

Social Networks Training Programme

Trainer's Pack Revisions April, 2009

The trainer's pack has been revised to take account of the feedback from trainers, the results of a survey of all users, independent evaluation and follow up workshops. The full revised trainers pack and power point versions of the slides are available on the website (www.scottishsocialnetworks.org).

This document lists the changes so that if you have a copy of the original version you can see what changes have been made and update it.

Additional materials will be developed over the coming year(s) which again will be available on the website for you to download and add to your pack.

The Trainer's Pack is a continually evolving and growing resource and I hope you will contribute to that process by sharing your experience, suggestions, additional case studies etc.

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Social Networks Training Programme

Amendments

Page 7. Contents – Section 4 now contains a page on additional training materials

Page 9. Programme - Some small changes have been made to the times, reducing the sessions on “Analysis Tools” and “Befriending, Mentoring and Mediation” by 5 minutes each, bringing forward lunch by 10 minutes to 12.15.

Page 10. Programme – The session on “What is your support role?” is brought forward to 1.00 and extended by 10 minutes.

Page 11. Trainer’s Overview – this has been substantially expanded and amended. Please replace pages 11-13 with the revised pages over leaf.

Trainer's Overview

This training pack has been designed and used to train managers, team leaders, frontline staff and volunteers from a wide range of organisations. It has already been used to train people from housing and homelessness, social work and social care, education and training, children and young people, health and wellbeing and is relevant across the social inclusion agenda. It is designed to be tailored by you to suit your trainees and there is extra information and assistance available to help you do this.

Advance Preparation

The proceeding pages give you an outline of the training programme and have been designed to be copied and sent to the trainees with your own information as joining instructions. You will see that some preparation by trainees is suggested. Although this should not take long to complete, you should allow sufficient time for trainees to discuss this with their line manager where appropriate and will probably wish to send this out at least two weeks before the training day. If you are unfamiliar with the work of your trainees you may wish to ask them to return a copy of the form to you in advance of the training to help you select suitable case studies. You may also wish to ask the trainees' line managers what their expectations are for the training and how their organisation will support the introduction of social networks into the trainees work. Tools to assist managers and team leaders "Planning to Introduce Social Networks" can be found on the website. (see **Additional Resources**)

Time

Total session running time: **6 hours**

The timetable can be changed to suit the needs of the trainees – perhaps later starting times to allow for travel or spread over two evenings for volunteers - and the session time will vary depending on the size of the group and the groups' existing knowledge. This training is designed for a wide range of existing knowledge levels but is probably most easily managed if group members have a similar level of understanding. A minimum group size of 6 and a maximum of 12 is recommended. Generally, where

groups have greater existing knowledge of the subject, the run time will be longer unless discussion is actively restricted.

Additional Resources

In section 4 of this pack you will find a glossary and extra information on social networks some of which you may wish to use as handouts. Web links to more in depth research and articles are also included which you may wish to consider; particularly for experienced groups. On the Scottish Social Networks website at <http://www.scottishsocialnetworks.org/resources> you will find:

- Case studies which give real examples of how individuals have been supported to develop their social networks;
- Independent evaluation report;
- New, additional training materials as they are developed e.g. on resilience and transitions; or on holding follow up workshops to reinforce the training and encourage group support (and group pressure!) and more;
- Tools you may wish to use with managers and team leaders
“Planning to Introduce Social Networks” – “Mapping the Journey” and
“Self Assessment – Ready for New Ideas”
- Suggested alternative timetables, joining instructions, case studies etc for different groups.

Also on the website is a **discussion forum** where you can share ideas and questions. If what you want is not on the website or you would like to speak to someone about social networks please email info@scottishsocialnetworks.org or call 0131 524 9869

Materials – you will need

Flipchart stand, pad and marker pens, Blu-Tack

Green, red and orange sticky dots

Paper and pens for note taking

Paper for exercises

Over head projector, screen or blank wall

Photocopier

Envelopes (one for each participant)

Case Studies

Example case studies are included which cover a variety of support areas. And more have been added to the website. (see **Additional Resources**) You may want to write your own case study relating to the participants being trained and their client group. I hope you will share them through the web forum.

Case Study 1 - Liam

Case Study 5 - John

Case Study 2 - Louise

Case Study 6 - Jim

Case Study 3 - Margaret and Tom

Case Study 7 - Neil

Case Study 4 - Betty

OHP slides

OHP slide 1 - Definition of social networks

OHP slide 2 - Definition of social capital

OHP slide 3 - Definition of conviviality

OHP slide 4 - Completed circles of support

OHP slide 5 - Definition of mediation

You may also want to make up slides of the case studies you intend to use.

