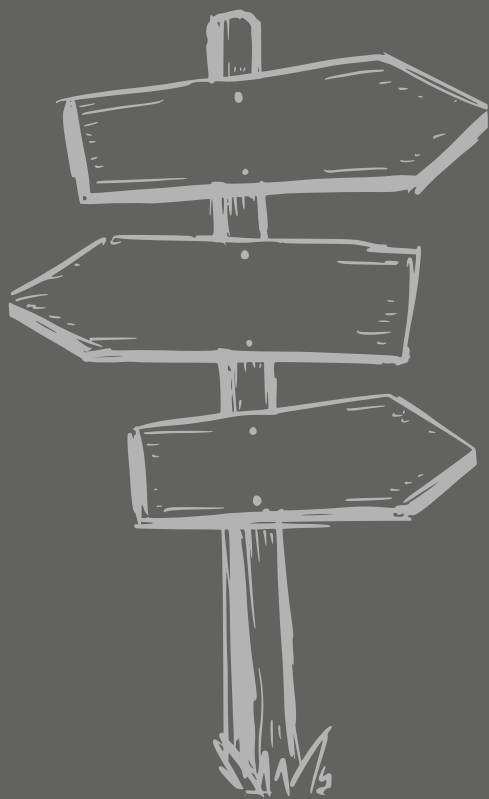


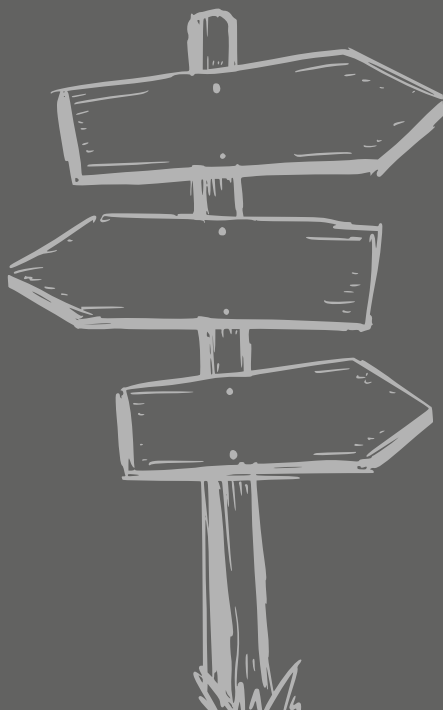


The ForMi Way



**Supporting people to
reach their potential**

The ForMi Way has been developed by Here2there (H2t) as a free resource that can be used by organisations that are supporting people to progress. We hope that you find it informative, useful and inspiring.



This guidance document is free to use. By using it you consent to abide by the following conditions:

- a) The contents of all the resources provided cannot be modified in any way.
- b) You cannot share any of these products or resources with any other organisations. If they wish to use these resources, they need to apply directly to H2t.



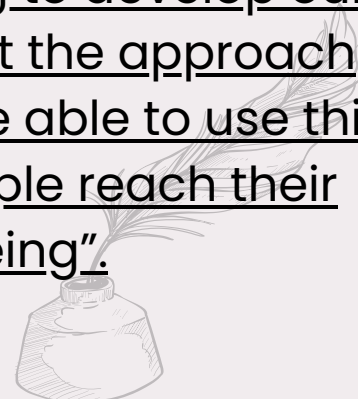
The Author

Roger is the co-founder of H2t, and the originator of the methodology that underpins the ForMi Way. He is a certified Business Psychologist (ABP) and author of a number of publications and National guidance on strength-based working and person-centred planning.



He has extensive experience within social care and education, both in terms of service delivery and regulation and inspection (Senior Inspector for the Care Standards Inspectorate for Wales and HMI for Estyn).

-
"We wanted to create something that could make a tangible difference to people's lives and turn the rhetoric about strength-based working and person-centred planning into a reality. We have been fortunate to win significant Welsh Government (SBRI) funding to develop our ForMi App, but we also wanted to ensure that the approach was accessible to all. We hope people will be able to use this guidance, and linked templates, to help people reach their full potential and support their overall wellbeing".





Contents and tools

1	What is the ForMi Way
2	The Principles
3	Introducing the ForMi Way
4	Getting Started
5	The ForMi way Process
6	Detailed guidance
7	Appreciative Inquiry
8	Coaching and Clean Language



What is the ForMi Way?



