**Group Learning Guide**

**Module 4 – Organisational Effectiveness**

**Introduction**

This Group Learning Guide (GLG) can be used when there are a number of learners undertaking the Supervisory Leadership Development Programme at the same time.

There are many benefits of group learning which include:

* Increase learners’ responsibility for their ownlearning
* Working together and interacting with peers can energise, motivate, support and encourage
* Learn from each other and shared experiences
* Maintains momentum
* Even greater opportunities to share learning across your service

The GLG can be used by line managers, facilitators or by the cohort of learners themselves to help facilitate group learning.

If you are using this as a cohort of learners, you may want to consider sharing the facilitation of the group – another skill to develop!

**How to use this GLG**

This guide is split into the respective topics in the Personal Impact module, namely:

1. Organisational purpose and culture
2. Managing change
3. Managing risk

You can either use it at the end of the whole module or at the end of each topic.

Group learning is a great opportunity to make a difference across your service, and some suggested activities and questions for group discussions have been included to help you think about having a greater impact through completion of this programme. This list is not exhaustive, so you may find it beneficial to add your own. We have left space for notes if required.

The appendix at the back of this document will provide you with further supportive resources.

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| 1. **Organisational purpose and culture** |
| If you are all from the same service discuss your service’s organisational purpose or mission?   * How will you energise and engage others with this purpose? * How do you own, and your team’s objectives align with this purpose?   Support each other and look for shared areas and potentially activities you could do together, e.g. support materials, slides, engagement sessions etc  If you are from different services, discuss commonalities and differences. |
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| If you are from the same service, think about the ‘easy to see’ and ‘difficult to see’ cultural aspects within your service? What is the impact of this on the culture within your service?  If you are from different services, discuss commonalities and differences. |
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| **Discuss as a group how you feel** the [Core Code of Ethics](https://nfcc.org.uk/our-services/people-programme/core-code-of-ethics/) (or your service values) help drive organisational purpose and culture? What behaviours would you expect to see?  Which behaviours do you / will you, role model that drive cultural improvements? |
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| Using Johnson and Scholes’ cultural web, look at the different elements that contribute to the values and culture of your service. What do you notice? Do you all feel the same?  How might this hinder or help when the need for change arises? |
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| Each of you to commit to at least 1 action to improve your service culture.  Discuss what support you can give each other, how you could work together and how you will hold each other to account. |
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| Space for your own questions and activities for the group…. |
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| 1. **Managing Change** |
| Think about a service wide change that is about to be implemented. Using the Force Field analysis model discuss the forces driving and resisting change?  What plans can you put in place to mitigate against the forces resisting change?  If you can’t think of a current example as a group, think about a historic change that impacted you all. It doesn’t even need to be a work example. |
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| As a group, discuss the Change Transition Curve. This applies both professionally and personally. Can you each relate to the different stages? Can you think of a time when you have experienced this transition?  Some examples could be deeply personal, so only share and discuss what each of you is comfortable with. |
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| It's important to remember that we all deal with change in different ways, depending on the situation.  Discuss how you can each support team members through the different stages?  What could be the signs that someone is struggling?  What characteristics could you expect to see at each stage of the model?  How will you support their wellbeing?  It could be useful to link back to your own experiences here and share your behaviours and how you overcame any challenges to continue the transition. |
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| Discuss any continuous improvement schemes you have in your service? How does the Kaizen theory apply? Take 1 action each to ensure you are continuously improving.  Discuss what support you can give each other, how you could work together and how you will hold each other to account. |
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| Implementing a change also includes embedded the requirements and measuring its success. Discuss as a group:   * Where have you previously embedded and evaluated the success (or otherwise) of a change? * What activities did you use to embed the change? * How did you measure the success? * What did you learn as a result?   **Note** – you may not have had the opportunity to do this. If not, think about what you would or could do in both of these areas.  What can you learn from each others successes? |
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| Space for your own questions and activities for the group…. |
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| 1. **Managing risk** |
| Discuss your experiences of managing risks. Are there service processes and procedures? Are there templates and ways to raise and document risks?  If this is a new area for you, it could be useful to ask a colleague, perhaps from the change or project team to join your development sessions. |
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| **Risk Management**  Review the Risk Management checklist and discuss which of these steps you each currently use when managing risk. Discuss which of these steps you will include in the future and the most frequent risks you face in your roles.  Note – risk management will mean different things to different people in roles across the fire and rescue service.Use these resources in the context of your role and how they might enhance your existing skills in this area.  As above, if this is a new area for you, it could be useful to ask a colleague, perhaps from the change or project team to join your development sessions. |
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| **Equality Impact Assessments**  Together complete an [Equality Impact Assessment](https://www.ukfrs.com/undertaking-equality-impact-assessment-toolkit) (EqIA) (or your service equivalent) for an initiative that you are currently working on.   * What risks does the EqIA identify? * What actions can you take to mitigate these risks?   Note – if you don’t have a specific initiative that you are currently working on, think of a situation where you have implemented a change before, or use a fictional one. |
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| Discuss a collective or individual risk you are facing. What contingency plans could you put in place?  You could use a fictional example if you haven’t got a live scenario. For example, think about contingency planning for Covid absences from your teams. |
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| Finally, the role of a leader in identifying and managing risks is critical. Discuss how decision making and leadership play such a vital part for your service. How can you ensure that a team you lead understand their role in risk management? |
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| Space for your own questions and activities for the group…. |
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| **And finally…** |
| How are you going to continue to support each other? |
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| How are you going to raise awareness of the importance of development and your experiences on the programme? |
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**Appendix – Other supportive resources**

