





# Welcome & housekeeping

**Lucie McAnespie**

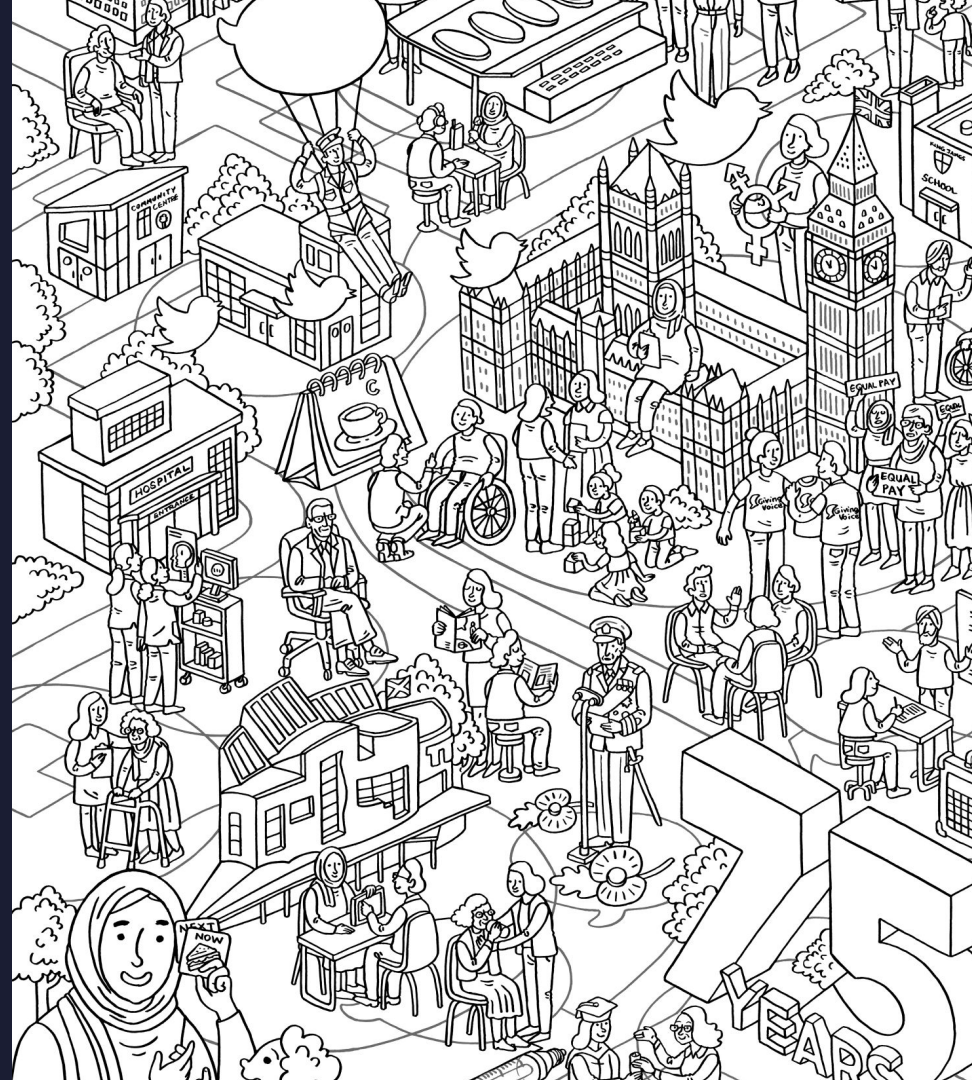
Head of Adult SLT Service, NHS Lothian

**Glenn Carter**

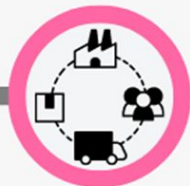
Head of the Scotland officer, RCSLT



#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



# Icebreaker

**Lucie McAnespie**

Head of Adult SLT Service, NHS Lothian



#RCSLTScotlandDay





## Chat Show

Personal reflections  
about leadership and  
influencing at all levels



#RCSLTScotlandDay

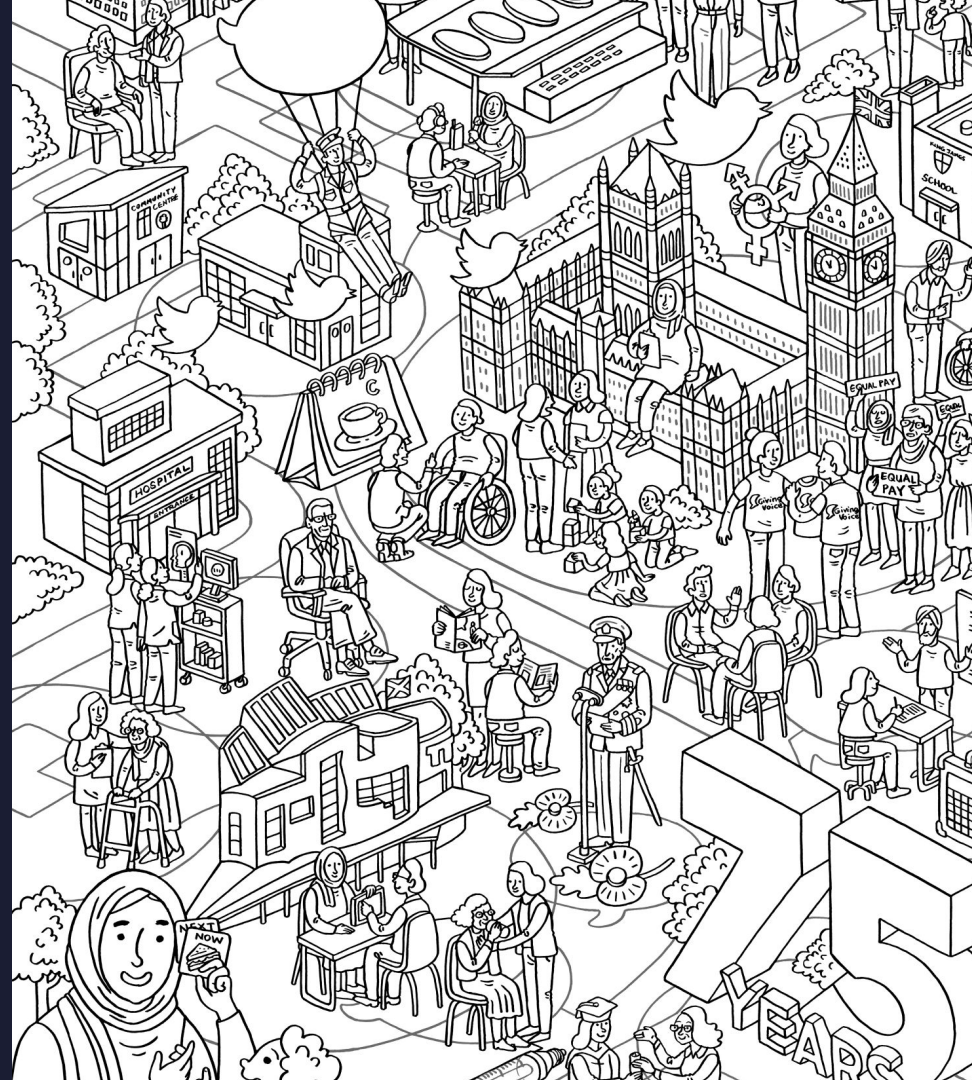




# Panel Q&A



#RCSLTScotlandDay





Break

11.20-11.35



#RCSLTScotlandDay









International Futures Forum

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

Cath Cooney  
IFF Development Director



What colour are you feeling and why?

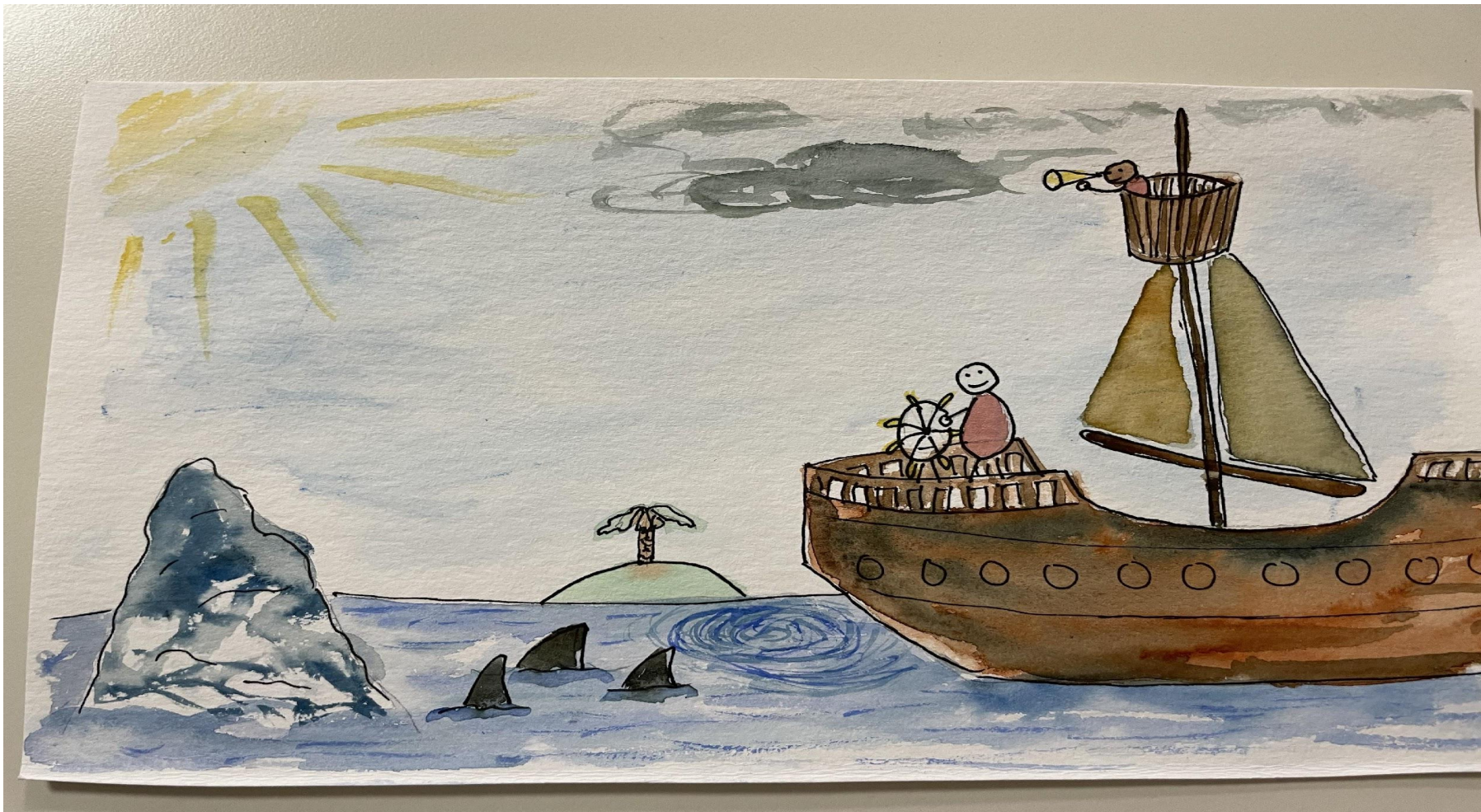
The image shows a 4x3 grid of 12 colored circles. The colors are: Row 1: Black, Purple, Blue; Row 2: Olive Green, Green, Teal; Row 3: Red, Red, Orange; Row 4: Pink, Yellow, Light Yellow. To the left of the grid is a vertical hourglass timer icon with a small amount of orange liquid at the bottom. At the bottom right of the grid is a small bee icon.

