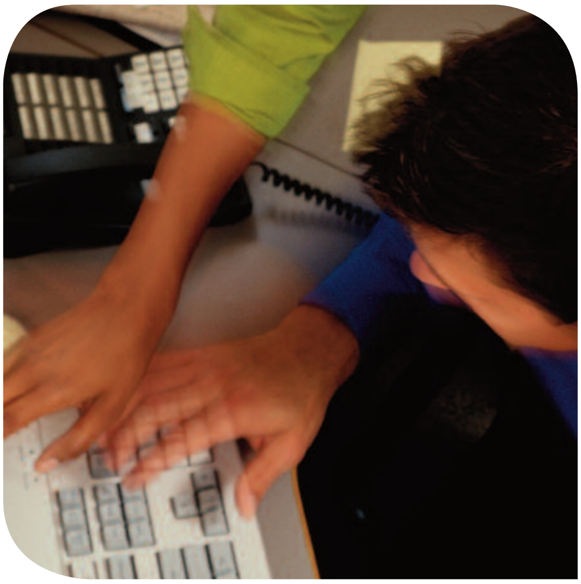
Leading practice: a development programme for first-line managers



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Established in 2001, we are an independent charity, funded by the Department of Health, Department for Children, Schools and Families and the devolved administrations in Wales and Northern Ireland. We support care services for adults, children and families and we work collaboratively with partners at national and regional levels.

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About the programme

What is the *Leading practice* development programme?

This programme recognises the vital role played by first-line managers as leaders of practice in social work and social care settings. The programme invites first-line managers to develop their leadership and practice skills through learning together in the 'classroom' and in the workplace. It is intended to help first-line managers and their organisations to improve and sustain practice standards and the service they offer to those who use their services, and their carers.

This edition of *Leading practice* has been revised and updated from the original resource to reflect developments in the sector and link with wider standards for leadership and management. The revision, as well as the original work, was funded by the Social Care Institute for Excellence (SCIE). It is welcomed by Skills for Care as a learning programme that supports learning for *National occupational standards: leadership and management in care*, and *Adult social care manager induction standards* (England).

Who is this programme for?

This training programme has been designed for first-line managers in social work and social care settings. First-line managers go under various job titles within and across agencies. The definition of first-line managers used in this programme is:

'An individual in any social work/social care setting, with responsibility for managing the direct practice and service delivery of a group of staff.'

The programme assumes that participants will have knowledge and experience as practitioners in their field. They may have had social work training or hold qualifications such as NVQs. It is assumed that they are familiar with the values base of the sector and have the capacity to draw on knowledge and experience from working within social work/social care or related professions.

Why is it important?

As the arbiters of practice standards, first-line managers hold a key role within a social work/social care organisation. The transition from practitioner to manager is not always an easy one; *Leading practice* helps first-line managers explore the distinctive nature of their management role and equips them with some core knowledge to approach their responsibilities with confidence. This includes helping first-line managers recognise the central role they have for influencing and implementing change, at a time when new ways of working are rapidly evolving to support the increased personalisation of service provision.

How will participants benefit from the programme?

Leading practice is designed to help first-line managers to:

- understand the nature and characteristics of their role within the organisation
- understand the changing sector within which they work
- review and analyse the work of their team
- maximise the potential of team members
- contribute to the strategic development of their organisation
- lead change within their own area of responsibility

Leading practice will contribute to the continuing professional development of its participants. The content has also been designed to support learning towards standards such as the *Adult social care manager induction standards* (England)[1] and *National occupational standards: leadership and management in care*.

How will an organisation benefit from the programme?

Leading practice will benefit organisations as well as participants.
It will contribute to:

- developing the organisation's practice management
- creating and sustaining collective effort among first-line managers
- building capacity among first-line managers to embrace change and manage proactive, innovative services

Leading practice can have additional benefits depending on how it is used – for example:

- it may be delivered in-house, as a way of introducing a group of managers to the organisation's own values, systems and structures
- it may be delivered within a locality, to enhance partnership working between different agencies
- it may be used to bring together small providers offering a particular type of service, to share good practice and generate peer support for lone managers

Is *Leading practice* accredited?

Leading practice is not a programme accredited with an awarding body, but it is recognised that participants may wish to demonstrate their learning so that it can be assessed as evidence of knowledge for required standards such as induction or NVQ. The content of each session has been mapped to **two** key sets of standards, and the learning is delivered at an appropriate level for these.

1. Skills for Care (2008) Adult social care manager induction standards (England), Leeds: Skills for Care.

The content of *Leading practice* is directly relevant to first-line managers who hold a social work qualification. It addresses the 10 distinctive things that social care managers do[2] that 'need to lie at the heart of any programme of education and training for social work leaders and managers'.[3] The level and depth of the programme mean that *Leading practice* is not in itself a route to 'higher specialist' or 'advanced' level PQ awards. However, it may be possible to work with individual awarding bodies/universities to recognise learning gained through *Leading practice* as part of a broader programme of qualification.

With assessment in mind, each session includes ideas for ways to demonstrate the learning achieved. Please note that this section is entirely optional, and offered to facilitate the links with the standards and qualifications outlined above. As such, time is not allocated within the sessions to discuss or support the assessment of learning.

Specific guidance on how the optional assessments are to be used will need to be agreed at an early stage with a centre accredited to deliver an appropriate qualification.

How does the programme work?

The programme is primarily designed to be run within an organisation or a locality (see above – 'How will an organisation benefit from the programme?'). This is an important feature of the programme to ensure the development not only of individual participants but also of the organisation and/or multi-agency networks.

The programme is made up of 12 sessions which each take three to three and a half hours to complete. Each session focuses on a different theme – for example, working in a team or managing change – and is made up of activities and discussions. For some sessions, we encourage facilitators to invite an external speaker to the session, including for Session 3, a service user. You will clearly need to use your judgement as to the appropriateness of such speakers to the context in which the programme is being delivered. Each participant receives a Participant's Pack, with outline notes for each session and some recommended reading. The Pack also includes copies of materials for activities that may be helpful to use in the workplace as well as at the session.

How much work will participants have to do?

The programme uses the participants' day-to-day work as its basis. To embed learning, there is an expectation that they will choose a manageable 'topic for change' during the second half of the programme, which should be directly related to their everyday work. Small amounts of background reading may be suggested from time to time.

2. Skills for Care (2004) What leaders and managers in social care do – leadership and management: a strategy for the social care workforce, Leeds: Skills for Care.
3. General Social Care Council (2005) Specialist standards and requirements for post-qualifying social work education and training, London: General Social Care Council.

Participants choosing to carry out the optional assessments will need to allocate private study time to complete them. The suggested assessments often build on exercises within the session.

How was the programme developed?

Leading practice was originally commissioned by the Department of Health and developed by the SCIE in 2004. This edition was revised and updated in 2008, to reflect developments within the sector and in consultation with existing and potential users of the programme.

SCIE wishes to thank Linda Curran and Jane Livingstone at ARC and Maria Lagos at Skills for Care, along with all the members of the steering group, including Ainslie Saunders, Alexander Biggs, Ashley Hinson, Bilkis Hirain, Carol Robinson, Caroline Bourke, Kate Glover wright, Claire Samson, Diane Huish, Geoff Shaw, Jane Devine, Liz Pell, Mark Ferry, Mary O'Neil, Richard Barrett, Sharon Lambley, Sue Brook and Sue Matthews.

Preparing to run the programme

This guide is written for the individual(s) who will coordinate, present and lead the programme. It will help you to:

- **teach**, through formal presentation of material
- **lead**, through developed discussion of ideas
- **make connections** to the daily work of participants through the application of ideas, their integration within day-to-day practice and through action outside the sessions with the wider organisation

Throughout this guide you are referred to as the programme 'facilitator'.

Who should be the programme facilitator?

The programme integrates individual learning with organisational development. If the programme is being run in-house, the facilitator should ideally be an employee of the organisation, or an employee of a partner organisation. For example, the facilitator could be an operational line manager, a staff trainer or a policy adviser. Depending on your role and responsibilities within the organisation, you will be able to draw on different skills and expertise. If the programme is being run for several organisations in a locality, the facilitator should be from one of the participating organisations (from the 'lead partner', if there is one). It is important that the facilitator is not simply 'bought in'.

An **operational line manager** will be directly involved with service delivery and will have up-to-date experience of operational and professional issues. If you are an operational line manager, you may already supervise some or all of the programme participants and be familiar with their work settings. As 'the manager's manager', you are in a unique position to work with participants to integrate the learning on the programme with the development of the organisation.

If you are a **staff trainer or developer**, you will be an experienced educator. You will be used to working with groups and individuals to develop their knowledge and skills. You will bring this perspective to the programme.

If you have a **quality assurance or policy role**, you will probably have an overview of all operational workings. You will be able to relate the work of the programme directly to the strategic thinking of the organisation and to the wider policy context of central government initiatives and partnership arrangements on a more local level.

How many facilitators should there be?

Because people in different roles will have different skills and experiences to contribute to the programme, partnerships between staff with different sorts of expertise can be very useful. It is also a good way of demonstrating collaborative and integrated professional working and the willingness to learn from others. However, if partnership working throughout the delivery of the programme isn't possible, you should at least try and get someone to support you in any areas of the programme with which you are unfamiliar.

Facilitators should work as a pair, or in groups of three, and each facilitator should nominate a person who can stand in for them if they are unable to attend a session.

An ideal combination of facilitators would be:

- an operational manager with at least three years' experience, and a trainer from the training or human resources department

or

- two managers with training experience

If participants come from more than one organisation, facilitators should be drawn from different organisations.

Preparing yourself

Teaching is a high profile activity that will require you to lead and respond to the group. Teaching does make some people feel anxious so it is worth ensuring that you are well prepared. Below are a number of steps you can take to familiarise yourself with the programme and build your confidence:

Step 1

This pack includes a facilitator's preparation programme. You should organise a facilitator to run the preparation days and to be a point of support and advice throughout the programme. The facilitator for the preparation days could be a senior trainer from within the organisation or an experienced facilitator from a partner organisation.

Step 2

Ensure that you have read the books on the essential reading list (see page 00), which will help you to prepare sessions and to negotiate with the wider organisation.

Step 3

Be aware that your own experience and expertise will be on display. You may be operating in a different role from your usual one, and this may make you feel uncomfortable or confused. At times, your own management practice will be under scrutiny – particularly if you are the operational line manager of some of the participants.

If you are a line manager, you may feel conscious of representing the wider organisation or senior managers, particularly at time when the group is critical of organisational processes. Similarly, you may feel at times that you are 'out of touch' or not in a position to have an opinion because you are not regularly in touch with service users and carers.

