Scotland Day 2023:
Leading and influencing in a complex world

Date: 13 June 2023
10.00-15.30

#RCSLTScotlandDay
Welcome & housekeeping

Lucie McAnespie
Head of Adult SLT Service, NHS Lothian

Glenn Carter
Head of the Scotland officer, RCSLT

#RCSLTScotlandDay
Priorities for RCSLT Scotland

Supply and Funding of SLTs
Increase supply and numbers of SLTS in Scotland

Leadership
Support and develop current and future SLT leaders

Wellbeing and engagement of members
Support the wellbeing of members

National Care Service
Influence the design and delivery of the national care service

C&YP National Delivery Plan
Support, influence & co-produce a national delivery plan for C&YP with communication needs
Chat Show

Personal reflections about leadership and influencing at all levels

#RCSLTScotlandDay
Break
11.20-11.35

#RCSLTScotlandDay
Dancing at the Edge:
finding our competence in complexity

Cath Cooney,
Development Director,
International Futures Forum

#RCSLTScotlandDay
Dancing at the Edge:
finding our competence in complexity
What colour are you feeling and why?
A career like a river – a little bit about me
How to take effective and responsible action in powerful times?

International Futures Forum (IFF): 2001
IFF is an educational charity which helps a widespread international community of people who are making a difference in the face of all that stands in the way of making a difference.
Transformative Innovation

Shifting systems to a new pattern of viability fit for the future rather than just fixing what’s failing in the present. Growing the new in the presence of the old.
Transformative Innovation

**Patterns:** reading the landscape of change

**Pathways:** plotting a way through towards a desired future

**Practice:** making the journey
Change of Age

We live in a global society in conditions of boundless complexity, rapid change and radical interconnectedness.

Old identities, rules and models of behaviour are outworn.

No new certainties yet stand reliably in their place.
Globalization...

...complexity

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We face a **real emergency** – a world of pressing challenges

And a **conceptual emergency** – making sense of the complex, confusion of the world well enough to address those challenges

And an **existential emergency** – how all of this leaves us feeling at a human level, individually and collectively.
Thinking About The Future

Agency

Uncertainty

Roadmaps

Adaptive Pathways
(Three Horizons sits here)

Plans

Scenarios

Forecasts
Working with the Future

Agency

Roadmaps

Adaptive Pathways

Plans

Forecasts

Uncertainty

Scenarios
Three Horizons
Making sense of the landscape of change through three perspectives on the future potential of the present moment
First Horizon
The managerial voice, keeping things going

Today’s Dominant Pattern: a system losing strategic fit and therefore dominance over time
The aspirational visionary voice standing for a better way

**Third Horizon**

The aspirational visionary voice standing for a better way

*The Future Pattern*: a system in tune with deeper trends that eventually emerges as the new dominant system—perhaps a generation from now
Second Horizon
The entrepreneurial voice eager to try new things

Zone of Transition: a system seeking to exploit the opportunities emerging in a changing world
Three Horizons: Bringing it Together

A transformative innovation system that contains three ways of acting in and seeing the world.
Three Horizons Voices

In small groups, follow these instructions to have a three horizons conversation
INSTRUCTIONS: Small Group Three Horizons Voices Roleplay

Allocation of Roles

1) Identify someone to play the role of someone who is facing a challenge to get something done to shift a system, and has identified an 'innovation'. This is someone playing the Entrepreneurial H2 role.

2) Identify someone to be in the Managerial H1 role in their system and whose support is needed for the innovation.

3) Then identify someone to be in the Visionary H3 role in the system.

The Conversation

4) Everyone takes a moment to look at the 'Negative Mindsets' image to get a sense of how to play your role in the group.

5) Kick off with H2 challenge holder introducing their H2 ‘innovation’ (briefly) to start a conversation. Others participate in role.

6) Once the conversation has settled into a pattern for 10 minutes, we’ll pause and reflect on how it’s going.

7) Look at the 'Positive Perspectives' image and resume your conversation about the same ‘innovation’, staying in the same roles, but this time playing the positive version of your role.

8) After 10 minutes, we’ll reflect on how the second half of the conversation went, and on the conversation overall.
Three Horizons Voices and Relationships

The Three Horizons can be heard in conversation between the voice of the Manager (H1), the Entrepreneur (H2) and the Visionary (H3). This can be either a negative or a positive dynamic. Shifting from one to the other enables transformative work.
Feedback
Three Horizons Phase 2 - Value Tensions and Pathways

2. Horizon One Values

1. Horizon Three Values

3. H2 Innovation pathways

1.
2.
3.
4.
5.