Timer 1:00



# A career like a river – a little bit about me



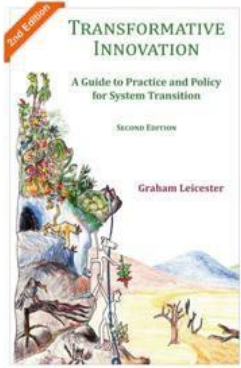


Hannah Paterson 2021

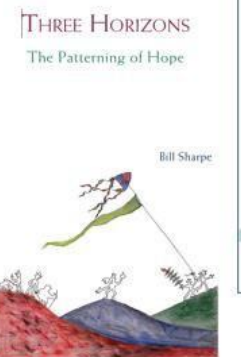
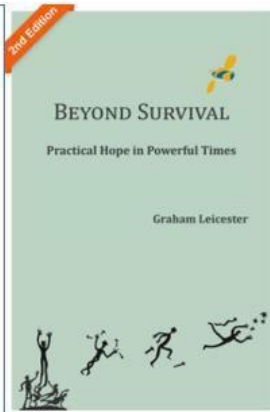
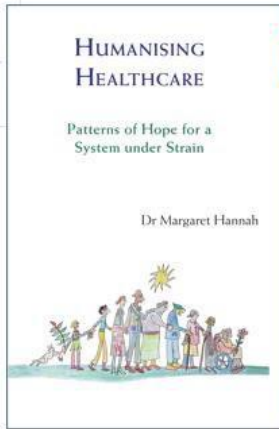
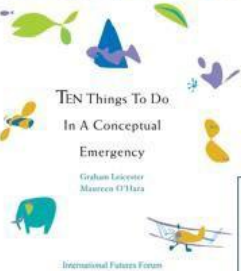


# How to take effective and responsible action in powerful times?

International Futures Forum (IFF): 2001



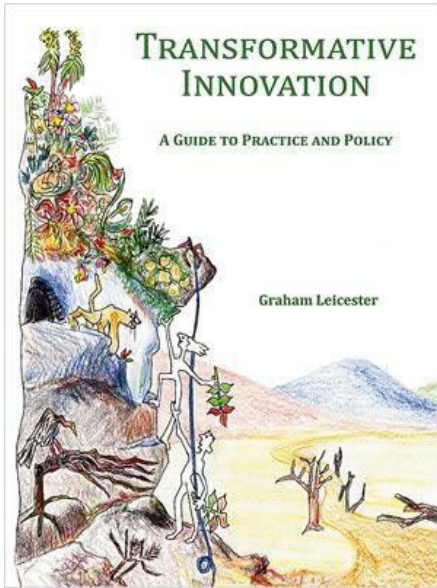
# International Futures Forum



[www.iffpraxis.com](http://www.iffpraxis.com)

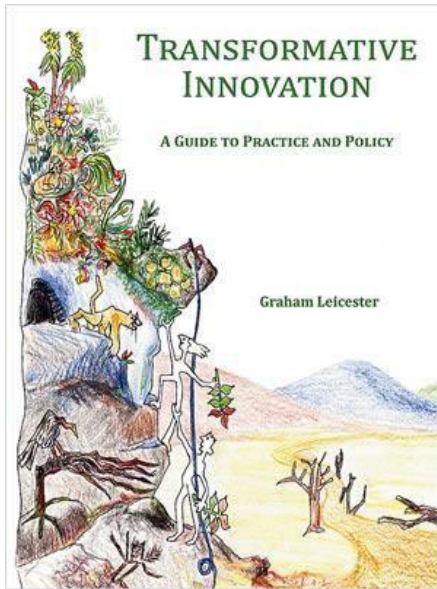
IFF is an educational charity which helps a widespread international community of people who are making a difference in the face of all that stands in the way of making a difference.

# 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...



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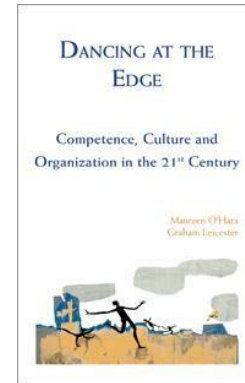
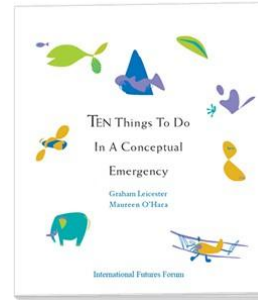


# Three Emergencies

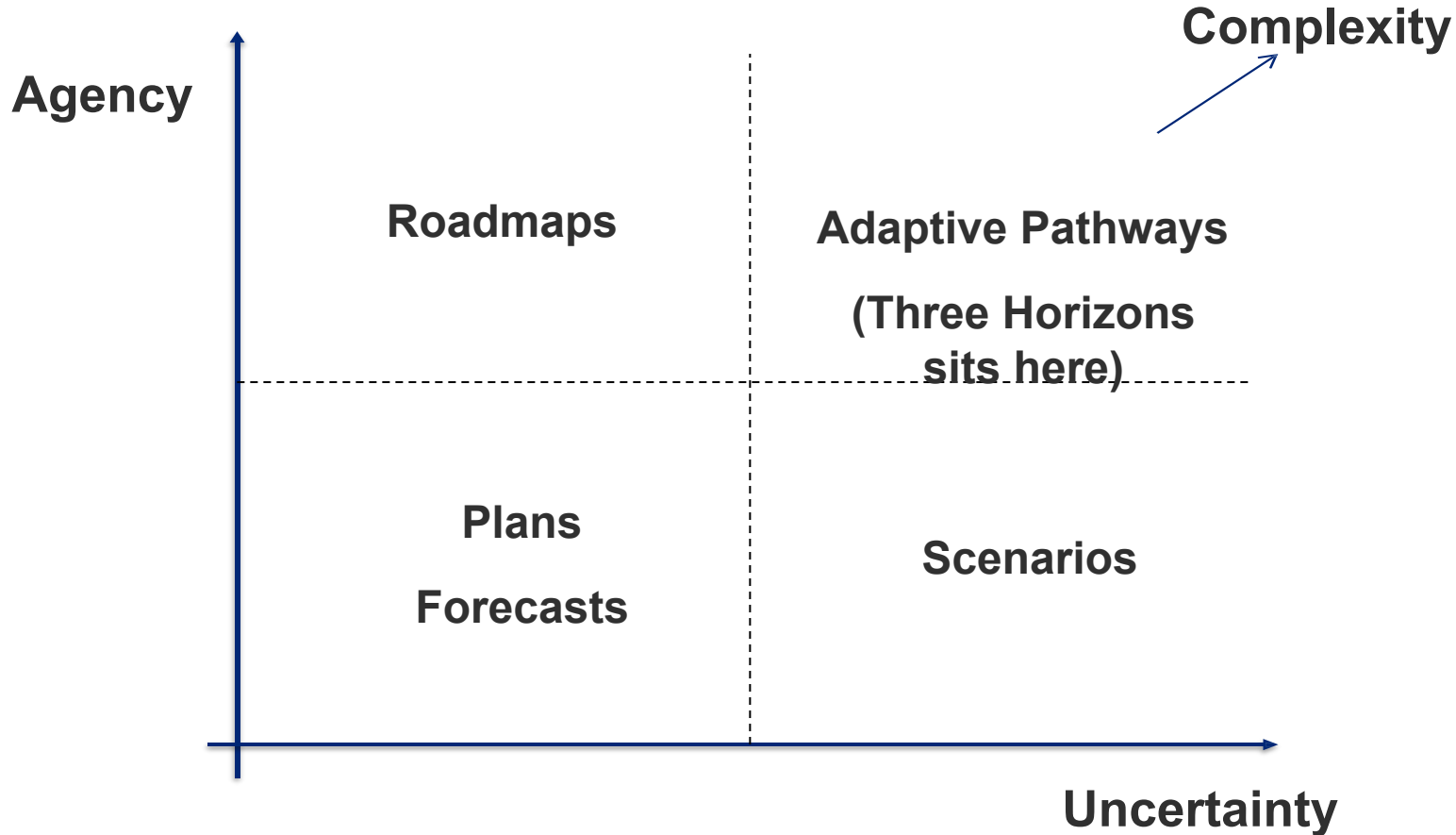
We face a ***real emergency*** – a world of pressing challenges

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



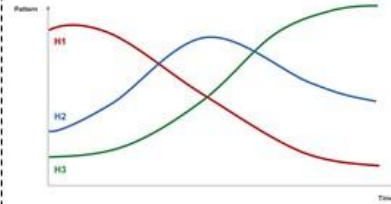
# Working with the Future



Agency



Roadmaps



Adaptive Pathways

Plans  
Forecasts

Gungah Green Street	1815	1725	1733	1757	1824	1856	1921	1956	2028	2105	2
Springleburn	1702	1782	-	1802	1833	1905	1932	2002	2034	2132	2
Roburyston	1702	1737	-	1807	1839	1907	1938	2007	2039	2137	2
Stoney	1702	1760	-	1821	1842	1903	1940	2010	2042	2139	2
Garlands	1724	1744	-	1814	1845	1913	1944	2014	2046	2134	2
Greenhills	1720	1750	-	1821	1851	1919	1950	2020	2052	2133	2
Gambroville	1733	1753	-	1823	1854	1922	1953	2023	2054	2136	2
Canalton	1734	1804	-	1834	1904	1933	2004	2033	-	2137	
Fallick Grahamston	1737	1808	1800	1836	1907	1935	2009	2036	-	2139	
Fallick Grahamston	1737	1809	-	1837	1907	1937	2009	2035	-	2135	
Polmont	1742	1814	-	1842	1912	1942	2014	2108	-	2210	
Lindisfarne	1742	1820	-	1847	1918	1947	2020	2105	-	2240	
Edinburgh Park	1757	1828	-	1857	1928	1957	2030	2115	-	2240	
Haymarket	1809	1835	-	1907	1938	2004	2035	2122	-	2218	
Edinburgh	1813	1840	-	1912	1942	2009	2041	2127	-	2205	

