creative, and we use person-centred thinking tools to help people to prepare. We share roles in the meetings and the end result is better, more enjoyable meetings with sharply improved attendance."***

A statewide association of training and development professionals in the US incorporated Positive and Productive Meeting principles and reframed agenda items to be posed as a question to be answered with a clearly defined desired outcome. Participants really appreciated the new agenda format and commented on how much more focused and productive their meetings have been as a result of this change.

One nonprofit Board of Directors that implemented the principles mentioned above, reported they cut their meeting time in half, doubled the number of decisions made during meetings, and appreciated the perspectives of all participants. The Executive Director reported that she heard new ideas that she had not expected, leading to more innovative solutions for the organisation.

Person-centred one-to-ones (supervision)

One-to-ones or supervision can be experienced by staff as a negative, almost punitive experience. This person-centred approach to supervision, focuses on there being opportunities for appreciation and feedback, reflection on progress and learning and an opportunity for shared problem solving.

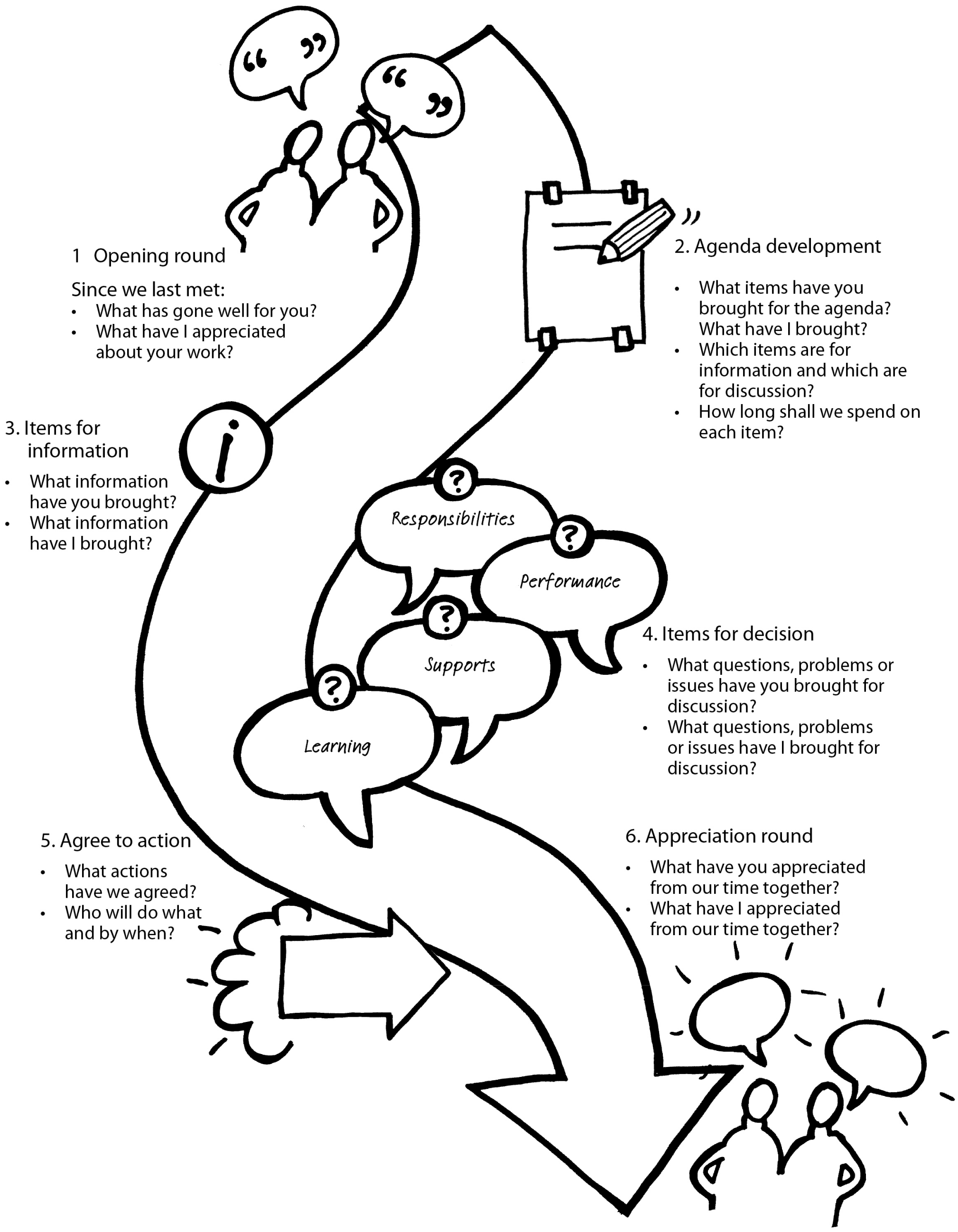
One page profiles are important in here. In supervision the staff member and manager can look together at the team purpose, and the performance expectations of their role, and think about what support the staff member needs to deliver these, and ensure that is on their one page profile. When an issue comes up in supervision, at the end of the session the manager can think with the person about what they have learned (about the person or the support they need) that needs to be added or changed to their one page profile.

