



MacIntyre

Providing support...your way



# Great Interactions

*"It ain't what you do... it's the way that you do it"*

Bill Mumford & Gwenne McFadzean



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**MacIntyre**

Providing support...your way

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With special thanks to Simon Whitehead from the NDTi



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*Front cover: Natalie and Aja, Oxfordshire*

*Back cover: Left - Dan and Mary, Warrington*

*Middle - Nicholas and Duncan, MacIntyre School Wingrave, Right - Lucy and Jackie, Bedfordshire*



## Foreword

*People don't experience our values,  
they experience our behaviour*

I have come to realise that delivering good quality support to vulnerable people is about more than just values. Most organisations have a set of values by which they define themselves and as in MacIntyre, staff will often quote these as the reason they feel connected to their place of work. However, this does not automatically mean that these values are transferred into behaviours. The majority of support workers in the social and health care sector would declare with conviction that they are respectful to the people they support, but we know that respectful behaviour is not always the experience of the person in receipt of the support.

Like many organisations, MacIntyre embraced Person Centred Approaches in the late 1990s, and invested in a variety of training methods and reference tools to teach staff how to support good outcomes for disabled people. Some support workers intuitively took to the new way of working and enabled people to define the support they wanted and plan for the future, but for many nothing changed.

MacIntyre recognised that although it had stated its commitments to the people who use its services, and had embraced person centred approaches to try and

support best outcomes, it still wasn't achieving this for everybody and there was a lack of consistency.

We discovered that Great Interactions was the missing link.

Great Interactions are the foundation of achieving good outcomes for people using a person centred approach. They are MacIntyre's values in action: the behaviours that people experience. A Great Interaction is the result of the ten facilitation skills being used in unison. It's more than just the here and now, it involves reflection on what's worked or not worked previously, it's about supporting, enabling and learning, and it's about striving for the best outcome for the person. Great Interactions involves a facilitative approach, a skilled way of working and as such we can keep developing our skills through practice, feedback and reflection. This is the updated Great Interactions story.

A handwritten signature in black ink, reading "Bill Mumford". The signature is fluid and cursive, with the first letters of "Bill" and "Mumford" being capitalized and prominent.

**Bill Mumford**  
CEO  
MacIntyre



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# Introduction

*“The failure of society and its institutions derives more from the failure to face the right problem, than failure to solve the problem they face”*

*Russell Ackoff 1991*

MacIntyre is a national charity that provides learning and support for more than 1000 children and adults with learning disabilities, at more than 120 locations across the UK and employing over 2000 staff. Its diverse range of services includes specialist care homes, supported living schemes, accredited training schemes and lifelong learning services, as well as residential special schools and integrated further education with several sector colleges.

Six years ago, Ian moved to MacIntyre from a long stay learning disability hospital. Ian has a profound and complex disability, compounded by having endured years of institutional life. Ian finds it particularly difficult to develop a relationship with others. At first he was understandably reluctant to initiate interaction; finding it hard to enjoy the company of others, he came with a reputation as someone who “doesn’t communicate and is hard to reach”.

Lindsay was at that time a Support Worker who found that she was able to make a connection with Ian - he responded to her in a way he didn’t to others. Lindsay has a particular way of working which comes naturally to her. She doesn’t think it is remarkable but her approach to Ian was clearly



successful. Lindsay says that she just observed Ian closely and then started to change the way she interacted with him according to his responses back to her. Ian in turn slowly started to engage with her and for the first time started to laugh and smile. Ian was clearly relaxed in her company and enjoyed spending time with her.

Ian's story is a good illustration of what it feels like to be supported by someone who is making a positive impact on your life; someone who attends to the small and personal details that really matter, each day, every day. His supporter, Lindsay, used a person centred approach, her behaviour was respectful, and she was intuitive, creative and totally focused on Ian. In short Lindsay was an excellent social care worker.

What was it about Lindsay? What set her apart? All care and support organisations would like to employ lots more people like her. Despite our best efforts at recruitment, induction, vocational training, etc., we find it difficult to spot people like Lindsay at interview and then, once employed, to support staff to work in the same way. People like her are often termed 'naturals' or as people 'who have got it'.

*Above:  
Ian and Lindsay,  
Leicester*

# The Social Model of Disability

*"If men define situations as real, they are real in their consequences."*

*The Thomas Theorem after WI Thomas and DS Thomas 1928*

Care services have always attracted people who see themselves as caring. They take their duty of care seriously and often think this means not just looking after someone but also doing something on their behalf.

The social model of disability sees the person first and the disability second. It is not the physical or mental impairment itself that disables people, but how others react to the impairment. If we see people with disabilities as different, as dependent, as requiring to be looked after, or just "needy" there is a real risk we will treat them in a childlike way. This will lower the person's self esteem and autonomy, and reduce their own expectations about their own potential and confirm in their own minds that they are dependent and need care. This becomes a self-fulfilling prophecy, a vicious circle that continues and magnifies their disempowerment. It is the nature of the interaction that is crucial.

Some psychologists explain this through Transactional Analysis, a method for studying interactions between individuals that is built on the premise that when two people have an interaction, each will be displaying characteristics of either a Parent, Adult or Child. We can display any, and our feelings at the time determine which one we use; if we are feeling paternalistic about someone the more parental you feel and behave towards that individual as a parent, the more likely they are to feel and respond as a child, and the less equal the relationship will be.

The social model of disability and transactional analysis help us understand how paid staff have power and control over people, and highlight the problem we should be facing – the nature of and reason for our interactions so that they promote equal relationships and empowerment.



They have always existed - in all types of services – but it may not always be apparent. They flourish in the right sort of culture, but it may not be so obvious in some less positive settings. However, with facilitative management and introduced to positive change, such as the development of person centred approaches, they just seem to flourish. Why is this not true for all social care workers?

Over recent years much emphasis has been placed on developing a common standard of competent practice. While this is undoubtedly a good thing, many people still say that there is something missing; something which some do intuitively that elevates their practice above competent or even good, to great. There are many other support staff who despite learning a similar range of competencies - like appropriate lifting and the administration of medication – still find it difficult to understand and reflect on the impact of what they do and how they do it. The result has been that many staff and services end up adopting an approach that is task focused and rather rigid which risks coming across to the individual supported as controlling or bossy. This often sits easily with a parenting attitude that is caring in the traditional sense of the word, but ultimately creates dependency and lowers expectations.

*Above:  
Carol and Barry,  
Milton Keynes*

## On Track

I support someone as part of On Track (a forensic service) who was issued with a legal framework. The framework consists of conditions that keep others safe and reduce the risk of reoffending. Interpreting these conditions in order to live successfully in society took some getting used to. However I have always believed that with the right support there is virtually nowhere he can't go or visit.

It was recorded in his Person Centred Plan how important family contact was to him. He has three sisters, 2 live locally and 1 moved away over 15 years ago.

I regularly support him to visit his sisters locally and every Friday he talks on the telephone to his other sister. Staff have to be able to hear phone calls and because of this and by spending time getting to know him and his family, I understood that there was an amazing bond between them in spite of the miles that separated them. During these calls I could see and hear the happiness; sometimes even tears of laughter.

After one of these phone calls I asked him, when was the last time he had seen his sister. He couldn't recall. I was shocked and I asked the only question I could: *"Would you like to visit her?"* Without hesitation he said *"Yes!"*

The initial reaction from the people around him was that the activity itself would add to the risk of him reoffending. Additional use of public transport and densely populated areas were just a few of the concerns. However I felt very strongly that we needed to go the extra mile and find solutions rather than barriers to making this happen. After all in MacIntyre we have a way that we do things.

Being confident and articulate in my approach I started to advocate strongly on his behalf, challenging preconceptions and breaking the barriers down.

Success!

Within a few weeks I supported him to visit his sister and this was so successful that he now visits every 6-8 weeks. He has also become more confident using trains and has suggested visiting further afield when he has free time. I ensure the rotas work for him with staff regularly agreeing to work a longer shift in order for him to enjoy his visits fully.

### **Mark Evans**

Senior Support Worker  
On Track



On the other hand, people who have got it instinctively like Lindsay, who have the same level of competence, somehow seem to facilitate a different outcome: the person they support grows in self esteem and becomes more empowered. This is just as true for people with the most profound and complex needs like Ian who responded positively and in his own way was able to enjoy increasing choice and control - the ultimate goal of good social care interactions.

So what is it that is missing? Can we learn from people who have got it like Lindsay? Is it possible to deconstruct the nuances of their work and demystify good support work for the benefit of all? For MacIntyre finding the answers has become the great quest - a journey into the unknown involving travel in foreign lands and speaking a different language. We crossed sector boundaries to learn from others about good 'customer service' and the profiling of 'high performing' staff, and we now strongly believe from what we discovered that the answer to the "What is missing?" question is "Great Interactions".

*Above:  
Brian and James,  
Milton Keynes*

Organisations are complex and it can be difficult to identify the key activity, above all others, which defines what the organisation is about. What is it that ultimately makes a difference? What we realised was that for





## Paul's Story

Paul has a great sense of humour and loves spending time with people. We had already been supporting Paul for many years when we had our 'light bulb' moment.

Previously, we thought that we were supporting Paul well. However, when we started to reflect about the quality of the interactions we had with Paul and how they affected the outcomes he experienced, we realised we weren't doing the very best we could.

You see, Paul is registered blind and deaf. Staff had always been encouraged to use objects to help Paul understand what was happening but there was little consistency in objects or approach, and Paul was often confused. A bag of objects that Paul recognised and understood was created to support consistency, but still we thought we could do better.

Time was invested by the Senior Practitioners and Heads of Service to promote a facilitative way of working within the team. We learnt about the 10 facilitation skills and this helped everyone to really understand that the small things could make a big difference.

Touch is so important in Paul's world: it is his language. A gentle touch on the shoulder is now the way everyone says 'hello' to Paul. It is great to see staff showing warmth in that tiny little action. Staff carefully observe Paul to note his reactions to them and they try to reflect constantly on whether they are getting it right and what they could do better. Staff also have to be acutely aware of their positioning as Paul will react differently to people who tower over him when supporting him.

When we get everything right for Paul, he becomes so much more confident. He can now make choices around food and drinks, what he would like to do and where he would like to go. Our facilitative approach has ensured that Paul is now living his life in a way that makes sense to him.