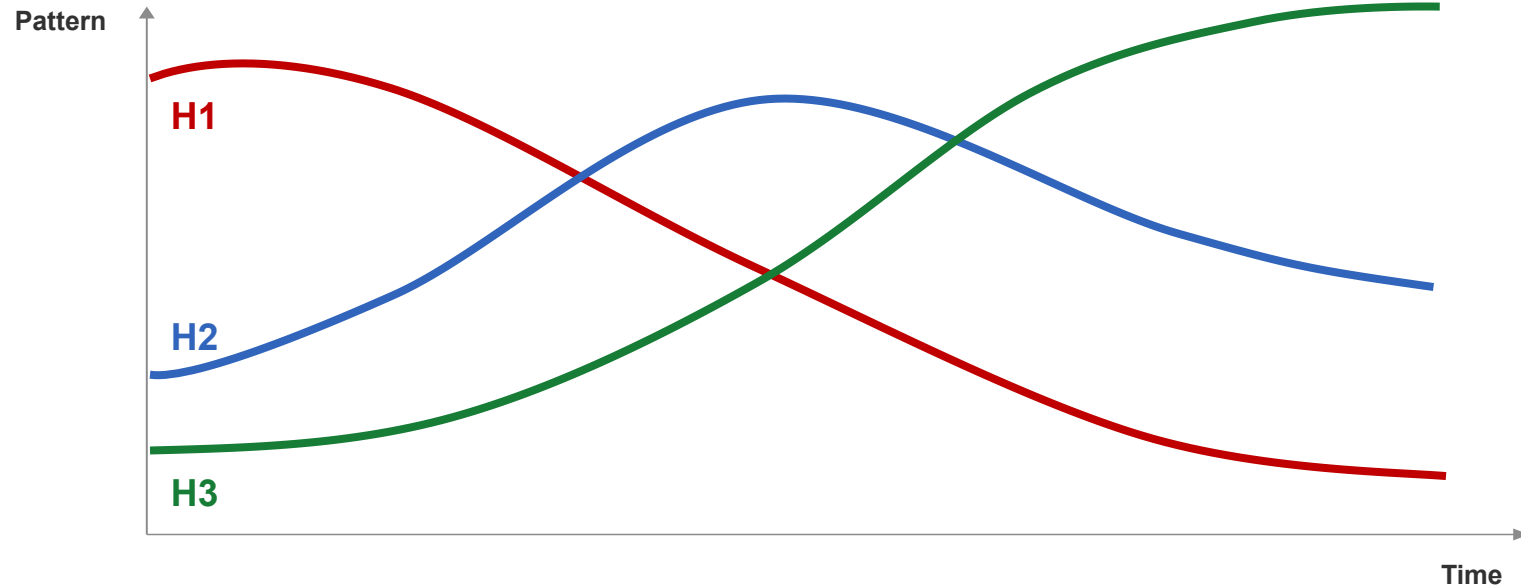
Scenarios



Uncertainty

# 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

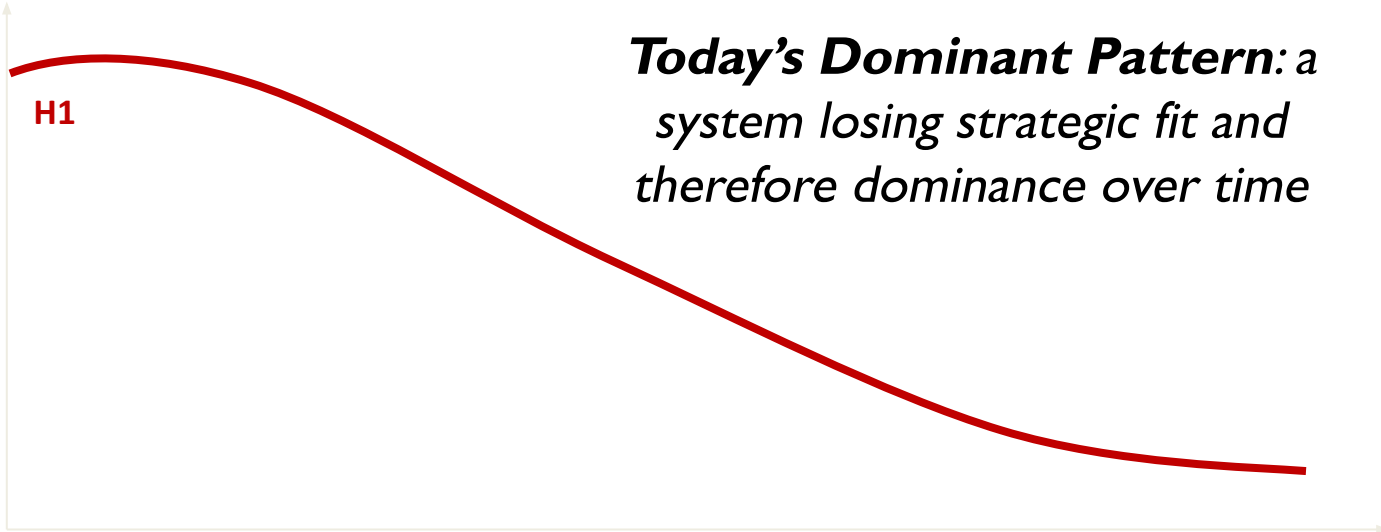


Pattern

H1

*Today's Dominant Pattern: a system losing strategic fit and therefore dominance over time*

Time



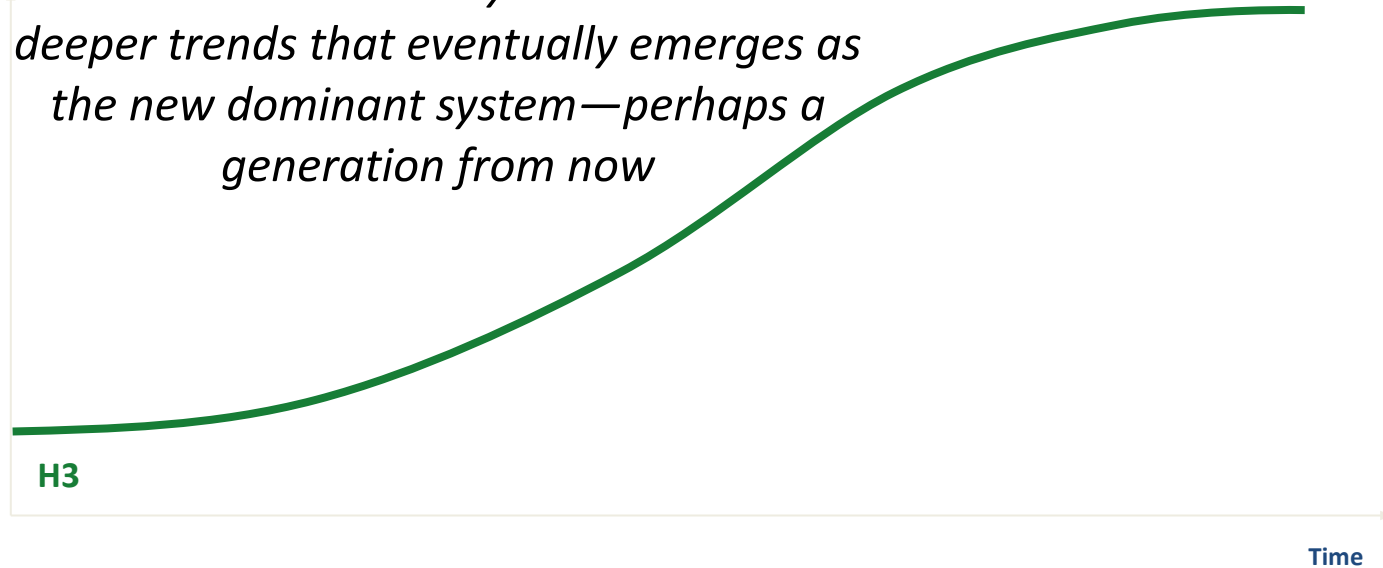
# Third Horizon

The aspirational visionary voice standing for a better way



Pattern

*The Future Pattern: a system in tune with deeper trends that eventually emerges as the new dominant system—perhaps a generation from now*