At these times, you must remember that one of the programme's aims is to challenge accepted custom and practice and to offer an alternative script where the organisation is caught up in negative behaviour. Being 'out of touch' and representing managers can be invaluable assets; you can use these perspectives to challenge current organisational presumptions and to examine habitual behaviour and thinking.

Step 4

During the programme, you may become aware that unacceptable practice is being used. You should agree a procedure with senior managers for dealing with this knowledge prior to the start of the programme. At the first session, you should make participants aware of this procedure.

Step 5

You may wish to invite colleagues with particular expertise and responsibilities to some sessions. In particular, you will need to invite someone who has experience of using self-directed support (or their family or friends if more appropriate) for Session 3 and representatives from different parts of the organisation where data is required for Session 10.

You should alert and brief invitees as part of your initial preparation for the programme, and be aware that people who use services, particularly young people and those with disabilities, are likely to need support during the session.

Step 6

The organisation should agree how accreditation should be managed. Will it be a requirement for the programme? How will it be achieved? Whatever is decided, preparation for accreditation should begin prior to the start of the programme and be regularly monitored throughout.

The organisation should ensure that it has the capacity for organising and managing accreditation systems, whether by facilitators or by other designated staff. The organisation should ensure that it has the capacity to allow participants to undertake additional work as part of their accreditation submission.

Preparing your organisation

It is extremely important that the programme is supported and promoted by senior managers. This includes ensuring that you have enough time to prepare and facilitate the programme, that participants have the time and resources to undertake it, and that you all have an appropriate and comfortable venue in which to work. The teaching room should be equipped with a flip chart and stand, marker pens, a laptop, projector and screen. In particular, the organisation should invest in the reading and teaching materials required for the programme.

The programme offers organisational development through the individual and collective development of its first-line managers. This means that the wider organisation should expect some direct participation in the delivery of the programme, involvement with the work arising from the programme and observable change in the workplace.

As a programme facilitator, you will have a lead role in negotiating the involvement of the wider organisation, especially in the programme's initial stages. As the programme progresses, you will facilitate and support the work of first-line managers in the integration and application of their learning in the workplace.

Preparing the participants

Step 1

The programme will be most effective when all first-line managers in a section, division, department or organisation attend together. However, this may not be possible where they make up a large staff group. If it is necessary to form several groups of first-line managers to undertake the programme, arrangements should be made to link the various groups. You can do this by setting aside a session to run together or through a forum outside the programme. The group should include a minimum of 6 and a maximum of 12 participants.

Step 2

This pack includes an introduction to the programme and session notes for participants. You will need to either photocopy this information or download it from SCIE's website at www.scie.org.uk/publications/ to ensure that all participants have their own copy.

You should strongly recommend that the participants read the essential books on the reading list (page 00 of the Participant's Pack).

Facilitator's preparation programme

As the programme facilitator for the Leading practice development programme, it is important that you are prepared. To help you, we suggest that you or the lead organisation appoint a facilitator to run this two-day facilitator's preparation programme and to be a point of support and advice throughout the programme. The facilitator for the preparation days could be a senior trainer from one of the participating organisations or an experienced facilitator from a partner organisation.

Aims of the facilitator's preparation programme

- To help facilitators to develop confidence in delivering the Leading practice Development Programme
- To allow adaptation of the Leading practice development programme to local needs
- To ensure there are sufficient resources and support from the wider organisations involved

Objectives

By the end of the two days, participants should:

- understand the context of the Leading practice development programme
- have a working knowledge of the materials upon which the programme is based
- have practised delivering the material
- have considered the practicalities of delivery
- have begun to establish supportive working relationships with the rest of the delivery team

Preparing for the preparation programme

- The two days should be coordinated by the external facilitator
- All facilitators and their reserves should attend this two-day programme
- Facilitators should have the opportunity to familiarise themselves with the Facilitator's Handbook prior to the preparation programme
- Senior managers from participating organisations should have input into the preparation programme, especially Sessions 1 and 2

Content of the facilitator's preparation programme

DAY 1

Exercise 1: Introduction

- What is the *Leading practice* development programme?
- Why have we decided to run it?

Exercise 2: The local context

- What will it be like to deliver this programme locally? What issues will we need to consider?
- What are things like in your agency at present?
- What are the key pressures on you as facilitators and on the staff who will participate?
- What support do you need as facilitators?
- Is there senior management support for the programme?
- What resources will your agency commit to the programme? What actions and agreements are needed to ensure this? How will you obtain them?
- How will the organisation evaluate the programme?

Exercise 3: Training issues

Consider:

- principles of adult learning: learning styles, power issues
- co-working
- support for facilitators
- whether your organisation is a learning organisation
- programme integrity: how will you stay within the aims, objectives and content of the programme?
- programme resources and support: website, books and articles, communication etc.

Exercise 4: Getting to know the content and materials

Divide into two teams. Each team is to spend half an hour thinking of 20 questions for the other team to answer, based on the *Leading practice* development programme. Each team should spend 15 minutes delivering the 'quiz'. As one group, spend an hour discussing and noting adaptations to the *Leading practice* materials to customise them for the group.

Exercise 5: Evidence-based practice

Discuss the role of first-line managers in developing and sustaining evidence-based practice in their team. Identify together:

- sources of information for keeping facilitators' knowledge up to date
- key documents setting out national policy and strategy for the sector
- key reports/items of research that will be useful in the programme

DAY 2

Exercise 1: Discussion

- Discuss any remaining points from Day 1

Exercise 2: Preparation for presentations

As a group, agree how to divide the *Leading practice* sessions between the facilitators so that all sessions are covered. Facilitators will then have one hour to prepare a presentation on how they intend to deliver the sessions they have chosen.

Exercise 3: Presentations

Each facilitator is to present a programme session.

Exercise 4: Implementation and action planning

- Share any materials or notes that were used in the overview presentations
- Discuss any questions about how to use the handbooks
- Agree and action:
  - accreditation and assessment procedures
  - evaluation
  - dates, times, sequence of programme delivery
  - launch and application process

Facilitator's notes

How to use the facilitator's notes

'Reporting back' is a discussion to begin each session and is an account of the work undertaken by first-line managers as agreed by them at the end of the previous session. It may be useful to invite relevant senior managers to attend the 'reporting back' discussion.

You will need to judge time adjustments depending on the size of the group or the content of the discussion. For example, your particular local context, concerns and characteristics may mean that you spend extra time on a particular session. However, this would indicate that the 'returning to work' discussions (see next page) should be used to take the issues identified in the session forward as mainstream development work for the organisation and to translate it into strategic operational work.

Leading Practice Session 2 – Facilitator's Guide

Working as a team: groups and teams

Learning outcomes

By the end of the session, participants will be able to:

- Distinguish between groups and teams
- Recognise skills of effective leadership
- Create an action plan that will help teams to maximise their performance

Bibliography

Adair, J. (2007) Develop your leadership skills, London: Kogan Page.
Bailey, G. and Currin, L. (2005) Measuring up for management (revised), Chesterfield: ARC.

Materials

You will need the two activities in the Participant's Pack – the 'Leading or managing?' table and the 'Leadership skills diagnostic tool'.
Flip chart paper and several marker pens will be needed for Exercise 5.

Exercise 1: Reporting back
15 minutes
Invite participants to feed back briefly on their action plans drawn up at the end of Session 1.

Exercise 2: Presentation and discussion
Team or groups
30 minutes
The purpose of the exercise is to stimulate discussion about the distinctive features of teams.

Encourage the group to reflect on their own work experience in different roles to date. Ask them to share examples of when they consider they were working in a group, and when they were working in a team.

This information is included in the Facilitator's Handbook only. It has been included to help you with the delivery of the session.

'Returning to work' is a discussion which ends each session and focuses on the integration and application of individual and group learning to the development of the wider organisation. It is an opportunity to solve problems, plan and collaborate on 'return to work' issues and discuss progress in the group's actions so far.

Guidance re optional assessment? and/or links?

Where there are suggestions for further reading, these will be noted at the end of the session.

Supportive material for each session is included in the pack and your session notes indicate where you should refer to this. You may also choose to use the PowerPoint slides included on the CD. You may adapt, improve or replace any or all of this material as needed.

Exercise 5: Individual/group activity
Returning to work
15 minutes

Use your learning of Tuckman's team development stages to produce an action plan detailing ways in which you can help move your own team forward. This may include using the analysis of your leadership skills to produce an action plan for improving their effectiveness.

Optional assessment

Either action plan can be used to assess the learning from this session. It needs to be placed within a theoretical and work-based context; make clear links between theory and practice; and be analytical and reflective in style.

Links

Key areas where this session underpins National occupational standards: leadership and management in care
A1 Manage and develop yourself and your workforce within care services
Links with *Adult social care manager induction standards* (England)
Standard 3: Working with people

Supportive Material 2(2)
Maximise your leadership skills

Task

1 Look at the following characteristics of effective team leadership.

2 Consider to what degree you demonstrate these characteristics. In the 'Evidence' column, give examples of areas in which you feel you are currently effective.

3 Produce a gap analysis: identify any areas in which you feel you are not currently effective and give examples of these in the 'Gap analysis' column.

4 Review the strengths and weaknesses that you have noted down in the first two columns and produce an action plan, detailing ways in which you can improve/maintain your effectiveness. Use the 'Action needed' column to note down your plans.

Session 1: Introduction to the programme

Learning outcomes

By the end of the session, participants will be able to:

- understand the purpose and nature of the Leading practice Development Programme
- recognise their own career path to date, and the management styles they have experienced
- identify key management roles and responsibilities
- explain the importance of support for managers and seek this support

Bibliography

Skills for Care (2008) *Adult social care manager induction standards* (England), Leeds: Skills for Care.

Skills for Care (2008) *National occupational standards: leadership and management in care, Leeds*: Skills for Care.

Materials required

All sessions will require a flip chart and coloured pens, a laptop, projector and screen.

Exercise 1: Introductions
20 minutes

Introduce yourself as facilitator and explain briefly the background to the present group – how it came together and who has been involved in that process.

Invite participants to spend a few minutes introducing themselves by giving brief details of their current job role and work setting.

Exercise 2: Group activity
50 minutes

As a full group, discuss the following questions:

- Is this the first time you have met together like this?
- If you meet elsewhere, why do you meet?
- Why have you joined the Leading practice group?
- What other arrangements do you have for professional support in your role as a first-line manager?
- What does your team think you are doing today?

- What cover arrangements have you made?
- How does your team manage when you are not around?

This exercise begins the formation of a group that expects to work together over some months. The participants may never have seen themselves as a peer group or had an opportunity to consider their own and their team's practice in such detail before. Neither may they have considered their own need for professional support to be a high priority.

The programme aims to encourage the formation of a peer group and the establishment of collaborative practice to continue beyond the end of the programme.