**Anita Waddington**  
Head of Service  
Milton Keynes

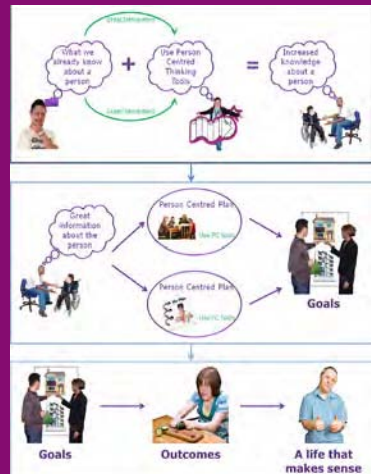


MacIntyre, and indeed for all social care organisations, the key activity is an interaction between a person receiving a service and an individual employee. Regardless of the setting, or the task, or the individuals involved - nothing can be done without an interaction. MacIntyre provides a wide range of social care and educational services. Yet despite the complexity of many different service models and the wide individuality of the people supported, MacIntyre can be simply characterised as a collection of interactions - commonplace interactions which are continuously taking place throughout the organisation, every day, evening and night of the year. Therefore it became self evident that if one wanted to improve the service one had to improve the quality of interactions - the everyday interactions between frontline colleagues and the people supported.

It turned out MacIntyre was not alone in thinking that something was missing in traditional workforce strategies. There is significant interest in the Great Interactions initiative from the Department of Health, Care Quality Commission, The Guardian newspaper, Skills for Care, the National Skills Academy for Social Care, Community Care and a number of other care providers.

Above: The Guardian features the MacIntyre Profile

Right: Debbie and Paul, Milton Keynes



## Being Person Centred

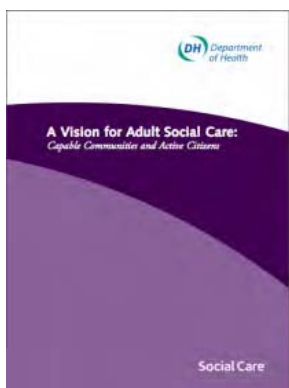
People themselves are experts in their own lives; we all want to have lives of our own choosing, have what is important to us present and the right support to be able to achieve this.

*“Person centred thinking and planning is a way to connect fundamental beliefs about what people want with practical ways of making things happen for individuals”*

Helen Sanderson and Jaimee Lewis A Practical Guide to Delivering Personalisation p20

*Person centred approaches is “the ‘how’ to deliver choice and control for people and can make a genuine impact on improving and meeting people’s desired outcomes. Person centred practice enables staff to learn what matters to an individual; what good support looks like; and how an individual communicates their choices and makes decisions. It also helps staff think about their role in the person’s life, and what they need to do on a day-to-day basis, to support people in the life which they want to lead.”*

Helen Sanderson and Jaimee Lewis A Practical Guide to Delivering Personalisation p18



In early 2011 The Department of Health published a *Vision for Adult Social Care* with a core principle of wanting the sector to develop:

“A workforce who can provide care and support with skill, compassion and imagination, and who are given the freedom and support to do so”.

In response, a cross sector Partnership published the highly influential *‘Think Local, Act Personal’* which exhorted all employers to:

“Support professional development and equip staff so they can play their part in the shift to personalisation. Ensuring **all interactions** are respectful and encourage the increasing choice and control of the person’s support is at the heart of all personalised provision”.

MacIntyre’s work directly influenced the drafting of this statement. As an organisation we firmly believe that we have an obligation to learn how to provide services that are more personalised and promote increasing choice and control. Great Interactions has been a key driver in ensuring we are better placed to fulfil this obligation, and it is now well embedded in the organisation. Subsequently an increasing number of other organisations, local authority and voluntary, have adopted all or some aspects of the approach.

Above: *A Vision for Adult Social Care*.

This book tells the story of MacIntyre’s initiative three years in, looks at the impact it has made and illustrates some of the organisation’s learning en route.



## **Andrew's Story**

"I live in Wolverhampton and I go to a council run Day Centre.

I heard all about Great Interactions at the MacIntyre Roadshow on the Wirral near Liverpool.

Great Interactions is very good and it was explained very well. It lets the staff know how we like to be supported and spoken to and helped in our lives.

My staff at the Day Centre don't talk to me like this. It would be nice if they would do. I have put in my PCP that I always try to be polite and helpful to other people – my staff, my family and my friends. I want other people to treat me the same. My staff at the Day Centre should learn about Great Interactions!"

**Andrew Simmons**  
Wolverhampton

# The MacIntyre Profile and Competency Framework

At MacIntyre we came to realise that despite our best efforts to be an excellent service provider and doing all the right things; fully adopting person centred approaches, making more investment in staff training than most, innovating in service provision, etc., there was still something missing. The solution was found in thinking about how to influence the quality of interactions and we did this by learning from the staff that seemed to have instinctively got it.

This simple understanding and seemingly straightforward undertaking has taken MacIntyre on a journey that ultimately has led to total organisational change. The desire to improve the quality of all interactions, in all settings, all of the time has acted like a powerful magnet that has realigned our workforce planning and development and created a profound and radical sense of organisational learning. We set about to achieve three things: to improve our recruitment of people who are more likely to either have it naturally or who would with the right support 'get it'; to learn how to teach and develop the facilitative skills of those who did it without thinking and to introduce a Great Interactions policy and implementation plan that would make the aspiration of true person centredness real in the experiences of individuals.



What made a good support worker?

Identifying the people who just got it instinctively was not a big challenge - when asked everyone seemed to know who they were! The bigger challenge facing the organisation was how we started to unpick what it was about Lindsay and others like her that set them apart, because it was clear that just asking Lindsay was not going to provide the depth of information that would be needed. In fact, like many people, Lindsay did not have the first idea she was someone who did it naturally, never mind why she did!

*Above: Gemma  
and Jan, Powys*



It was at this stage that MacIntyre started searching for a partner who specialised in 'behavioural profiling' as it was felt that there may be something different in the personalities of people who just performed well. If we could gather a large enough group of those who did it instinctively and use some profiling techniques, this may enable a better understanding and potentially uncover if there were any personality traits that were consistent within this group.

Following a conversation between Bill Mumford and a parent, Dave Milner (who happened to be a psychologist working for the HR specialists Kenexa), MacIntyre chose to work with Kenexa who recommended a suitable personality profiling tool as a way of starting to analyse in a more scientific way what it was, if anything, about these individuals that made them stand out from the crowd.

Kenexa began by conducting a job analysis of the support worker role, and profiling "high performing" support workers (about 30 individuals), to identify the personality traits and the behaviours of successful Support Workers (and Learning Support Workers in the context of the children and young people services).

*Above: Jake and Pam,  
MacIntyre School Womaston*





The results were surprising. We expected to see qualities such as being benevolent, considerate, sympathetic and having a genuine concern for others. However, we didn't expect that our support workers would be 'introverted', so much so there was a significant statistical difference between them and a control group - people chosen randomly from the general population. The discovery that an instinctively good support worker was more likely to be introverted than the population as a whole was indeed a surprise as we mistakenly thought of 'introversion' as being quiet and shy, the way most people would in everyday terms. However, in profiling terms this 'introversion' actually indicated a strong capacity to stop, to observe, to reflect and to advocate on behalf of others – and of course these were exactly the key traits that we were looking for.

This profile was independently re-tested by a much larger survey of recommended support workers across MacIntyre and exactly the same variations were found. Kenexa believed that there was now robust evidence that a good support worker had a demonstrably identifiable personality profile.

*Above: Jenny and  
Polly, Worcester*



Camphill Village Trust

## **Recruiting to the MacIntyre Profile at Larchfield and the Croft Communities, the Camphill Village Trust**

Over the last two years, two of our communities have changed from a predominantly resident volunteer workforce to a non resident employed model. During this period of change we have recruited staff to support admin and management roles: about 50 people in total.

Early in 2012 we attended the Recruiting to the MacIntyre Profile training and felt the approach made sense, provided a basis for improving outcomes and aligned to our values.

We started to use the tools it provided: the Personality Questionnaire, Competency Framework and using the 10 Facilitation Skills in our observations of candidates. We found they helped us to make judgements that were well informed and based on valid criteria which could be consistently applied. It helped those recruiting to have a simple and pre-agreed methodology structure. It meant our practice was consistent and it has made coaching new recruits more straightforward.

Using the Personality Questionnaire was fascinating for everyone involved. The candidates were intrigued with the approach, and selection panels found it made asking probing questions easier because the candidate also had a copy of the Personality Questionnaire and could see where the questions were coming from. The Personality Questionnaire also helped candidates to express what they felt were their strengths and they told us more about themselves if they thought the Questionnaire was not accurately reflecting their personality.

The competency frameworks and the questions that go with them has needed practice from selection panels to feel confident with using them – a weak candidate struggles to answer out of their own experience and this can be an uncomfortable experience for selection panel – however with a strong candidate the responses come more freely and it is less

*Right: Louise and James,  
Camphill*



hard work for the panel members. One of the key benefits of using the competency based questions is that it makes it equally possible for somebody who has decided on a career change and who has no social care experience to shine in the selection process and for the panel to be confident that they have identified the behaviours and competencies that the role requires.

Our selection processes involved a session with the candidate and the people we support. Analysing the candidates' behaviour during those sessions using the 10 facilitation skills was really helpful to decision making.

Eighteen months in it is possible to identify those people who were recruited to the MacIntyre Profile particularly in the way they are engaged in their roles and how they respond to new learning and the changing needs of those they are supporting. Recruitment and selection is not an exact science, but we have felt that recruiting to the MacIntyre Profile has given us confidence that we are truly selecting the people who will be most likely to have Great Interactions!

With some further training from MacIntyre - thank you for your generosity - we are now moving on to the next stage in our journey with Great Interactions.

**Tom Blake**  
HR Manager  
Camphill Village Trust



Profiling applicants and staff against the competencies required in a role is an established practice in many commercial organisations, yet in the social care sector it is seen as something of a radical concept and perhaps frowned upon.

However, we felt we couldn't ignore this finding, particularly as there is strong evidence that most unstructured interviewing processes have an unintended bias towards people who are extroverted.

Adopting such an approach was something MacIntyre felt was absolutely necessary in order to try to unpick what it was at the heart of good support (what we now call our DNA). Indeed it was our view that, if it was good enough for large commercial organisations, then why shouldn't a social care organisation with a vital role to play in supporting thousands of individuals with learning disabilities adopt a similar approach?