Time

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Navigational Dilemmas
Three Horizons Phase 2 - Navigational Dilemmas

**SEQUENCE**

1. State what is essential from the perspective of the H1 value
2. State what is essential from the perspective of the H3 value
3. Identify some of the typical compromises that sweep things under the carpet
4. Characterise the tensions that can break out into conflicts between these two values
5. Seek creative resolution
   a) What can the H1 value offer the H3 value without compromise?
   b) What can the H3 value offer the H1 value without compromise?
   c) Generate new ideas using the creative 1+1=3 principle (if you put the ideas side by side what is implied between them?)

**H1 Value**

1. What is essential from this perspective?
2. What is essential from this perspective?
3. What are typical failing compromises?
4. What are the conflicts that arise in this area?
5. What ideas do we have to get the best of both worlds (values)?

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INSTRUCTIONS

Identify the mission - ask the pink and green questions to name the poles of the dilemma.
Pause for short individual reflection before addressing the pink and green
Pause for short questions in parentheses 1, 4, 6
Then address the questions to name the poles of the dilemma.

What is essential from this perspective?

What ideas do we have to get the best of both worlds? Values

What are the conflicts that arise in this area?

What are the typical failing compromises?

What is essential from this perspective?

H5 Value

H1 Value
Three Horizons for Winter Care in Fife
Summary analysis of value tensions and promising pathways

H1 values:
- Efficient and productive
- We have a duty of care and provide a ‘safety net’ for the most vulnerable
- Evidenced-based and highly specialised focus to care and treatment
- Strive for perfection, aim for cure
- Need a big system to accommodate everyone’s needs
- Technology for efficiency

Value tensions:

H2 innovation pathways:
1. Invest in H3 as our strategic intent
2. Evolve technology with a human face
3. Grow the workforce to support and participate in the new system
4. Grown up conversations - about living and dying, about love, care and compassion, about human limits and human potential
5. Focus on person/patient experience as our most powerful learning tool
6. Nurture community and relationships recognising most recovery from illness and longer-term care takes place at home

H3 values:
- Loving, caring and respectful
- We promote self-reliance and resilience in individuals, families and communities
- Human-based, ‘person centred’, holistic care and treatment
- Willing to be pragmatic, aim for optimal function and wellbeing
- System is easy to navigate
- Technology to enable

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Dancing at the Edge: finding our competence in complexity
Dancing at the Edge takes a distinctive stand to competence

- Not an abstract achievement to be rewarded with a certificate “the ability to meet important challenges in life in a complex world” (OECD)

- Isn’t a capacity of the individual. Our competence is always demonstrated in a human system, in a culture, in a pattern of relationships

- Competencies are qualities of persons as a whole and can’t be distinguished one from another, developed in isolation and mastered one stage at a time.
How do we exercise our 21st century competencies to work with others, to shift the culture around us, to introduce the new in the presence of the old and to realise a future pattern in tune with our aspirations for the future?

This is the practice of transformative innovation
Ultimately it is people, working together in relationship with other people, who do the work, who advance the practice of system transition.

All the tools and frameworks and methods for any practice come to life only in the hands of the user – and those who can see more, be more, embrace more of the complex landscape will be more effective in practice.

People are the source of hope.
We do not solve our problems, we outgrow them

Collected Works – C G Jung (1938)
Thank you

More information on Three Horizons and the practice of Transformative Innovation:

IFF Practice Centre
www.iffpraxis.com
Practical resources for career development

Lucie McAnespie
Head of Adult SLT Service, NHS Lothian

Mark Singleton
Learning & Development Manager, RCSLT

#RCSLTScotlandDay
The RCSLT Professional Development Framework

• What is the framework?

• Why did we create it?

• Who is it for and how do you use it?
What is the framework?

• Structure to map existing skills and experience, and thereby identify areas for development.

• Profession-specific, but designed to be used at every stage across your career.

• Designed to help you identify transferable skills when looking at new or future roles.

• Aids in both short-term and long-term career planning.
Why did we create it?

- Job satisfaction is good for everyone (not just your employer!).
- Only you know what a 'great' career looks like for you.
- We all have a tendency to get caught up in the detail and forget where we're heading.
- We want the framework to give you the space to consider your destination.
Who is it for and how do you use it?