The ForMi Way is a toolkit that enables:

- Individuals on programmes of personalised support to achieve their goals.
- Organisations to evidence the impact of their support and interventions.

It is an approach that supports individual's development, progression and wellbeing. It can be applied to people from all walks of life, from employees, to children and adults with additional support needs.

Why Use the ForMi Way?

Easy to Use: Alongside appropriate introduction and training.

Proven Success: Used by many organisations with great results.

Free Resources: All tools and templates are free to use.

Totally aligns with legislation and guidance

Benefits

Empowerment: Individuals take charge of their goals.

Evidence of Success: Show the impact of your support with real stories and results.

Motivation: Focus on strengths and positive outcomes.

Collaboration: Everyone works together to support the individual.



The Principles

ForMi puts the rhetoric around person-centred and strength-based working into action.

It focuses on:

- **Valuing the individual**, and **what matters** to them.
- Starting with the individual's **strengths and aspirations**.
- Exploring **what matters TO them**, whilst also recognising what matters FOR them.
- Understanding who can support the individual on an ongoing basis – their **Circle of Support**.
- Recognising that **sustainable actions** are as important as words.
- Ensuring that there is an ongoing **cycle of reflection and learning**.



ForMi Ethos

The ForMi Way is based on the belief that people achieve best when:

- They are **valued and listened to** – as fully involved as possible in any process of planning and support;
- Their **stories** are valued and recorded in order to fully appreciate the richness of their experiences;
- Any assessment builds on people's strengths and **what is important TO them**, as well as FOR them;
- They are supported and encouraged by **people who know them best** on an ongoing basis;
- Everyone does what they said they would do and work together in a **joined-up way**;
- They have regular opportunities to **reflect** on their achievement and progress.



Getting started

As with any expedition, before you embark on your journey along the ForMi Way you need to ensure that you and your team:

- Are aligned with the principles and values that underpin the approach;
- Have all the equipment and resources needed;
- Define the path you are going to follow (Our project plan template will help you with this).

1

Identify the people who will:

- champion the initiative;
- help you to implement and embed this change;
- have a key role, including:
 - Supported individual – the person whose progression is being supported.
 - Mentor – an individual who leads the 1-1 support / development for the individual;
 - Supporters – people who know the individual best – the Circle of Support (CoS);

Note – The CoS should be involved from the very beginning of the process if the individual has limited capacity. If the individual has capacity, they should agree who is in their CoS.

Communicate the change

- Communicate with the team. Provide them with a brief overview of :
 - What is the ForMi Way?
 - How it will be implemented? (timescales and training)
 - Why you are implementing it?
 - Also consider addressing the likely concerns that people have around change in some FAQ's. (Do I have to do this on top of everything else? Will I have training on what to do? Who else is going to be involved? Will my ability to deliver this form part of my supervision / KPI's?).
- Consider how you will gather best practice ideas and feedback to continually improve the process once it has been launched. (e.g. establishing a monthly / quarterly focus group). Communicate this to everyone.

2



Getting started

3

Competencies

- Identify whether you have the correct level of competencies in your team.
- What training needs do people have, beyond just understanding the ForMi Way process.
 - Are their values aligned with this approach?
 - Do they understand person centred planning and how to have strength based conversations?
 - Do they understand the importance of story telling approaches in order to capture the individual's achievements and progress?
- Make a plan to address any gaps.

Defining The Process

We recommend producing some guidance on how to implement ForMi within your organisation. Consider:

- How frequently reviews should be undertaken, and where and when they should held. Even what they are called;
- Who should be included in each individual's Circle of Support;
- What systems and processes this approach will replace;
- Any duplication and if this is still required;
- Where and how reviews will be saved, and who has access to these;
- What reporting or measuring is required to determine whether the process is successful for the organisation and the individual.

Deliver the training:

Deliver the necessary training to the mentors which covers:

- New or refresher skills and competencies session(s);
- The ForMi Way;
- The Guidance document on how to implement it.

There may also be a requirement to provide some information to supporters and supported individuals.