Handouts

Handout 1 - Friends list

Handout 2 - Circles of Support

Handout 3 - The relationship map

Handout 4 - The mentoring – befriending spectrum

Handout 5 - My job

Handout 6 – Evaluation

Flipcharts

Flipchart 1 - Consider the difference social networks can make to an individual

Flipchart 2 - Consider how increasing social networks can decrease dependency on services

Flipchart 3 - Identify and explore ways of assessing social networks

Flipchart 4 - Have an action plan of how to highlight social networks within your team/project/organisation

Page 12. Programme - Some small changes have been made to the times, reducing the sessions on “Analysis Tools” b) Relationship Map to 5 minutes and “Befriending, Mentoring and Mediation” by 5 minutes to 30 minutes bringing forward lunch by 10 minutes to 12.15. The session on “What is your support role?” is brought forward to 1.00 and a new part a) Case studies lasting 10 minutes is inserted. The existing 55 minute session is renamed part b) Job Role.

Page 17. b) Introductions. A substitute exercise which focuses more on the training day is suggested. Please delete the existing exercise and substitute:

b) Introductions

5 minutes

This exercise is good for allowing everyone time to get to know one another and helps to create a relaxed atmosphere.

What to do

- Ask everyone in turn to introduce themselves, their organisation and their interest in the days training.

Page 19. Please add in at the end of exercise c) Traffic Lights the following::

(An alternative to using sticky dots – give each participant a coloured pen and ask them to draw a smiley face 😊 if they are very interested, a non emotional face 😐 if they are interested and a sad face ☹ if mildly interested)

Page 22. Please substitute the new extended “Points to highlight from feedback” on Social Capital given over leaf:

Points to highlight from feedback

Social capital can also refer to the wider networks and relationships that these connections give us.

For example if you were planning to paint a room in your house you may have a think to see if any of your friends could do it for you, if you don't know any painter/decorators then you would have a think about whether any of your friends/relations know anyone who could do the job. If you managed to get a friend of a friend to do a cheap homer for you rather than paying a painter/decorator out of the yellow pages then you have benefited through your social capital. Think of the expression 'it's not what you know but who you know'.

Explain to participants that social capital refers to the give and take that arises from connections amongst individuals. This give and take can lead to individuals feeling they have something to offer and are 'needed'. If individuals feel they have nothing to 'give' then they may feel disconnected from others.

Page 23. a) Conviviality – please delete the first bullet point under “What to do” and substitute the following:

- Explain – For example if you start a new job and are shown into an office with five other people who you speak to during the day – because they are in the same office - these are **not** relationships of conviviality. However if you find that you have a lot in common with one of your work colleagues and get on well with them, even start socialising outside of work then this **is** conviviality. You have chosen to spend time with that individual. And the reason you have **chosen** to spend time with them is because you gain something from the relationship.

Page 23. Please substitute the following extended “Points to highlight “from OHP 3

Points to highlight from OHP

- The use of the word interdependence instead of independence. If we are talking about relationships can we be independent, yet as professionals we talk about independence. Having the independence to choose to be interdependent?
- The importance of conviviality is that someone has chosen to be in a relationship with you. This tells us something about ourselves. If someone is in a relationship with us because they like us and they prove this by being a good friend then it tells us something about ourselves....that we are likeable. However if someone treats us badly we will start to question why and why us. The relationships we are in and the people who choose us as friends are a mirror on ourselves and our selfworth.

Page 24. b) How do we make Social Networks? Under “What to do” please substitute the first bullet point with following expanded point:

- Give out **handout 1**. Ask participants to make a list of their friends along with where they met them i.e. work, school. Reassure participants that they won’t be asked to share the names of the friends on the list. Also explain that this is not a competition to see who has the most friends. The main aim of today is to highlight that there is no ‘perfect’ social network. Having twenty friends is not ‘better’ than having two if you still feel lonely and unsupported. It is how we feel about our network and the relationships involved that are important.

Page 25. Please substitute the extended “Points to highlight from flipchart” over leaf

Points to highlight from flipchart.