The second set of questions also begins to raise issues such as the need to prioritise attendance at the *Leading practice* sessions and notions of appropriate delegation and effective instruction and teaching that first-line managers undertake with their teams.

Use Slide 1.1 to establish expectations with the group about commitment, courtesies and ground rules. Invite the group to propose any conditions they want to suggest for working together through the rest of the programme.

Setting safe, clear boundaries encourages collaborative working.

Some points to note:

- if the learning on the Leading practice programme is to be effective organisationally as well as individually, then each member of the group will need to work out reporting lines back to their organisations
- reporting arrangements can be worked out as the group moves through the programme, but the principle needs to be established at the start
- limits to confidentiality will also need to be made clear, as blanket confidentiality will reduce organisational learning

Exercise 3: Individual/group activity
Personal paths to management – introduction to management styles
45 minutes

Invite participants to look back at their own career path and how they have come to be in their present role.

Use these questions to guide the reflection:

- Who and what has helped you most in doing your day-to-day work in each of your earlier posts?
- Who and what has helped you most to build your career?
- What role have your managers played?

- What features of management styles have helped?
- What features of management styles have hindered?

Invite participants to talk with one or two others to highlight common elements of their experiences, then present these to the full group.

Use this as the starting point to explain the overall purpose of the *Leading practice* programme, maximising participants' management skills in order to:

- enable others to flourish in their work
- deliver a service that meets people's needs
- aim for continuous improvement

Give an overview of the content of the 12 sessions and explain the format of materials provided in the programme. Draw attention to the layout of the Participant's Pack, e.g. the space for personal notes, the resource lists and the activities that can be applied in the workplace with participants' own teams.

Explain the section on optional assessment and how *Leading practice* links with standards such as the National occupational standards: leadership and management in care. (These apply in all settings, across adults' and children's services.)

Point out that the programme is not designed to look at very specific skills such as financial management, but to build an understanding of styles, approaches, values and principles that will inform the whole management role.

Exercise 4: Presentation, activity and discussion
The role of the first-line manager
50 minutes

Use Slide 1.2 to present the key messages of the *Leading practice* programme. These are based on the original findings of SCIE's Management of practice expertise programme, updated and extended to reflect changing patterns of service provision and expectation.

Display around the room, or set out on separate tables, six sheets of flip chart paper. Five should have one of the headings from Slide 1.2, the last should be left blank. Invite the group to move round the room and consider each heading, thinking about:

- Do I agree with this finding?
- Does it fit with my own experience?
- How well do I carry out this aspect of the role?
- What support do I need in order to do this?
- How best can I learn how to improve this?

The sixth sheet of paper can be used to write any additional thoughts that arise while considering the five headings – e.g. additions to the list of key roles.

Allow 20 minutes for this part of the activity.

Review what participants have written on each sheet. Focus on the last two questions on manager support and development, and encourage discussion on:

- Is development confined to learning programmes?
- Is there a place for learning outside sessions (this or other programmes), e.g. action learning sets?
- What arrangements are there for participants' own supervision?
- Can existing forums be used for manager development, or could new ones be set up?

The last points will link with taking learning from the programme back to the organisation. Consider how this can be done – who needs to be involved, how learning can carry authority and be used in decision-making, and so on. There is an option for senior managers to attend the programme from time to time, if this would help build it into organisational learning.

Participants will also have established some learning priorities for themselves through this activity. They should be encouraged to record these so that they can be used for personal review and evaluation at later points in the programme.

Exercise 5: Group/individual activity
Returning to work
15 minutes

Invite the group to consider if there are any negotiations or actions that they want to undertake in order to improve peer support, develop management expertise or contribute to better learning within their organisations.

Each participant should draw up a brief action plan to move these ideas on. They will be asked to report on progress at the next session.

Optional assessment

Participants could show evidence of what they have learned in this session in a range of ways.

The effect of management styles could be shown by presenting the career path to date in a written or graphic form, illustrating how the participant's effectiveness and professional development at each stage was affected by the management style and skill of their line manager at the time.

The learning priorities identified during the session may be extended into a personal development plan.

Participants could carry out a piece of research in their organisation or locality to establish what need there is for manager support, what provision already exists and what recommendations they would make for improvement.

Links

Key areas where this session underpins *National occupational standards: leadership and management in care*

A1 Manage and develop yourself and your workforce within care services

Links with *Adult social care manager induction standards* (England)

1 Understanding importance of promoting social care principles and values
2 Providing direction and facilitating change
6 Managing self and personal skills

Session 2: Working as a team – groups and teams

Learning outcomes

By the end of the session, participants will be able to:

- distinguish between groups and teams
- recognise skills of effective leadership
- create an action plan that will help teams to maximise their performance

Bibliography

Adair, J. (2007) *Develop your leadership skills*, London: Kogan Page.

Bailey, G. and Currin, L. (2005) *Measuring up for management* (revised), Chesterfield, ARC.

Materials required

You will need the two activities within the Participant's Pack, the 'Leading or managing?' table and the 'Leadership skills diagnostic tool'.

Flip chart paper and several marker pens will be needed for Exercise 5.

Exercise 1: Group activity
Reporting back
15 minutes

Invite participants to feed back briefly on their action plans drawn up at the end of Session 1.

Exercise 2: Presentation and discussion
Teams or groups?
30 minutes

The purpose of the exercise is to stimulate discussion about the distinctive features of teams.

Encourage the group to reflect on their own work experience in different roles to date. Ask them to share examples of when they consider they were working in a group, and when they were working in a team.

List the key points of what they consider to be the essential differences, and facilitate a discussion on what constitutes a team as opposed to a group. Encourage participants to think about how the context of their work at different times may have influenced the formation of a group or of a team.

Use Slides 2.1 to 2.4 to reinforce the need for teams and team working in social work and social care, their benefits and essential features.

Exercise 3: Small group activity
Leading or managing?
30 minutes

Teams don't just happen. Encourage the group to discuss together briefly whether teams need leaders or managers.

Many people confuse or merge the different attributes of management and leadership. This activity enables participants to start to explore the differences.

Refer to the material in the Participant's Pack listing activities associated with 'managing' and 'leading'. In small groups, ask participants to identify the items that are associated with **managing**, and those that are associated with **leading**, by ticking the appropriate boxes in the table.

Take feedback and compare with the list of 'correct' answers from the table in the Supportive Material 2(1), below.

Encourage the group to share any surprises. The answers are not absolute as context and style can affect the category, and overlap can and does occur. There is certainly a justification for some of the 'managing' activities to appear in the 'leading' category, depending on the style of management. For example, reporting the performance of the team in a way that attributes praise and credit to the team would be an activity associated with leadership, whereas 'reporting' is a basic management duty.

Use Slide 2.5 to summarise distinctive features of leadership as opposed to management.

Invite reflection on how far participants perceive themselves as leaders as well as managers. Consider briefly how these differences can affect approaches to specific responsibilities such as supervision.

Exercise 4: Individual activity
Leadership skills diagnostic
45 minutes

This task is designed to prompt reflection on each participant's overall effectiveness as a leader, to identify specific strengths and weaknesses and to create an action plan to maximise and develop leadership skills.

Encourage the group to think about what makes an effective leader. This is likely to prompt suggestions of both attributes and skills. Record suggestions on the flip chart, then focus on skills rather than attributes.

Refer to Supportive Material 2(2), 'Maximise your leadership skills'. Ask each participant to carry out instructions 1, 2 and 3 only. Allow around 20 minutes for individual completion of the checklist.

Facilitate a group discussion identifying common issues and sharing good practice tips.

Ask participants to return to the exercise to review their strengths and weaknesses listed and complete Point 4 on the sheet.

This will then form a basis for an action plan, which can be used as part of a reflective journal.

Exercise 5: Small group activity
Stages of team development
45 minutes

This activity will encourage groups to identify behaviours and actions at each stage of Tuckman's model of team development and apply the model to their own work teams.

Use Slides 2.6 and 2.7 to introduce Tuckman's stages of team development.[4]

4. Tuckman, B.W. (1965) 'Developmental sequence in small groups', Psychological Bulletin, no 63, pp 384–399.

Display on the walls (or on separate tables) four sheets of flip chart paper, each headed with one of the four first stages of Tuckman's model. Ask participants to move round to each sheet, writing behavioural indicators for that stage of a team's life, supporting their list with specific examples from their work where possible.

From these lists, encourage the group to reflect upon which stage of team development their own teams are at. As team leaders and managers, their aim is to help their team reach and sustain effective performance – 'performing'.

Draw out a general discussion on the types of leadership activities that may help their team to move forward, i.e. on to the next stage. Prompt participants to refer back to the leadership diagnostic tool that they completed earlier, stressing that they may need to change their approach and use different skills for each stage of the process.

Exercise 6: Individual/group activity
Returning to work
15 minutes

Participants should use their learning of Tuckman's team development stages to produce an action plan detailing ways in which they can help move their own team forward. This may include using the analysis of their leadership skills to produce an action plan for improving their effectiveness.

Optional assessment

Either action plan can be used to assess the learning from this session. It needs to be placed within a theoretical and work-based context, make clear links between theory and practice, and be analytical and reflective in style.

Links

Key areas where this session underpins National occupational standards: leadership and management in care

A1 Manage and develop yourself and your workforce within care services

A2 Facilitate and manage change within care services through reflective, motivating and flexible leadership

E1 Lead and manage effective communication that promotes positive outcomes for people within care services

Links with *Adult social care manager induction standards* (England)

3 Working with people

3.2 Leading teams

Supportive Material 2(1): Leading or managing? (answers)

Managing	Leading
Applying rules and policies	Team-building
Appraising people	Taking responsibility
Assessing performance	Identifying the need for action
Budgeting	Developing strategy
Coaching	Having courage
Communicating instructions	Consulting with team
Counselling	Giving responsibility to others
Decision-making Delegating	Determining direction
Discipline	Explaining decisions
Doing things right	Making painful decisions
Formal team briefing	Defining aims and objectives
Getting people to do things	Keeping promises
Implementing tactics	Working alongside team members
Interviewing	Sharing a vision with team members
Monitoring	Motivating others
Negotiating	Doing the right thing
Selling and persuading	Taking people with you
Measuring	Developing successors
Using systems	Inspiring others
Recruiting	Resolving conflict
Reporting	Allowing the team to make mistakes
Running meetings	Taking responsibility for mistakes
Problem-solving	Nurturing and growing people
Responding to emails	Giving praise
Planning schedules Giving constructive feedback	Thanking people
Reacting to requests	Accepting criticism and suggestions
Reviewing performance	Being determined
Time management	Acting with integrity
Organising resources	Listening
Mentoring	Being honest with people

Session 3: Putting people first – managing a personalised service

Learning outcomes

By the end of the session, participants will be able to:

- understand the ethics and values underpinning contemporary social work and social care
- explain policy and legislation regarding personalisation and user empowerment
- recognise the implications of personalisation for services
- identify ways to overcome likely barriers to personalisation

Bibliography

Crosby, N. and Duffy, S. (2008) A whole-life approach to personalisation and self-directed Support for every child and young person: an in Control discussion paper, Birmingham: in Control.