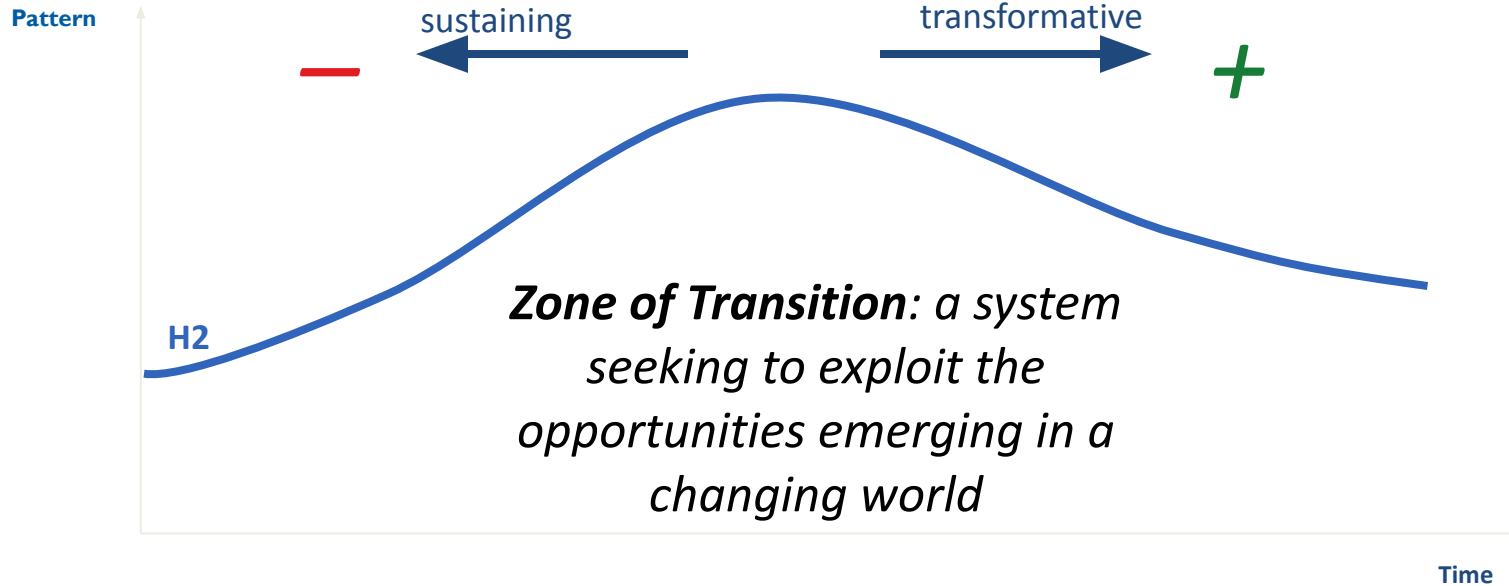
H3

Time



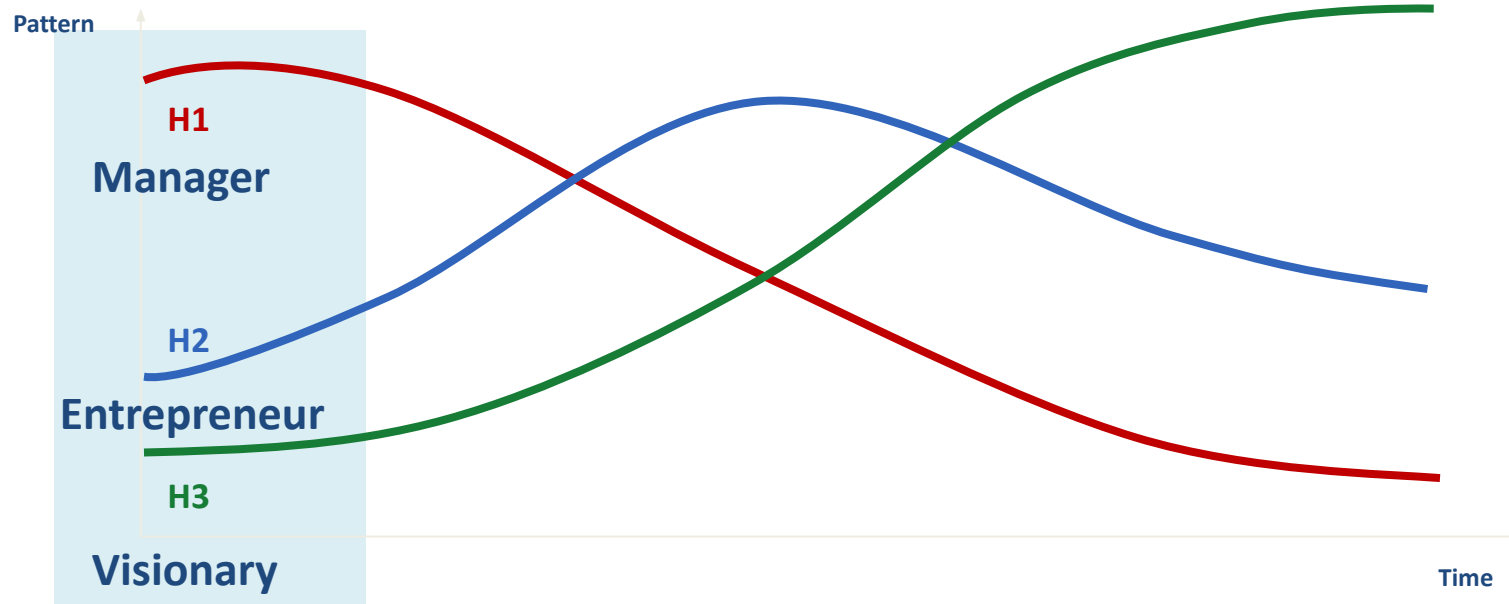
# Second Horizon

The entrepreneurial voice eager to try new things



# Three Horizons: Bringing it Together

A transformative innovation system that contains three ways of acting in and seeing the world





<https://leadersquest.org/three-horizons-three-voices/>

# 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***

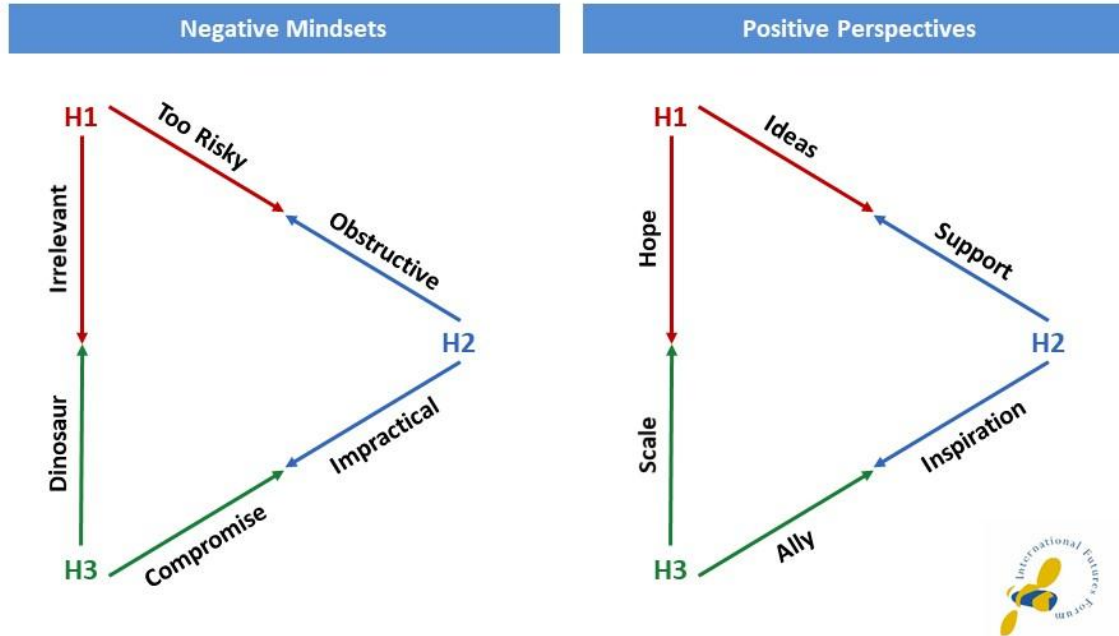
- 1) Identify someone to play the role of someone who is facing a challenge to get something done to shift a system, and has identified an 'innovation'. This is someone playing the **Entrepreneurial H2 role**.
- 2) Identify someone to be in the **Managerial H1 role** in their system and whose support is needed for the innovation.
- 3) Then identify someone to be in the **Visionary H3 role** in the system.

### ***The Conversation***

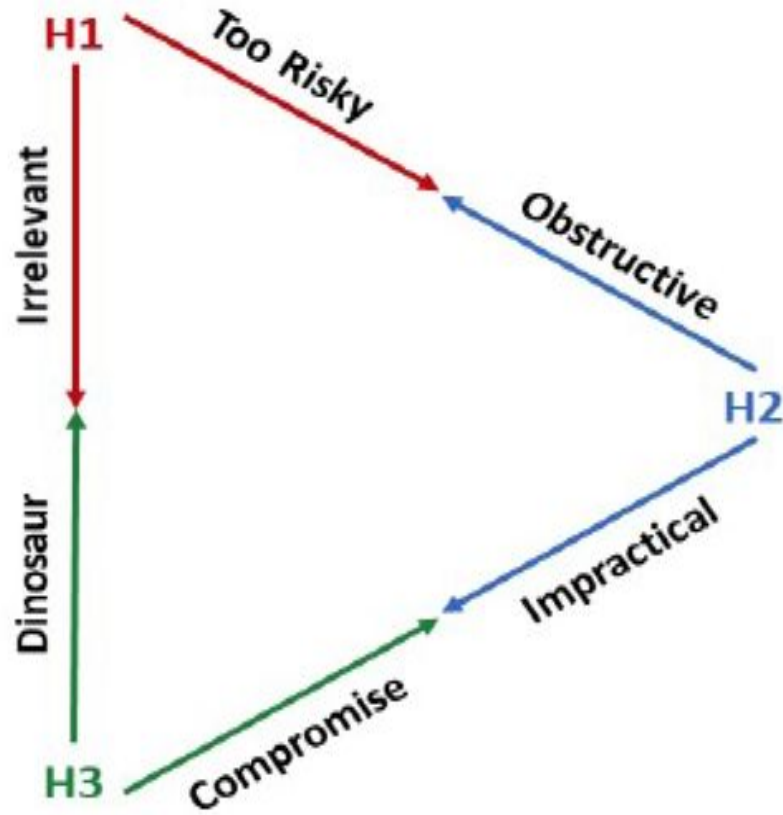
- 4) Everyone takes a moment to look at the 'Negative Mindsets' image to get a sense of how to play your role in the group.
- 5) Kick off with **H2 challenge holder** introducing their H2 'innovation' (briefly) to start a conversation. Others participate in role.
- 6) Once the conversation has settled 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.