- Explain that generally when running this training with workers the same areas always come up – school, college/university, work, groups (sports, crafts, religion) through friends, through family. This is because the journeys we have gone through during our lives are generally the same. The way we make friends is by spending time with people, building rapport and discovering what we have in common, because of this we make friends in the places we spend most of our time.
- When supporting individuals it is important to think about what their journey has been so far. Where have they made friendships, what have the quality of these relationships been?
- School - individuals who don't regularly attend school may have limited opportunities to form friendships. Or if bullied at school this will have an affect on friendships.
- College/work - with a disrupted education, college and work become more difficult to obtain. Mental Health difficulties/physical or learning disabilities may also limit access to college or work. This again limits opportunities for friendships.
- Friends of friends - if you don't have friends then it is difficult to broaden your friendships. (social capital)
- Clubs/physical activities – lack of confidence/mental health/disabilities could all hold people back from participating.
- Finish by explaining that sometimes we take relationships and our ability to make them for granted and we think if we give someone the opportunity to make friends (enrol them in a night class) that is all they will need. However if you have had limited or negative friendships you may not have the skills required to make friends or maintain friendships.

Page 26. After the third point under “What to do” please add in the following additional sentence:

Think in particular about the individuals ‘journey’ to date and how this may have affected them.

Page 27. Under Margaret please add the following additional bullet point:

- She is grieving, which may impact on her current relationship

Page 28. At the top of the page please add in the following:

Explain to participants that it may be that someone has a history of struggling to establish or maintain relationships but this may not always be the case. It may be that an ‘event’ has suddenly resulted in them finding relationships difficult. For example, poor mental health, divorce or bereavement.

Page 31. Under “What do their circles show?”, please delete the final point.

Page 32. Under “Service users and case studies” delete points 3-5 removing the group exercise element to this session.

Page 33. Extension of Circles of Support.- this session has been amended and extended. Please replace page 33 with the revised pages 33(a) and 33(b) over leaf.

Extension of Circles of Support

- Explain that this exercise can be extended.
- Ask participants to go through the names in the circles and write an F next to those people who they receive financial support from.
- Ask them to go through the names again and write an E next the people who they think they receive emotional support from.
- Ask them to go through the names a final time and mark an S next to those people they think offer them social support. Explain that other support can be added if appropriate for example physical support.
- Ask participants if this is an exercise they regularly do with regards to their relationships (generally the answer will be no). Explain that taking time to reflect on our relationships can give us insight into ourselves (what support do we seek) and others (what do others give me). Which is a starting point to whether we are happy or not and whether or not we make changes.
- Explain that the exercise can also be carried out looking at what support the individual gives to others. Ask participants to write next to all the names in the circles an F, E or S but in relation to what support THEY give the person named.

Points to highlight

- Explain that this is another useful tool for exploring relationships. Not only does it allow us to see what support we are gaining but also to think through what support is important to us. If we are financially secure then not having financial support may feel ok.
- The exercise of looking at what support and individual gives to others can offer an insight into how the individual perceives themselves and what they have to offer others.
- There is no right answer to this exercise, what support the individual wants is important and whether they are currently receiving it. These two exercises are a starting point for discussion as well as an assessment tool.
- This exercise can be used to target support services to fill gaps in the short term and start the process of clients developing their own long term solutions. However it may be that someone already in their circles of support can fill the gap, for example they may socialise with someone but that person may be able to offer emotional support rather than looking to bring somebody completely new in to support them.

- Page 34.** Relationship Map – this session is reduced from 10 to 5 minutes and under “What to do” the second sentence of point 2 and the whole of point 3 should be deleted.
- Page 35.** Befriending Mentoring and Mediation. The time for this exercise is reduced from 35 to 30 minutes. This time is cut by reducing the time allowed to the groups under point 2 of “What to do” from 15 to 10 minutes.
- Page 39.** What is your support role?-A new part a) Case studies, lasting 10 minutes, is inserted. The existing 55 minute session is renamed part b) Job Role. The following pages 39 (a) – (d) should be added in.

7. What is your support role?

a) Case Studies

12 minutes

What to do

- Ask participants to go back into their case study groups and again discuss what new support (appropriate to their support roles) they could offer each case study individual to support them in (re)building their relationships.
- After 5 minutes ask the groups to feedback their answers.
- Explain to the participants that this exercise may be different for everyone in the group depending on their job role. For some they will be the first person who the individual comes in contact with and their non judgemental attitude and awareness of social networks may be the catalyst for others who are more qualified and have the resources to become involved. Others will have the remit and resources to support the individual directly either through assessment or assessment and support.
- Highlight to the participants that there is an important link between activities and interests and resilience. However activities alone can only achieve so much, activities are a means to an end and not an end in themselves. When considering an individual becoming involved in activities it is important to think about :
 - why that activity?
 - Has the individual voiced an interest in it?
 - What do they hope to gain from the activity?
 - Who do they want to meet through the activities?