Department of Health (2007) *Putting people first: a shared vision and commitment to the transformation of adult social care*, London: Department of Health.

Skills for Care (2008) *Common core principles to support self care: a guide to support implementation*, Leeds: Skills for Care.

Thompson, J., Kilbane, J. and Sanderson, H. (2008) *Person centred practice for professionals*, Maidenhead: Open University Press.

Materials and planning required

This session is designed to include a person who uses services as a co-facilitator. You should identify, at an early stage before the session, someone who is able to share their experiences of accessing individualised funding and self-directed support. If you are working in a children's or young people's setting, you may find it more difficult to find such a person or consider it more appropriate to invite a family member, friend or advocate. If this is the case, there are video materials available on the CSIP individual budgets website, www.individualbudgets.csip.org.uk.

Exercise 1: Group activity
Reporting back
15 minutes

Invite participants to feed back on their action plan to move their team forward, as outlined at the end of the last session.

Exercise 2: Whole group activity
Setting the scene – the values upon which we base our services
45 minutes

What do we mean by putting people 'in control'? The purpose of the exercise is to stimulate initial discussion about the values that underpin person-centred thinking and person-centred organisations.

Working as a group, ask participants to create a list of the values that they consider crucial to promote independence, choice and control for people to whom they provide a service.

Now discuss what these values mean to participants and how they put them into practice in their work at present.

Draw out whether there are any of these values or attitudes that participants find difficult to hold in reality, and why. This may elicit concern about issues such as risk, abuse, professional roles and boundaries, ambivalence about the widespread use of self-direct support, and so on.

Acknowledge concerns and re-state how the personalisation of services, with the transfer of control away from professionals, embodies the core values of social work/social care.

Use Slide 3.1 to outline *Common core principles to support self care* (SFCD 2008). Facilitate exploration of how implementing these principles can help address participants' concerns.

Use Slides 3.2–3.6 to outline the changes that underpin self-directed support and the personalisation of services. Briefly discuss how these changes have affected the services that participants currently manage.

Exercise 3: Presentation and discussion
60 minutes

Introduce a presentation by someone who uses services in the locality. Their brief is to describe the impact of having choice and control over their own support and how this affects their day-to-day lives.

The format of this section will need to be agreed with the guest facilitator. A suggested pattern is to allow 30 minutes for the presentation, followed by the opportunity for participants to ask questions and reflect on the implications of working in this sort of partnership with people accessing support.

Exercise 4: Group activity
What will your service look like when it is fully 'personalised'?
45 minutes

Divide the participants into small groups. Give each group three pieces of flip chart paper.

Ask the groups to use the learning from today to think about the implications of making their service more fully person-centred and personalised, as follows:

a) discuss and list the key aspects of a service that would demonstrate it was person centred, under the headings:

- planning for individuals
- the workforce
- structures
- funding

b) identify any possible barriers to achieving these, and consider the strategies they might use to overcome them

Facilitate feedback from each of the groups and then a short whole-group discussion on the barriers and how to overcome them. Emphasise the importance of the manager's role in modelling positive values and practices in this context.

Exercise 5: Individual/group activity
Returning to work
15 minutes

Direct participants to use the learning from this session to think further about the implications for the service they manage. Are there any key people they need to share this learning with, in order to ensure the service is increasingly personalised?

Preparing for next time

Before the next session, participants should draw up a personal action plan for ensuring their own values and practice do enable people to exercise choice and control over their lives. Later in the *Leading practice* programme there will be the opportunity to implement a practical change in the team or service.

Optional assessment

Knowledge about the key values and key features of a personalised service could be assessed by creating a checklist analysing which aspects fall into participants' own areas of responsibility. They should consider how they might go about making these more personalised.

Links

Key areas where this session underpins *National occupational standards: leadership and management in care*

B1 Lead and manage provision of care services that respects, protects and promotes the rights and responsibilities of people

B2 Lead and manage provision of care services that promotes the well- being of people

D1 Lead and manage work for care services with networks, communities, other professionals and organisations

Links with *Adult social care manager induction standards* (England)

1 Understand the importance of promoting social care principles and values

2 Providing direction and facilitating change

5 Achieving outcomes

Session 4: Working in a stressful environment

Learning outcomes

By the end of the session, participants will be able to:

- recognise inherent sources of stress in social work/social care settings
- understand the impact on the team, and the organisation, of working with stress and distress
- identify organisational systems and approaches for support of teams and managers

Bibliography

Cooper, C. and Palmer, S. (2001) *Conquer your stress*, London: CIPD.

Health and Safety Executive (HSE) (2001) *Tackling work-related stress: a managers' guide to improving and maintaining employee health and well-being*, London: HSE.

Health and Safety Executive (HSE) (2008) *Management standards for work-related stress*, London: HSE.

Materials required

Table ‘Addressing key stress factors in your organisation’ in the Participant’s Pack.

Exercise 1: Group activity
Reporting back
25 minutes

Invite members of the group to talk briefly about their personal action plan from Session 3, to increase personalisation within their own and their team’s work.

Make clear that much of the *Leading practice* programme will guide them in implementing changes such as these, with a particular focus from Session 6 (‘Managing change’) onwards.

Sessions 4 and 5 will consider an important aspect of the context within which managers in social work and social care teams operate: stress. The sessions focus on understanding stress and how to address it within a team (this session) and within themselves (Session 5).

Exercise 2: Group activity and discussion
Setting the scene – what is stress?
20 minutes

The purpose of this activity is to stimulate participants to begin to reflect on the nature of stress in their work environment.

Ask participants to work in groups of three or four to discuss the differences between ‘pressure’ and ‘stress’. Encourage them to reflect on specific examples from their own experience at work.

As a full group, discuss and compile a joint list of the differences. Draw out ideas such as:

- work and pressure go hand in hand
- pressure may or may not lead to stress
- some pressure can be good, pushing people to work at their peak capacity
- every individual will respond to pressure in a different way
- excessive pressure for one individual is no more than an exciting and stimulating challenge to another
- stress is likely to occur when pressure is perceived as ‘too much’

Invite comment on general sources of pressure in any workplace, for example,deadlines to meet, mistakes to rectify, demands to satisfy, targets to achieve, problems to resolve, challenges to rise to, goal posts moved, work interrupted, working relationships becoming strained, too much or too little to do, the work stretches or bores, the future of a job or a workplace is uncertain.

Make the point that stress is not to be confused with pressure. There is a clear distinction between pressure, which can be a motivating factor, and stress, which can occur when pressure becomes excessive.

The Health and Safety Executive's (HSE) definition of stress is:

'The adverse reaction a person has to excessive pressure or other types of demands placed upon them.'[5]

For further information refer participants to the Health and Safety Executive website at www.hse.gov.uk. Remind participants that they will be looking at ways of managing their own stress levels at the next session 'Managing yourself'.

Use Slide 4.1 to introduce key areas that generate stress at work, from the HSE publication *Management standards for work-related stress*.

Slide 4.2 presents an alternative, simplified set of headings for factors affecting pressure and stress.

Exercise 3: Group activity and discussion
Sources of stress in social work/social care settings
40 minutes

Social care and social work teams have to operate under the pressures shared by all workplaces. There are also some additional sources of pressure that are distinctive to the nature of the work.

Divide the group so that participants from similar settings can work together in threes or fours.

Explain that the group will be using the table 'Addressing key stress factors in your organisation' in the Participant's' Pack throughout the rest of this session, to consider how systems and individuals can help to address stress within their service.

As a first step, groups should identify the particular pressures/challenges in their work and discuss where these may come from. Direct each participant to put examples of the pressures/challenges their own team faces under each heading in the table. They should particularly include those arising from the nature of their work.

Discuss some of the examples as a full group. What are the similarities and differences across organisations/work settings and service user groups?

Use Slide 4.3 to discuss or sum up some additional reasons for pressure in supportive services.

Encourage participants to reflect on any stress issues that are a priority for those in settings other than their own, as a way of improving future ways of working together.

5. Health and Safety Executive (HSE) (2001)Tackling work-related stress: a managers' guide to improving and maintaining employee health and well-being, London: HSE..

Exercise 4: Group activity
The impacts of stress
30 minutes

Use the basic headings of Slide 4.4 to introduce an understanding that stress does not only affect individuals, but the team, the service provided and the organisation itself.

Remaining in social care or social work groups, ask each group to draw up a 2 x 2 table with the headings on Slide 4.4. In each box, ask them to list as many ways as possible that stress can impact on that group or aspect of the organisation.

Now direct the groups to re-mix and share their completed tables with managers from other contexts. Discuss similarities and differences in these new groups.

Review the issues as a full group, using Slide 4.4 again but with the notes.

Exercise 5: Individual activity and group discussion
Managing work-related stress – the stress-conscious manager
50 minutes

Returning to the table 'Addressing key stress factors in your organisation', ask participants to consider the organisational systems that are in place to address each of their examples, or to prevent them becoming sources of stress. They should add these to the table, but not yet complete the final column.

Encourage a whole group discussion about the effectiveness of current systems. Invite further ideas for addressing stress through systems and at an organisational level.

What support do managers have for understanding and dealing with stress in each organisation?

Allow 25 minutes to this point.

At team level, managers may unintentionally contribute to their team's stress. The next part of the activity is aimed at increasing participants' awareness of how this may be happening, and to look at ways of minimising this.

Everyone in an organisation has responsibilities for the health and well-being of employees. As managers, the participants have a responsibility to manage their own stress and also to help others who are under pressure.

Introduce Slide 4.5. Invite participants to consider individually how they might be contributing to stress within their own teams.

Encourage participants to share good practice tips about ways of reducing pressure on their team – i.e. encouraging a low-stress work culture.

Finally, ask participants to complete the last column of the table with ideas for what they personally can do to promote a 'low stress culture' in circumstances where complex demands are likely to create a 'high stress zone'.

Exercise 6: Individual/group activity
Returning to work/preparation for the next session
Time management tools
15 minutes

Session 5 will look at how participants can manage their own workload and stress levels more effectively.

Introduce the 'time log' document in the Participant's Pack and ask participants to complete this for one 'typical' day before the next session. Individual participants may need to adjust the timings if their working hours fall outside those indicated.

Optional assessment

The tables completed during the session could form the foundation for a short research project on stress in the participant's organisation – sources of stress, its impact on the service and those within it, and the effectiveness of systems to address it, with a focus on how the organisation supports its first-line managers. Systems should be compared with current standards for good practice in managing stress, and recommendations made for improvements in the organisation's approaches.