- Think about the five core components and the four domains of practice
- Review the subthemes under each of the four domains of practice
- Evaluate your professional development level for all or some of the detailed topics
- Reflect on the broader concepts in section two
RCSLT Learning Journeys

• Leadership & Influencing learning journeys

• RCSLT CPD site: www.rcsltcpd.org.uk
Topics: Leadership

Introduction to Leadership

CHANGE MANAGEMENT

Leadership vs Management

Leadership concepts

IMPROVEMENT PROJECTS

Positive team climates
Topics: Influencing

- Introduction to influencing
- Influencing without authority
- Managing conflict
- Empathy & emotional intelligence
Leadership vs Management

MANAGERS DO THINGS RIGHT. LEADERS DO THE RIGHT THING.

— WARREN BENNIS

INSPIRECAST.CA
Transferable Skills

- Leadership is for everyone, at every stage of their career.
- If you find yourself in a new leadership role you will already have transferable skills.
Scenarios

- These scenarios have been taken from the leadership and influencing learning journeys.

- Please pick one scenario to discuss and consider:
  - Your thoughts and feelings about the situation described?
  - What you would do in response?
  - What personal skills and attributes you would use?
Self-assessment

- Please use the Professional Development Framework:
  - Facilitation of Learning: pages 26-29
  - Leadership and Management: pages 33-36
Influencing: strategies, tactics and examples

Derek Munn, Director for Policy and Public Affairs, RCSLT
Karen Allan, Head of C&YP SLT, NHS Lothian
Glenn Carter, Head of Scotland office, RCSLT

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Aims of this workshop

- To understand the ‘who’ and ‘how’ of influencing
- To explore key principles of influencing
- To share examples of effective influencing
- To apply these approaches to your own sphere of influence
Who do you think our key stakeholders are?

- Politicians
  - Sympathetic to local issues and can make representations to departments or ministers on behalf of constituents
  - Distinguish between minister, backbencher and constituency roles
- Decision-makers / budget-holders
  - Plan and pay for SLT services
  - Ensure clear and positive knowledge of the work of SLTs
- Councillors and local authorities
  - Make key decisions about local services
  - Leaders of each political group are vital to gaining cross-party support
- Other stakeholders: service users and service user organizations, other professions, media and the public
How we influence: Stakeholder analysis

- Low power
- High power
- Low interest
- High interest
How we influence: Stakeholder analysis

High power

Low power

Low interest

High interest

- Keep satisfied
- Manage closely
- Monitor
- Keep informed

Keep satisfied

Manage closely

Monitor

Keep informed
How we influence: style and tactics

Influencing

Insider vs. outsider

Proactive vs. reactive

Constructive vs. confrontational
Evidence is not everything .......

• Scientists think ‘but the evidence says...’

However for decision makers:

• What am I legally required to do?
• What mandates have I been given?
• Can I afford it?
• What will my stakeholders think?

The hierarchy of good things...
Evidence is not everything ..........

- What’s in a name?
- The power of numbers
- Human stories
Influencing – key principles

**SEEK TO UNDERSTAND**

Suspend your view and be brave to listen. Seek. Understand the individual, the politics and the organisation. What's important to them?
## Influencing – key principles

<table>
<thead>
<tr>
<th><strong>Seek to Understand</strong></th>
<th><strong>Foundation of Trust &amp; Relationships</strong></th>
<th><strong>Importance &amp; Relevance</strong></th>
<th><strong>Show Don’t Tell</strong></th>
<th><strong>Appeal to Logic and Emotion</strong></th>
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</thead>
<tbody>
<tr>
<td>Suspend your view and be brave to listen. Seek. Understand the individual, the politics and the organisation. What's important to them?</td>
<td>Relationships first. Spend time to build and maintain trust and relationships. Build your networks.</td>
<td>Shouting or complaining rarely works. Decision makers are overwhelmed with problems. Show how your contribution is part of the solution.</td>
<td>Telling someone what needs to happen rarely leads to change. Make it real &amp; relevant to their situation and show how it will address their priorities.</td>
<td>Your case should appeal both to rational, intellectual and data driven positions as well as values, hearts and emotions</td>
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SLT FUNDING CUTS

1. ASSESS THE RISK
   What is the risk? Are there implications for the population & SLT?

2. PRIORITISE RELATIONSHIPS
   Reach out to Edinburgh City officers and administration. Collaborate with SG, NHS, 3rd Sector, Union.

3. ENGAGE MEDIA

4. MOVE INTO POLITICAL SPHERE
   Move the debate into the political sphere. Engage members & provide means and tools.

5. ATTEND DEPUTATION
   Provide evidence at full council meeting.

PREVENTING CUTS TO SLT IN LOTHIAN
Speech therapy cuts ‘will hit the most vulnerable’

Donald Tarrell

Cutting funding for speech therapy services in Edinburgh would hit the most vulnerable children, the Royal College of Speech and Language Therapists has warned.

