**Group Learning Guide**

**Module 1 – Personal Impact**

**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. Awareness of self
2. Being inclusive
3. Taking responsibility
4. Communicating effectively
5. Courageous conversations

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. **Awareness of self**
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| Discuss, as a group, what you each learnt about yourselves through the completion of the NFCC Leadership Framework self-assessment at the start of this programme? Consider sharing individual areas of strength and development, as you may be able to support each other’s development needs. |
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| Identify opportunities to share observations and feedback on each other to reduce blind spots (ref Johari’s Window).Consider setting some ground rules on how this is managed. |
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| Discuss how open you think a leader should be within your fire and rescue service. How open are you? What could you do more of or differently?Remember that there is not a right or wrong answer, so listen and respect alternative opinions. It might be a good idea to use specific examples to illustrate you views, always maintaining confidentiality. |
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| Each of you to commit to at least 1 action to improve your self-awareness.Discuss what support you can give to each other and the difference this could make to you. |
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| As a summary….Share the difference this learning has made to you. |
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| Space for your own questions and activities for the group…. |
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| 1. **Being inclusive**
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| Discuss, as a group, what being inclusive means to you. Where have you seen this demonstrated really well?Remember that you may all have slightly different views on being inclusive, based on your individual values and experiences. |
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| The module covered the topic of unconscious bias. Discuss as a group where you may have experienced bias or, if you are aware of any biases you may have of your own. How can you support each other to identify and mitigate against these biases?Remember that everyone has biases, even if we don’t want to admit it! |
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| Identity 3 actions you can take as a group, to make your workplace more inclusive. Commit to actions, timescales and support required. Hold each other to account! |
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| Discuss positive action together and consider: * How it could help build a more diverse and inclusive culture within your teams
* How you could apply it when encouraging expressions of interest for promotion, secondments, application for further learning etc
* How you would describe positive action and its benefits to others
* Actions you will individually or collectively take now

The [Equality and Human Rights Commission](https://equalityhumanrights.com/en/advice-and-guidance/employers-what-positive-action-workplace) and [ACAS](https://www.acas.org.uk/employer-decision-protected-characteristic) websites may help.  |
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| Discuss how what you have learned about inclusivity might influence your future behaviour?Include how the [NFCC EDI Hub](https://www.ukfrs.com/equality-diversity-and-inclusion-hub) and Core Code of Ethics (or your service values) will help you. |
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| As a group discuss how would you recognise the signs that a member of your team or a colleague was struggling?What steps could you take to support them?What support is available through your service?It may be that you want to discuss personal situations, please respect confidentiality. |
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| Consider, as a group, ways you will share your learning with others? |
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| Space for your own questions and activities for the group…. |
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| 1. **Taking responsibility**
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| Discuss the occasions when you have each empowered others to take responsibility for an action that you would have usually completed yourself. Consider, as a group the pros, cons and the outcomes from your own experiences.  |
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| Discuss the occasions when you have been empowered by your line manager (or someone else) to take on additional responsibility. What worked well? What did you learn?  |
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| In the module, you heard about the importance of working with a buddy or trusted colleague to hold yourself accountable for a specific action or task. Consider together, how you can support each other with this activity.Think about the action or task you each need support with?How can you help each other be more accountable? How will you know when you have been successful? |
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| Discuss together steps you can individually take to improve your resilience. How can you support each other with this development area?This could include building a support network amongst yourselves, taking steps to improve your wellbeing, talking to a trusted colleague or friend, seeking guidance from someone you admire etc |
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| Space for your own questions and activities for the group…. |
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| 1. **Communicating effectively**
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| Each of you to share what you think your communication preference (using the VAK model) is and what makes you say this?Does the rest of the group agree?What are the pros and cons for each preference? |
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| Identify, as a group, some barriers to effective communication in your current role or across your service.Agree individual and/or group actions that you will take to overcome these barriers.How will you know you have been successful? |
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| Individually, think about your communication development areas. These could include:* Presentations
* Facilitating meetings
* Getting your point across (purpose / intent)
* Emails
* Written communication / reports / letters

Agree, collectively, how you can support each other with respective development needs. Support could include observations, feedback, review of written work, feedback on body language, use of language, intent v’s impact, engagement of ‘audience’. |
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| Discuss as a group how you feel the Core Code of Ethics (or your service values) will improve your approach to communication? Which elements most resonate with you all when it comes to communication?Think about those you communicate with, both internally and externally. |
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| Space for your own questions and activities for the group…. |
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| **Courageous conversations** |
| As a group, refer to the [Core Code of Ethics and Guidance](https://nfcc.org.uk/our-services/people-programme/core-code-of-ethics/) - how aware were you of these before you completed this learning? Discuss your thoughts on the purpose of the Core Code of Ethics and how you can role model these principles in your role.Note that your service may have their own service values instead, if this is the case, use these.Think about how they will help you prepare and conduct a potentially challenging conversation. |
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| Each of you identify a potentially challenging conversation that you may need to have. Use the ‘handling difficult conversations’ checklist to prepare for the discussion and share this with the group before you have the conversation. Note this may not be possible or appropriate. As an alternative, consider working together on a case study or role play.Remember to maintain confidentiality. It’s also a good idea to include your respective line managers prior to conducting the conversation. |
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| Suggest that each of you ask your line manager to observe the conversation and provide feedback. Following the conversations, as a group, discuss:* What went well?
* What could have been improved?
* What was the reaction from the team member?
* What was the overall outcome?
* What feedback did you get from the person observing you?
* What will you do differently next time?
* How do you feel?

Note, as above, this may not be possible or appropriate. As an alternative, consider working together on a case study or role play.Think about ways you could support each other moving forwards. |
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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.