Links

Link with National occupational standards: leadership and management in care

2 Providing direction and facilitating change

Session 5: Managing yourself

Learning outcomes

By the end of the session, participants will be able to:

- recognise sources of stress in the management role
- recognise the effects of stress on themselves
- identify strategies/tools to prevent and address personal stress
- use time management and workload prioritisation tools

Bibliography

Adair, J. (2004) *The John Adair handbook of management and leadership*, London: Thorogood.

Adair, J. and Allen, M. (2003) *Time management and personal development*, London: Thorogood.

Bailey, G. and Currin, L. (2005) *Measuring up for management* (revised), Chesterfield: ARC.

Materials required

Participants will need to have with them their completed time logs since the last session.

Exercise 1: Group activity
Reporting back
15 minutes

Invite very brief general feedback on participants' experience of keeping the time log introduced at the last session. The findings of the exercise will be looked at in depth at the end of this session, so this feedback should be very short and simply acknowledge and address any practical points about keeping the log.

Exercise 2: Group activity
Setting the scene – sources of stress in the management role
30 minutes

The previous session explored sources of pressure in social work/social care settings and why these can often be intensely experienced. Staying in good shape to carry out the work required in the face of these pressures is important for everyone involved in social work and social care.

A critical issue for first-line managers is how to find the right balance between the level of challenge and the level of support in life and work – that optimal level of stress that enables us to reach our maximum effectiveness. This is far from easy: managers not only face the same pressures in their workplace as other team members, but may well encounter additional pressures that arise from the management role itself.

Ask participants to complete individually the exercise 'Stress for managers – a checklist of common causes', Supportive Material 5(1).

Allow five minutes for this, then invite participants to discuss any points they may wish to raise from the exercise. They should not feel obliged to disclose any personal or specific issues unless they wish to.

The exercise may prompt participants to think of sources of stress that are not on the checklist. Note these, avoiding repetition of issues considered in the previous session.

Exercise 3: Presentation and individual activity
Responses to stress
60 minutes

Use Slide 5.1 to outline the four main headings for responses to stress.

Introduce the set of three self-assessment questionnaires – Supportive Material 5(2) – about the effects of stress on individuals. Ask participants to complete these for themselves.

These questionnaires will raise awareness about signs and symptoms of stress that participants may not have recognised as such in themselves. Participants may find it distressing or surprising to learn that these are signs of stress that need attention.

Facilitate appropriate discussion on the outcomes of the questionnaires, then invite suggestions of techniques to manage stress that participants have found effective.

Use Slide 5.2 to confirm and extend the range of techniques to address stress.

Stress management techniques provide links to the outcomes of the assessment to draft a personal development plan.

Exercise 4: Small group work
Time management and workload prioritisation
60 minutes

Time can be regarded as an almost universal source of pressure. Use Slide 5.3 to present common areas of difficulty with time, and the negative responses each of these difficulties may generate in managers.

In small groups, ask participants to consider:

a) which of these areas of difficulty they experience most often, and why
b) whether they may themselves make pressure of time worse by their own actions and if so, how

Invite feedback from the groups. Draw attention to common manager behaviours that may exacerbate pressure on their time, such as:

- setting and working to unrealistic deadlines
- always stopping what they are doing to help others
- opening the post as soon as it arrives
- checking emails frequently throughout the day
- spending excessive time dotting the i's and crossing the t's

- watching the clock
- writing and rewriting lengthy ‘to do’ lists
- flitting from task to task
- having an open door at all times
- spending time on familiar practice tasks at the expense of more demanding management tasks

Use Slide 5.4 to introduce the daily planner grid that can be used to prioritise specific tasks within a workload. Invite participants to suggest specific examples of tasks from their own work that might fall into each category.

Returning to the small groups, invite participants to look back at the time log exercise they completed since the previous session. Ask them to share their findings as follows:

- their most important findings
- any shocks or surprises about how they use their time
- any improvements they have already made in managing their time

Each small group should prepare a set of five ‘top tips for time management’ – i.e. a checklist of good practice ideas, arising from their use of the time log and their learning from this session.

The small groups should then present these ideas to the full group.

Use Slide 5.5 to summarise some elements of good practice for minimising time problems.

Exercise 5: Individual/group activity
Returning to work
30 minutes

Following this session, each participant should create a personal stress management plan, setting out three key strategies that will help them manage their time, their susceptibility to stress and their general health and well-being.

Suggest the group agree now a review point when they will check on how well they are continuing to implement the improvements they have made or intend to make in managing their time and workload. This could, for example, be at the last session of the *Leading practice* programme, when they will review all their learning.

Optional assessment

The personal development plan for addressing stress will provide evidence of learning from this session.

This should be accompanied by brief research into the use of two different systems of time management/prioritisation tools applied in the participant's own work setting. These could be the time management/prioritisation tools introduced in the programme. Each should be evaluated as to its effectiveness in the specific workplace. The research and evaluation should be presented as a report.

Links

Key areas where this session underpins National occupational standards: leadership and management in care

A1 Manage and develop yourself and your workforce within care services

Links with *Adult social care manager induction standards* (England)

6 Managing self and personal skills

Session 6: Managing change

Learning outcomes

By the end of the session, participants will be able to:

- identify their own spheres of responsibility, authority and influence
- discuss basic theories about change management

Bibliography

Cameron, E. and Green, M. (2004) *Making sense of change management*, London: Kogan Page.

Shaping Our Lives, National Centre for Independent Living and University of Leeds Centre for Disability Studies (2007) *Developing social care – service users driving culture change*, SCIE knowledge review 17, London: SCIE.

Waddilove, D. (2006) *Organisational change and workforce development: some vignettes from the New Types of Worker project*, Leeds: Skills for Care.

Materials required

Plain A3 paper and sticky notes in three distinct colours.

Exercise 1: Group activity
Reporting back
15 minutes

Invite participants to report on how effective they have found the application of time management and prioritisation tools in their own role and workplace.

Exercise 2: Group activity
Setting the scene – areas of authority, spheres of influence
20 minutes

The purpose of the exercise is to stimulate participants to reflect on their spheres of influence and authority, as a context for considering change management.

Invite participants to think each about their own work situation.

Invite each to consider their place as a manager and in what ways they have authority and influence within their organisation. They should identify:

- aspects/areas where they are directly responsible for the service and therefore have both the **authority and the responsibility** to implement change and improvement
- aspects/areas where they make a contribution to service development and therefore may be able to **influence** change and improvement

Use sticky notes in two colours to record these, one colour for each as agreed across the group. Each individual should use a sheet of A3 paper to display the sticky notes in a format that shows their zones of authority and influence (e.g. concentric circles)

Allow 10 minutes for this.

As a full group, draw out briefly any similarities or differences between these 'maps'.

Reinforce the fact that managers need to recognise their responsibility (and their privileged position) for implementing and influencing change and improvement. This is always the case, even if individual participants perceive themselves as powerless in their own organisation.

Ensure that participants understand that managing a service in this sector is always a dynamic role that involves leading change rather than maintaining the status quo.

This session will equip the group with some understanding of the change process and some tools to help them implement change in the workplace.

Exercise 3: Presentation and analysis
Analysing factors for change
40 minutes

Use Slides 6.1 and 6.2 and the accompanying notes – Supportive Material 6(1) – to introduce PESTLE as a system for analysing factors for change in any organisation.

Invite participants to apply PESTLE to their own organisation, using the table provided. They should not aim to create an exhaustive list at this point, but highlight the factors that they are immediately aware of. Use the second table to consider whether these key factors are a threat or an opportunity.

Allow 15 minutes for this.

From these explorations, invite participants to write down, on sticky notes of a third colour, three things that they know need to be changed/improved in their service.

Ask each participant to locate each 'change' among the other sticky notes on their A3 sheet, to indicate where the changes fit with their spheres of authority and influence.

From this, ask each participant to identify one change that they **should** make and **can** make.

(This needs to be done with some care, as participants will be asked to start implementing the change during the remainder of the *Leading practice* programme. They will be expected to apply their learning to implement the change they identify at this point.)

Exercise 4: Presentation and discussion
Tools and techniques for managing change
60 minutes

Use Slide 6.3 to introduce the concept of 'force field analysis' and allow time for individual thought and group discussion about driving and resisting forces

Use Slide 6.4 to consider different reasons for resistance towards change.

Invite participants to describe their own feelings about different changes in their lives, not necessarily in the context of work. Explore the different feelings generated by imposed change and chosen change, leading on to the role of leaders in enabling people to catch the vision for change rather than having it imposed 'top down'.

Use Slide 6.5 to present two comparable models for phases of change, and the actions a leader can take at each point. Lead group discussion on how these models have been applied in past or present experiences of change.

Use Slide 6.6 to present key ideas for managing the change process successfully.

Exercise 5: Group activity
Applying ideas on change management
30 minutes

Working in small groups, participants can now begin to apply the ideas on change management to their own identified area for change.

Arrange groups in whatever way seems most helpful – for example, managers from one organisation working together, or managers who have identified a similar change.

Participants should use the information from Slides 6.3–6.6 to consider practical ideas for starting to lead change in their own context, recognising aspects that will fit with their strengths and areas which will be more challenging for them.

To feed back to the full group, invite each participant to say briefly which two ideas, strategies or general points from the change management information they have found most helpful.

Exercise 6: Individual/group activity
Returning to work
30 minutes

Participants will be working for the rest of the programme with the change they identified during this session.

Preparing for next time

Before the next session participants need to draw up a personal action plan for introducing their identified change in their organisation. Remind them that they will be asked to update the group on progress with this action plan in future sessions.

Optional assessment

The analysis and action plan outlined above may be used as evidence of learning about change management from this session.

A reflective diary may be kept about the participant's involvement with change – either the current change or an earlier one. This should include an exploration of the participant's personal feelings about change in general, and their response to this change in particular. The diary is likely to include suggestions for how the change could have been introduced more effectively It should be presented in a clear and legible format, using the proforma provided in Appendix A if preferred.

Links

Key areas where this session underpins *National occupational standards: leadership and management in care*

A2 Facilitate and manage change within care services through reflective, motivating and flexible leadership

Links with *Adult social care manager induction standards* (England)

2 Providing direction and facilitating change

Session 7: Team tasks and skills

Bibliography

Adair, J. (2008) *The best of Adair on leadership and management*, London: Thorogood.

Bailey, G. and Currin, L. (2005) *Measuring up for management* (revised), Chesterfield: ARC.

Materials required

During this session you will need the following supportive materials from the Participant's Pack:

- the teamwork diagnostic tool
- the article 'A tale of two workforce strategies'

You will also need to provide enough flip chart paper and pens for three sets of presentations, and the means to display the presentations.