Innovative organisations are also using staff members' one page profiles within supervision, and asking what is working and not working from the individual staff members perspective, and sharing what is working and not working from the managers perspective and then agreeing actions that build on what is working and address what is not working. Carolynn, a manager, was trained and coached to use 'person-centred supervision' by Michelle, and this is how it changed her thinking and practice.

> ***Carolynn believed that staff had an historical perception of supervision being punitive and therefore a negative experience, regardless of how she had tried to approach it. Staff saw supervision as a time to be "told off", therefore, there was a reluctance to attend and contribute. Carolynn said that they were often one sided, with her bringing the majority of the agenda. She made up for this by ensuring that lots of informal, unplanned support was given with an open door type of philosophy.***
>
> ***Because of this, there was a tendency for structured supervisions to be infrequent, although informal guidance was available at any time. The point of supervision of staff is to allow for time and space to focus on supporting them through the structural and ideological changes taking place and to focus on the outcomes for the individuals being supported. Staff needed to understand their role within the changes and the one-to-one time afforded by supervision ensures that there are opportunities to reflect on this. Michelle had an individual session with Carolyn and this equipped her with a person-centred process that she could follow which would help her to better support her staff team. They explored how the content of supervision should have a focus on what we are learning about the people we support, the team and how we are progressing with the outcomes developed via the support planning and subsequent planning opportunities. Carolynn said that she felt more confident to support people by using the supervision process and the structure had really helped her to have more meaningful conversations with staff.***
> ***Carolynn realises now that before this process of change, her supervision of her staff and also those she supported was not always 100% person-centred - despite aiming for it to be so. Originally staff meetings focused on policy and procedures because that was what staff were most concerned about.***

This support focused Carolynn's management style and made her feel as though she was focusing her efforts on her staff in a more productive and fruitful way. For Carolynn it "was the best training I have ever done! Being able to say to my staff: What do you want to get out of your supervision? - and moving away from the negative associations of staff supervision, was great!"

The process of person-centred supervision



Mark, the Head of Learning and Development, had recently had a complaint about the training Ann had done with one of the departments. The complaint was focused on Ann not listening to people on the training and becoming noticeably frustrated with one particular participant. The complaint had been addressed a few weeks previously, and when Mark had gone through the complaint process with Ann it was clear that she was very distressed about it. Although Ann acknowledged that the complaint was warranted, she had taken it really personally and was anxious about how people saw her.

Mark knew, from Ann's one page profile, that good support would be to help her to work through her feelings. Mark also wanted to help Ann reflect on her behaviours without undermining her self-confidence. This is how he used the key elements of the person-centred supervision process.

Opening round - Mark appreciated her desire to learn from the complaint even although it had been so difficult for her.

Ann gave Mark feedback about how supported she had felt, and that Mark had given her the information really clearly, without fudging anything, but also given her time to process how she felt about it.

Negotiated agenda - this session was going to focus on learning and support as performance issues had been addressed in the way that the complaint had been managed previously.

Learning - Mark and Ann explored the context of the complaint and considered what might have contributed to Ann behaving as she had, it was evident that Ann had been under considerable stress at the time. Mark asked Ann to share a story about when she was performing at her best, what contributed to this? Then Mark asked Ann to consider if she was aware of other stressful situations she had found herself in and Ann acknowledged that this had happened before, although it hadn't resulted in a complaint, and the contributing factors had been similar.

Support - from this Ann was able to clarify what support she needed to spot the conditions that were likely to contribute to her feeling stressed and they agreed how this would be respectfully communicated and what support mark could provide.

Appreciations - at the end of the session Mark asked Ann what she had most appreciated about their time together. She said that it had been helpful to focus not just on the behaviours, but on the contributing factors, and she now felt more confident to manage her response during stressful situations.