**NFCC Leadership Framework**

The whole programme has been developed around the [NFCC Leadership framework](https://nfcc.org.uk/wp-content/uploads/2023/08/NFCC_Leadership_Framework_Final-1.pdf), which clearly defines the leadership behaviours required at each level of leadership within the UK fire and rescue service. This framework details a simple set of behaviours and supports individuals who are looking to grow and develop. You should have completed your NFCC Leadership Framework self-assessment at the start of the programme.

**Core Code of Ethics**

A national [Core Code of Ethics for Fire and Rescue Services](https://nfcc.org.uk/our-services/people-programme/core-code-of-ethics/) in England has been developed in partnership with the National Fire Chiefs Council, Local Government Association, and the Association of Police and Crime Commissioners to support a consistent approach to ethics, including behaviours, by fire and rescue services in England.

\*Some fire and rescue services have incorporated the Core Code of Ethics into their service values. If this is the case, or your FRS is outside of England, you may find it useful to review both documents, or review the one that is most relevant to you.

**Learning styles**

We all have different learning styles, strengths and preferences in the ways that we take in and process information. If you have not done so already, the Learning Resources section in NFCC ManagementDirect will help you understand more about your own preferred approach to learning.

**Reflective Learning and Practice**

Conscious reflective learning allows you to stop, pause and reflect on what you have learned and how this learning will now impact you in your day-to-day activities. It also allows you to consider the wider impact this learning will have on your service.

You may find it useful to refer to some additional information provided by the [University of Hull on Reflective Learning and Practice.](https://nfcc.org.uk/wp-content/uploads/2023/12/HULL-Reflective-Learning-and-Practice.pdf)

**NFCC Coaching and Mentoring**

Consider approaching a coach or mentor for further support (discuss with your line manager on your services approach to this). You may find the [NFCC Coaching and Mentoring Toolkit](https://nfcc.org.uk/our-services/people-programme/coaching-and-mentoring/) a good place to start.

**[NFCC Talent Management Toolkit](https://nfcc.org.uk/wp-content/uploads/2023/08/NFCC-Talent-Management-Toolkit-Interactive-Document-8.pdf)**

This will provide more support, top tips and guidance on managing your own development and that of your team members. This also includes some information and templates for development planning.