*Above: Michael and Sam, Wingrave*

*Right: Will and Wojciech, MacIntyre Womaston School*

But we soon identified another problem. If the skill needed to be a good support worker only existed in what we called then the 'naturals', this had very serious implications for the availability of the right people out there who could work in social care. As Maria Tole, Head of Care at Wingrave School succinctly put it:







*“When recruiting you are fishing in a small pond for people who will work in a relatively poorly paid job and you have to find people with aptitude and openness to learn because there are just not enough naturals out there!”*

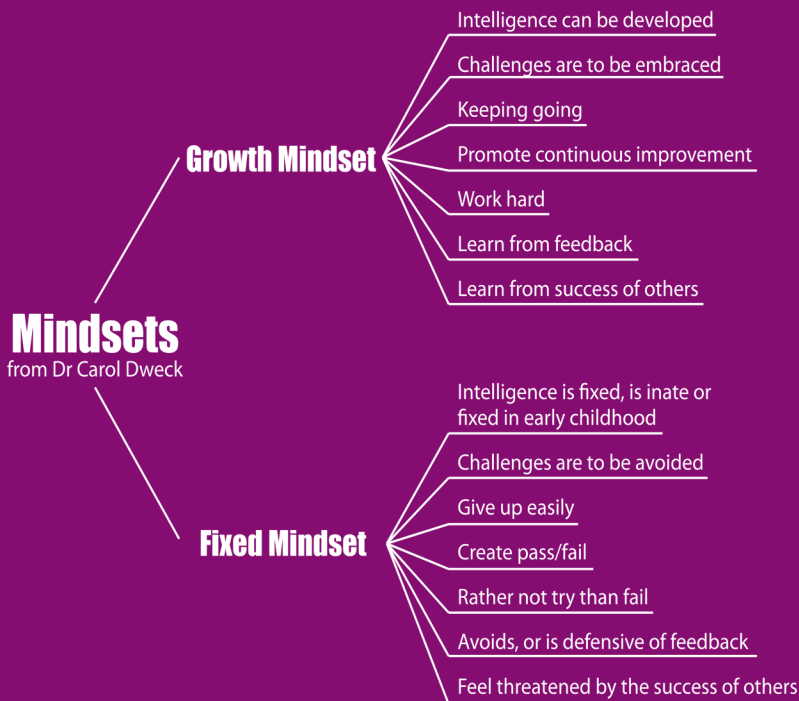
Clearly, while knowing certain personality traits of good support workers was a positive step in the right direction, on its own it would have had limited impact on the organisation. This new-found knowledge had to be used to underpin all aspects of workforce recruitment if it was to have a wide-ranging impact on the organisation. This led to the development of a MacIntyre Profile for a good support worker.

It also highlighted two other pitfalls of viewing people selected through profiling as being seen as “naturals” – firstly, that people who matched the profile would feel there is nothing more to learn and, secondly, those who didn’t would feel somehow disadvantaged. We soon discovered that what was also crucial in recruitment was identifying in people what we have come to know as a ‘growth mindset’ – a willingness and ability to learn, adapt, and reflect. To be clear no one was concluding that people who are naturally extrovert could not become excellent support workers

*Above: MacIntyre School Wingrave*

# Growth Mindset

“In a fixed mindset students believe their basic abilities, their intelligence, their talents, are just fixed traits. They have a certain amount and that’s that, and then their goal becomes to look smart all the time and never look dumb. In a growth mindset students understand that their talents and abilities can be developed through effort, good teaching and persistence. They don’t necessarily think everyone’s the same or anyone can be Einstein, but they believe everyone can get smarter if they work at it.”





- we just encourage them to listen a bit more and hold back on their urge to take over! So whilst the MacIntyre Profile did give us the opportunity to create a benchmark, we needed an effective recruitment process that allowed us to identify both the 'naturals', and those others with the zest for learning and therefore the potential to become good support workers.

Working with Kenexa, the profiling information was used to develop a series of behaviour-based questions commonly referred to as a competency framework that could then be used to support the recruitment process for new support workers. This is a series of probing questions that are linked to the job role and are designed to elicit responses from interview candidates giving a better indication of how they might interact with others. Psychologists tell us that the best predictor of future behaviour is past behaviour, and so we need to learn how to ask questions within an interview that help the candidate to evidence their answers. This is a particularly important skill when recruiting people who have no past experience of social care work to draw on.

*Above: Janis and Graham,  
Milton Keynes*

A group of staff responsible for recruiting in a number of MacIntyre's services (Frontline Managers) were trained by Kenexa in how to use the profile reports of the



## Starting to work for MacIntyre

I started with MacIntyre last year and found the recruitment process very helpful and informative. Before interview I was given plenty of time to complete a Personality Questionnaire which outlined how my personality would fit the job role. I thought this was a great way for MacIntyre to get to know potential employees and it was interesting for me to read too.

I commenced as a Support Worker with Cherriton, on the Wirral, on 24th September 2012, and since then I have really enjoyed getting to know the people who live there and the very personalised ways in which they like to be supported. The staff at Cherriton gave me a great insight into MacIntyre's way of supporting people and how to provide best practice. MacIntyre is different from my previous employer. I came from a large organisation and it was nice to come to a smaller setting, where more quality and purposeful time can be spent with people.

I found the 'Introduction to Great Interactions and Facilitation' e-learning module really beneficial. I enjoyed identifying the skills used in the clips and discussing these with my Senior Support Worker, but the best bit was thinking about how I use the skills to have a positive impact on the people I support. I like the phrase we use; *'it ain't what you do, it's the way that you do it'*, this makes absolute sense to me.

I am very impressed with the support which is provided at Cherriton, as the interactions with the people who live there are fantastic. I've observed that some of the team are naturally good at interacting, but I know that I'm building on my own skills all the time.

My confidence and practice has improved since coming to Cherriton, as the amount of help I have received has been better than I could have expected. This guidance and support has helped build my self esteem and belief in myself and I now feel I can work to the best of my ability and use my initiative in doing things.

I owe a lot to the people at Cherriton and thanks to MacIntyre for allowing me to settle into this Support Worker role and keep developing my skills.

**Craig Dougan**  
Support Worker  
Cherriton



job applicants and how to conduct competency-based interviews. This new approach to recruitment was then piloted in four areas of MacIntyre – one of which was Wingrave School. Wingrave is a residential school in Buckinghamshire run by MacIntyre that delivers person centred education and care for young people aged 10 to 19 years. In May 2008 Wingrave School became a pilot site for Great Interactions and started recruiting to the MacIntyre Profile. Today, five years on, the majority of the Practitioners and Senior Practitioners working at the school, have been recruited in this way (MacIntyre uses the generic term 'Practitioner' for frontline support workers who have a variety of job titles). This is a total of around 140 staff. The results have been impressive:

- **Probation period** In the 6 months prior to the introduction of 'Recruiting to the MacIntyre Profile', 6 staff left during the probation period. In the last four and a half years since May 2008, when the new recruitment method was put into place, to October 2012, only 9 staff have left in their probation period.
- **Open to Learning/Growth Mindset** In May 2008, at the time the profile was introduced, 18% of staff were undertaking or had achieved

*Above: Nicole and Sophie,  
MacIntyre School Wingrave*

# Competency-based Interview Questions

**Normal interviews (also called unstructured interviews)** are essentially a conversation where the interviewers ask a few questions that are relevant to what they are looking for but without any specific aim in mind other than getting an overall impression of the candidate. Questions are fairly random and can sometimes be quite open.

**Competency-based interviews (also called structured or behavioural interviews)** are more systematic, with each question targeting a specific skill or competency. Candidates are asked questions relating to their behaviour in specific circumstances, which they then need to back up with concrete examples. Some examples of competency-based interview questions used at MacIntyre are shown below:

- Tell me about a team situation where you have had to be particularly patient? (Respecting and understanding others)
- How in the past have you supported your colleagues? Can you give me an example of a situation where this has been especially important? (Working with and developing others)
- Describe a situation where effective listening whilst communicating was especially important (Influential communication)
- Describe one of the most difficult work related problems you have faced (Problem solving and decision making)
- Describe a situation which best shows your ability to 'think on your feet' or use your initiative (Adaptability and Openness)



their NVQ 3. That figure now is 63%, including QCF Diploma in Health & Social Care. Staff recruited using the MacIntyre Profile have a greater willingness to engage in learning.

- **Promotion** Of the 14 Senior Practitioners, 10 have been recruited from the Practitioner role, and all were originally recruited to the MacIntyre Profile. The external market was tested, but internal candidates were successful. Many other staff, if they have left their Practitioner role in the school, have transferred to other posts in MacIntyre.
- **Performance Management** There are far fewer performance management issues. Since the introduction of the new method of recruitment there have been 13 formal sanctions for staff who were not recruited to the MacIntyre Profile. During the equivalent period there was one formal sanction for a member of staff recruited to the MacIntyre Profile. That one formal sanction was not about this person's practice in relation to the children they were supporting, but another matter.

*Above: Roger and Michael,  
Leicester*

## What some other managers and interviewees have said about the Profile

"There have been times when I have offered positions to people with no experience over interviewees with NVQ qualifications as they have not been able to give examples of how they have applied theory to their day to day work".

**Kirsty Peachey** - Area Manager, Herts

"It's so much better. Under the old system, people would just give text book answers at interview, but now the process demands examples from people's work practice so you get a much better idea about how people will act in certain situations."

**Hannah Crampton** - Head of Service, London

"I do think it's better. You get a better standard of staff. You can see that they have ambition - they want to move forwards. Staff that are coming in now are more dedicated. It's a career choice for them."

**Vivienne Donald** - Head of Service, London

"I've seen some really clued up people walk through the door under the new profiling system. They have the right mindset and are especially geared towards Great Interactions. It's in their blood."

**Kiri Crequer** - Administrator, London

"I really enjoyed the experience. It makes you more aware of your approach and it was really good to get feedback from the personality questionnaire, it makes you more aware of the kind of person you are."

**Natalie Seddon** - Support Worker, Warrington

"Being interviewed and having to think about certain answers from reflection on things you had done, really makes you aware of how you approach things. The questions were really specific to the role and good way to interview. I really enjoyed it."

**Aaron White** - Support Worker, Warrington

"You know there are very few people who can tell you about yourself! The quiz - I enjoyed it. It was good. And at interview, it helped me to learn how far I could take the job - what my goals should be and what I could improve on."

**Nancy Ngahu** - Support Worker, London



These results have been replicated in other areas across MacIntyre.

The improvements at Wingrave have attracted positive comments from people:

- *'The staff in the house have improved tenfold and my son has just had the best summer in the four years that he has been here'* **Parent**
- *'I had no previous experience before working at the school. The interview felt like you were really interested in what I was like as a person and how I would behave at work, which was great'* **Support Worker appointed using the MacIntyre profile**
- *'The staff recruited through using the profile seem to be so enthusiastic about their job. I feel confident that the quality of support and interaction has really improved'* **Head of Service**
- *'It has made me think much more about how we want a Support Worker to be and not just about what they know'* **Head of Service**

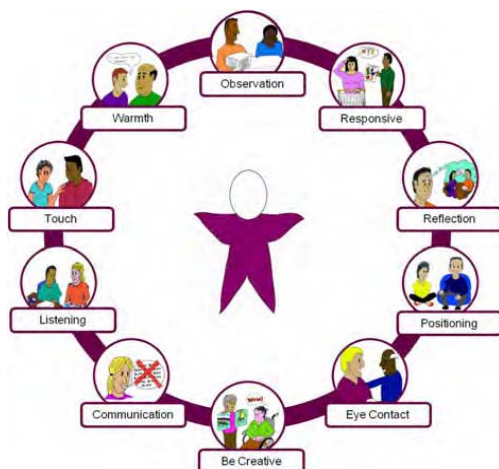
Above: Sophie and Tina,  
Milton Keynes

# Facilitation - The MacIntyre Way

At the same time as Kenexa was developing the MacIntyre Profile and competency framework for support workers and senior support workers, parallel work was taking place to further unpick what it was that some people did that made those around them recognise them as what we called then ‘naturals’.