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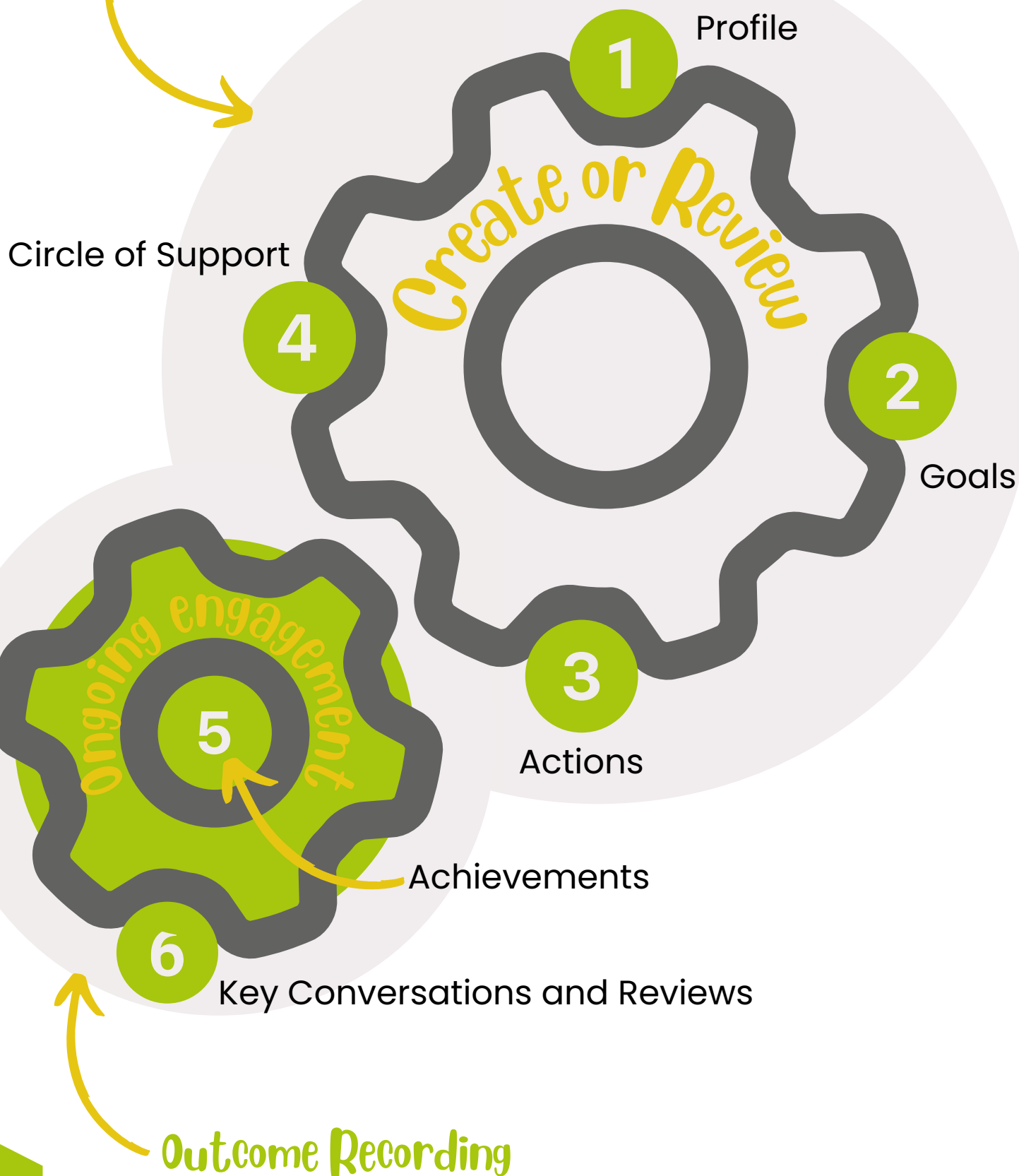
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Top Tip: Everyone using the methodology needs to understand it and believe it can make a positive difference.



The ForMi Way

Person Centred Planning





ForMi Way – Step by Step

To create enthusiasm and ownership think: Strength based, person centred, co-produced, empowering, encouraging.

In the first meeting, meet with the individual you are supporting (and their CoS if appropriate) to:



Complete the profile.



Set up the Circle of Support.



Complete the goals and actions.



Record the meeting and agree a date and time for the next one.

Then.....



Regularly view the individual's story to review, and comment on achievements and progress.



Periodically review the profile /goals/ actions to ensure they are still relevant.



