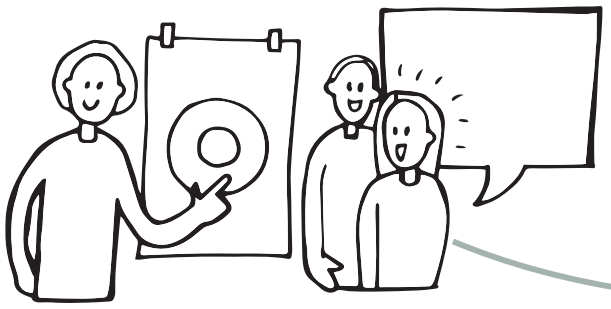
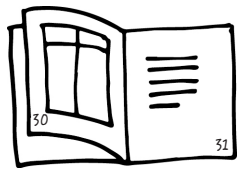
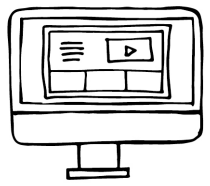
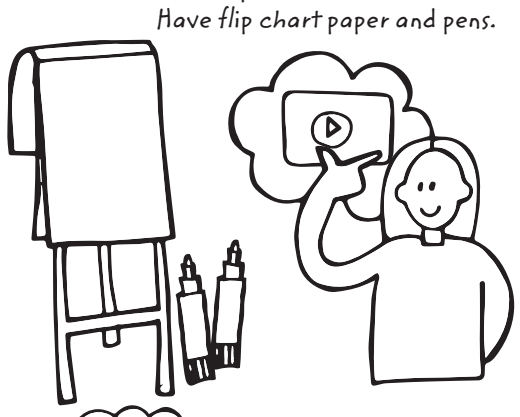
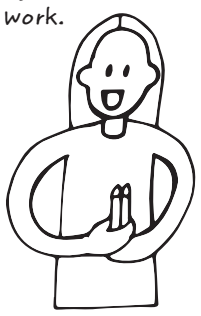
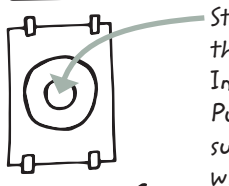
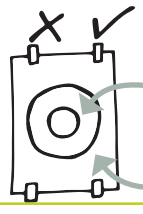
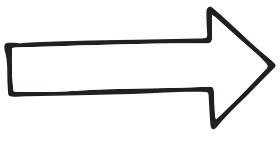
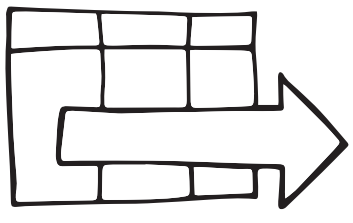
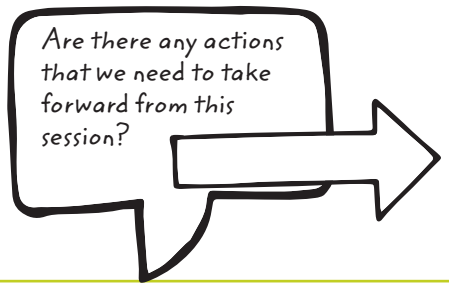
TEAM 15 • DOUGHNUT

AGENDA ITEM

TIME	WHAT	WHO	OUTCOME	PLEASE COME PREPARED
15 minutes	 Understanding the doughnut -how well do you know your person-centred thinking tools?		We are all clear about how a best-practice doughnut should be written.	  Read page 30 and 31 'Key points or top tips book' or re-look at the doughnut module on your e-learning.