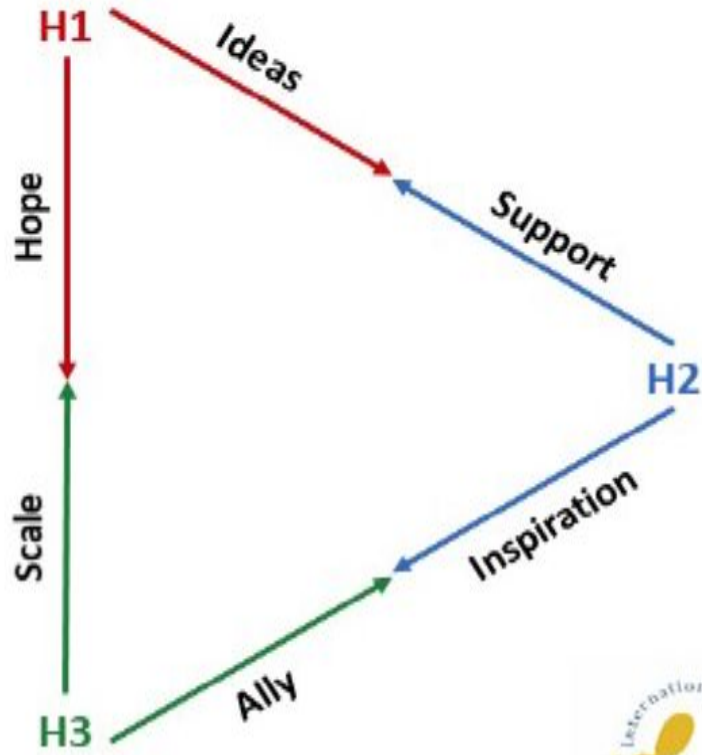
# Negative Mindsets



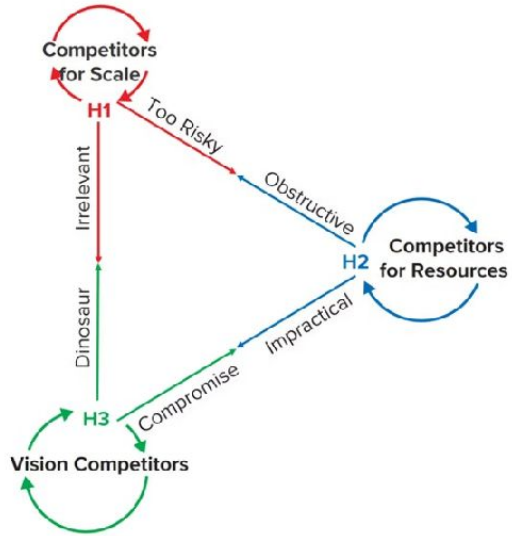
**Feedback**



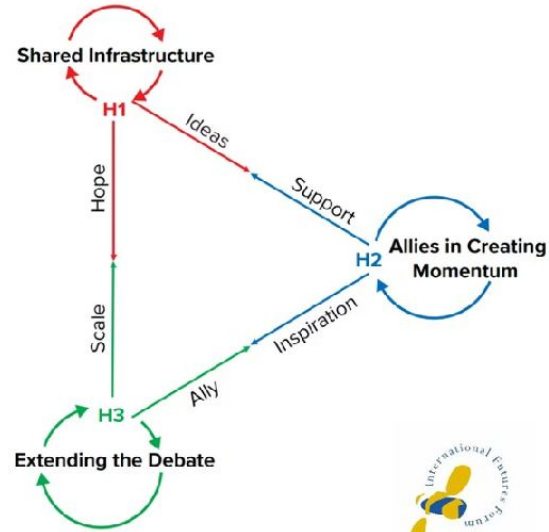
# Positive Perspectives



## Negative Mindsets

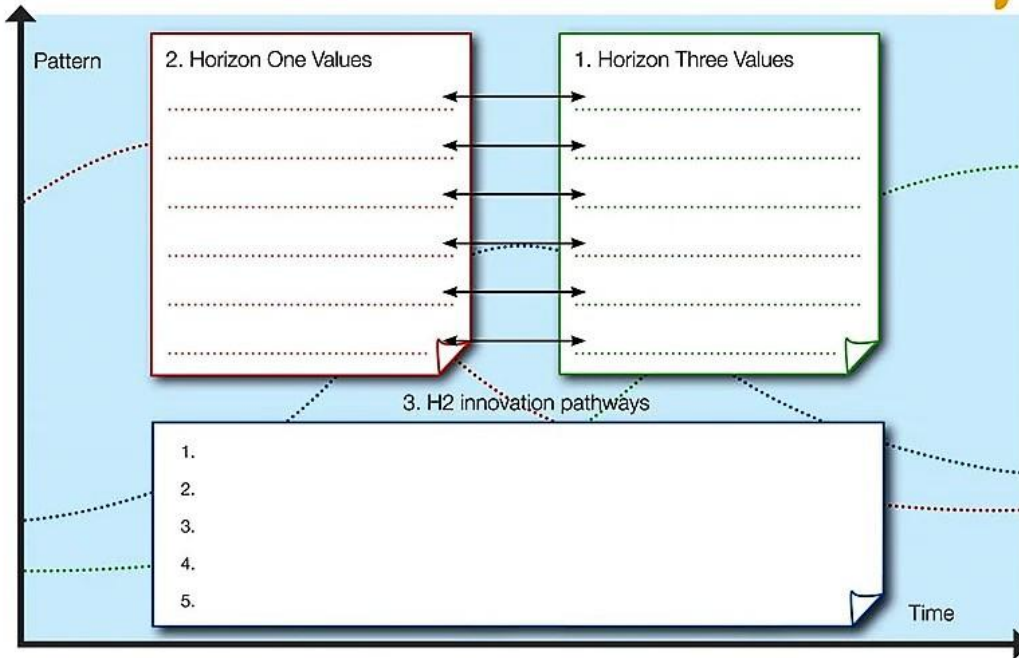


## Positive Perspectives





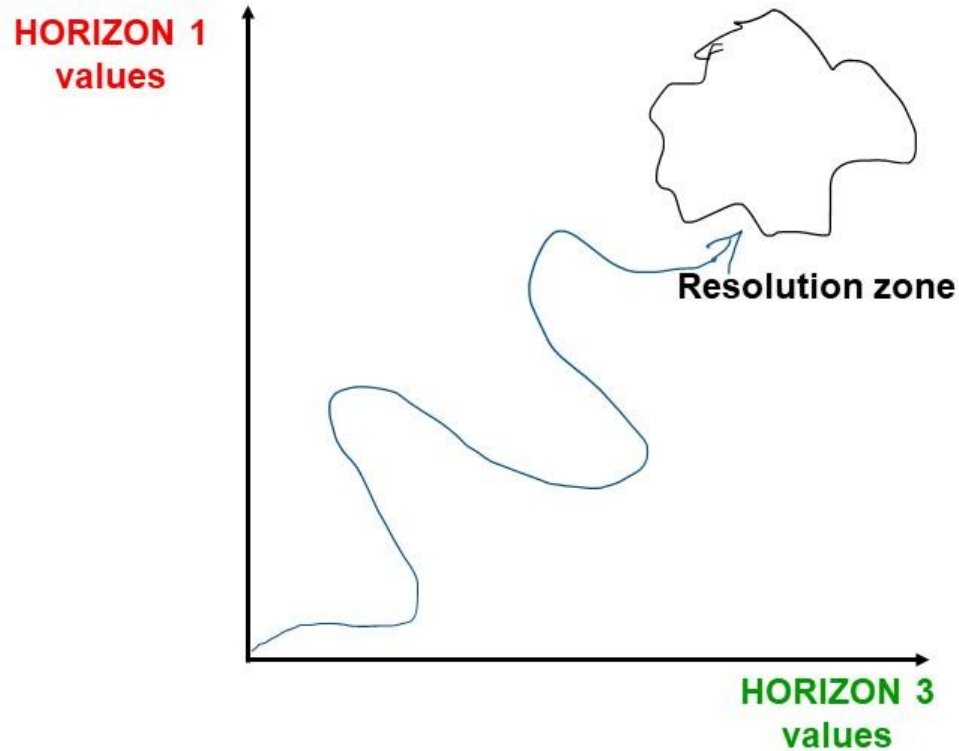
## Three Horizons Phase 2 - Value Tensions and Pathways



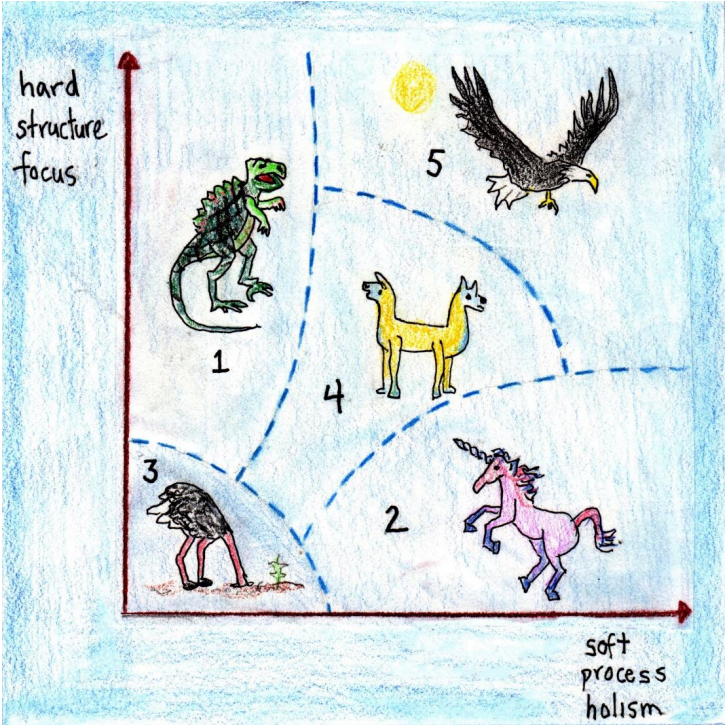
[www.internationalfuturesforum.com](http://www.internationalfuturesforum.com)