Gwenne McFadzean who had joined MacIntyre in 2005, got involved in a project designed to improve the communication skills of staff within the organisation. She developed a three day communications training programme that was rolled out across the organisation and which was well received by participants. However, when she reflected on what it was she was trying to achieve, she quickly came to the conclusion that it was not just about the passing and receiving of information (communication in the traditional sense). She saw that it should be more about total engagement and what impact the improved communication was having on the person being supported.

By chance she happened at the time to be sent some video footage that had been taken for a completely unrelated project, the making of ‘A Day in the Life of MacIntyre.’ From close scrutiny, this footage began to unravel what it was that a good support worker did



at a given moment that led to a positive experience for the person they were interacting with. These observations about what worked, coupled with Gwenne's reflections on what had worked successfully during the communications training, started the identification of what became the ten MacIntyre Facilitation Skills.

In MacIntyre, we use the word facilitation to describe our way of working directly with the people we support. We believe it is the best way of providing support that enables a person to take increasing control over their own life. The idea is simple: we all feel more in control if we are listened to and have the opportunity to have our say. But, for many people with a learning disability, this can be a particularly difficult and frustrating part of their lives. Facilitation is a range of subtle skills that overcome these difficulties and lead to improved communication.





## Jessica's Story

My name is Jessica and I am an 'Expert by Experience'. This means that I am able to visit MacIntyre services with support and complete a Great Interactions Audit.

As part of my learning, I wrote all the skills down and I watched the Great Interactions film. I knew straight away that I already used some skills, like positioning myself in the right place and listening, but I realised I could use many more. My first visit was to Whiteladies Close in Worcester where I noticed how the support staff stood back and didn't talk for people and when they needed to step in, they kept a low profile. I started to notice all sorts of things like one of the support workers, Tracy, was supporting Pat to make her lunch and every time Pat asked her a question or spoke to her, Tracy stopped, turned and faced her and paid attention - every single time. I liked this and talking about it with my support worker I realised just how many skills Tracy was using positioning herself, making great eye contact, listening, lots of warmth and humour, touching and speaking clearly.

Now I am going to do three things:

1. Think about my own interactions with my friends
2. Remind my support staff to think about their interactions, (although they are pretty good staff and I have no complaints!)
3. Think about how I can use all of the skills I have learned when I Skype my friends - now, there's a challenge!

**Jessica Hiles**  
Worcester



Good facilitation skills are a pre-requisite for providing services in a personalised way. They are the foundation of good person centred ways of working, of supporting progression and increasing self-determination. To avoid the common accusation of “*new types of worker but same old interactions*”, all of us, in all fields, but in particular frontline workers need to develop our core facilitation skills.

*Above: Tom and Ralph  
Crosby Close*

*Right: Billy and Sabina,  
MacIntyre School Womaston*



## Billy's Story

At Womaston School, staff have worked hard on developing a greater awareness of the 10 facilitation skills and are using these to improve their work practice with the students. A prime example of this is one of the students, Billy, who previously was uncomfortable using symbols to communicate his choices, for example, evening activities. Billy has a limited vocabulary so we needed to find a way to enable him to express what he wanted to do.

Staff thought about their facilitation skills, their positioning, the communication methods they were using, gaining eye contact and the warmth used to greet Billy when encouraging him to make this choice. Following each session we reflected on what had worked and what could've been better. We simplified our speech to one word, and signed 'choose' over the symbols and although it has taken a long time Billy can now make a choice. He holds the hand of one of the staff and makes them point to the symbol of his choosing. Our next goal is to support Billy to progress on to making that choice by pointing to it himself.

Sometimes it may seem like nothing is working but through time and with good facilitation and especially reflection, Great Interactions helps turn small steps into great outcomes for people.

### **Martin Evans**

Senior Learning Facilitator  
MacIntyre School Womaston

# MacIntyre's Ten Facilitation Skills



## Observation

Noticing and recognising changes, however small, in an individual's facial expression, body language, voice, behaviour and demeanour and responding appropriately is good facilitation.



## Responsive

Getting to know someone and understanding and relating well to him or her helps you to be responsive to their needs and wishes. Show that you are receptive at all times by stepping in when you are needed and back when you are not, subtly checking all the time that you are getting it right. If you are not responsive, you could miss the moment and that opportunity for meaningful interaction could be lost.

## Reflecting

Good facilitators do this all the time: thinking about successful or not so successful interactions, evaluating these, learning from them and planning and preparing for the future is what reflecting is all about.



## Communication

Preferred methods could be speaking, signing, or using pictures, symbols or objects. Keep it simple and use short sentences. Talk about the 'here and now'. Tone, pitch and speed of delivery are all important. Use all available methods of communication needed to get your message across.



## Eye Contact

Eye contact informs the person that you are ready, interested and willing to engage in interaction. Eye contact can also offer reassurance, encouragement and express things we do not need to express in any other way.



## Touch

Friendship, fun and reassurance can all be delivered with a gentle touch, a hug or a playful nudge. But get to know the preferences of the other person first.



## Listening



Be patient. Communication requires turn taking so be prepared to give people sufficient time. Communication is so important so why the rush? It is essential to listen carefully and give someone your full attention in order to notice any changes in their communication, for example, in tone or pitch.

## Warmth



This is evident through body language, tone of voice, facial expression, positioning, language used, friendliness, and actions. Going that extra mile and making someone feel special and proud – it doesn't get much better.

## Positioning



Think about how to position yourself to ease communication. For instance, towering over someone can be intimidating. Lowering yourself to the height of the other person or lower in order to empower that person supports good facilitation.

## Creativity



If you want to be listened to, be interesting. Be an appealing person to interact with. It may be necessary to be creative, spontaneous, and to adapt your usual methods of communication to initiate or sustain engagement.

Right: Chloe and Gina,  
Oxford

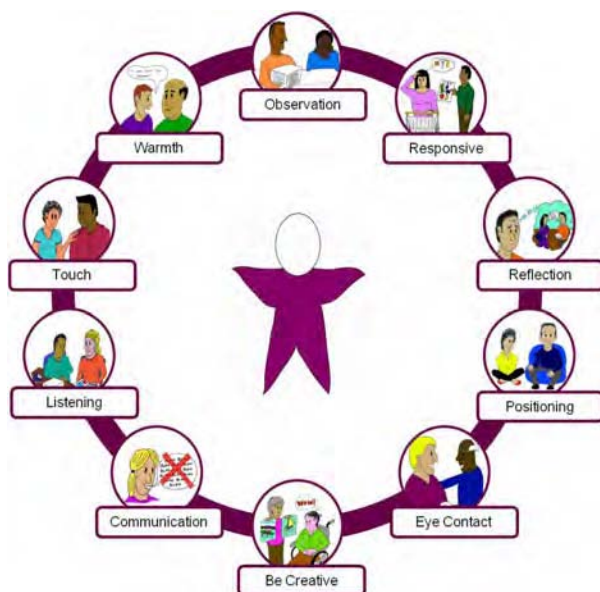


## Oxford Lifelong Learning

A few weeks ago, we at Oxford Lifelong Learning had a Quality Monitoring Review of the service. The Officer conducting the review made the following comments about the service; these comments could easily have been written in our Facilitation manual.

*'...The interactions I observed were 'great' - I observed MacIntyre's learners were comfortable, relaxed and happy. They were eager to show me where they spent their time and what they did. The staff, I noticed, were not intrusive of the learners' activities, they really were there for support if needed/required. This was particularly pleasing to see - it was evident that by this approach the learners were confident and independent. Staff have obviously taken on board the 'Great Interactions Policy' wholeheartedly and have been able to implement it in their work. Communication was clear and paced to suit the learner ... I like that you have to consider things that so many people take for granted nowadays. I like that it is a simple idea that works. I like that it holds so much common sense. If you think about the dynamics of a conversation and the power imbalance that can be achieved just by someone standing and the other person sitting or by not looking at someone, considering distractions, I could go on...'*

**Penny Canwell**  
Locality Manager  
Oxford



Calling the above facilitation “skills” stimulated a lot of debate within MacIntyre. Is “warmth” a skill and can it be taught? But if we can’t help colleagues to work in a warm and engaging way they will always struggle to win trust and connect with people. Including “touch” in light of the type of work people do within the organisation is potentially controversial, but in analysing the videos it was so obvious that an appropriate touch at the right time, in the right way could make an interaction great.

We learnt from the idea of the growth mindset that whatever our starting point we can all learn to develop our core facilitation skills. To this end we defined a facilitative way of working that is based on the development of core people skills that are observable as discrete behaviours. They can all be learned and developed; the best frontline workers are good at not just some but all the facilitation skills. They constantly think about their work and practice, they seek out and learn from feedback and are willing to be creative and try new things.

*Right: Jess and Linda,  
Chesterfield*





## Chesterfield Story

“Eat your heart out Strictly”

Jess, a learning support worker, knows Linda really well. She has learnt to observe Linda closely and, by picking out subtle cues, is able to respond to them, but at a pace that is right for Linda. Jess follows Linda's lead, never taking over, just responding and encouraging Linda to take control.

Linda and Jess have an understanding – when Linda starts to move her feet Jess knows what to do!

Watching the two interacting always makes me smile. Linda has a unique take on disco dancing, lots of hands on the floor and legs in the air! Jess observes Linda for a little while, catches her eye, which is the unspoken invitation, and responds. A solo performance becomes a duet. Linda becomes more animated when Jess joins her and she leads Jess into a dancing game of twister.

Everyone else becomes involved; whistling, clapping and lots of laughter is heard.

Linda bows.... Then Jess.... What Great Interactions!

**Jayne MacKinder**  
Senior Learning Support Worker  
Chesterfield



This has meant significant investment not just in recruitment, but in staff development, and MacIntyre has a training strategy that supports the implementation of Great Interactions. This has become a very successful way to embed the skills in the workforce.

Others think so too. The facilitation training programme was awarded the prestigious Winner of Winners Accolade by Skills for Care and deemed the most innovative workforce initiative of 2010.

*Above: Mark receives the  
Skills for Care Winner of Winners  
Accolade 2010*

*Right: Gerry and Rosie,  
Milton Keynes*



## Rosie's Story

Great Interactions means a heck of a lot to me, because it comes down to me being at the centre of my service. It means that staff can make things better.

I get support from lots of different people, they all know about the 10 skills and this makes my support better. Gerry is marvellous all round, I couldn't have hoped for a better key worker. Part of the reason Gerry is great is that she knows about the skills and she uses them really well when she supports me. Gerry always stops to listen to me; she doesn't do other things at the same time. She uses eye contact well, which makes me feel really good, and makes me feel I'm being listened to. If I tell Gerry something she responds to it really quickly.