The Details

Step One– the Profile

When a Mentor first meets with each Individual they are supporting they record a person-centred profile. This is a strength-based assessment or 'view' of each Individual. It is key to the whole process and must be driven by the views and wishes of the Individual.

The profile explores:

- The Individual's view of their future, where they are heading, their vision for where they want to be. This will explore:
 - i. Where the Individual sees themselves in x months' time;
 - ii. What they would like to be doing – imagine we are actually there;
- A time when the individual was inspired to achieve and what contributed to that. This will explore:
 - i. A time when the Individual felt they were inspired to achieve something positive. It usually does not matter what this is;
 - ii. What contributed to that? What were the things that made it happen? This might include how people behaved, where they were, how they felt, etc.
- The individual's strengths and what they are good at. This will explore:
 - i. The Individual's strengths and interests;
 - ii. How these strengths can be used to help them get the best out of their experiences going forward;
 - iii. How they can build on, and develop, these strengths to help them progress;
- What is important TO the individual. This will explore:
 - i. What is important TO the individual – what really matters **to them**. As a general rule allow the person to record anything they want, even if it doesn't seem relevant – it might be! For example, they may talk about important relationships outside of the programme of support. From this, there may be opportunities to adapt their support to enable these relationships to develop and flourish.
- What is important FOR the individual. This will explore:
 - i. What is important FOR the individual. This allows for the Mentor to provide their view about what is important for the Individual, plus the views of anyone else who has an interest in their progress and wellbeing. It might include the views of professionals from education, health and social services if they are involved.



Top Tips



When completing the profile:

Talking about the future... Focus on what the Individual wants MORE of, not less of. If there is a behaviour that the Individual wants to reduce, the vision should focus on what should replace that. The ethos of positive psychology that underpins this system, and the evidence behind this, stresses the beneficial impact of focusing on the positive.

For example; if the Individual wanted to stop smoking, the vision could be to lead a healthier lifestyle, rather than to stop or reduce smoking. The focus on giving up smoking can be raised in relation to 'goals or actions' – see later section.

Talking about what leads to achievements... Typically, areas such as 'people listened to me' or 'I was trusted' etc., might emerge but don't lead Individuals – allow them to express these things.

Talking about TO and FOR... Sometimes the two lists might have the same areas – this is OK! In fact, it is often good if something that has been identified as important FOR an individual, is also important TO them. This creates real buy-in in terms of motivation.

An example might be a health professional saying the individual needs to stop smoking. If this is important TO the individual there is much more chance of success. If this was not important TO the individual, it still needs to be listed in the profile, but there is little point in making it a goal at this point in time. This does not mean it can't be reviewed at future review meetings.

These contributory factors are the 'gold dust' of this part of the Profile and will help shape some of the goals; helping to understand what motivates the individual. Completing a profile should lead nicely on to a conversation about Goals.





The Details

Step Two – The Goals

The Profile and anything else discussed as part of the Assessment process informs the Goal setting. These Goals are a central part of the ForMi Way and person centred planning. They are a record of the areas on which the individual is going to focus in terms of their development and wellbeing.

These are the key things that should be considered when agreeing goals:

- The goals are the big things. They should focus on broad outcome statements such as 'to be healthy' or 'to get a job'. The little things are recorded separately as actions (they are normally the smaller tasks that need to be accomplished to achieve the goal).
- Goals should be written in the Individual's own words and in the first-person (see below). If they are not what the Individual really wants, it is unlikely they will work towards the goal.
 - a. I would like to be more healthy ✓
 - b. I want to get a job so I can get my own flat and go out more ✓
 - c. John wants to be more healthy ✗
 - d. Ceri needs to get a job so she can get off benefits and leave home ✗
- Goals should focus on what the individual wants MORE of, not less of. This does not avoid the problems and issues, but instead focuses on solutions.





The Details



An example of this was mentioned earlier. Rather than writing 'I want to give up smoking', the goals should read 'to be more healthy'. This is where the Mentor does need to give some guidance. The golden rule is if the person says that they want to stop doing something they don't enjoy, ask them what the result of this would be, or what they would like instead.

Another example would be if the individual says 'I want to be less stressed'. In this case, you could ask what the result of being less stressed would look like. This might be expressed as 'to feel more positive', or 'to feel as though I have more time to myself'.