Mark shared that it had been important to him that they had been able to clarify what support he could offer without fear of undermining Ann's confidence.

Person-centred recruitment

The person-centred recruitment process uses person-centred thinking tools to try and get the best possible match between the person (or team) and the candidate. The process starts with person-centred information, and this is used to develop the person specification and job description. It is very important that everyone involved is clear about how decisions will be made, and how the person, or their family if relevant, will be central in the decision-making. Using a decision-making agreement can help here. To get the best match, you are matching to the values and culture of the organisation and then the person or a team. The matching tool is central to the person-centred recruitment process. Joe's story illustrates the difference that getting the best match can make in someone's life.

Joe was resettled in 1994 from a long stay institution with 3 other men. The match wasn't perfect but the men lived together as best they could in a large purpose-built bungalow. Although this appeared to be ok for Joe, it was clear that Joe's routines had a huge impact on the other men. Joe is a 'very lively, rough and tumble type of guy' with a great sense of fun. He loves boisterous, knock-about fun. Touch is also very important to Joe, who has a visual impairment. The staff are skilled at supporting Joe, however, he could inadvertently put the other men at risk with this if they were in the immediate vicinity when Joe is being boisterous. As Joe preferred to spend the majority of the time he was at home in the lounge, this meant that it practically became a no-go area for anyone but him and his staff team. Joe couldn't seem to tell the difference between day and night and because of this has never established a regular sleeping pattern. He also refused to be in a bed, and this meant that the lounge area was his 24 hours a day unless he was out and about. Jo's erratic sleep pattern required staff to be awake and around for him at all times.

Staff were finding it really hard to cope. Each of the four men had an individual person-centred review, and the 'what's not working', made it very clear the impact that Joe's lifestyle had on everyone. It was eventually agreed that Jo would move into his own tenancy, with his own staff team.

Joe already had a one page profile, and the staff worked on the 'matching' person-centred thinking tool to think back over the years of working with Joe what type of person Joe enjoys being with. They decided that the ideal person would be lively and relatively loud; confident; outgoing and fun. The skills and knowledge that they would need to have included were being a driver, and be connected in and know

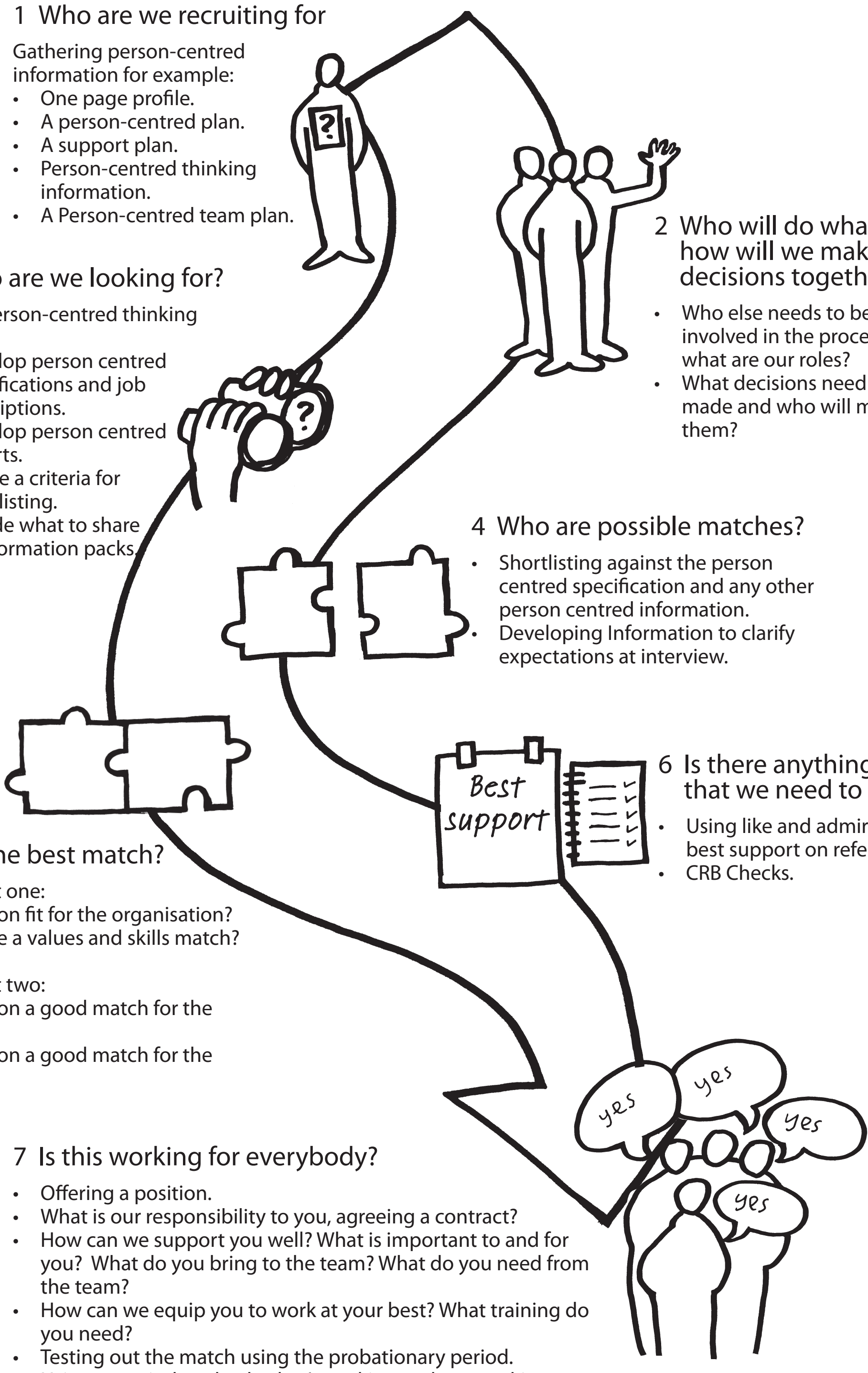
the local community. The shared interests they were looking for in the team were people who loved walking, swimming, and food – eating out and cooking.