I think the most important skill is observation as it is important Gerry sees things straight away. It's important because Gerry then knows when to respond and step in and she knows when to step back and let me take control like at 'Experts by Experience' meetings; Gerry steps back and I do the talking.

Gerry also knows when to step in; when I'm stuck on something. She observes and notices my facial expression and body language and knows when I'm not sure of something. She steps in to help but will then step back again. She never takes over. This is how it should be!

**Rosie Joustra**  
Milton Keynes

# Facilitation Training

MacIntyre sees Great Interactions as the golden thread that runs through everything we do and as such it is incorporated into all our workforce policies and most particularly our training whether for our new employees or experienced managers.

## New staff

New staff get a sense of MacIntyre's facilitative way of working as early as possible: having been recruited to the MacIntyre Profile prior to starting a new practitioner receives a DVD introducing Great Interactions through a series of film clips.

During the first few weeks of induction the new recruit is then introduced to the Great Interactions and Facilitation Module, where they learn more about working with a facilitative approach and learn about the 10 skills that make a Great Interaction. We have developed a "see and teach" approach whereby the member of staff watches a series of video clips, each clip showing a different interaction between someone who uses a service and a member of staff, and is then asked to identify the skills that the member of staff demonstrates. The new recruit then meets with their mentor, often during formal supervision, to discuss what they observed and analysed from the video clips.



## **Tova Home, Norwood**

Recently, one of the young men who lives in Tova was out enjoying an exploratory ride on a side by side tandem bike. He had managed to ride around the Village several times before the member of staff who was supporting him felt that maybe it was time to go in and make a meal. The staff member explained to Sonnee that the ride was finished as he needed to take the bike back, however Sonnee refused to get off the bike, insisting instead that they go round the Village several more times.

Finally it was felt that Sonnee should finish his ride and go into the house for dinner. Firstly the member of staff tried to talk with Sonnee but he still refused to get off the bike. Then a second member of staff tried, without success, to persuade Sonnee to get off the bike.

Witnessing the whole scene I went outside and signed 'Finished' to Sonnee, then 'Let's go into Tova and get a drink and something to eat' immediately he got off the bike, smiling, and walked into Tova with me to get his refreshments.

Since this day everyone in the house has signed to Sonnee with fantastic results. We now understand how important a facilitative approach is and what a difference Great Interactions can make.

**Lynette Collins**  
Tova Home Manager  
Norwood



*Above: Carlos and Jody,  
Hertfordshire*

*Right: Ceri and Anne,  
Hertfordshire*

It may be that they are asked to revisit the clips if there are gaps in their observations or recognition of the impact on the outcomes, that certain skills have had. When their mentor is happy that the new recruit has successfully identified the facilitation skills, they observe them using these skills in practice. Only when it is deemed that the new recruit can put what they have observed into practice is the module signed off. All staff have a performance objective around Great Interactions and therefore this is just the beginning of the journey for the new recruit, as they will discuss their facilitative approach during supervision, throughout their career.

With Great Interactions everyone has a role to play and therefore we have created some specific training for different job roles:

## **Practitioners**

Having passed induction, there is on-going development for practitioners to improve their understanding of Great Interactions and enhance their skills. They will receive short training sessions and facilitated discussions during team meetings and development days, as well as reflecting on their skills during supervision. The use of film, e-learning and detailed training exercises



## Crosby Close

The Senior Practitioner team at Crosby Close have all undertaken the Great Interactions training and the advanced course, which is about facilitating progression.

Our role is to mentor by best practice and share our learning, so we facilitated our first Great Interactions session with the rest of the team. We focused on the facilitation skills, the 'Care vs Support' exercise, and our 50 word signing vocabulary. It was a really interactive session and has made everyone more conscious and confident about the interactions they have with the people we support.

Focusing on our facilitation skills, in particular creativity, communication and reflection has resulted in people having an increased ability to make informed choices about everyday aspects of life. People really feel that staff are listening to and responding to them.

This is still a work in progress, there is always room for improvement and more to learn, but we feel that the knowledge that the Senior Practitioner team have gained from their training has made a positive impact on outcomes for people and on staff confidence and practice.

**The Senior Practitioner Team**  
Crosby Close



helps to ensure the practitioners have a good learning experience that impacts on practice. Practitioners are also encouraged to read and contribute to the Great Interactions blog where best practice is shared and ideas formed.

## Senior Practitioners

Experienced workers, known in MacIntyre as 'Senior Practitioners'; people who have been judged to be good practitioners and who often undertake supervisory responsibilities but are not called managers, learn about their responsibilities to train and mentor their teams by attending an interactive, practical and experiential training programme, designed to support participants to acquire knowledge and skills, which they are expected to pass on to their teams. The Senior Practitioners learn about the facilitation skills through creative exercises, films and discussion; they consider the impact they and their teams have on the outcomes of the person they are providing support for. They learn how to evaluate current practice using the Great Interactions Audit and how to implement improvements with a focus on respect, inclusion, equality, increased choice and control and a life that makes sense to the person. A copy of this audit tool is available from the MacIntyre website.

[www.macintyrecharity.org](http://www.macintyrecharity.org)

*Above: Gumbo and Andrew,  
Leicester*

*Right: David and Frank,  
Chesterfield*





## Great Interactions Training Top Tips

1. It's about the small things, all day, every day
2. Facilitation is a great deal more than just communication, it's the way that we do it
3. Don't overcomplicate things and try to be consistent
4. Always think about the desired outcomes for the person and support progression
5. Consider the difference between care and support
6. Solutions can be found to 'barriers' – 'how?' rather than 'can't'. Be creative!
7. Learning should be meaningful and enjoyable for everyone. Take the opportunity to learn from one another
8. Reflect personally and as a team, encouraging feedback and celebrating the positives.



## Frontline Leaders

Frontline Leaders learn and reflect on Great Interactions in team discussions, on development days in their local area and with their wider peers at their annual conference. Their specially designed seven day Frontline Leaders Programme, supports the facilitative approach particularly in topics on leadership, reflective practice and improving service quality.

## Corporate Managers

Corporate Managers have a bespoke course to support professional development, which again incorporates a facilitative way of working. They write Great Interactions development plans for their areas, co-facilitate development days for their teams and receive 1:1 support as required to do this.

Great Interactions is a focus in Supervision and Appraisal training, it is referred to in risk assessment training and manual handling, in safeguarding training and workshops on dementia. It is incorporated into everything we do. Linking all training to Great Interactions and good outcomes for people, and using the language of the 10 facilitation skills, ensures that MacIntyre's way of delivering services and commitment to a facilitative way of working is clear to everyone.

*Above:  
Michael and Tony,  
Eastleigh*



An external organisation's view of the Great Interactions course:

“Our initial thoughts on Great Interactions as we turned up for the training was that it was going to be another training course on communication, but... the training exceeded all our expectations on what good interactions are all about and really opened our eyes. Throughout attending the course we became more aware that this facilitative way of working is the foundation on how we should support people - all day every day in all social care settings We came to realise that “it ain’t what you do it’s the way that you do it” as people do not experience our values they experience our behaviours.”

**Denise Perks, Amanda Shields**

Team Leaders  
Norwood

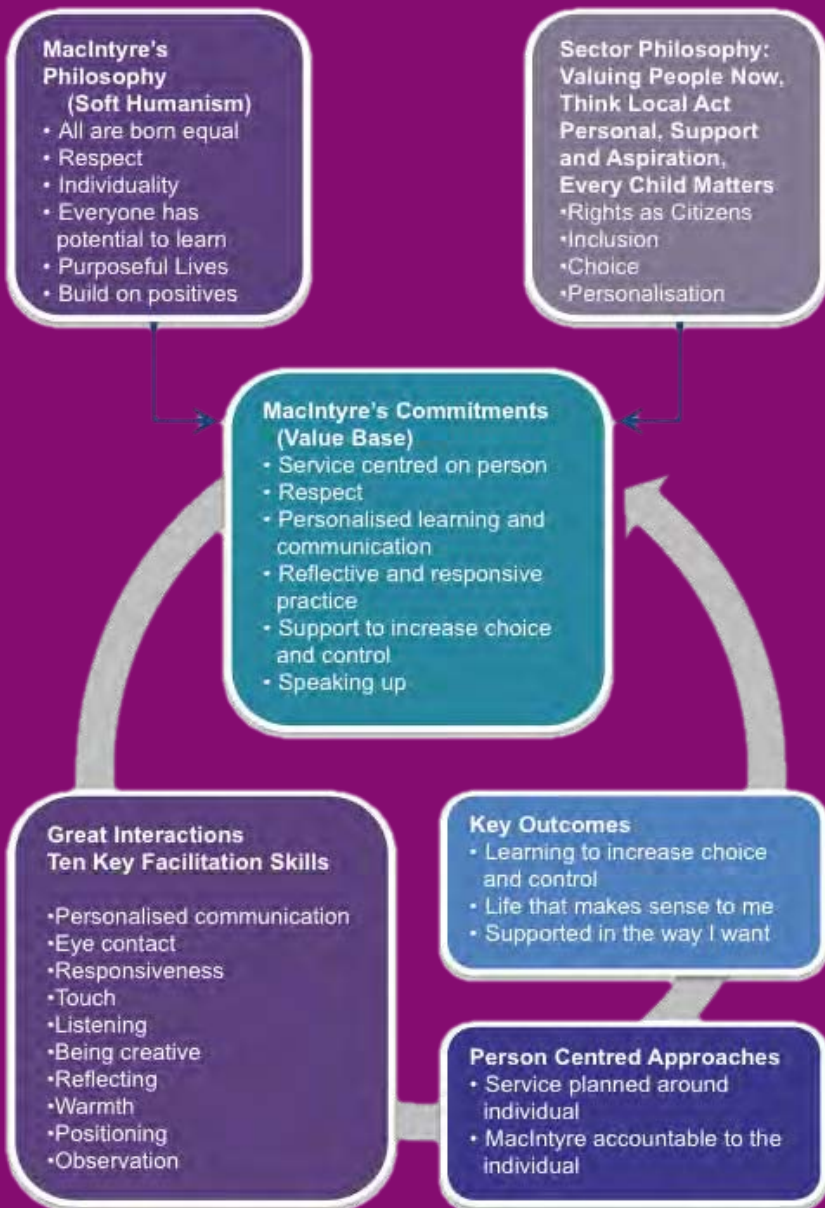
*Above: Liz and John,  
Wirral*

# Implementation

*There were once two stone cutters who were chipping square blocks of granite. A visitor to the quarry where they worked asked them what they were doing. The first stone cutter, looking rather unhappy grumbled, "I'm cutting this damned stone into a block." The second, who looked rather pleased with his work, replied "I'm part of the team that's building a cathedral".*

Having developed the MacIntyre profile, started to use the competency framework, identified the facilitation skills and developed training around them, the challenge became how to pull all this together and implement it across the whole organisation. We realised this was about the culture of the organisation as a whole – it was about its philosophy, its values and vision, Great Interactions, person centred approaches and all working together for a common purpose: good outcomes for people. We have come to know these things as our DNA – see *opposite*.

