**Group Learning Guide**

**Module 3 – Service Delivery**

**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 Service Delivery module, namely:

1. Planning and Priorities
2. Problem Solving
3. Decision Making
4. Building Relationships

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. **Planning and priorities** |
| Individually, complete an urgent versus important matrix on your current role. |
| |  |  | | --- | --- | | **Important and urgent** | **Not important and urgent** | | **Important and not urgent** | **Not important and not urgent** | |
| Discuss as a group:   * Where each of you currently spend most of your time. * What changes you notice about how each of you will prioritise tasks? * Are there any common themes amongst you? * How will you include delegation into your urgent versus important matrix? * What support can you give each other with prioritisation?   For some of you this will be an area of strength – how can you support those where it is more of a challenge? You could refer back to your original self-assessment to see how you rated yourself. |
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| Share in the group ideas and suggestions on ways you have supported your team / watch members better manage their time? |
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| Share ideas and suggestions on modules / systems / processes you each currently use to help plan and prioritise your work?  For example, some supervisory leaders like to use to-do lists, team bucket lists etc |
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| In Module 1 – Personal Impact, you all completed a SWOT analysis on yourselves. The SWOT model can be used in lots of different situations, discuss how it could help you with your planning and identifying your priorities? |
| |  |  | | --- | --- | | **Strengths** | **Weaknesses** | | **Opportunities** | **Threats** | |
| As a summary….  Share the difference this learning has made to each of you. How will what you have learned about planning and prioritisation help you adapt your approach? What support can you give each other? |
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| Space for your own questions and activities for the group…. |
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| 1. **Problem solving** |
| Think about a collective or common current problem you are all facing and use the ‘Solving Problems Checklist’ and/or the ‘Plan, Do, Check, Act’ cycle to help you identify potential solutions.  How did either model help you identify actions you would not usually have considered? |
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| As a group, think about a scenario and try out the Six Thinking Hats technique.  If you can’t think of a real scenario, consider using a realistic alternative, such as changing a process that currently isn’t working. |
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| What was the outcome? Did it identify any elements that you hadn’t thought of?  How will you use this individually in your teams? |
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| Discuss how you will each support your team demonstrate inclusivity and encourage diversity of thought when it comes to problem solving. What ideas do you have? |
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| Discuss what you have you learnt about problem solving that you weren’t aware of before? What difference will this make? |
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| Space for your own questions and activities for the group…. |
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| 1. **Decision making** |
| Think about a current decision you are each facing and use the ‘Developing decision making skills’ checklist and/or the PMI model to help you come to a decision. |
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| Discuss as a group:   * How the checklist and/or PMI model helped you. * Which elements you would use again? * How data and information contribute to your decision making? * What could you improve in this area? * What did you learn from each other’s experiences? |
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| Discuss how the [Core Code of Ethics](https://nfcc.org.uk/our-services/people-programme/core-code-of-ethics/) (or your service values) will support your decision-making? What else will you take into consideration when making decisions?  How will you engage your team and gain commitment to a decision? |
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| Discuss together steps you can individually take to improve your decision making. How can you support each other with this development area?  This could include building a support network amongst yourselves, 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. **Building relationships** |
| Make a list of all of the stakeholders (either individuals or groups) that have an interest or interact with you and your team / watch.  Using the 4 box model, think about where you would place each individual / group.  You could complete this activity either individually or collectively. |
| Diagram |
| Discuss the actions will you take as a result of your stakeholder mapping.  Do you notice any connection to the urgent / important matrix that was covered in the Planning and Priorities section of this module? |
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| Discuss ways to improve you or your team’s customer focus.   * What are the commonalities amongst the group? * What will you do? * How will you know if this has been successful? * How will you hold each other to account? |
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| Individually, assess yourself against Ken Blanchard’s ABCD Trust Model to identify areas of strength and any areas for development. |
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| Discuss your individual findings?  Where are your indivudual areas of strength and development?  How can you support each other improve in this area? |
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| Discuss how the [NFCC Leadership Framework](https://nfcc.org.uk/wp-content/uploads/2023/08/NFCC_Leadership_Framework_Final-1.pdf) and the [Core Code of Ethics](https://nfcc.org.uk/our-services/people-programme/core-code-of-ethics/) (or your service values) help you build strong relationships?  Which areas specifically will help?  How can you role model these behaviours? |
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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.