So… a loud, fun-loving foodie - sounded like Jamie Oliver would be perfect! The manager used the information from Joe's one page profile and the 'matching tool' to develop the job description and the person specification. The existing staff who had a good relationship with Joe and fitted the specification were invited to move with Joe, whilst recruiting Joe's own team began.

The advert introduced Joe by using the 'appreciation' section of his one page profile and had information about the kind of person they were looking for. It was put in local places like the post-office and a local newspaper.

Using this process, to get the right staff for Joe, and his own place made a huge difference to his life, and the life of the men he used to life with. Today Joe has a regular sleep pattern and sleeps in bed. He only has one-to-one staff now, instead of two-to-one, and he no-longer has waking nights, and his pica has significantly decreased. His manager attributes this to having the right staff, with the right qualities and the best match for Joe.

The process of person-centred recruitment



1 Who are we recruiting for

Gathering person-centred information for example:

- One page profile.
- A person-centred plan.
- A support plan.
- Person-centred thinking information.
- A Person-centred team plan.

2 Who will do what and how will we make decisions together?

- Who else needs to be involved in the process, what are our roles?
- What decisions need to be made and who will make them?

3 Who are we looking for?

Using person-centred thinking tools to:

- Develop person centred specifications and job descriptions.
- Develop person centred adverts.
- Create a criteria for shortlisting.
- Decide what to share in information packs.

4 Who are possible matches?

- Shortlisting against the person centred specification and any other person centred information.
- Developing Information to clarify expectations at interview.

5 Who is the best match?

Interview part one:

- Is this person fit for the organisation?
- Do we have a values and skills match?

Interview part two:

- Is this person a good match for the individual?
- Is this person a good match for the team?