This has involved culture change on a wide scale and we drew on positive examples of the management of change in other industries. Firstly, we recognised the importance of leadership. Organisational culture is often described as 'the way we do things round here'. When an organisation wants to change the way it does things, strong and principled leadership becomes even more important. Leaders have a pivotal role to play in the success of any culture change programme. Employees look to their managers and senior managers for explanation, support and guidance. It was therefore important that the leadership within MacIntyre set the





tone of the new culture and ‘walked the talk’; led the culture change movement as a top priority and championed its rationale and benefits; ensured all its policies and communications were consistent with the new culture; and regularly measured and reflected on the progress of change.

The focus was consistently on the quality of the worker on the frontline and their interactions with the people they were supporting, and based on the principle that it was better to improve all interactions by a little bit, rather than a few interactions a lot. We achieved this by adopting the concept of a growth mindset within our corporate strategy to ensure MacIntyre colleagues would be recruited, trained, coached and encouraged to focus constantly on improving their performance. As a result we have encouraged colleagues to have a greater understanding that their abilities can be improved over time through hard work, reflective practice and persistence. When presented with an obstacle, they increasingly have learnt not to fear failure but to rise to the challenge. In this same way we believe this approach has become important for MacIntyre’s success as an organisation; through developing a culture based on a growth mindset it will become more resilient, will innovate and ultimately

*Above: Kenny and Sharon,  
Warrington*





be more successful.

Organisational transformation was designed like a great ocean wave: moving swiftly across the surface, harnessing immense powers and turning everything upside down. This would be followed by another wave and these would not go away but keep coming. In MacIntyre these waves have been the wholesale revision of our recruitment process and the implementation of facilitation training mentioned above, and also how we introduce person centred approaches, localism and community presence alongside a comprehensive re-engineering of workforce supervision and appraisal.

Another helpful approach was the direct and strong focus on frontline service deliverers as being critical in ensuring the change was effectively implemented. Within MacIntyre, the responsibility for overseeing the delivery of Great Interactions was placed at the senior support worker level - in effect creating a ground-up approach rather than resorting to the more traditional top-down managerial approach. The initial phase of training was targeted at this group, who had supervisory responsibilities but were not managers. This was not without difficulty as a number of managers questioned why they were not more actively involved in the early

*Above: Tracey and Paddy,  
Chester*



stages. However, the need and desire to give ownership of this initiative to those at the frontline from the outset was deemed to be sufficiently important to hold a firm course; more senior managers had to wait to catch the next wave and recognise that their role was to provide support to those tasked with driving the change.

It was essential throughout this change that staff felt valued within MacIntyre. Whilst many of them have received training, this was secondary to the demonstration that the organisation was spending time and money on them, as it recognised them as the people upon whom the outcomes were dependent.

All staff had a new duty placed on them regarding the standard of their practice with the introduction of a Great Interactions Policy, part of which is reproduced here. This is in addition to the normal expectation that employees will uphold the organisation's values. The success of this policy relies on all staff understanding what is expected of them and knowing how to improve their own interaction skills. This requires learning how to be reflective. Successful outcomes rely on frontline staff being “given the freedom” to use their own initiative and be responsive to the individual being supported.

*Above: Charlie and Rachel,  
Nottingham*



# The MacIntyre Great Interactions Policy

MacIntyre believes that most important to the quality of all our services is the quality of interactions between our employees and the adults and young people with disabilities they support.

- All staff will be personally responsible for the quality of their work
- Operational line managers will be responsible for the quality of the work within their team
- All support staff and operational management will be recruited, inducted and trained to work in a facilitative way that promotes great interactions
- Supervisory staff, working in services, will develop a high quality way of working and will have the lead role for making this policy work throughout MacIntyre
- Corporately, MacIntyre will ensure there is enough investment to make this policy a success and we will put in ways of measuring that success
- The success of the policy will be measured by the appointment of a corporate champion, and within Person Centred Reviews. In addition MacIntyre will develop a wide range of formal and informal measures that include reflection and challenge to encourage ongoing improvement



Most social care interactions, even in team settings, are one to one, they are not observed and so the worker needs to be able to moderate and develop their own practice. Supporting people in their own homes, working within reablement services and with the growth in Personal Assistants, people are increasingly finding themselves working on their own.

This presents new challenges to large and even small providers in how to ensure excellent service. To enable colleagues to do this well they need to have been properly recruited, introduced to the core facilitation skills and then encouraged to reflect on their own practice.

Rather than rely on the traditional ‘top-down’ approach, we have encouraged staff to develop creative and clever ways of bringing in good practice locally, and make sure that there are ways to share that practice with other teams across the organisation. As an organisation, these are supported through the development of peer groups, a widely used blog and local Showcases which share excellent practice and are held across the country.

*Above: Thomas and Fra,  
Bedford*

## Sarah's Story

My name is Sarah and I am a Student Nurse studying Learning Disability Nursing. I have recently been on work experience placement at Amptill Lifelong Learning Centre for four weeks. I was very excited about starting my placement, however I was very anxious about the people you support not accepting me and allowing me to support them with their life learning skills.

On my first day at placement, I spent a lot of time observing the activities that were taking place and the attitudes of people towards the activity they were participating in. I then realised there wasn't anything happening that I would struggle to assist with so I decided to take the plunge and get stuck in. I chose to interact with one particular man who appeared calm and collected, focused on the activity he had chosen to do: he was in a quiet room. I started to play with the item he was playing with, but my interactions with the man didn't quite go to plan as my hand was taken by him and he led me away from his space. This was his way of making me understand my presence wasn't appreciated!

My reflection upon this situation made me understand that there was a communication issue on my behalf. My approach may have made the man feel quite vulnerable, although at the time I deemed it to be appropriate. I took a step back and approached the staff and my mentor about the situation and asked how I could improve on my communication skills to move forward. I was presented with a policy to read called 'Great Interactions'. This document was my answer and provided me with valuable knowledge on how people prefer to be interacted with and various skills to use to help assist the outcomes of the interaction.

In my second week of practice, I was implementing some of these skills into my approach and from that day on I have been successful in having Great Interactions with the same man and many of the other people supported within the centre. This for me was a fantastic achievement and I felt trusted by each person.

I have had a fantastic time at MacIntyre Lifelong Learning Centre. The skills and knowledge I have gained are phenomenal within such a short period. To start with I couldn't interact effectively with people who use the centre at all, but now I have built really good professional relationships. I feel MacIntyre has given me strong foundations to strive towards a successful career as a Learning Disability Nurse. Thank you for supporting me.



We have come a long way since we started the journey five years ago. Great Interactions is now genuinely part of our DNA. All our staff are recruited using the profile, and all interviews are based on the competency framework. All our supervisory colleagues have been trained in the ten facilitation skills.

Benchmarking information collated by Agenda Consulting for the third sector demonstrates MacIntyre is currently managing as an organisation with a significantly lower percentage of senior managers as a percentage of total employees (4.8%) than our peer group comparators (9.4%) and all organisations that completed the survey (18.9%). We have lower staff turnover than both our comparator groups (11.44 compared with 19.8 and 21.2) and we have a lower number of formal warnings, significantly less than our comparator group and less than all respondents overall. MacIntyre, consistently invests more than 3% of our turnover on staff training and as a consequence we offer significantly more off-the-job training and e-learning than our comparator organisations. We put most of this down to Great Interactions.

*Above: Jeffrey and James,  
London*

## Southdown Housing in East Sussex

“At Southdown we felt inspired by MacIntyre’s description of their journey towards Great Interactions so we decided to adopt it across our 39 accommodation based services in Sussex. We started by training all Southdown’s managers followed by senior support workers to ensure ownership of the new approach and change process. We all found the training fun, inspiring and illuminating – the experiential nature of this training really enabled us to understand why how we communicate is so important.

Managers now have a pack and training in coaching skills to help them deliver 3 half day training sessions to introduce Great Interactions in their teams which has generated a lot of enthusiasm and energy. We now have a shared language to talk about the detail of practice – each interaction. We can be more specific with new staff about how they should be working, and when we want staff to change how they interact with someone with a learning disability. We are now in the process of changing all our systems and processes to reflect Great Interactions which will take time as we keep coming across more processes that need to be changed!

This major change programme will take a couple of years to be embedded, so we will need to ensure that we keep the change process manageable and offer support when it is needed. We have already noted some benefits including:

- The training gets people to understand why signing is important and we have noted an increase in the use of signing in several of our services
- One manager after training knelt down to someone who uses a wheelchair and she now feels able to ask all staff to kneel down when they talk to her (if they don’t do so without prompting).
- There has been a positive re-focus on the use of touch in our work. Where we had not been clear about the positive role touch can play, leaving staff unsure whether touch was OK or not.
- Our Quality Team (people with a learning disability who are trained to review services) have been introduced to Great Interactions and will use this when reviewing services.

Southdown are very grateful to MacIntyre for their generosity in sharing their materials with us and providing us with excellent support to help us on our journey.

**Jenny Spaul**  
Training Manager  
Southdown

## What We Have Learnt

Early on when talking about the Great Interactions work at conferences and seminars, Bill Mumford would often ask the question, “Are good support workers born or made?” Almost invariably the audience was split 60:40 in favour of the answer “born”. Clearly there appears to be a consensus view that some support workers are naturally talented. Perhaps what is concerning is the apparent prevailing assumption that this is just the way it is - the natural order of things, and there is very little that can be done. For social care employers looking to hire good support workers and individuals or families seeking personal assistants, this concern potentially makes a difficult task even more fraught.

Initially, MacIntyre set out to improve our success in identifying what we originally called ‘naturals’. By formally assessing their personalities we created a specific support worker profile and thereby believed we had increased our ability to spot those “born” to do the job. What has emerged more importantly is that having observed what it is that good support workers intuitively do, we have identified a cluster of subtle interaction skills that we have termed Facilitation. Having identified these, we are now able to train a much wider range of people – not just ‘naturals’



## Experts by Experience

In 2012 MacIntyre was asked by Shelia Taylor, Senior Joint Commissioner for Learning Disability and Autism, Milton Keynes Council, to write a bespoke training package to empower people living in Milton Keynes, and receiving support to become 'Experts by Experience': people who can use their knowledge of being in receipt of a service to audit other services and give feedback.

The course looked at what constitutes good support and how to recognise it by learning about the 10 facilitation skills and Great Interactions. This way of defining good support enabled people to look at the specific skills of staff and what they were doing well and what could be better. It was an accessible course and tailored to the group to ensure success.