# Navigational Dilemmas

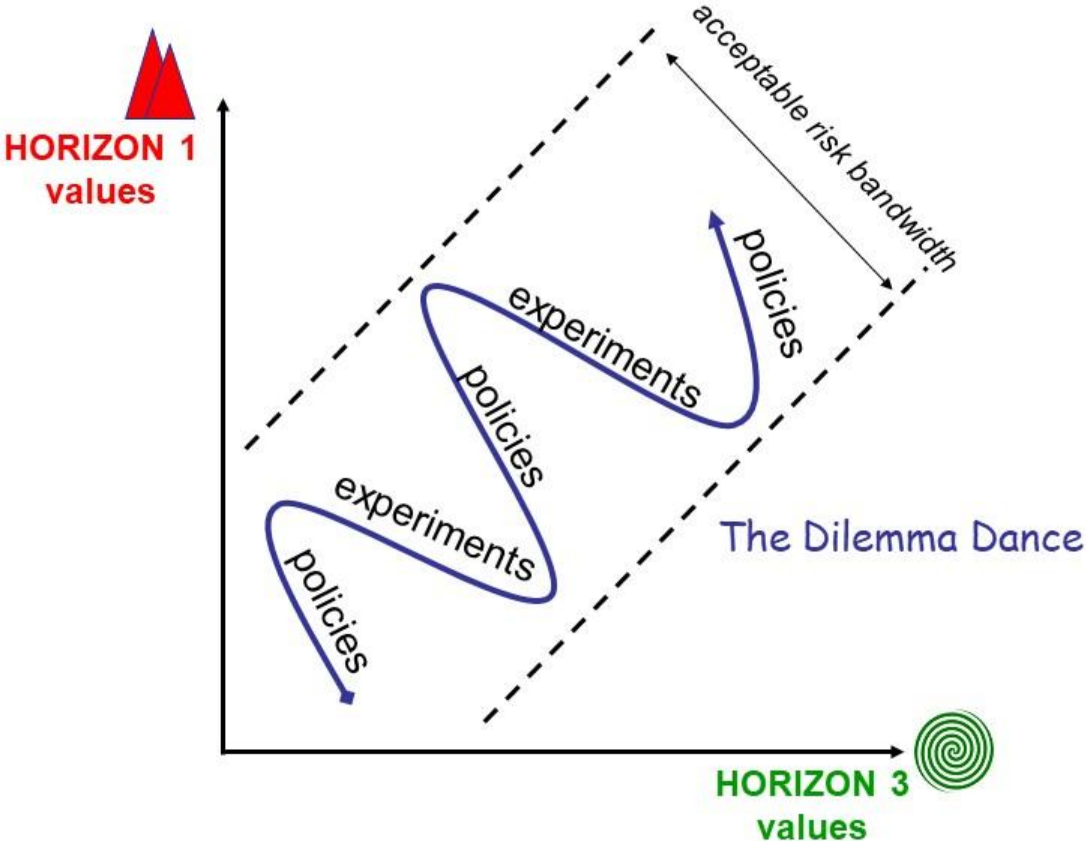
Tony Hodgson



# Navigational Dilemmas

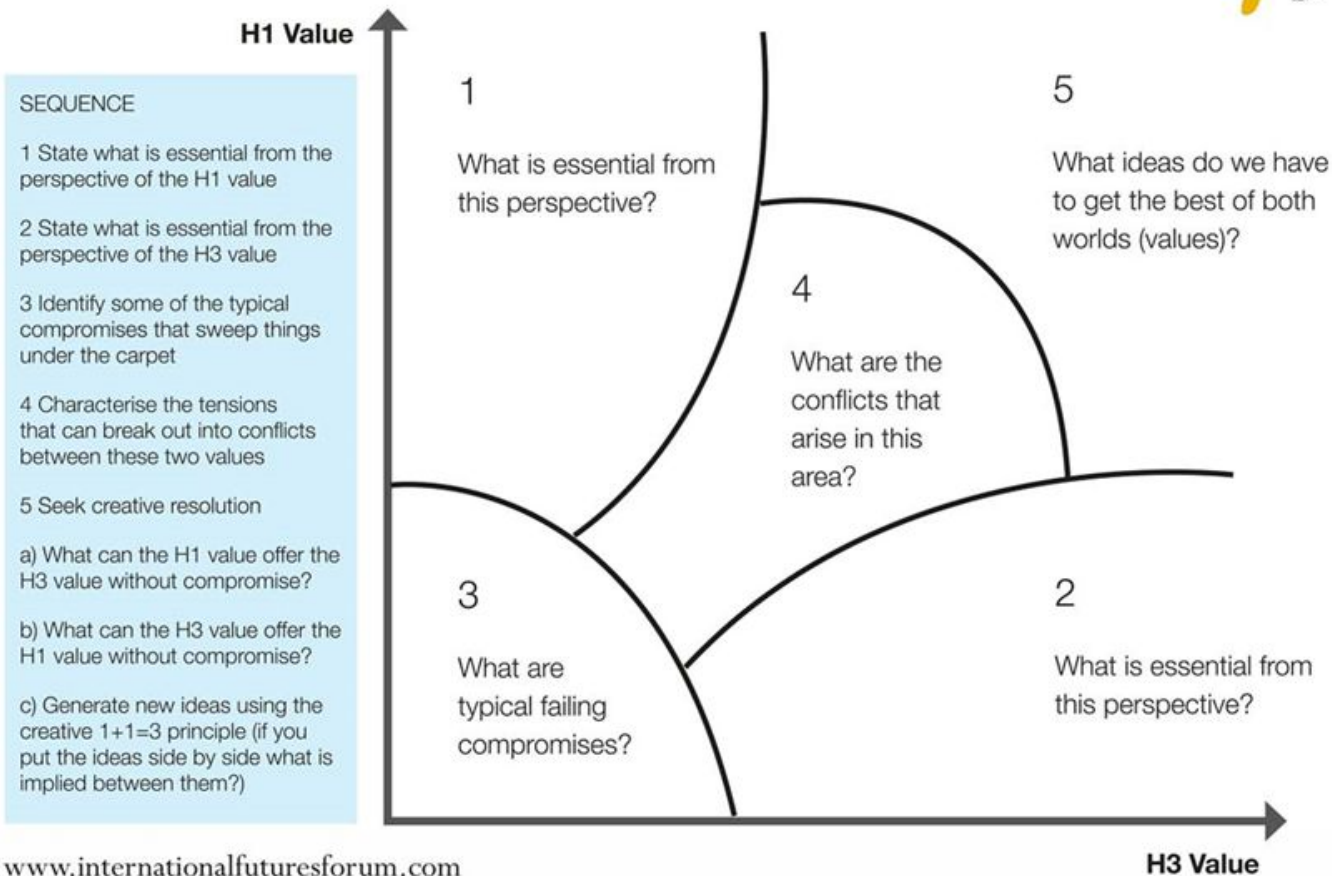


# Navigational Dilemmas





## Three Horizons Phase 2 - Navigational Dilemmas



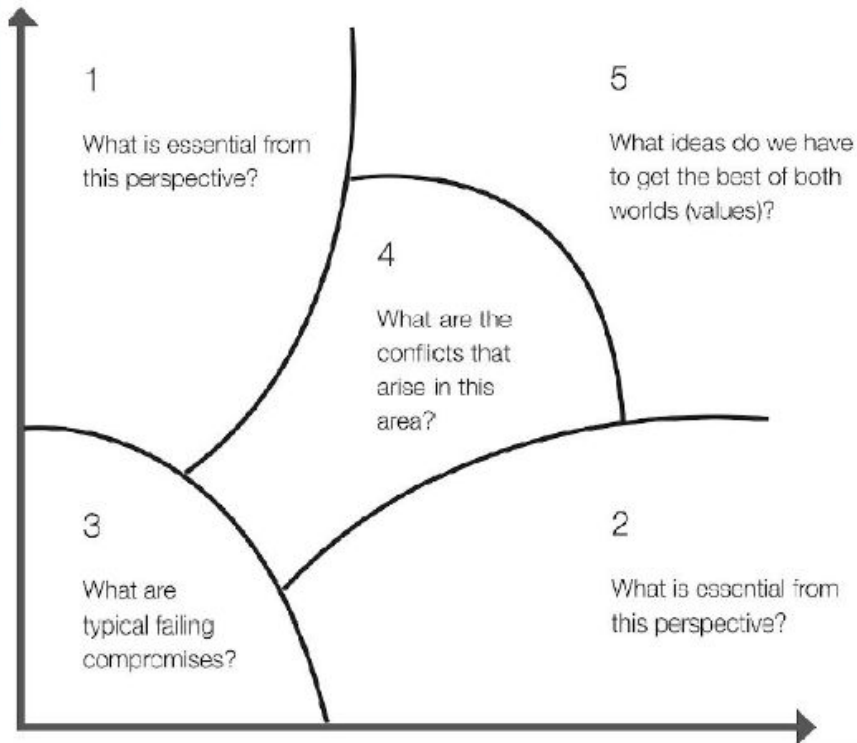
## H1 Value

### INSTRUCTIONS

Identify the tension - edit the pink and green post-its to name the poles of the dilemma.

Then address the questions in sequence, 1 - 4. 5 minutes for each question.