6 Is there anything else that we need to know?

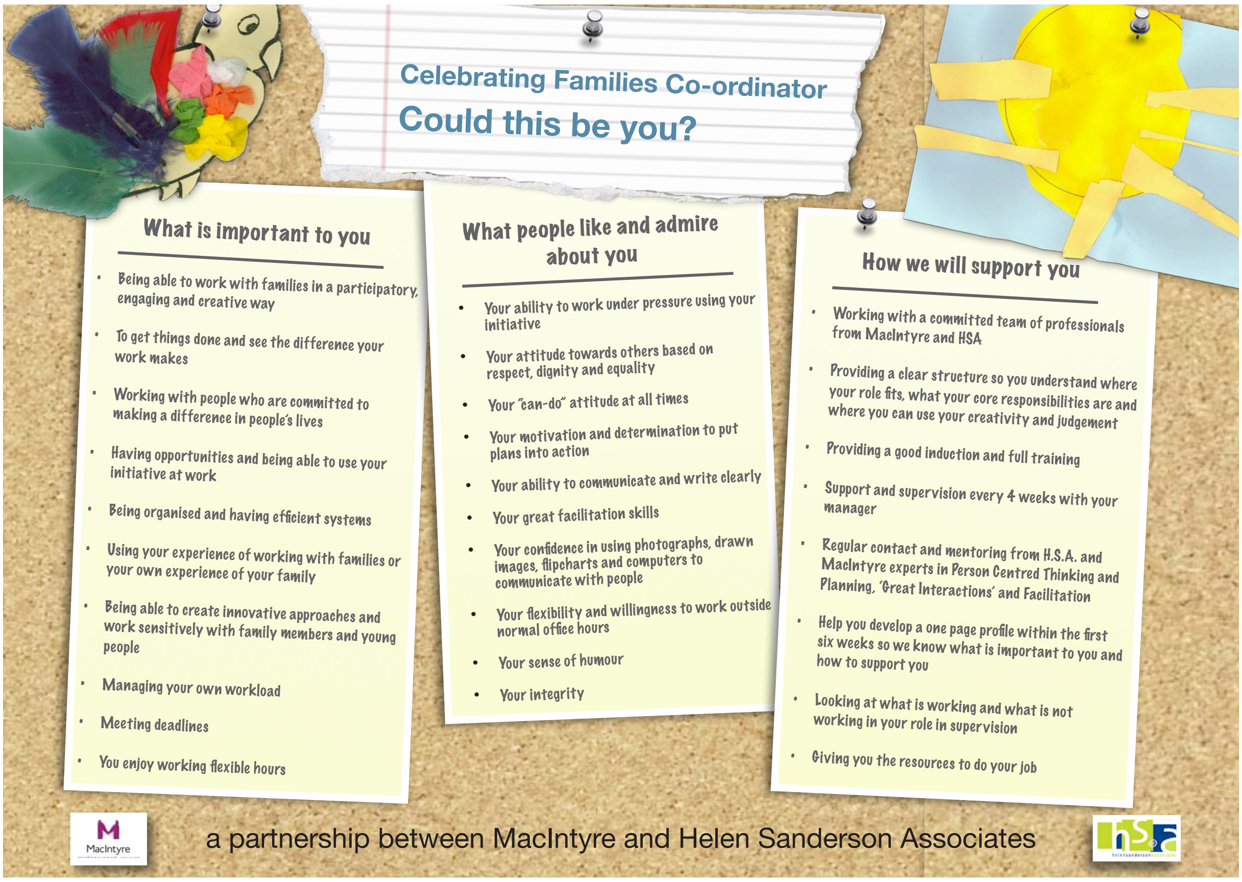
- Using like and admire and best support on references.
- CRB Checks.

7 Is this working for everybody?

- Offering a position.
- What is our responsibility to you, agreeing a contract?
- How can we support you well? What is important to and for you? What do you bring to the team? What do you need from the team?
- How can we equip you to work at your best? What training do you need?
- Testing out the match using the probationary period.
- Using appraisal to check what's working and not working from different perspectives.

The one page profile format can be used in recruitment as well. Here is an example:

Using one page profiles in recruitment



Person-centred reviews

Person-centred reviews were originally developed in schools to support young people in transition from school to adult life[24]. The approach then spread to be used in adult services, in health and social care[25]. Now, the person-centred review process is also used with teams, to review how the team is doing both in delivering on their purpose and working together. The process uses the person-centred thinking tools 'important to and for' and 'working and not working from different perspectives'. Teams can look at what is working and not working in relation to people (relationships and supports), performance (core responsibilities, policies, procedures and resources), and process (how we work together, decision making, etc) to identify action plans to sustain or enhance each aspect of the team.

In IAS, teams use person-centred reviews to review their team each year. Chief Executive Ruth Gorman says,

"The introduction of the person-centred review process has changed the culture of the organisation. It is a fantastic way to use common language for all connected to IAS. Using person-centred reviews in teams, to review what is important to the team and what is working and not working from different perspectives, has resulted in better working relationships, a clearer understanding about the direction of each team in the organisation and their commitment to our statement of purpose. We continue to develop our thinking in this area by introducing the person-centred review process to all staff rather than an appraisal. This 'work review' is based on the same headings, and it enables people to really focus on what they are contributing to the lives of the people we support, how they are engaging with their team and the organisation."