The desired outcome of the course was for the Experts by Experience to be confident to meaningfully audit services within the Milton Keynes area. To achieve this we co-produced an accessible audit tool with the group to be used to prompt the asking of questions, observations and for clear recording.



but those with a growth mindset - to become good support workers too.

It sounds simple but the journey has not been straightforward, and there are some important lessons we have learned and some are still emerging. Here are some key messages:

**Whole system approach** Perhaps most crucially we have learnt that getting it right for the people we support is not just about one thing – our philosophy, our values, Great Interactions, or person centred approaches – but is about the whole system, how all these things work together. We call this complex process our DNA. The strength of what we have done is to identify the missing link – turning values into action – and then connect all the elements together. This turned our simple start into a complex process of whole system change management.

This has entailed strong leadership, and creating a culture of change and development within the organisation. MacIntyre had to become a learning organisation, one which was prepared to be open and transparent, to examine its core purpose, reflect critically on its practice, evaluate the outcomes of its work, and encourage

*Above: Martin and Charlotte,  
Ampthill*





flexibility and creativity in its workforce. This involves managing the inevitable tensions between an instinctual desire for stability and the changes required, between the tendency to play safe and the need to take risks. Managers and staff need to feel both valued and empowered.

**Learning from each other** One of the more orthodox workforce strategies is to use top down management cascading, or even better to link this with specially trained internal champions to effect organisational change. Previous experience of this within MacIntyre, during the introduction of person centred planning ten years ago, showed that while this made an initial impact, it was expensive to sustain and never quite managed to convert all “hearts and minds”. With the Great Interactions project we have tried to do things differently: although the role of corporate champion is vital, the people whose task to deliver change is all of us!

The importance of reflective practice has been discussed earlier and we have tried to reinforce this through peer group support arrangements to encourage local learning, continuous improvement and most importantly, sustainability. There is a strong body of evidence that peer group pressure is more important than management

*Above: Jean and Hazel,  
Southampton*



oversight in creating long term authentic change. However we have to admit this has not been easy to achieve. Besides the very real practical difficulties of getting people together (or even connected remotely) at the same time in a widely dispersed and large organisation, frontline support workers and senior support workers are simply not accustomed to working in such an empowered way.

One thing that has helped has been the development of the website, the introduction of an e-newsletter, and a web based forum. This has enabled those steering the Great Interactions implementation to share issues and developments with others inside and outside the organisation, and through the forum given the staff a tool to share their stories and experiences of using the approach in practice. At MacIntyre we want to extend the sharing and development of Great Interactions in any ways we can as part of our commitment to learning and better outcomes for the people we support.

*Above: Lloyd and Gareth,  
Chesterfield*

## East Sussex

Inspired by MacIntyre's description of their work, we wanted to see whether we could replicate MacIntyre's success in East Sussex, and whether using this approach could improve outcomes for people with a learning disability locally. We are just coming to the end of a 9 month Great Interactions pilot involving a group of different learning disability providers in East Sussex who have attempted to implement the Great Interactions approach (including recruitment) within the service they provide.

We have included a self-directed support employer in this group. Although in its early stages, our evaluation of the pilot so far has yielded some very positive results, as well as throwing up learning for us all. We are particularly impressed with the outcomes arising from the use of facilitation skills (including signing).

Outcomes include: improved communication between client and supporter leading to improved support, and increased autonomy and client involvement. Managers report that the facilitation skills provide a framework that allows a clear and constructive conversation about staff practice, and this will help staff development, supervision and appraisal. The implementation of the Great Interactions approach has in some cases already led to positive change in policy and practice. In other instances managers have been able to get rid of practices that were actually becoming barriers to good support which may have otherwise not been challenged or exposed.

Through our experience to date we would endorse MacIntyre's claim that success is best achieved when a 'whole systems approach' is taken. Although we are not yet at the point of making recommendations for East Sussex with regard to taking the MacIntyre approach forward, the East Sussex Learning Disability workforce development partnership and commissioners are excited and enthused by the outcomes to date.

### **Laura Waters**

Learning Disability Commissioning Team  
East Sussex County Council



**Recruitment** Frontline staff are at the heart of providing good quality support to the people with disabilities who use and rely on our services. Figuring out what makes good staff and how we recruit them, the missing link in our services, means we feel we now have the knowledge and an approach that fills this gap. The profiling is important, but not an answer in itself; it has to be backed by a recruitment process that spots potential. The competency framework has certainly helped with this, and managers are more confident about how to conduct interviews and spot the people who either have the right skills or could with training and support develop them.

Some people have raised concerns that the use of a personality profile and competency framework during recruitment is in some way contrary to effective inclusive recruitment practice. One of the most empowering aspects of personalisation is the opportunity to set one's own person specification for a personal assistant or support worker. Typically a young man may wish to be supported by another young male carer with similar interests and outlooks and will set these out in a recruitment advertisement. This is excellent practice, and from our perspective, our profiling should not in any way inhibit this. Rather, having short listed a

*Above: Phil and Levi,  
MacIntyre School Wingrave*





group of likely candidates, an individual still has to decide who is most likely to support them in the right way even if they have similar interests. In any case it might be better to have someone who is better at facilitating outcomes, ie, to find friends who like sport - a person might love rugby and want to spend time with fellow rugby fans, but you might not want them to help you to have a bath!

**Facilitation** The key to putting values into action is the behaviour of staff when they are supporting people, and we have successfully identified ten important skills that can improve interactions when used thoughtfully and appropriately. This helps improve understanding and communication, and provides the opportunities to address the power imbalance that often exists between carer and cared for.

We have learnt that these facilitation skills have an impact beyond individual interactions. MacIntyre has recently embarked on a transformation project called People Plus that will result in all people associated with us intentionally developing a gift, skill, talent or idea that has the potential for improving their sense of well being, improving personal outcomes and enabling them to better connect outside of the “MacIntyre bubble”.

*Above: Graham and Nikki,  
Milton Keynes*

As Norwood works towards the transformation to a fully person centred organisation, we understand that the quality of our services is directly linked to the skills, knowledge, expertise, values and attitudes of the people who make up our workforce.

The Great Interactions approach is fundamental to Norwood's values as we strive to play our part in facilitating a meaningful life with aspirations for people who use our services. Gwenne and Jenny from MacIntyre delivered the bespoke programme for our Mangers in adult services; they also worked for one year with a group of people who use our services and in addition further developed a core group of 'Advisors' who will roll out the work in developing Great Interactions to the rest of our staff and volunteers.

In the second year of the programme this commitment has paid dividends as our staff have embraced this way of working. They say:

*'It's inspiring and my skills are evolving'*

*'Great Interactions has changed the way I think about people when I am supporting them and you can apply the 10 facilitation skills in all areas of life'*

*'Great Interactions brings together all the tools such as Active Support and Training in Systematic Instruction (TSI)'*

*'it's practical, adapt it, use it, it empowers you..'*

The Norwood Great Interactions Advisors alongside the group of people who use our services have effectively developed their skills and confidence. This reflects the fact that Gwenne is a fantastic trainer, role model and she is generous with her support. Our Advisors in turn are now successfully delivering the training as well as providing support to staff.

Future plans for Great Interactions include developing taster sessions for non-operational staff and to work with our volunteers in this facilitative approach that will naturally become the way we work.

**Hilary Rosen**

Business Manager - Health & Wellbeing  
Norwood



In some circumstances the development of such a gift, skill, talent or idea will result in the development of a micro enterprise.

We have co-produced the content and methodology for delivery of this programme and realised very early on that this is only possible because of the richness of facilitation skills across the workforce and the strength of relationships resulting from the nurturing and focus on Great Interactions. In other words we are now realising that facilitation skills are the vehicle for organisational transformation, the shaping of mutually beneficial relationships, wider social inclusion and central to genuine co-production.

**Evaluation** When evaluating the success of ideas commercial organisations have the simple measure of an improved financial bottom line and satisfied customers. MacIntyre's desire to evaluate the success of the Great Interactions work has not been quite so simple. MacIntyre's journey was not driven by commercial benefit to the organisation, nor is it as straightforward as just asking people with learning disabilities what they think of the quality of their service.

*Above: Adrian and Daiva,  
Ampthill*





Whilst we have positive stories from both within MacIntyre and from other organisations that have used our Great Interactions approach, some of which have been included in this book, there has been no academic evaluation of it. Intuitively one can argue that there is no downside - recruitment profiling does not cause managers to make worse recruitment decisions, nor does training in facilitation skills make people's standard of practice worse! Anecdotally we know overwhelmingly people's lives have improved, but our hard evidence from self reported improved outcomes is still lacking.

However, Investors in People in their November 2012 Additional Evidence Requirements Assessment and Review Report cited several examples of good practice including:

*"Overall it was clear that the appraisal and supervision process is widely used and is a good mechanism to support and performance manage staff. Great Interactions is a key discussion topic and this has certainly had a positive impact on people's performance and development. This new process has received very positive feedback during this review and MacIntyre now has a framework in place to help Managers effectively manage*

*Above: Joy and Mary,  
Wirral*



*the performance of their people to ensure that they are delivering their work to an acceptable standard and that their behaviour, skills and knowledge levels are sufficient and that these are being deployed effectively as well as addressing any shortfalls”.*

*“The core values (MacIntyre’s DNA) which underpins the ethos of the organisation. Managers at all levels work hard to make sure that the Values are at the heart of everything that the organisation does and the way in which they do it. The Values also act as a tool to achieve consistent behaviour as well as a reference point for decision-making”.*

*“People commented that from receiving Great Interactions training as part of induction, through e-learning and attending training days that it made them reflect on how they are currently supporting people and whether they could do anything differently to ensure interactions were being made in the best way possible”.*

Above: Millie and Emily,  
MAP College

## What staff told Investors in People

*"I encourage Great Interactions all the time. We talk about them in supervision and I will tell people when I see it happen. For example, one person was supporting one of the guys doing a wet shave and I said 'well done'. I then went on and asked the individual why what he was doing was a great interaction."*

*"I need to give the staff the skills to deliver the DNA through training and confidence building. I also have regular supervision and set clear objectives with them around Great Interactions."*

*"I make sure that all of the people we support are spoken to in the right manner and that we treat them as individuals. We use team meetings to discuss how we do that."*

*"We use the personality questionnaire and try to match the person we are recruiting with the wish list of the individual we support and where we can; we will involve them in the process."*

*"We send all the information and the wish list of the sort of skills that we want people to have. We do the personality questionnaire and we make sure questions are around respect."*

*"We have been talking about how we act and react to people and how we can help them along with their personal development and ours as well."*

*"The Values are a commitment to people's whole being. We try to support and give people choices so they can be individual."*

*"Here, the Values are 100% part of how we work. It is our ethos."*

*"Definitely at the heart of the organisation. There is a lot of effort that is put in to making sure that the interactions take place. We are also sharing our experience with other organisations."*

*"I think it is an excellent process. We have a framework that we recruit against and map against behaviours."*