Pause for silent individual reflection before addressing zone 5



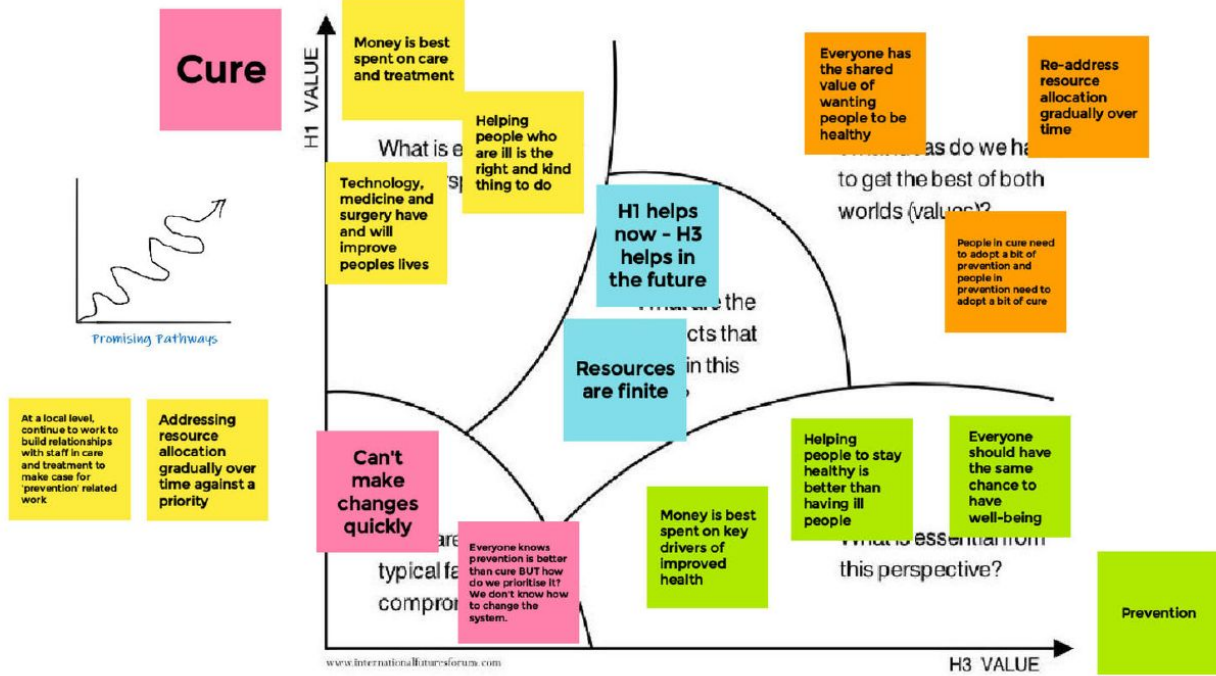
## H3 Value



Cure

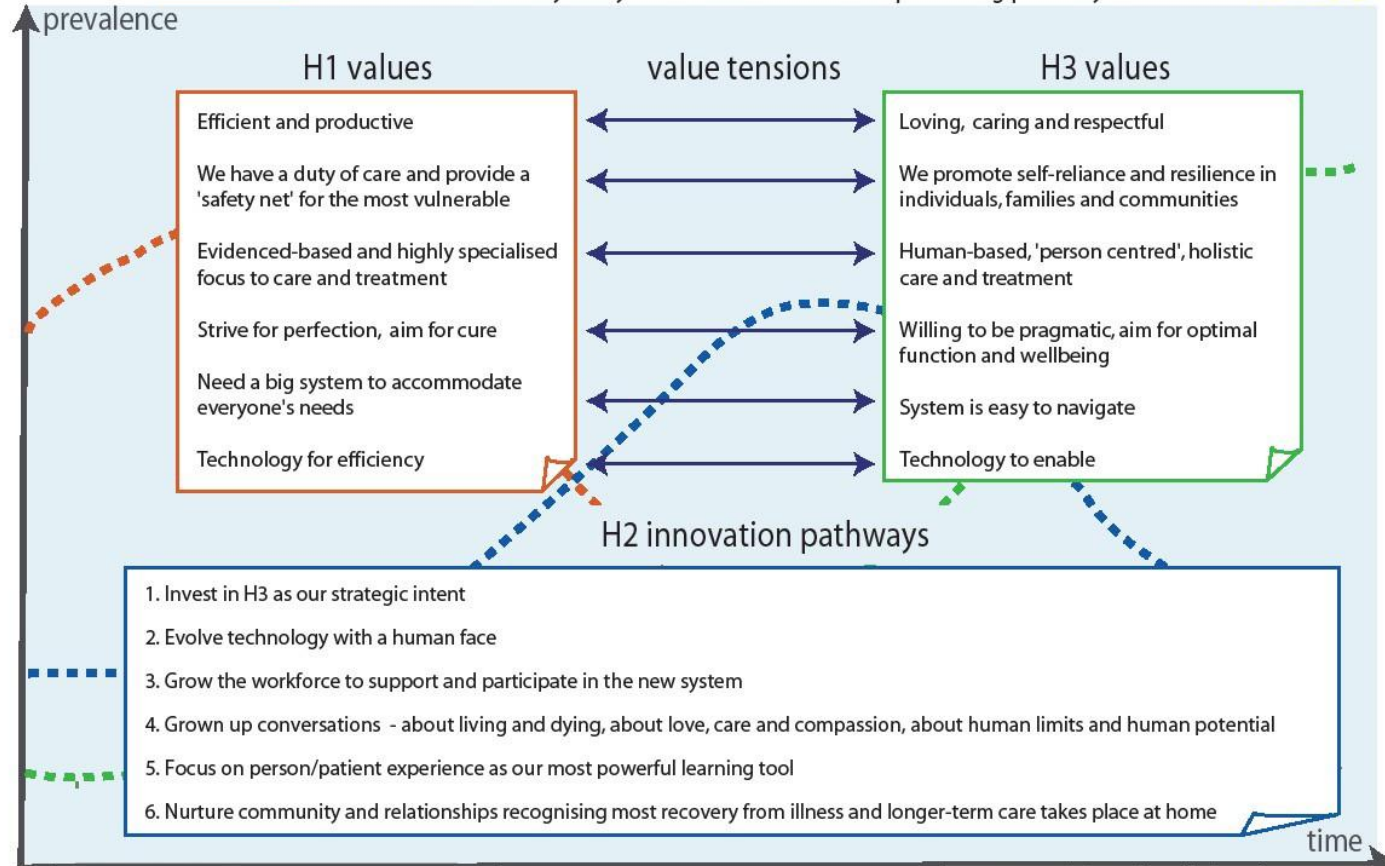


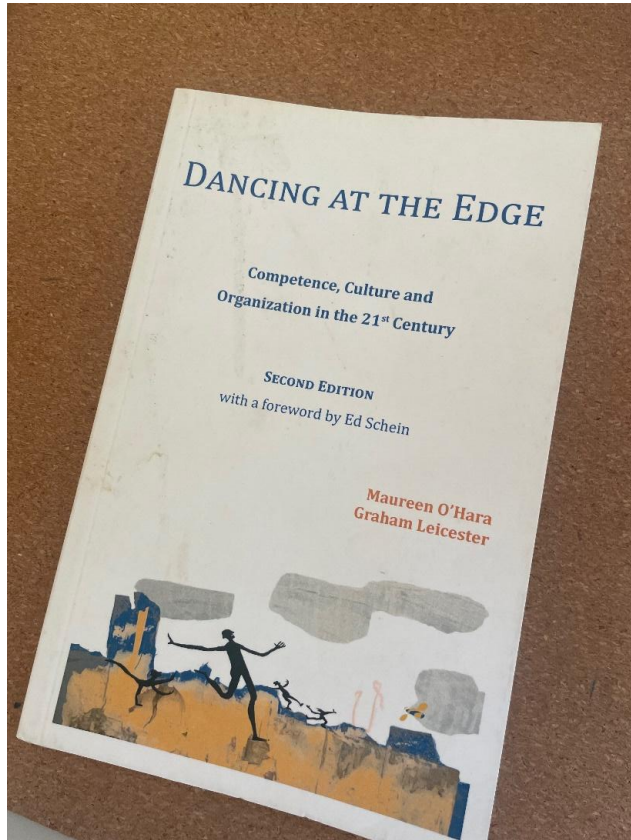
Prevention



# Three Horizons for Winter Care in Fife

Summary analysis of value tensions and promising pathways





# 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.

## Competence in Complexity programme

Rising to the occasion with heads, hearts and hands  
May 2022 - May 2023



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](http://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?



## Professional Development Framework

March 2023

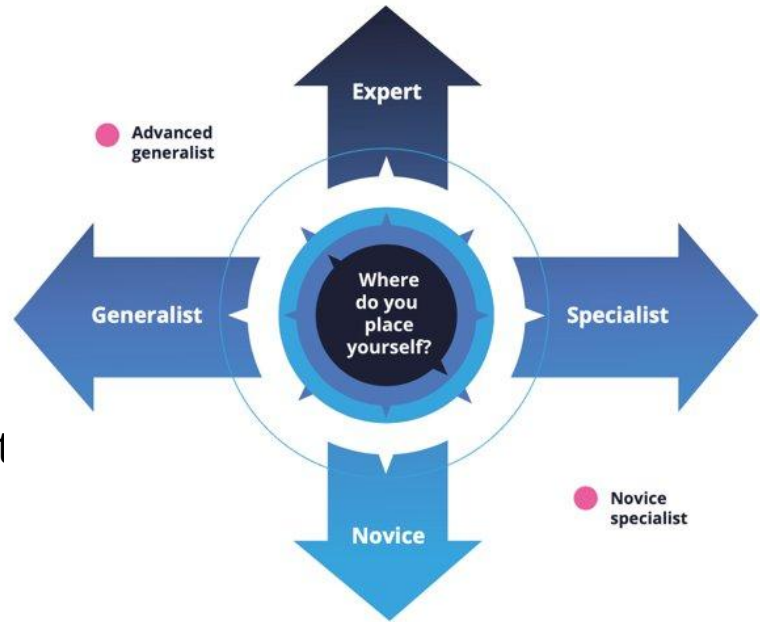
# What is the framework?



- 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](http://www.rcsltcpd.org.uk)



# Topics: Leadership





# Topics: Influencing



# Leadership vs Management



# Transferable Skills

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- 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?

Managing Conflict

Empathy and  
Emotional Intelligence

Developing Leadership  
Skills

# Self-assessment

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- Please use the Professional Development Framework:
  - Facilitation of Learning: pages 26-29
  - Leadership and Management: pages 33-36



 [rcslt.org](https://www.rcslt.org)

 [info@rcslt.org](mailto:info@rcslt.org)

 [@RCSLT](https://twitter.com/RCSLT)





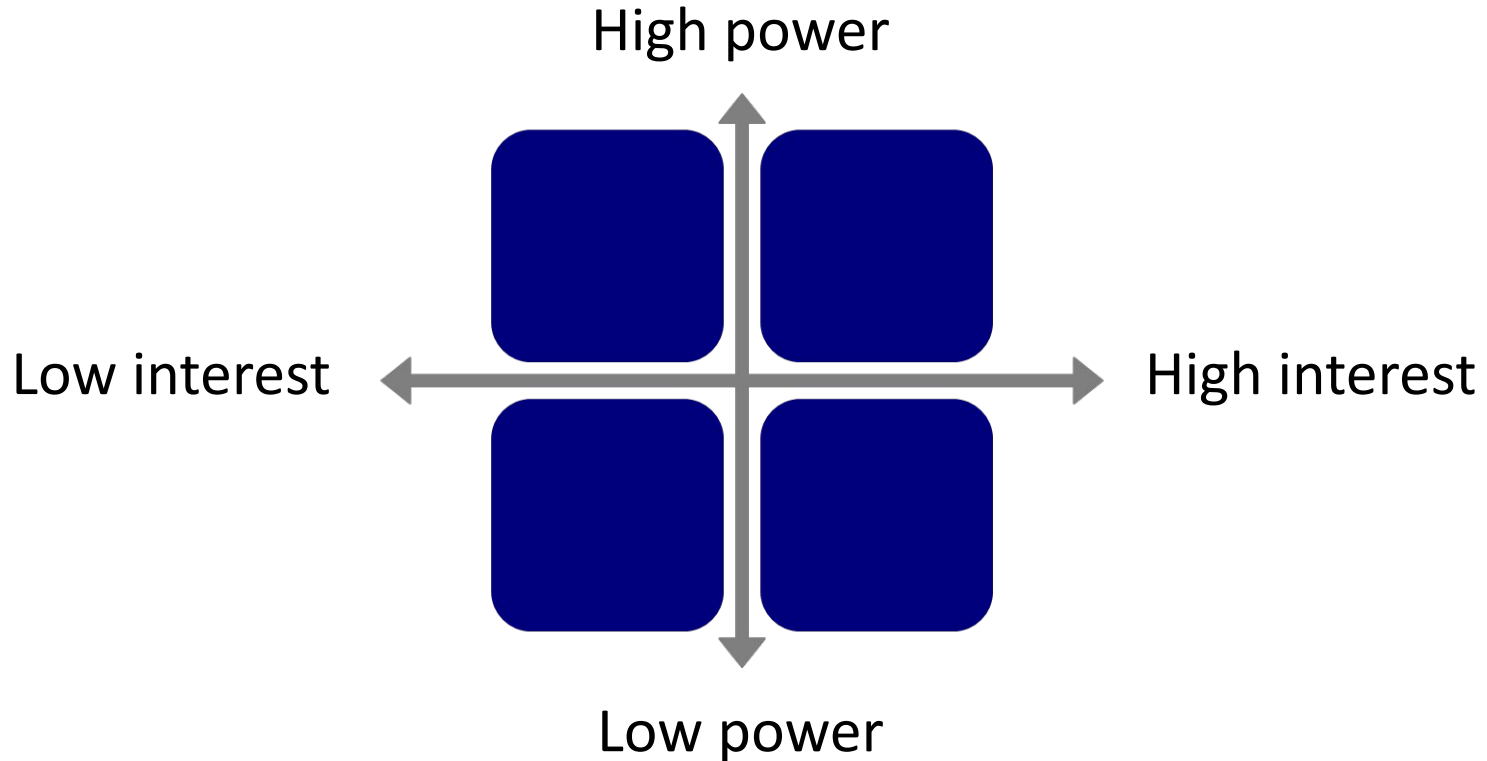
- To understand the 'who' and 'how' of influencing
- To explore key principles of influencing
- To share examples of effective influencing
- To apply these approaches to your own sphere of influence