Exercise 1: Group activity
Reporting back
20 minutes

Invite the group to feed back on the specific change they have identified for implementation since the previous session. Each participant should give a brief outline of the change they plan to introduce, and their broad time frame for implementing the change.

Exercise 2: Discussion and individual work
Team tasks and activities
40 minutes

This session looks at the skills mix within teams and how these skills match the tasks required of team members. The session gives the opportunity to try development exercises that participants can use with their own teams.

Lead a brief discussion about what participants consider to be the core role of their team – i.e. what they and their team are there to do, now and in the future.

Emphasise the importance of a team having a shared vision, and the role of the first-line manager in ensuring this is translated into reality. Encourage a discussion on the consequences of team members not sharing the vision.

Teams and organisations are ultimately measured by what they achieve against the needs and expectations of key stakeholders from across and beyond the organisation.

In an ideal world, every team would have a perfectly balanced mix of both skills and experience to meet those needs and expectations. In practical terms, however, the challenge for social work and social care managers is to blend the best of what they inherit or gather, often within limited time scales and with limited resources.

Slide 7.1 divides the work of a social work/social care team into four categories. Explain the four quadrants of the grid, using examples appropriate to the group.

Ask participants to list the separate activities and tasks undertaken by the members of their team, excluding themselves as team managers. This will provide an analysis of the work they manage and for which they have responsibility. These should be categorised into the areas A, B, C and D.

Allow 10 minutes for this.

The work of an effective social work/social care team should involve activity in all four areas. Lead a discussion around questions such as:

- Are tasks evenly covered, or does one type of work predominate?
- Why might this be?
- How does the work of individual team members fit on the map?
- What changes might a manager want to make in the light of this analysis?

Exercise 3: Individual activity
Teamwork review
30 minutes

The teamwork review – Supportive Material 7(1) in the Participant's Pack – is a diagnostic tool that can be used to review the effectiveness of key aspects of teamwork within each participant's team.

Ask participants to complete their assessment of the processes by working through Steps 1 to 4 of the assessment instructions.

When all have completed as far as Step 4, facilitate discussion about participants' findings:

- Were there any surprises, or did this exercise reinforce existing perceptions about participants' teams?
- Do patterns emerge in terms of strengths and weaknesses – e.g. do similar types of service share similar patterns?

Participants will be asked to complete the final part of this activity as a returning to work exercise.

Exercise 4: Small group work and presentations
Your vision of the future – the shape of your team
75 minutes

Encourage participants to think about the workforce challenges of the immediate and medium-term future – for example, workforce needs arising from:

- the personalisation agenda
- new ways of working
- new types of service provider
- multi-agency working
- promoting community engagement

The article 'A tale of two workforce strategies' in the Participant's Pack gives an example of background information to such changes. Its context is England and it has a focus on social work teams, but the strategic developments it refers to are relevant to all parts of the sector and of the UK.

Divide the group into teams of three and give each team a set of materials – flip chart paper and coloured marker pens. It will be helpful for participants from one organisation or similar services to work together.

Each team will be asked to make a short presentation to the rest of the group on:

- the future challenges within their service
- what sort of team members will be needed to carry out the new ways of working
- what 'mix' each team will need
- how participants can make sure their service is ready for the future

Encourage participants to think about the process of identifying the necessary composition of a team. This will involve reflection on the range of:

- roles
- practices
- skills
- knowledge
- qualities

that will be needed to accommodate future challenges. This process will produce an 'inventory of attributes' needed in the team.

Participants should refer back to their mapping of team tasks and activities to inform this exercise.

Encourage the teams to be creative in their mode of presentation.

Allow 30–40 minutes preparation time, then about 5 minutes per group for the presentations.

Invite questions to each team after their presentation, then discussion together of overarching themes, concerns or strategies. This is likely to include the topics of recruitment and retention, learning and development, and so on. Learning and development for the team will be explored in the next session.

End with a focus on specific tips for ensuring that services and teams are ready for new ways of working, and a reminder of the leadership role of managers in motivating teams for future challenges.

Exercise 5: Individual/group activity
Returning to work
15 minutes

Participants should apply the learning from this session to the specific change they identified at the end of Session 6. They will need to look at the implications of their identified change for the composition and skills mix of their team.

Participants should also complete the diagnostic tool for teamwork from Exercise 3.

From these two analyses, participants should draw up an action plan for creating a team that is effective and responsive to change.

Optional assessment

The action plan, with a clear rationale, will provide evidence of learning from this session. A reflective diary may be kept about how the participants view the impact of future challenges on their role and that of their team. The diary needs to be presented in a clear and legible format, using the proforma provided in Appendix A if preferred.

Links

Key areas where this session underpins *National occupational standards: leadership and management in care*

A2 Facilitate and manage change within care services through reflective, motivating and flexible leadership

A3 Actively engage in the safe selection and recruitment of workers and their retention in care services

Links with *Adult social care manager induction standards* (England)

2 Providing direction and facilitating change

3 Working with people

5 Achieving outcomes

Session 8: Learning in the team

Learning outcomes

By the end of the session, participants will be able to:

- identify learning needs (person-centred approach)
- identify learning styles
- recognise learning opportunities and methods, and the manager's role in developing the team
- recognise the features of a learning organisation

Bibliography

Gould, G. and Baldwin, M. (2004) *Social work, critical reflection and the learning organisation*, Aldershot: Ashgate.

Honey, P. and Mumford, A. (1992) *Manual of learning styles*, Maidenhead: Peter Honey Publications, www.peterhoney.com.

Materials required

Large bag of sweets or similar small tokens to be used as rewards during Exercise 2, and a separate supply for Exercise 4.

Exercise 1: Group activity
Reporting back
15 minutes

Invite participants to feed back on progress with their action plan for change, focusing on the team skills they have identified as necessary to implement and embed their planned change.

Exercise 2: Group activity
Setting the scene
30 minutes

Initiate a full group discussion around a topical issue that will generate lengthy debate – for example, what should be included in a code of ethics for personal assistants employed through individual budgets.

Arrange for group members in turn to act as '*rewarder*', who will give a token (a sweet, piece of chocolate, button, etc.) to other members of the group every time they make what the rewarder regards as a helpful contribution to the discussion. The reward should be given without comment and without interrupting the discussion.

Ask the group to end the main discussion and focus on what if felt like to:

- take part in this exercise
- notice positive contributions
- receive a reward
- see someone else get a reward
- give an overt reward

Did those people who were rewarded always know what they had done to deserve it?

Participants may discuss the artificiality and embarrassment of the exercise. Lead them on to apply their feelings to team dynamics in the workplace, for example:

- praising one team member in front of others
- dynamics of commending one worker to others as a role model for good practice
- fear of engendering envy and competitiveness within the team
- anxieties about favouritism and elitism
- concerns about managing these dynamics

Link with the main session content by considering how learning fits with the discussion. For example:

- Is 'training' regarded as a reward, or an implied criticism?
- Do team members understand the reason for development activities they are asked to undertake?
- Can the team use examples of each other's work to learn from?

Exercise 3: Presentation and discussion
Identifying learning needs
60 minutes

Invite the group to consider how the decision was made for them to take part in *Leading practice*, and discuss this briefly together. (It may be appropriate to reflect on how motivation to learn can be affected if someone does not understand why they are being 'sent' on a training course.)

Use Slide 8.1 to explain one simple model for analysing and identifying learning needs in a social work/social care setting. This model holds good for agreeing development plans at individual, team and organisational levels – all are important.

In small groups, participants discuss what the balance in their service is, and what it should be, between these four factors used to analyse learning needs.

The groups should use examples from their own experience and the future development of their own services, for example:

- Does the balance between these factors vary, depending on whose learning needs are being identified (e.g. senior managers vs. new team members; requirements vs. individual needs)?
- How much do the needs of individuals using the service shape the analysis, and should this be affected by the personalisation of services?
- How much do the specific needs of individual team members shape the analysis?

Take brief feedback from the groups. Encourage reflection on how 'person-centred' their practice is in terms of identifying learning needs. How do the people using the service contribute, directly or indirectly, to development plans?

Resource issues about funding training may be raised in this discussion, but there needs to be clarity that this issue is separate from the concept of identifying learning needs.

Learning styles

Now begin to consider how a 'learning needs analysis' can become a development plan, by looking at individual learning styles and then at creative opportunities for learning.

Use Slide 8.2 to describe the cycle of learning identified by Honey and Mumford (1992). Explain how this model leads to the concept of 'learning styles' and outline the key features of each.

We each have a preference for one, perhaps two, of these learning styles, and are most likely to learn in situations where that style is predominant. Knowing our weaker learning styles also enables us to develop those aspects, in order to maximise our learning in as many contexts as possible.

There are many questionnaires available to help people identify their preferred learning styles. Participants may choose to buy or download these for use themselves or with their teams, but this session will consider general concepts only.

Invite the group to consider the learning style they feel instinctively drawn to, from the brief outline given.

Explain how knowledge of learning styles should contribute to the choice of learning opportunities for an individual team member.

Exercise 4: Presentation and discussion
Learning opportunities
60 minutes

Invite the group to suggest all the methods they currently use to develop:

- individuals in their team
- the team itself
- their own skills

Use Slides 8.3 and 8.4 to recap all these and add any that have been missed.

Using the lists on Slides 8.3 and 8.4, invite the group to identify together which activities are likely to suit which learning style (there will be overlaps).

What are the implications for managing aspects like supervision, which in a traditional form may not suit all team members? Encourage creative ideas that will help participants adopt a wide range of approaches to learning within their teams.

The learning organisation

In small groups, identify all the different aspects of a manager's responsibilities in terms of learning and development. These will include most or all of the following:

- identifying learning needs
- matching learning opportunities to needs
- sourcing learning providers
- allocating resources
- drawing up/reviewing personal development plans
- encouraging reflection
- carrying out supervision and appraisal
- modelling good practice
- challenging poor practice
- establishing a culture of learning (see below)

Use Slide 8.5 to present an organisational model of systems that support learning and development.

To achieve a service that is truly innovative and responsive to changing needs, systems can only be part of the picture. Use Slide 8.6 to present key features of a culture of learning.

Invite the group to consider which aspects of the learning culture might pose particular difficulties.

Invite them also to suggest ways to overcome these difficulties, giving a reward for each good idea, as in Exercise 2. This will reinforce concepts of motivation and innovation that link with the session.

Exercise 5: Individual/group activity
Returning to work
15 minutes

Use the tools and ideas from the session to draw up a team development plan to support the change that participants are planning to implement through the programme.

Optional assessment

An effective team development plan, with a thorough rationale, will provide evidence of knowledge about learning in the team.