The college represents the profession’s voice to the government and has issued a warning in the wake of a proposed budget cut for speech therapy services.

Mr Tarrell said: “The Royal College of Speech and Language Therapists is concerned that the proposed funding cut of £3.4m for Edinburgh’s speech and language therapy services will result in significant reductions in service availability across the city.

“The cuts will affect all children in Edinburgh, but will have a particularly devastating impact on the most vulnerable children.

“Children with speech and language difficulties need tailored support to help them develop and achieve their full potential.

“Cutting funding for speech and language therapy will have a significant impact on the city’s children, and we urge the council to reconsider its plans.”

According to the college, the proposed cuts would result in the loss of 20 jobs and a reduction in the number of speech and language therapists available to provide services.

The college has been in discussions with the council to find a way forward, and has challenged the council to provide a detailed plan for how it will ensure that children with speech and language difficulties continue to receive the support they need.

The proposed cuts have sparked a widespread campaign among parents and speech therapists, who are calling for the council to reverse its decision.

The Edinburgh Council has said that the cuts are necessary due to a significant reduction in funding from the Scottish Government.

However, the college has urged the council to explore alternative funding options and to work with the Royal College of Speech and Language Therapists to ensure that children continue to receive the support they need.

The proposed cuts are expected to take effect in April 2023.
Influencing Edinburgh City Council

Personal Reflections – Karen Allan

• Be prepared to get out of your comfort zone
• Seek advice from a range of people
• Gather as much information about the process as possible
• Enlist the help of your team
• Play to people’s strengths and trust them
Influencing Edinburgh City Council

- Be clear on your ask, keep it simple
- Know your facts and try to pre-empt questions and counter-arguments
- Use data, and real life cases/stories
- Keep your line managers in the loop
- Stick to your values and stay focussed
- What have you got to lose/how much could you gain?
- Get a good night’s sleep!
Over to you…

Activity
1. Reflect (3 minutes)
   • Spend three minutes reflecting on your own
   • What have you learnt about influencing today and in this workshop (2-3 key points)?
   • Who are you hoping to influence this month or this year?
   • How might you practically apply your learning about influencing to this real situation?

2. Share (2 minutes)
   • Spend 2 minutes sharing your learning, scenario and solutions with the group
   • The rest of groups listens without interruption

3. Group reflects back (2 minutes)
   • Each member shares one key point that struck them from what you shared
Influencing – some RCSLT examples
• With a little help from my friends: the power of a sector alliance – leverage it by taking a leading role – and political allies
• The hierarchy of legislative influencing, from ‘the face of the bill’ down – surprising success at this step
• Passing the Act is just the start – being a trusted contact to officials, leading to invitation to comment on draft guidance
• Into the real world – auditing ICSs
• The rehab contrast – what happens if you don’t have the legislative wording

“When producing the integrated care strategy, the integrated care partnership should consider how the needs and health and wellbeing outcomes of babies, children, young people and families can be met and improved.”
Mental Health: NI Strategy

- Campaign to influence the first NI mental health strategy, with a long term aim to improve MH services for people here with communication and swallowing needs and increase the role of SLT in MH services.
- Met with NI Mental Health Champion, Minister for Health, lead civil servants, NICCY, MLAs.
- We launched our campaign using research to demonstrate prevalence / impact – heavily influenced by Karen Bryan’s work and complemented by local qualitative evidence from adult MH service, plus local pilot work with SLT input LD CAMHS. Refs below for the key pieces of research we used.
Outcomes:

- Our wording was adopted in the final strategy to include a clear recognition that individuals with communication needs face barriers in having mental health needs identified and in accessing support.
- We also had one of the case studies we submitted around supporting children with learning disabilities included within the strategy itself.
- RCSLT NI is part of the first mental health workforce review in NI – proposing more SLTs than we can currently provide!
During the passage of the Domestic Abuse Bill, we used research by Helen Barrett & Dr Julie Marshall on Understanding Sexual and Gender Based Violence against Refugees with a Communication Disability to support our case...
‘people with speech, language and communication needs can be especially at risk of harm and, of course, domestic abuse, as well as facing additional barriers in accessing services.

‘this is not a niche issue, nor should it be treated as such, especially in the context of domestic abuse.

‘we will revise the guidance to make further express reference to speech, language and communication needs, in relation to not just those with special educational needs but the links between domestic abuse and those with communication needs, specifically children and young people.’
Break
14.00-14.20

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Thanks and close

Steve Jamieson
CEO, RCSLT

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