*"The process and the tools are all geared around preventing subjective recruitment and the training we deliver to the Managers also reflects the same."*

*"I did the personality test. It made me feel confident going in and I had an opportunity to ask questions. The interview was very scenario based."*

*"We are being passed on the Great Interactions from other staff and we are getting the message about the importance of personalisation for the people we support."*

*"By using the 10 facilitation skills from the Great Interactions training they have made and will continue to make a positive difference."*

*"It was fantastic. The training MacIntyre gave in 3 weeks was better than any I'd received in the previous 8 years."*



**Cost Effectiveness** In the current context of severely reducing government funding for social care services, it is perhaps important to note that MacIntyre has found the Great Interactions work to be the most cost effective workforce development measure we have ever introduced. Because it is non-accredited, direct, and cascaded within existing staffing structures and systems such as induction, supervision, team meetings, etc., very little extra resource has had to be made. Indeed feedback, for example, from Wingrave School indicates a saving on recruitment and induction costs due to improved staff retention. The only additional cost has been the recruitment of a corporate champion, the development of training modules including e-learning, an early investment in a series of three day workshops for senior support workers, and a series of two day workshops for appointing officers, but now a minimal ongoing cost for new recruits. In Bill Mumford's own words, "*Cheap as chips, and so fully sustainable even in austere times.*"

**Transferability** The development of MacIntyre's Great Interactions work was founded on a realisation that something was missing from our thinking about the existing workforce - something that needed to be added to traditional workforce strategies. This has

*Above: Joseph and Michaela,  
MacIntyre School Womaston*



proved successful within MacIntyre. Events such as those at Winterbourne View highlight the urgent need for other organisations to focus very clearly on their frontline staff's interactions. We have already learnt that our approach is transferable within the care sector through our work with other projects and organisations.

We are now convinced there is something of our work which is relevant to all people based services - not just social care workers but nurses, paramedics, teachers, doctors, etc. The events at the Mid Staffordshire Hospital have highlighted again the essential nature of very basic human interactions, something that is not a technical skill or competence or even a deficit in knowledge, rather the facilitation skills that underpin dignified and respectful practice wherever it takes place. One of the recommendations from the Francis Report on Mid Staffordshire says:

*'The Nursing and Midwifery Council, working with universities, should consider the introduction of an aptitude test to be undertaken by aspirant registered nurses at entry into the profession, exploring, in particular, candidates' attitudes towards caring,*

Above: Hannah and Raymond  
No Limits - MAP College



*compassion and other necessary professional values. Healthcare employers recruiting nursing staff, whether qualified or unqualified, should assess candidates' values, attitudes and behaviours towards the well-being of patients and their basic care needs, and care providers should be required to do so by commissioning and regulatory requirements.'*

Perhaps all people focused professionals (regardless of status) should start their training with the basic building block of all Great Interactions - as a foundation on which to build other more specific training.

Above: Adrian and Joseph,  
Ampthill

Right: Ralph and Siobhan,  
Hertfordshire



## The Cavendish Review

### An Independent Review into Healthcare Assistants and Support Workers in the NHS and social care settings

MacIntyre is pleased to have been recognised as a “top class organisation” in the Cavendish Review:

#### Introduction

*“At Crosby Close, a home for severely disabled people in St Albans run by MacIntyre, I listened to senior care assistant Siobhan talking about how lucky she is to work with “naturals”: people whose vocation is to care. Hearing her describe how the team helped a woman with severe learning disabilities who has no verbal communication learn to make her own coffee – after noticing the way her eyes followed them around the kitchen from her wheelchair – I knew I was watching a natural at work.”*

#### Recruiting for Values

*“...Working with an occupational psychologist, they profiled high-performing staff members to identify character traits. This showed that they had a distinctive psychological profile: more empathetic and also more introverted, in the sense of being more reflective, observant and principled in the service of others. From this, they created the “MacIntyre Profile”, which is used when recruiting all new staff. The approach makes no assumptions that previous experience will bring better support staff, but rather focuses on a person’s predisposition to care work and more importantly, to working in a facilitative and reflective way.*

*MacIntyre has found that this approach has led to better staff retention, less sickness and absence and fewer performance management issues. Families of users have commented positively on the quality of care and support received.”*

#### Training people to be kind and responsive as well as competent

*“Great Interactions is a project developed by MacIntyre that involves observing and videoing the “natural” staff who are best at building relationships with users, then using that information to develop a recruitment, training and development strategy to help all frontline staff emulate the naturals. It focuses on making staff more reflective about their practice while learning ten facilitation skills, the soft people skills, which provide a better understanding what it means to deliver personalised services centred on the individual.”*

## Concluding Thoughts

*'Our organisations must literally be turned upside down. We must learn to welcome change rather than fight it, to encourage risk-taking rather than snuff it out, to empower rather than de-motivate our front-line people, and to focus outwardly on the fast-changing market.'*

*Jan Carlzon 'Moments of Truth'*

At the beginning of this book we described the Great Interactions journey as being like a quest and there have been some false turns on the journey that have caused us to stop, reflect and move forward again. In sharing our story, we hope that this will encourage you personally to take some time to self-reflect. It is hoped that this reflection will help to stimulate a debate within the social care sector and far beyond.

Since the first edition of this book we have been introducing new waves all the time: advanced facilitation training for encouraging progression and learning, a new leadership programme for frontline managers, a more specific translation of the Great Interactions strategy for educational settings, greater peer group review, a new self reflection tool: *'My Key to Developing Facilitation Skills'* and the application of the MacIntyre Profile to the recruitment of Personal Assistants and other support staff.

Most importantly we think that the people we support increasingly feel they are at the centre of and shaping that support, and that they appreciate how MacIntyre colleagues interact with them.



## My Key to Developing Facilitation Skills

I'm really excited. We are part of the pilot for a brand new reflective tool. It's called 'My Key to Developing Facilitation Skills'. I love the way it helps people to be reflective about the quality of their interactions.

The pilot is really detailed. We have been trained how to use the key and it is fast becoming an important part of the way we do things.

Personally it has really challenged my preconceptions and made me look at the tiny details and how they can make a real difference to the outcomes people experience.

I recently attended Advanced Great Interactions training. We talked during this about 'hotel MacIntyre' and how we often don't support people to make the links within their lives. The example that really hit me was the realisation that I never support people to put fuel into their car. I couldn't believe it. Why hadn't I?

The next day I supported someone to do their shopping at the supermarket. On the way out we stopped at the petrol station to fill the car up. We did this together and paid together. I can't tell you how much this meant to the person, but I think his huge smile was an indication that this was a big step forward.

I have used 'My Key' to reflect on this now as well. I thought I'd done a great job, but there was so much more I could have done! It is such a clear and visual tool, it is making a huge difference to the way I think about things. I will be taking 'My Key' to supervision to discuss with my line manager.

I have been telling my colleagues all about it and they can't wait for the pilot to be finished so they can get their hands on it too!

**Claire Dove**  
Senior Support Worker  
Milton Keynes



The development of our website to include more information on Great Interactions, the use of social media: Twitter and Facebook, as well as the first edition of this book, have enabled us to share our journey more closely with staff and people from other services and organisations. We have been amazed at the interest shown and hope that this will continue into the future. We still want to hear what others think of our approach and would like to learn more about other organisations' or individuals' journeys. So please continue to make use of the website, and if you have not already done so visit it for more information and details about the training we offer and how to download this book

[www.macintyrecharity.org](http://www.macintyrecharity.org)

We hope you have enjoyed sharing this updated account of our journey; and wish you good luck from all at MacIntyre wherever you have got to on yours.

*Above: Shelia and Alex,  
Eastleigh*

Plan People+ Increasing control Observation Induction  
 Don't be bossy Warmth  
 Purposeful Recruitment  
 Interesting Learning Choice  
 Be patient Touch  
 Individuality Evaluate  
 Positioning Celebrate  
 Empowerment Support  
 Growth  
 Outcomes DNA  
 Reflective  
 Ten key skills  
 Communication  
 Person-Centred  
 Eye Contact  
 It's the way that you do it  
 Professional development Skills  
 Good Outcomes Philosophy Control  
 Team work  
 Growth Mindset  
 Develop  
 Facilitation  
 It's about the small things  
 Facilitative-Approach  
 Supervision  
 Responsive  
 Creativity  
 Listening  
 Meaning  
 Inclusion  
 Change  
 Interact  
 Ownership  
 My Voice  
 Speak-up  
 My Way  
 Respect  
 Values  
 Potential  
 Dignity  
 Commitments  
 Personalised  
 Stepping back  
 Progression  
 Take your time  
 Professionalism

# Information on MacIntyre

MacIntyre is a charity with the objective of providing care, support, education and advice to children and adults with disabilities and autism, and their families. Founded in 1966 by parents of children with disabilities the charity today has a nationwide spread of diverse and locally connected services. In particular we are well known for the high quality of our workforce and our innovation.

## **MacIntyre's Purpose:**

MacIntyre's primary purpose is to make a difference: for children and adults with disabilities and their families to have a better life. We make this difference by ensuring when a person with a disability interacts with a MacIntyre employee they will feel better for the experience. The cumulative benefit of these interactions will facilitate a better life.

Our secondary purpose is to have a positive influence on our sector: by demonstrating best practice, innovating and supporting the learning of others we help to raise the standard for all organisations.

Our mission is to be recommended and respected by everyone for offering the best choice, providing best value and employing the best people. It is what other people say about their experience of MacIntyre that matters the most to us: people with disabilities and their families, our staff and volunteers, local supporters, local authorities, central government, professional bodies, charitable bodies, other service providers - anyone and everyone. Whoever you are and whatever your interest we value your support and welcome your feedback on this plan.

## **MacIntyre's Way:**

From our earliest origins MacIntyre has adopted an approach founded on the mutuality of respect. We hold strong beliefs in the importance of: personal well-being, equality of opportunity, individuality and the potential for everyone to develop and learn.

Today our approach is person centred, rigorously outcome focused, up-to-date with government policy and representative of best practice. We are ambitious for the people we support and employ and we want them to be ambitious for themselves. Integrity is important to us: we believe our values are given meaning through our actions and, while we don't always get things right, we learn to improve by facing up to our shortcomings.

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*"My view has always been that our services are as good as the interactions on the front line between worker and service user. Without great interaction we don't have great services...the approach is a way of making the Vision for Social Care live at the level of the individual and the individual support worker working with them"*

**Glen Mason**

Department of Health

*"I found it uplifting and encouraging to read, and in truth inspirational. Even the best and most successful organisations seldom write up their learning like this and I'm sure this approach has the potential to have a considerable impact... it recognises the difference that certain people make, that 'difference' which we all instantly recognise... whilst reading it I was thinking about the 'naturals' who work in my mother's care home"*

**John Adams**

Voluntary Organisations Disability Group

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**Professor Bob Garvey**

The Coaching and Mentoring Research Unit, Sheffield Hallam University



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