Links

Key areas where this session underpins *National occupational standards: leadership and management in care*

A1 Manage and develop yourself and your workforce within care services

Links with *Adult social care manager induction standards* (England)

3 Working with people

Session 9: Planning for quality

Learning outcomes

By the end of the session, participants will be able to:

- evaluate the quality of their service or review current provision by means of data collection, data analysis and judgement
- plan for quality improvement on a small and large scale.
- explain the elements of a good plan, including SMART targets, who is involved and who the plan is for

Bibliography

National Council for Voluntary Organisations (NCVO) (2004) *Getting ready for quality: learning from experience*, London: NCVO.

Rawlins, R.A. (2008) *Total quality management* (TQM), Milton Keynes: AuthorHouse.

Social Care Institute for Excellence (SCIE) (2006) Practice guide 6: *Involving children and young people in developing social care*, London: SCIE.

Materials and planning required

You will require sticky notes for this session.

Depending on the context of the group of participants, this session could be co-facilitated by a visiting speaker such as a quality manager from the organisation, a Care Quality Commission inspector or a representative from a specialist organisation from a particular part of the sector.

Exercise 1: Group activity
Reporting back
15 minutes

Invite participants to feed back on any team development plans they may have formulated, to support changes they are planning to implement through the programme.

Exercise 2: Group activity
Setting the scene – the concept of a quality service: what do we mean by quality in social care or social work?
60 minutes

The purpose of the exercise is to stimulate initial discussion about participants' understanding of a quality service, and the quality of life of those who use services.

Use Slide 9.1 to introduce the concept of continuous improvement for quality in a service.

Give each participant four sticky notes. Ask them to write:

- two statements that describe quality of life
- two statements that represent quality of service

These should then be 'posted' on flip chart paper.

As a group, discuss what these statements mean to participants and how they take account of them in relation to the people who use their service. How do they endeavour to build these 'quality' ideas into their work?

Use Slides 9.2 and 9.3 to explore the concepts of 'quality of life' and 'quality service', and how they relate to each other.

As a full group, list and discuss the activities that participants undertake to ensure that their service helps to build a high quality of life for those who use it. **Do we mean monitoring or actual activities that promote quality of life?**

These might include:

- inspection by regulatory body
- internal audit
- analysis of complaints
- service user questionnaires
- advocate questionnaire
- random sampling
- interview manager, staff, users to find out what actually happens
- look at policies and procedures

- look at insurance policies and other formal 'safeguards'
- trend analysis – effectiveness over time (staff turnover, user turnover, care plans)
- gather views of other agencies
- formal tool to measure 'quality'

Where do these fit? Are they the things that the group will use in next exercise?

Exercise 3: Discussion
How can we check for quality?
60 minutes

Divide the participants into small groups. Give each group a sheet of flip chart paper.

Ask each group to choose two of the activities listed during the previous exercise.

For each activity, ask the group to list:

- the information they would need to collect to asses the quality of that activity
- how they would collect this information, and from whom

Facilitate feedback from each of the groups. Discuss any issues associated with collecting the information, for example:

- How easy or difficult would it be to collect the relevant information?
- What about privacy and confidentiality?
- Can quantitative information be used to measure qualitative outcomes?
- How should information about quality be analysed, and by whom?
- How can people using the service be involved in a genuine way in measuring quality?
- Are there different issues about quality to consider with different types of service within the sector?
- How can subjective judgements about quality be made more objective?

This discussion may encompass issues about quality standards and data collection required by regulatory bodies, but should move beyond these into proactive quality improvement and analysis.

Invite the group to share 'top tips' for collecting data about quality, analysing it and involving people who use services in making judgements about the data.

Exercise **4: Presentation and group activity**
Planning for quality improvement
45 minutes

Use Slide 9.4 to explain a simple framework for quality assurance. Move on to Slide 9.5 to introduce the concept of SMART objectives, which can provide an effective way of planning for improvement by focusing abstract or subjective goals into specific and measurable targets.

Invite participants in their groups to identify a quality issue of current concern to one or more members of the group – i.e. a 'live' case study. This may link with the overall change they are working on for the programme as a whole, but it may be a separate situation.

The task is to analyse the issue, consider how it needs to improve and then write a set of SMART statements that specify the outcomes they would hope to achieve for this improvement in quality.

These SMART statements will form the basis of an action plan for quality improvement. To complete the plan, participants also need to consider:

- Who will be involved in implementing this improvement?
- How will progress and achievement be measured?

Take brief feedback from the groups.

Exercise 5: Individual activity
Returning to work
15 minutes

Participants should use the learning from this session to identify what data will be needed to check on the value, progress and effectiveness of the change each has been working on since Session 6. They should reflect on how the data will be gathered, analysed and evaluated, and be prepared to share this with the group during the next session.

Optional assessment

Using the key values and key features of a service developed during this session, participants could create a checklist to assess the quality assurance activities used in their service, with recommendations for ways to go about making things better for those they work with.

To assess learning about skills and knowledge for ensuring quality, participants could keep a reflective diary about their own strengths and weaknesses in relation to good practice. The diary should be presented in a clear and legible format, using the proforma provided in Appendix A if preferred.

Links

Key areas where this session underpins National occupational standards: leadership and management in care

A1 Manage and develop yourself and your workforce within care services

A2 Facilitate and manage change within care services through reflective, motivating and flexible leadership

E1 Lead and manage effective communication that promotes positive outcomes for people within care services

E2 Identify, implement and evaluate systems, procedures and practice within care services that measure performance

Links with *Adult social care manager induction standards* (England)

2 Providing direction and facilitating change

5 Achieving outcomes

Session 10: Management information systems

Learning outcomes

By the end of the session, participants will be able to:

- recognise what data is collected in a service, why, and how it is used
- understand how to use data collection to support an improved service for the individual

Bibliography

Department of Health (2001) Information for social care: *a framework for improving quality in social care through better use of information and information technology – an initiative under the Social Care Quality Programme, revised*, London: Department of Health.

Hall, C., Peckover, S. and White, S. (2008) 'How practitioners use ICT in social care work', *Community Care*, 15 May, pp. 26–27.

Ticher, P. and Powell, M. (2000) *Information management for voluntary sector organisations*, London: Directory of Social Change.

Materials and planning required

A key part of this session is input from a visiting speaker. This could be someone from within the organisation such as a finance manager or a manager responsible for health and safety, or an external speaker who regularly receives information and data, such as a Care Quality Commission or Ofsted inspector.

Exercise 1: Group activity
Reporting back
15 minutes

Invite participants to feed back briefly on the data needs for measuring quality that they have identified since the last session.

Exercise 2: Group activity
Setting the scene – the concept of information and data collection: what management information do we collect?
45 minutes

The purpose of the exercise is to stimulate initial discussion about participants' experiences of management information, and how management information is used within their service.

As a full group, create a list of the data that participants routinely collect.

Discuss how participants feel about data collection, and how useful (or otherwise) they consider it to their work.

Use Slides 10.1 and 10.2 to describe the concepts of communication and information collection.

Discuss how blockages to communication might be overcome with greater understanding of how information is used and why it is needed.

Exercise 3: Presentation and discussion
Why do we ask you to collect data?
45 minutes

This exercise should be delivered by the visiting speaker, focusing on data needed for their area of work.

Encourage participants to ask questions to clarify the use of the data they provide, in order to gain further insight and understanding.

Exercise 4: Group activity
How do we use information to improve our service?
60 minutes

Divide the participants into small groups; give each three sheets of flip chart paper.

Ask the groups to review the data collection activities listed during the opening exercise.

Ask the groups to categorise each activity according to the different purposes for which the information is collected:

- safety
- service management
- workload management

Allow 15 minutes for this.

Then ask the groups to look again at the lists they have made. This time, against each activity, consider for whose benefit the information is collected:

- service user
- organisation
- funder
- regulator

Facilitate feedback from each of the groups and then a group discussion on how this analysis could affect their attitude towards data collection – for example, by having a greater understanding of how data collection can lead to improved service delivery.

Conclude the exercise using Slides 10.3 and 10.4 on principles of effective information collection.

Exercise 5: Individual activity
Returning to work
15 minutes

Participants should use the learning from this session to reflect on the information they collect and use to manage their service, and which could be improved in order to ensure they deliver a high quality service. They should identify one aspect of data collection that they want to change in order to ensure its usefulness, draw up a plan for doing this, and consider who they need to consult with in order to achieve the changes.

Optional assessment

Using key features of good and effective management information systems, participants could create a checklist of the systems used in their service, with an evaluation of some key systems and recommendations for improvement.

Links

Key areas where this session underpins *National occupational standards: leadership and management in care*

E1 Lead and manage effective communication that promotes positive outcomes for people within care services

Links with Adult social care manager induction standards (England)

4 Using resources

5 Achieving outcomes

Session 11: Supervision

Learning outcomes

By the end of the session, participants will be able to:

- understand the purposes and role of supervision
- recognise the skills and knowledge needed for effective supervision
- manage conflict within supervision

Bibliography

Children's Workforce Development Council and Skills for Care (2007) *Providing effective supervision: a workforce development tool*, Leeds: Skills for Care/CWDC.

Morrison, T. (2006) *Staff supervision in social care: making a real difference for staff and service users*, 3rd edn, Brighton: Pavilion.

Materials required

Three sets of the activity cards for 'What is supervision?' Each set should be printed on different coloured card, to help keep sets separate.

Exercise 1: Group activity
Reporting back
15 minutes

Participants will be asked to evaluate the management information systems with which they are familiar, in light of the key features of the good and effective management information systems that were looked at during the last session. They should be encouraged to offer recommendations for improvement, where they feel they may be necessary.

Exercise 2: Group activity
Setting the scene – what is supervision?
30 minutes

The purpose of the exercise is to stimulate initial discussion about the role and purpose of supervision.

Working in groups of four, participants sort the statement cards under the headings given ('yes', 'no', 'maybe'). They should be encouraged to keep the 'maybe' list as short as possible – i.e. make a clear decision about each statement. Allow 10 minutes for this.

Groups then share their ideas and discuss together any contentious areas, such as the place of 'counselling' within supervision.

Ensure that participants understand the role and purpose of supervision as expected within the sector, using Slide 11.1 to explain or sum up.

Exercise 3: Presentation and discussion
The continuum of supervision
60 minutes

Use Slide 11.2 to describe the continuum of supervision, from 'ad-hoc' day-to-day management through supervision to annual appraisal.

Discuss the systems for supervision and appraisal within participants' own organisations, in particular:

- terminology, e.g. 'annual professional development review'
- expectations, e.g. frequency, duration, content, preparation
- recording systems
- training and support for those who supervise others

Draw out examples of good practice.