4. Once a goal has been agreed, it should be 'rated' on a 0-10 scale. This is in order to agree where they are on the their journey to achieving that goal. If the goal was to get a job and they didn't know what sort of job they wanted, had never had an interview, hadn't written a CV etc., it might be agreed that they are at a 1 or 2. This is what is called the 'baseline', or the starting point. It allows for further discussions at reviews about how they are progressing.

5. The final part of the goals setting is to agree what we would see if a goal had been achieved. If the goal was 'to be more independent', we might write things like:

- Doing my own shopping;
- Getting to work on my own;
- Cooking my own meals;

By agreeing this at the beginning, it makes it easier to agree when a goal has been completed.

Top Tip: Scoring goals is a great way to talk about progress and achievement, but sometimes it's ok to go backwards if this means we all learn something



The Details



Step 3 – The Actions

Once Goals have been established, specific Actions can be added to agree the activity that needs to take place to bring about the Goal. If the Goal was to get a job, Actions could include things like:

- Check online jobs sites each day:
- Attend a CV writing course:
- Look for voluntary work that could provide more work experience opportunities.

These are not the things that will be 'rated' in the review meetings (these are the goals). But they will be the things that everyone will focus on day to day, in order to help the individual achieve.

Step Four – Circle of Support

These are people who can support the individual to achieve their goals, and who the individual wants to be part of their Circle of Support. This can range from professionals in other services (e.g. education, social services, health), through to family or friends.

These people should be given information about the individual's goals, and encouraged to give them positive feedback when they achieve a goal.



Also, where possible, they should be asked to provide feedback and evidence that the person has achieved something. This could be via a written comment, a photograph, video etc. This will all be with the individual's informed consent.



The Details

Step 5 – Recording Achievements

Once all the above has taken place, involving the individual as much as possible, a period of support will follow. Individuals will focus on their goals, recording any achievement against each goal on an ongoing basis. This will be done in any way that best meets the needs and wishes of the individual.

This could be through photographs, videos, drawings, in writing, etc.

Supporters (including Mentors) will also record these achievements in any way that they can. The important thing is that each record (in whatever form) is linked to a goal. There is more on this in other sections of the guidance.

Step 6 – Ongoing Reviews

At agreed times, Reviews are completed between the Mentor and the individual. There is a template in this pack to do this. How these are conducted is very much down to the individual and organisation. However, the golden rule is that where it takes place, the terminology (in terms of what the review is called), who is there, who organises it, etc., should all be designed around the individual's needs and preferences. This supports them to contribute as much as possible to the process, and to make it meaningful and empowering.

These reviews:

- Celebrate achievements;
- Discuss the goals and 'rate' these (0-10) in terms of progress;
- Set new goals if necessary;
- Agree how the process is working for the Individual and adapt if required.





Toolbox

Engaging and empowering people in their progression is no easy thing. Knowing what to say, when to say it, actively listening and using the power of silence are skills that take plenty of practice to master. Within this tool box section, we have provided a summary of our favourite models, tips and techniques to help guide you in this process.

Appreciative Inquiry

Appreciative Inquiry (AI) is a way of looking at situations by starting from what is working. This can relate to individuals, groups or organisations. The thinking behind AI is built on positive psychology, solution focused ways of working and coproduction. However, it also includes a model that can turn that thinking into action called the 5D Cycle.

AI can be used in many ways but essentially helps people move from where they are now, to where they want to be in the future. It is a powerful approach that engages everyone from the start and avoids the 'blame game'. It has been used by organisations around the world to bring about positive and sustainable change.

AI was developed in the 1980s by David Cooperrider of Case Western Reserve University and Suresh Srivastava of The Taos Institute.

It has been used successfully by organisations as diverse as the US Navy, Halfords and the NHS to engage people in making a positive and tangible difference to the organisations they work for. It is a methodology that Academi Wales promotes to support change in public service.





Toolbox

Coaching

The principles of coaching strongly align with the ForMi Way.

- The coachee has to be in control of the process;
- The coachee has to be motivated and inspired to learn;
- The coachee has to be the person doing the thinking.

Coaching provides the structure to lead the individual through reflection, learning and goal setting. By enabling insight, this process informs their thinking so they can focus on the outcomes they want to work towards.

The Skill of Not Knowing

This means that when acting as mentor to the person we are supporting we need to be prepared to put aside our notions of what we might assume is happening and to listen and ask questions instead. This involves discipline, self awareness and skill.

