

# So what is actually stopping us...?

## Red Rules/Blue Rules



# Agenda

**Session 1:** Choice - A risk worth taking

**Session 2:** What's your problem?

**Session 3:** How might we.....?

**Session 4** How might we.....(part 2)?

Making a change

Did we get there?

# Aims of the day

Help participants:

- **develop the confidence** to make a change (break a rule) which will improve their ability to support positive outcomes for people

Doing this by:

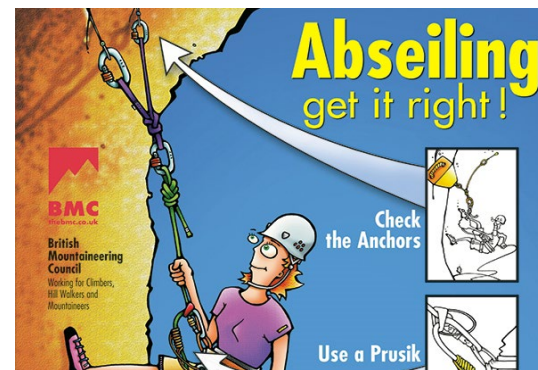
- recognising how their own appetite for risk, particularly in relation to the lives of people they provide care for, influences their ability to break current rules - **develop understanding and confidence** to do so
- Being able to identify what kind of rule is stopping the change in practice and therefore what they can do to break/change the rule - **developing knowledge and understanding**
- Identify workable solutions that have been thought through for unintended consequences and how these might be addressed also - **building confidence** to make change / break a rule
- Develop a plan to articulate what rule should be changed and why as well this understanding of the impact of making the change / breaking the rule – **building confidence** to make change / break a rule



# Choice

## A Risk Worth Taking

### Personal Views on Risk

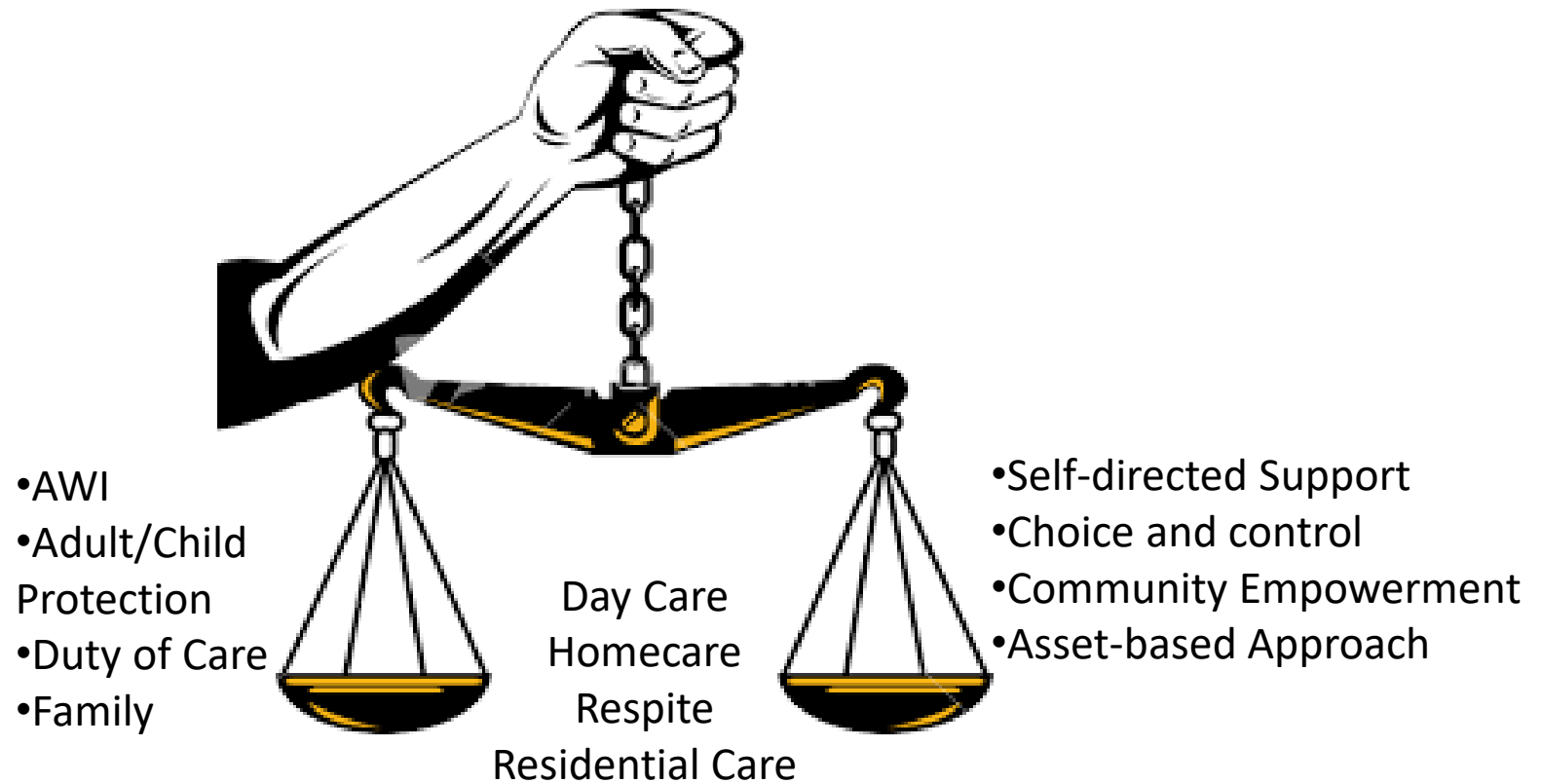




# Choice

## A Risk Worth Taking

### Professional Views on Risk





# Blue Rules v Red Rules

**Direct control** – these are relatively easy to change as are practices shaped by individuals

**Seek permission** – require a degree of permission as practice is based on organisational custom and practice. Often these are process based and can be changed through agreement from leaders/managers