Invite participants to consider their own confidence, knowledge and skill as supervisors:

- How do you develop and maintain your supervisory skills and abilities?
- Is there regular, appropriate supervision training?
- What arrangements are there for your own supervision?
- What kind of supervision helps a supervisor at your level (is it different from the supervision you needed as a practitioner)?
- Do supervisors pool their expertise?

Exercise 4: Presentation and discussion
Knowledge and skills for supervision
60 minutes

Use Slide 11.3 to identify and discuss the types of knowledge needed by supervisors. Draw out further examples under each heading and establish sources of information about each heading, locally and nationally.

Use Slide 11.4 to introduce the skills needed for effective supervision. Draw out from the group points of good practice for planning and assessing.

Focus in more detail on skills for effective communication. Invite each participant to write on separate sticky notes (or similar) two or three examples of the following:

- the most common communication difficulties encountered within supervision
- the most common causes of conflict or difficult conversations

Review these together and group the examples under appropriate headings. These may include disagreement about work allocation or achievement; resistance to supervisor's authority; and addressing poor performance.

Analyse the skills needed to address each type of difficulty and draw out the importance of:

- moving from a 'team member' to a 'manager' relationship
- assertiveness (distinguishing from passivity or aggression)
- problem-solving approach
- defusing aggression
- negotiating agreement
- recognising progress and achievement

Provide guidance for resources to aid personal research on specific techniques (e.g. transactional analysis).

Exercise 5: Individual activity
Returning to work
30 minutes

Use the learning from today to conduct a review of the organisation's systems for supervision and appraisal. Exercise 2 provides headings that could be used to structure this review.

As a focus, consider the place of supervision in implementing the change each participant has identified during the *Leading practice* programme. Do the current systems for supervision support the change process? Make recommendations for improvement in terms of:

- the systems themselves
- ensuring the systems are used

Preparing for next time

Session 12 will include a review of the programme and personal learning. Participants should prepare for this by reflecting on their own learning during *Leading practice* and their future development needs.

Optional assessment

The review outlined above can be used to assess the learning about supervision systems from this session. The review should be presented as a word-processed report.

To assess learning about skills and knowledge for supervision, a reflective diary may be kept about each participant's own strengths and weaknesses in relation to good practice. The diary should be presented in a clear and legible format, using the proforma provided in Appendix A if preferred.

Links

Key areas where this session underpins *National occupational standards: leadership and management in care*

A1 Manage and develop yourself and your workforce within care services

A2 Facilitate and manage change within care services through reflective, motivating and flexible leadership

A5 Allocate and monitor the progress and quality of work in your area of responsibility

Links with *Adult social care manager induction standards* (England)

3 Working with people

5 Achieving outcomes

Session 12: Looking back, looking forward

Learning outcomes

During this session, participants will:

- review learning points from the Leading practice programme
- review progress on their individual workplace projects and plan for continuation
- develop a strategy for keeping their professional knowledge up to date
- draw up a personal development plan for professional development

Bibliography

Skills for Care (2008) *Adult social care manager induction standards* (England), Leeds: Skills for Care.

Skills for Care (2008) *National occupational standards: leadership and management in care*, Leeds: Skills for Care.

Materials required

There are no requirements for this unit, however a flip chart to record group discussions may be useful.

Exercise 1: Group activity
Reporting back
15 minutes

Invite general feedback on the review of supervision/appraisal systems carried out in the workplace after the last session.

Exercise 2: Group activity
Review of action plans for implementing change
45 minutes

The review of systems for supervision and appraisal was part of the participants' overall action plan for implementing change – moving towards a more personalised service for the adults, children and families in contact with their service.

Offer at this point the opportunity for reflections on the change participants have been implementing in the course of the *Leading practice* programme. These questions may help to shape reflection on:

- How far have things changed?
- What has improved for the people receiving a service?
- What has improved for the team?
- What has been the hardest part?
- What has been the most rewarding part?
- How will the momentum for change keep going from now on?

Exercise 3: Group activity
Planning for further development and implementation of learning
60 minutes

Bearing in mind the lessons learned from implementing the changes, move on to think about the group's further development needs. Direct the group to think about further development needs for:

- themselves as individual managers of practice
- themselves as part of their organisation's first-line manager's group
- their wider organisation and how it sustains and supports the management of practice

If there are several participants from a single organisation, it will be helpful for them to think about these questions together.

Are there are any actions that the participants, as an established group, could carry out to support good practice in their organisation or locality?

What strategies could they adopt, individually and as a group, to ensure that they keep knowledge about their service and their role up to date?

Allow 30 minutes to this point.

Now focus on the team that each participant manages. What four things could each do to support good practice in their team? Ask the participants to note these down clearly and outline them briefly to the group.

There will be a wide range of possible activities identified, all within the remit and control of first-line managers.

Gather up the written notes and, two to three weeks after the programme, collate these and send them out to the group. Provide a checklist of ideas, a reminder to implement the suggestions and a demonstration that learning continues after the programme ends.

Exercise 4: Individual activity
Continuing professional development
60 minutes

Participants drew up a simple personal development plan in Session 1. They should review it at this point and consider how far their learning needs have been met in the programme.

New priorities for learning will have emerged from the session today or from participants' own reflections. They can now use these to complete the personal development plan in their packs. This will help to emphasise the place of continuing professional development (CPD) for all first-line managers.

CPD is a requirement for managers of social work and social care teams. Remind the group how their completion of the *Leading practice* programme demonstrates CPD, but is not in itself part of systems such as the post-qualifying framework for social work education and training.

Remind the group how learning underpins units from the *National occupational standards: leadership and management in care* (see Appendix B). It also links with other standards such as the *Adult social care manager induction standards* (England).

If the optional assessment ideas have been used, specific guidance on their use will have been agreed at an early stage and should be finalised at this point.

To conclude the session and the programme, invite each participant, including facilitators, to share with the group the one most significant thing they will take away with them from the *Leading practice* programme.

Optional assessment

The personal development plan will demonstrate understanding of how to identify learning needs.

A reflective journal (Appendix A or equivalent) can be used to review how effective the participant has been in implementing the specific change towards personalisation in their service. This should encompass a reflection on how the organisation itself has developed over the course of the *Leading practice* programme.

Compiling an evaluation report about the *Leading practice* programme, and how it has affected the participants' practice and values, will provide evidence of understanding how practice needs to be informed by knowledge. This would also be a valuable resource for their organisation to assess the effectiveness of the *Leading practice* programme.

Links

Key areas where this session underpins *National occupational standards: leadership and management in care*

A1 Manage and develop yourself and your workforce within care services

Links with *Adult social care manager induction standards* (England)

3 Working with people

6 Managing self and personal skills

Appendix A:

Reflective journal proforma

Name:

Date:

The event or situation you plan to reflect on

The facts: what happened/happens?

What is it about this event/situation that makes you think you can or should learn from it?

Your analysis and reflection on the event/situation:

Why do things happen as they do? What have you learned from *Leading practice* that helps you understand this situation?

How do you plan to approach this differently in future? What are the implications for your values and your practice as a manager?

(To complete at a later date)
What have you learnt from reflecting on this and/or implementing your plan?

Appendix B:

Mapping *Leading practice to National occupational standards: leadership and management in care*

	A1	A2	A3	A5	B1	B2	D1	E1	E2
Session 1	•								
Session 2	•	•						•	
Session 3					•	•	•		
Session 4									
Session 5	•								
Session 6		•							
Session 7		•	•						
Session 8	•								
Session 9	•	•						•	•
Session 10								•	
Session 11	•	•		•					
Session 12	•								

Appendix C:

Mapping *Leading practice to Adult social care manager induction standards* (England)

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Session 1	•	•				•
Session 2			•			
Session 3	•	•			•	
Session 4		*				
Session 5						•
Session 6		•				
Session 7		•	•			
Session 8			•			
Session 9		•			•	
Session 10				•	•	
Session 11			•		•	
Session 12						•

Reading list and information resources

There are now a wealth of resources available for managers who want to develop their learning and knowledge. Some of these are listed below, together with a sample of general management publications which will provide essential underpinning knowledge to support this learning programme.

Social Care Online is the UK's most extensive free database of social care information, with everything from research briefings and reports to government documents, journal articles and websites: www.scie-socialcareonline.org.uk.

Participants are likely to only want to look at one or two general management texts, in addition to the reading list for each module. We would suggest you start with the following:

Adirondack, S. (2006) *Just about managing?* London: Directory of Social Change.

Bailey, G. and Currin, L. (2005) *Measuring up for management, revised*, Chesterfield: ARC.

Gray, I. and Field, R. (forthcoming) Introduction to leadership and management in health and social care, Exeter: Learning Matters.

The following texts have a lot of useful information which will supplement learning during this programme:

Armstrong, M. (2004) *Performance management*, London: Kogan Page.

Brown, K. and Rutter, L. (2005) *Critical thinking for social work*, Exeter: Learning Matters.

Bryans, W. (2004) *Managing in health and social care: essential checklists for frontline staff*, Oxford: Radcliffe Medical Press.

Bullman, A., Charlesworth, J., Henderson, J., Reynolds, J. and Seden, J. (eds) (2003) *The managing care reader*. London: Routledge.

Cameron, E. and Green, M. (2004) *Making sense of change management: a complete guide to the models, tools and techniques of organisational change*, London: Kogan Page.

Davies, C., Finlay, L. and Bullman, A. (1999) *Changing practice in health and social care*, London: Sage.

Hunter, S. and Ritchie, P. (2007) *Co-production and personalisation in social care: changing relationships in the provision of social care*, London: Jessica Kingsley.

Jasper, M. (2003) *Beginning reflective practice*, Chattenham: Nelson Thomas.

Lindsay, T. and Orton, S. (2008) G*roupwork practice in social work*, Exeter: Learning Matters.

Martin, V. (2002) *Managing projects in health and social care*, London: Taylor & Francis.

Martin, V. and Henderson, E. (2001) *Managing in health and social care*. London: Routledge.

Morrison, T. (2001) S*taff supervision in social care: making a real difference for staff and service users*, Brighton: Pavilion.

Mullins, L. (2005) *Management and organisational behaviour*, 7th edn, Harlow: Prentice Hall.

Munro, E. (2008) '*Improving reasoning in supervision*', Social Work Now, no 40, pp 3–10.

Nazarko, L. (2004) *Managing a quality service*. London: Heinemann.

Scragg, T. (2001) *Managing at the front line*, Brighton: Pavilion.

Seden, J. and Reynolds, J. (2003) *Managing care in practice*. London, Routledge.

Statham, D. (2003) *Managing front line practice in social care*, London: Jessica Kingsley.

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Leading practice:
a development programme
for first-line managers

'Leading practice' is a development programme designed for first-line managers in social care. The programme is divided into 12 sessions, and consists of activities and discussion, as well as reading suggestions. It will aid the development of the individual and the organisation through a greater knowledge and understanding of practice-focused management.

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