Here is how the questions used in a person-centred review can be adapted to be used within a team:

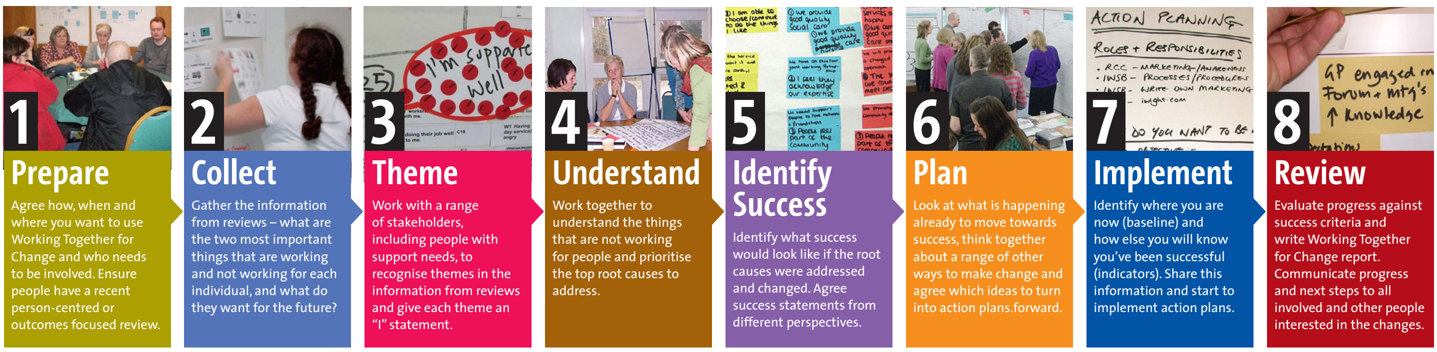
Headings used in a person-centred review	Headings used in a team review
What do we appreciate about the person?	What do we appreciate about our team?
What is important to (the person) now?	What is important to us as a team now?
What is important to (the person) for the future?	What is important in the future?
What does (the person) need to stay healthy and safe, and be supported well?	What support does our team need to do our best work and deliver our purpose? • from each other? • from the manager? • from others?
What questions do we need to answer?	What questions do we need to answer? What do we still need to figure out?
What is working and not working from different perspectives?	What is working and not working from different perspectives? • from each team member • from the manager

Working Together for Change

This is a collaborative, eight stage process that takes person-centred information from person-centred reviews or what is working and not working for people, and uses this to inform strategic change.

It has been used in schools, by the Department of Health, and in adult health and social care[26] and is now being used instead of staff satisfaction questionnaires by some providers. Using the process instead of staff satisfaction questionnaires involves taking anonymous information from staff one-to-ones or appraisals about what is working and not working for staff, and then a group of staff and managers clustering this to identify themes. By looking at all the 'what is working' for staff, this can give themes about what is working overall. Managers and staff can then agree strategic actions to ensure that what is working is available to all staff, and any actions to ensure that what is working can continue. Theming what is not working gives the main areas of discontent within the staff groups across the organisation. The process includes ways to understand why this is happening, and then the group agrees success indicators about each theme of what is not working. Once there are clear success indicators, the group decides on strategic actions to change what is not working and move towards these success indicators.

The 8 stage process of Working Together for Change



Working Together for Change[27] (WTfC) is the central process for people to contribute to how the organisation changes and develops. It is a simple, systematic process using person-centred information from reviews and support plans to drive strategic change in commissioning with and for older people. It collates and analyses person-centred information to provide powerful insights into what works and doesn't work in peoples' lives; as well as their aspirations for the future. The Department of Health's Putting People First Programme worked with Helen Sanderson Associates and four councils in early 2009, to test and refine this method[28]. The experience has shown the approach to be flexible, transferable and effective. Here we describe the process and why it is important through the story of Dennis, 82, who lives alone and has carers that support him every day from a domiciliary agency.