- Are their expectations realistic?
- Do they have the skills and confidence to engage in the activity?
- If not, how can they be supported to increase these areas?
- Is the activity sustainable?

Points to highlight from feedback

Liam

One suggestion would be to start working with Liam to look at his current network and whether any of the people he is currently friends with are worth keeping as friends. What does he get from them, are they real friends? What does he give to them as a friend?

Louise

- A starting point with Louise could be her mapping her network before she became ill and then again as it stands at present. Where has she placed the friends she used to have? Why have they moved? What is holding her back from contacting them? Are there new friends she has made while in hospital who have shared experiences? How does she feel about the friendship?
- With regard to her making new friends it could be worth while exploring what is scaring her. Is it that they already know about her ill health or that when she gets to know them she may have to tell them?

Margaret

Starting with an assessment of who she has in her life currently would be a good starting point. Exploring further what she has in common with each individual could open up areas of shared interest. For example if she has a few friends who all read she could start a book club or if a friend likes gardening and flowers they could attend a flower arranging class. This would take the emphasis off her meeting couples but also give her the opportunity to explore her own interests.

Betty

Mapping the places Betty used to visit would give a geographical picture of her networks but also an opportunity to discuss what she liked about the different places, who she met, what she misses now. It may be that Betty can have these needs met elsewhere or they may be specific to those places and people.

John

Carrying out a Circles of Support assessment with Jim would give an indication of where he places people from the pub, residents and staff in relation to himself and give a means of discussing who he relates too and why. Bringing into this discussion him leaving the hostel would give him the opportunity to look at who he would still want to keep contact with. Is the pub close to his new tenancy? This exercise would also give an indication of anyone else he has in his network

Jim

An assessment of who Jim has in his life currently would give an opportunity to explore his feelings around the friends he has. Does he want these friends to stay friends when he moves, how will he see them? Only when at his parents house? If so what about having friends who visit him at his house? How does he feel about making new friends? Is this an area where you could support him?

Neil

- An assessment of what different support Neil receives from friends would be a way for him to look at who he sees as a negative or positive influence.
- It appears he is already aware of a need to change his network and a physical move may be required. If this is the case then Neil would need support in building new supports.

Reiterate to participants that building strong and positive networks comes from assessing what is there and gaining the information from the individual as to how they want to change it. These changes may involve improving areas such as social skills or confidence.

8. Action Planning

30 minutes

Participants explore the impact of the training on their work and how they can take learning forward.

What to do

- Ask the participants to think about the days training and about their jobs.
- Ask the participants to choose at least one area where they would like to see changes within their work which would help to assess/ support social networks.
- Give out **handout 5 Part B**. Ask participants to write down at least one thing they would like to see changed. Explain that it is important that the learning from the day is not lost once people are back at their work and that a plan can capture the thinking but also gives a clear outline to work from.
- Ask participants to think about what is the first thing that needs to happen for each change to take place and to record it on their sheet. (for example, if the change is a cultural change within the organisation, then the first thing that may need to happen is an organisational understanding of how supporting people with relationships and social skills can increase outcomes)
- Ask participants to think about how they will make the changes happen. What is the first thing that they can do to start the change happening (for example, for cultural change it may be setting a date to run this training within the wider organisation)

Remember to explain – They may not feel that they have much authority or power to make change within their project/organisation but they can be a catalyst for change, even if their action plan is to discuss this training in a team meeting.

- Ask participants to set themselves a realistic time scale for this to happen.
- Ask the participants to share one of their actions with the group.
- Hand out envelopes and ask participants to address them to themselves.
- Explain to participants that you are going to take a copy of each plan and post it back to them in 2 months to remind them of what they have committed to doing. (Remember to make sure you take the photocopies and collect all the envelopes.)

Page 44. Under “And finally, just two things left to do” please change the follow up date mentioned under point 2 from 3 weeks to 2 months. You will see that this has been changed on the previous page. This is because it was found that 3 weeks was generally too quick a follow up time for any action to have been taken but you should adjust this for your own group.

Page 75. Section 4 background information has been reordered and some of the web links have been updated. The main change is the addition of a page on “Additional Training Materials” and that is given below.

Additional training materials

Additional training materials can be found on the Scottish Social Networks website at <http://www.scottishsocialnetworks.org/resources> you will find:

- Case studies which give real examples of how individuals have been supported to develop their social networks;
- Independent evaluation report;
- New, additional training materials as they are developed e.g. on resilience and transitions; or on holding follow up workshops to reinforce the training and encourage group support (and group pressure!) and more;
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