TEAM 15 SESSION PLAN - PRACTICING

HOW LONG	ACTIVITY	HOW TO DO IT	WHAT TO SAY
1 Minutes	Practicing the doughnut.	Introduce by showing film clip or using the script. Have flip chart paper and pens. 	We know that you already know how to develop a doughnut. We are going to take this opportunity in our meeting to think about the different situations in our work where we can use the doughnut. And practice together creating a doughnut for one of them. See separate script for what to say.
12 Minutes	Develop a doughnut for an area of your work. 	Choose an area of your work where you think the doughnut would be helpful in clarifying roles and responsibilities. You will need to have thought of this before hand. Here some suggestions: administering medication, welcoming a new team member on their first day, going out to meet a new person who has been referred to the service.  Start by looking at the core responsibilities; the things that people must do in this situation. Invite suggestions from the whole group. Push for detail if people give one word suggestions, for example rather than 'recording' write something like 'To record a list of SMART actions and decisions from the meeting'  Move on to judgement and creativity Finally move on to not our paid responsibility	Now we're going to practice using the doughnut tool to think about how we…insert situation you have chosen…What do you think are our core responsibilities in relation to this area? So now move on to judgement and creativity. Let's remind ourselves that this area is where we can experiment and learn so we are thinking about how we might do things? Where and how do you think we can use our judgement and creativity in this area. Is there anything that isn't our responsibility in relation to this area?
2 Minutes	Actions. 	Are there actions to take forward such as 'does this doughnut need any further work before it's typed up and put into use, who will do this and by when? 	Are there any actions that we need to take forward from this session? 

WHAT TO SAY

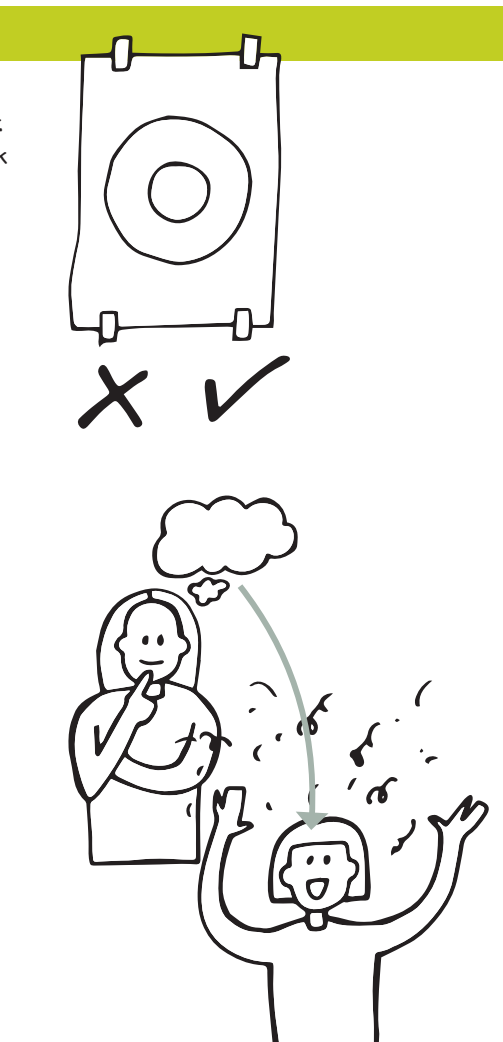
We know that you already know how to develop a doughnut. We are going to take this opportunity in our meeting to think about the different situations in our work where we can use the doughnut. And practice together creating a doughnut for one of them.

The doughnut is a tool to define roles and responsibilities. It helps you to know what you must do and when you can try new things and when you can't.

This can support people to take risks positively and give people confidence in knowing exactly what is expected of them.

It is a really helpful tool for colleagues to be clear on their roles and responsibilities when supporting someone.
It can also be used when thinking about job roles and responsibilities in any workplace.

To help in deciding if something is a core responsibility or something where judgement and creativity can be used, think about the consequences if something goes wrong or doesn't happen. You can't experiment with core responsibilities!

Don't forget that the purpose of doing a doughnut is to help colleagues to understand where they can experiment or try something new and what has to be done in a particular way. Talk to people about what they might try and explore in the judgement and creativity section and see what support they might need.

The creativity and judgment section gives lots of opportunities to learn so make sure you can capture this learning using the 4 plus 1 in team meetings or the learning log for 1:1s