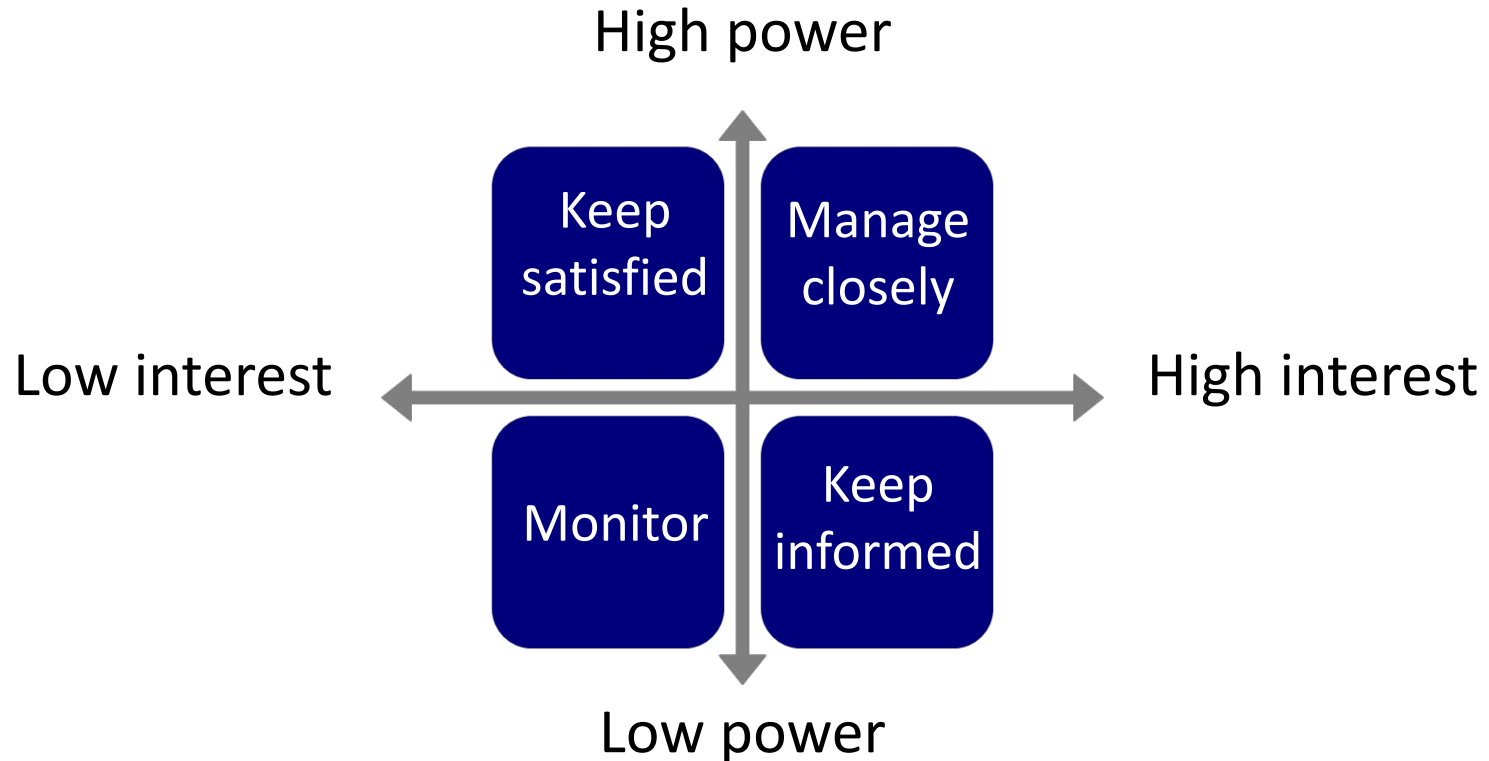
## Who do you think our key stakeholders are?

- 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

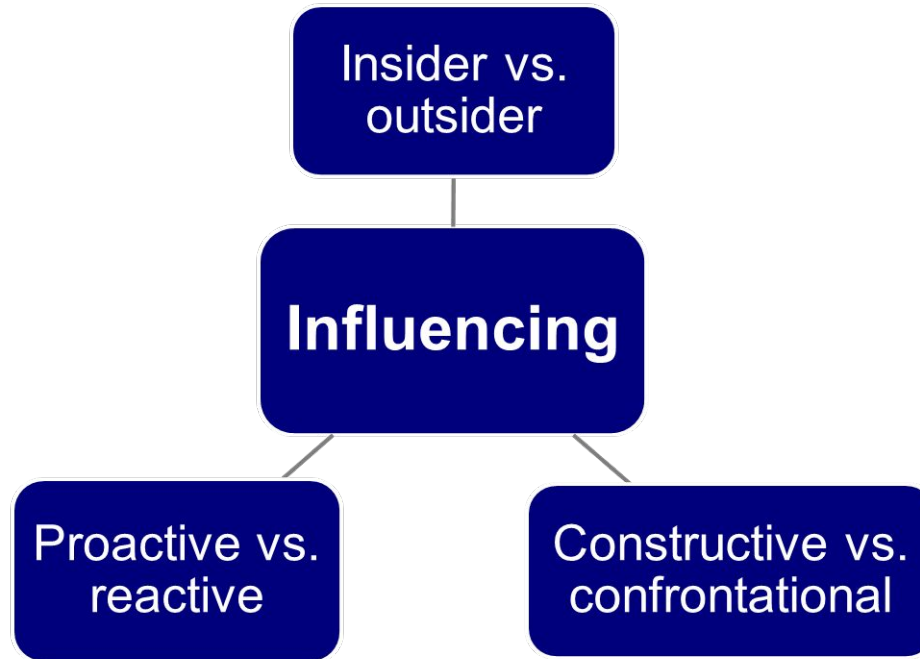
# How we influence: Stakeholder analysis



# How we influence: Stakeholder analysis



# How we influence: style and tactics



# 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 UNDERTAND

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

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# 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?

## FOUNDATION OF TRUST & RELATIONSHIPS

Relationships first. Spend time to build and maintain trust and relationships. Build your networks.

## IMPORTANCE & RELEVANCE

Shouting or complaining rarely works. Decision makers are overwhelmed with problems. Show how your contribution is part of the solution.

## SHOW DON'T TELL

Telling someone what needs to happen rarely leads to change. Make it real & relevant to their situation and show how it will address their priorities.

## APPEAL TO LOGIC AND EMOTION

Your case should appeal both to rational, intellectual and data driven positions as well as values, hearts and emotions



# 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

Distil key messages. Raise Awareness. Offer media briefings. Write letter.

4

## MOVE INTO POLITICAL SPHERE

Move the debate into the political sphere. Engage members & provide means and tools

5

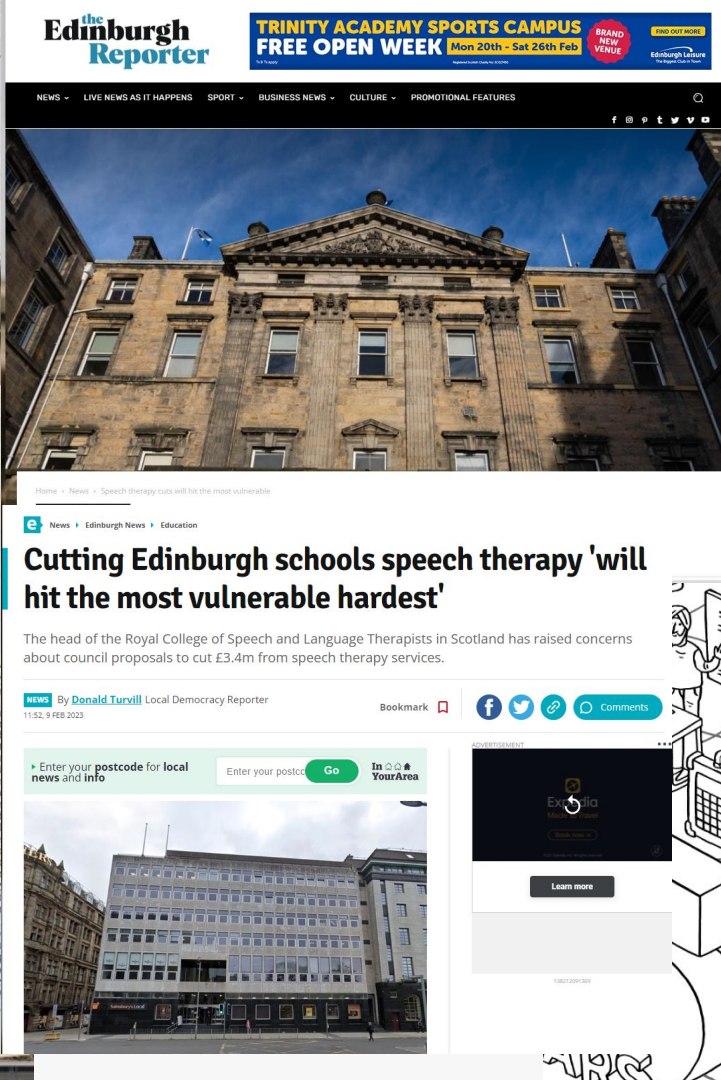
## ATTEND DEPUTATION

Provide evidence at full council meeting



**RCSLT**  
SCOTLAND





## 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 mangers 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.



# Mental Health: NI Strategy

## 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!

# Domestic Abuse Act: Research producing policy results



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...

# Domestic Abuse Act: Research producing policy results



- ‘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.’



Derek Munn  
Director of Policy and Public Affairs

Karen Allen  
Head of C&YP Speech & Language  
Therapy – NHS Lothian

Glenn Carter  
Head of Scotland Office



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Break

14.00-14.20



#RCSLTScotlandDay





# Thanks and close

Steve Jamieson  
CEO,  
RCSLT