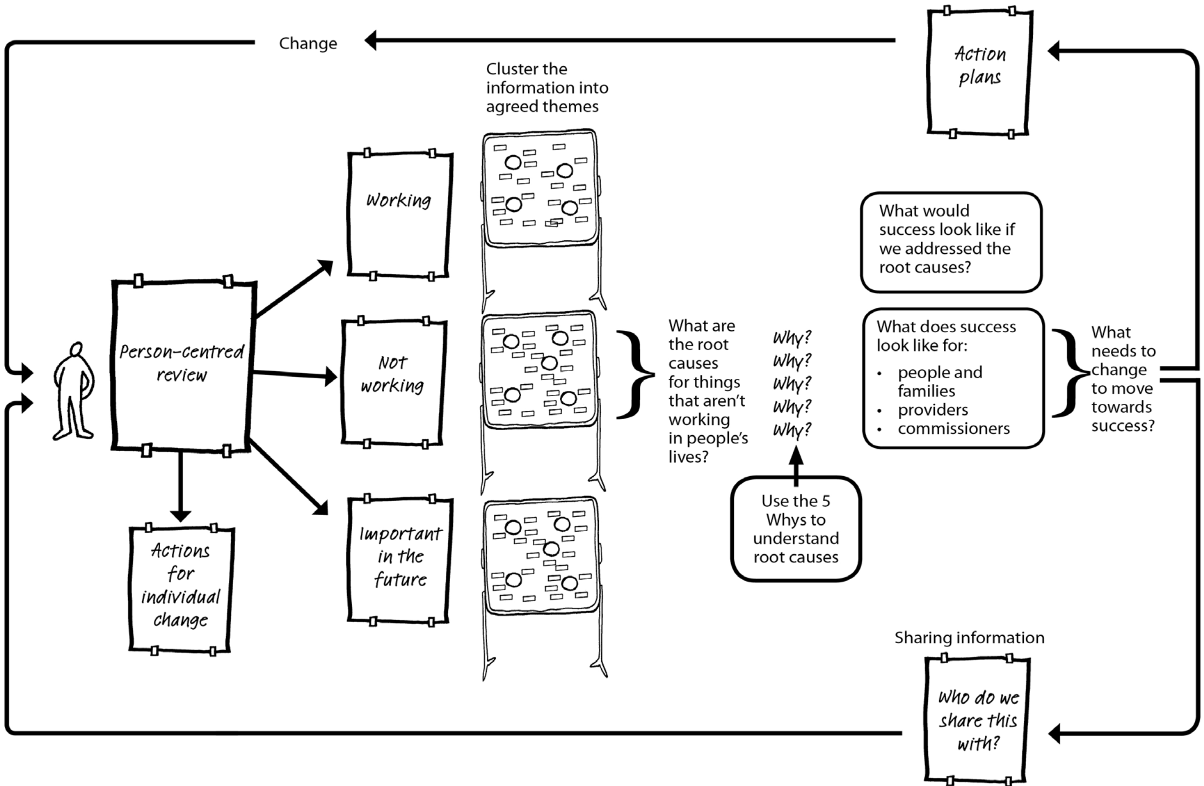
The WTfC process begins with person-centred information: a person-centred plan or person-centred review. These lead to actions based on what is working in the older person's life, addressing what is not working and moving towards what they want in the future.

Dennis' person-centred review

Dennis has a personal budget. At his person-centred review, he talked to Lucy, his care manager, about the support he received. When asked 'what is working', Dennis talked about his friendship with his neighbour, and visits from his family. When asked what is 'not working', Dennis said "Staff talk over my head - I feel like a package and not a person" and that he got cold when he had a wash. He was washed in a cold bathroom because his carer got too hot. In the future, Dennis wants to take up his steam train hobby, get the monthly steam train magazine, and visit his daughter in Weymouth. Lucy and Dennis thought together about what needed to happen to change things, and came up with a list of actions including talking to the manager of the service, before looking at using his budget to purchase different support. Another action was writing in detail how he wanted to be supported, in a one page profile, so that all of the staff who supported him could use it and support him consistently.

At the end of his review, Lucy asked Dennis for his top two 'working', his top two 'not working' and his top two ideas for 'what he wanted in the future'. She fed this information into the two day 'Working Together for Change' workshop.

The process for Working Together for Change



From Dennis's review to clustering information about what worked and did not work for people

On the left is the individual person-centred review, resulting in 'actions for individual change'. These will change what is not working for the person and respond to what they have identified as important for the future. At the same time, the person is asked to prioritise information from their review to take into the WTfC process. This information, combined with other people's reviews, is thematically clustered during a workshop. These clusters are analysed so the group develops an understanding of what is working and can be built upon; what is not working and need to change; and the things that will guide future changes. This information informs changes in local action planning (blue line) and changes in strategic commissioning (green line) where the information can be used alongside other information sources, such as the Joint Strategic Needs Assessment (JSNA).

Anonymous information from Dennis and 15 other people's review was shared at the first one day workshop with commissioners, members of the older people's association, care managers and providers. All the information was aggregated and written onto cards – red for what is not working, green for what is working, and blue for what people wanted in the future.