**Review and change** – practices that have been formally adopted within the organisation and now behave like red rules.

**Legislation** – legislative requirements that can be changed only through influencing national policy drivers

Custom and Practice

Organisational policy

HSCP policy

Legislation



Informal relationships

Contract terms and conditions

Standards

# Understanding the problem

Exercise (45 mins)

In threes:

- Take turns explaining one of your problems and the rule causing it
- Others in group ask clarifying questions for understanding (e.g. where is that set out as a rule, by whom, what colour is that rule?)
- Stick post it up on A3 chart capturing where on the continuum the rules relating to this problem lie

# How might we...?

Exercise (45 mins)

In threes:

- Identify at least one possible alternative based on ‘How might we (do this)?’
- Capture:
  - What would be required in order to break/change the rule?
  - By whom?
  - Any possible unintended consequences of breaking/changing this rule?



# How might we...?

Exercise (45 mins)

In threes:

- Identify at least one possible solution for any identified ‘unintended consequences’ based on ‘How might we (do this)?’
- Capture:
  - Potential/anticipated positive impact of change
  - Potential unintended (negative) consequences

# Making a change:

Exercise (45 mins)

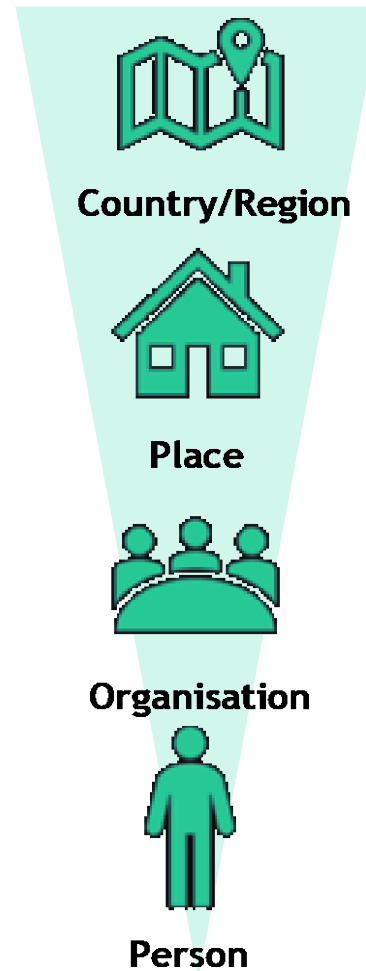
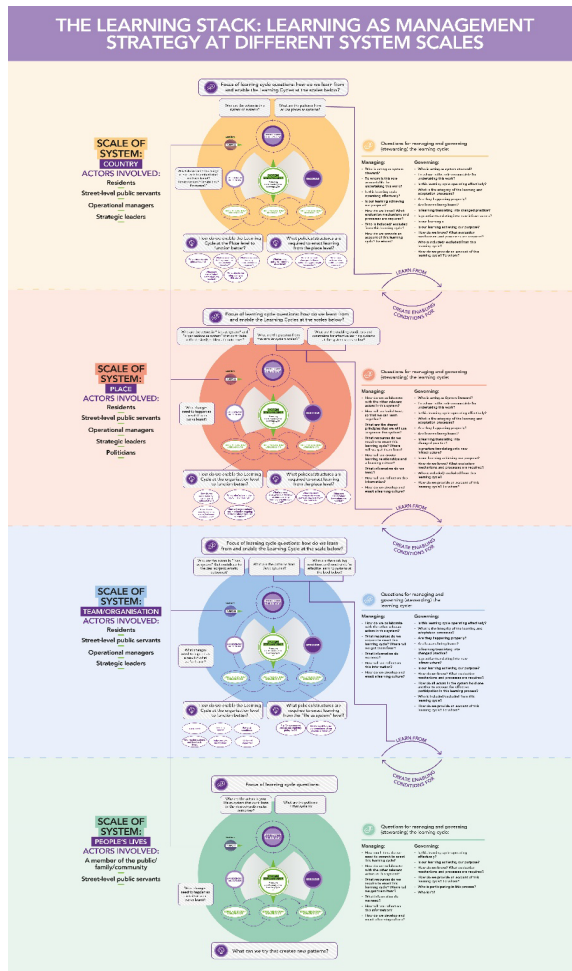
Using template record:

- Original problem
- Change and reason for making it
- Expected impact
- Potential consequences – and remedies/options
- Action(s) required to make change / break the rule
- Who is required to ‘permission’ change / break the rule
- How [you] will know the impact of the change and learn from it

# Homework



# Using learning to break through rules



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