When working as a mentor, most people agree that it is important to leave personal views / judgements outside any interaction. However, through the process of communicating with others we often inadvertently communicate this through our language. Simple questions like 'how do you feel about that?' carry a structural pre-supposition that the clients would / should have feelings about a particular thing.

Using Clean Language is a way of using phrases and questions to support an individual through a process while minimising any influence or feedback. This helps ensure all the thinking is that of the coachee.

"The meaning of any communication is the response it elicits."





Toolbox

Clean Language

Clean Language technique can minimise or eliminate misunderstandings. Following a few simple guidelines, and asking the right kind of questions, allows you to communicate with greater clarity, and to make stronger connections with people.

Clean Language consists of about 20 questions, asked in a particular way. When David Grove watched therapists at work and analysed transcripts of their client sessions, he realised they were subtly changing their clients' words and he felt that this robbed them of their experience. So he experimented with keeping his clients' words intact, repeating them verbatim. He also began to pare down the questions themselves so that they would contain fewer presuppositions.

For example, "What are you thinking?" presupposes that a person is thinking something, and limits their possible responses, so David 'cleaned' the question to become: "Are you thinking anything?" Later, he dropped the word 'thinking' and used an even cleaner question: "Is there anything else about ...?"

David also took extreme care to ensure that the question he was about to ask would be effective in directing their attention to a particular aspect of a person's experience. He realised that questions like, "Can you tell me how you feel about that?" would shift their attention back and forth (you – me – you – that), so he removed all pronouns, unless they were part of what the client was talking about. So "Tell me more" also became, "Is there anything else about ...?"

As well as omitting some words, David made a point of adding two specific words:

The word 'that' allows for more specific 'pointing' at particular aspects of an inner landscape... e.g. If a client says, "I would like to feel more relaxed," then asking, "What kind of relaxed is that relaxed?" directs their attention to the word relaxed and invites them to consider it in more detail.

And David started each question with the word 'and'. This was to acknowledge the client's words and join the facilitator's words in with them, so that the client stays in their own experience.

For further information on Clean Language techniques or Appreciative Inquiry, please contact us.



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Additional services available from H2t:

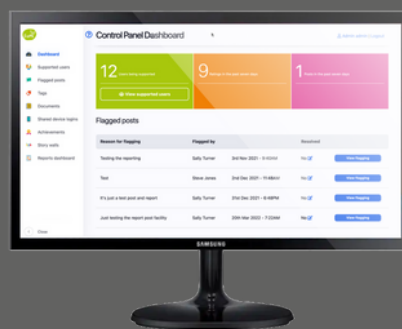
This guide is designed to stand alone. However If you feel your organisation would benefit from an enhanced level of support we are able to offer training packages to explore and practically apply the concepts of:

- Person centred planning;
- Strength based approaches;
- Appreciative Inquiry;
- Coaching and Mentoring skills.

Additionally, our ForMi App offers a digital solution to bring The ForMi Way to life via a Smartphone or Tablet. It uses a social media like approach to do this, effectively evidencing impact and outcomes, whilst reducing administration.

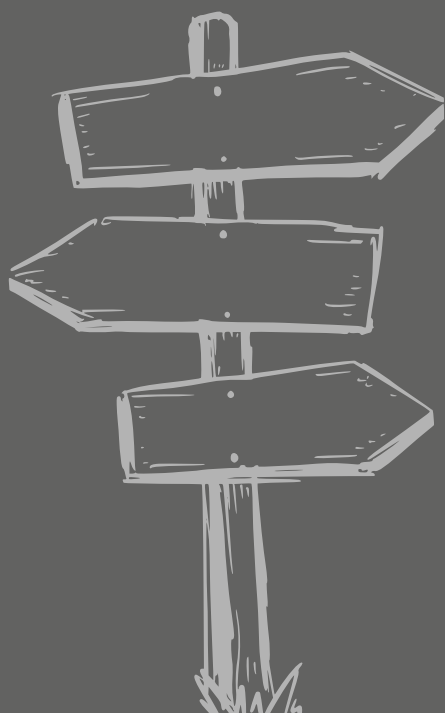
If you would like a demonstration of our ForMi system or are interesting in finding out more about our training packages then please contact us at

Hello@here2there.me.uk



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