The facilitator read out each of the green 'working' cards and the group decided which cards were similar, and then what to call each theme. Everyone then had a chance to comment. There was a wide range of positive, encouraging themes, suggesting areas that were working well for people. They repeated the exercise with the red cards. There were several other cards with similar issues to Dennis's. For example: "Agency carers… there are too many of them… men and women thinking they can do it. I will do it myself" and "I am not allowed to use a wheelchair to push myself around the house due to the risk of scraping my knuckles on the door jamb". The group decided to call this cluster 'I am not treated with respect or as an individual by my paid carers'.

There were four other clusters of what was not going well for people. The group said this information was not new but felt more powerful seeing it all together, in the older people's own words. Finally, the group clustered the blue cards that looked at what people wanted in the future and found people did not want extraordinary things, but more everyday experiences like going out, meeting people, taking a holiday or starting a hobby. The group analysed the 'not working clusters'. People worked in teams of older people, commissioners, providers and care managers and discussed possible root causes. Lucy was part of the group looking at the 'I am not treated with respect or as an individual by my paid carers' cluster. Their list for why people might not be treated with respect included observations that:

- Paid carers are too task focused and not outcome focused.
- Paid carers are not matched to older people.

- Paid carers get poor quality training and supervision.
- Information is not recorded for carers to use.

What success would look like – from different perspectives

They shared this with the other groups and thought about what success would be like for older people, staff and managers if they could address these issues. What would people say if they changed things for the better?

The group decided that older people would say:

> "My carers listen to me and understand what is important to me."
>
> "I look forward to my carer visiting me."

The staff supporting older people and their managers would say:

> "I get good training and support."
>
> "It is easier to respect others when you are respected yourself."
>
> "I have all the information I need - we have written information about what matters to the person and how best to support them."

Each group did the same process for their 'not working' cluster and wrote it up on a poster 'What would success look like?'

Making changes to deliver this success

They then looked at the roles of commissioners, providers, care managers and the older people's association and asked what each could do to work towards this success. The older peoples association offered to work with providers in the recruitment and training of staff. The providers looked at what they could influence, and thought about possibilities with the care managers. They committed to things like recruiting staff more locally, and have people working a wider range of hours and matching staff to older people by developing one page profiles to describe what matters and how people want to be supported. They would then use a 'matching staff' tool to get better matches for personality characteristics, hobbies, interests and skills. Staff could use their one page profiles to introduce themselves to the people they support. The providers also committed to reviewing how they supervise and support staff and individuals and re-evaluate the training they provide for carers.

The commissioners took their information to a further meeting and put the information alongside data from the Joint Strategic Needs Assessment and other sources.

The Commissioners decided to:

- Further analyse review data to determine best practice if and where people have reported that relationships with their care staff are working particularly well; and encourage replication by other providers.

- Develop Individual Service Funds for domiciliary care services to empower individuals to design their own support and express preferences regarding care staff.
- Use this and other priority areas identified through Working Together for Change to set the overarching outcomes for an outcomes-based approach to commissioning for all future older people's services.
- Commission specific direct payments service for older people, offering specific support with employment, legal and HR issues.
- Consider designing or commissioning a web-based database for personal assistants/care workers that supports person-to-person transactions where individuals can build networks of care staff and choose between them.

Lucy shared with Dennis what had happened on the day. The individual actions agreed at his review were having an impact. He was warm in the bathroom now. He enjoyed working with Lucy to put together his one page profile, and could tell that staff had read it and that some were using it to think about how they supported him. Hopefully the actions the providers agreed to would change things in the short term for him and others in a similar position. The commissioner's actions should mean people will be less likely to receive a service where they were not treated with respect and as an individual.

Dennis's story shows how information from person-centred reviews can drive strategic change in organisations and effect improvements in commissioning. Working Together for Change is a tried and tested tool that people can use to ensure the current changes in adult social care are co-developed and co-produced with people and families. It can provide a way to understand and measure the outcomes of personalisation by generating and analysing qualitative data for commissioning; improving the links between strategic decision makers and the people they serve.

Conclusion

To deliver choice and control for people supported by services requires organisations to be person-centred in all that they do, and in how they support staff.

We have shown how a range of person-centred thinking tools and practices are being used by staff teams and organisations to create a person-centred culture that delivers outcomes for people.

This is most powerful when organisations work as part of a person-centred system. However, any staff member or any team leader can use person-centred practices within their role. We hope that there are some examples here to encourage people to either start using person-centred practices or build on what they are already doing.

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