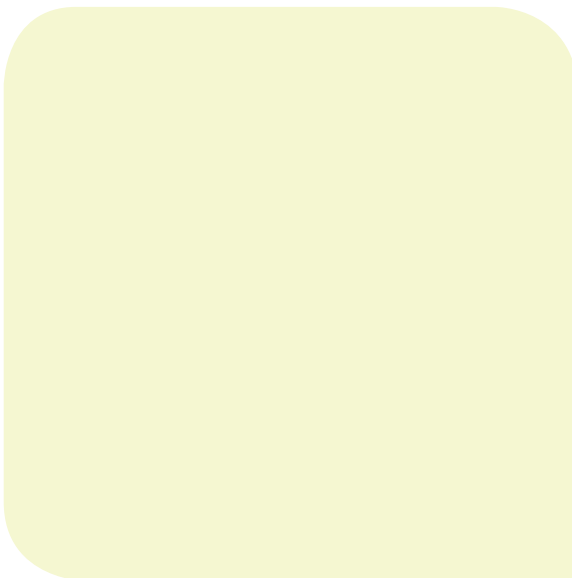
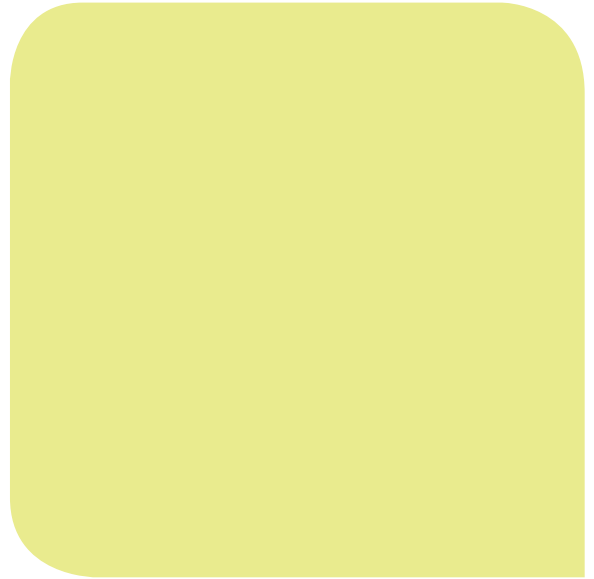


Leading practice: a development programme for first-line managers



The Social Care Institute for Excellence (SCIE) supports the transformation of social care by identifying and transferring knowledge about good practice. We ensure that the experiences and expertise of people who use services, their carers and workers are reflected in all aspects of our work.

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.

First published in Great Britain in February 2009
by the Social Care Institute for Excellence

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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 you will have knowledge and experience as a practitioner in their field. You may have had social work training or hold qualifications such as NVQs. It is assumed that you 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* will help you to explore the distinctive nature of your management role and equip you with some core knowledge to approach your responsibilities with confidence. This includes helping you recognise the central role you 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 you benefit from the programme?

Leading practice is designed to help you to:

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

Leading practice will contribute to your continuing professional development. The content has also been designed also 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*.²

See the section entitled 'Is *Leading practice* accredited?' for information about how you can use *Leading practice* to count directly towards meeting required standards and gaining qualifications.

How will your organisation benefit from the programme?

Leading practice will benefit your organisation as well as you individually. It will contribute to:

- developing your 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

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

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

Is *Leading practice* accredited?

Leading practice is not a programme accredited with an awarding body, but it is recognised that you may wish to demonstrate your 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.

The content of *Leading practice* is directly relevant to first-line managers who hold a social work qualification, as well as those who hold NVQs. It addresses the 10 distinctive things that social care managers³ do that education and training for social work leaders and managers must cover.⁴ 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 you have achieved. Please note that this section is entirely optional, and is 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 your organisation benefit from the programme?'). This is an important feature of the programme, to ensure the development not only of yourself as a participant but also of the organisation and/or multi-agency networks in an area. For some of the sessions, you may be joined by someone from within your organisation who has a specific expertise in the topic, or by a service user. The appropriateness of using external speakers will depend on the context in which you work.

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. This Participant's Pack contains 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 with your team, as well at the session.

3. *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.*

4. *General Social Care Council (2005) Specialist standards and requirements for post-qualifying social work education and training, London: General Social Care Council.*

How much work will you have to do?

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

If you choose to carry out the optional assessments, you 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 for publication in 2009, to reflect developments within the sector and to incorporate views expressed by 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.

Session 1: Introduction to the programme

Learning outcomes

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

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



Exercise 1: Introductions 20 minutes

You will be introduced to the programme facilitator and invited to introduce yourself by giving brief details of your current job role and work setting.



Exercise 2: Group activity

50 minutes

You will be asked to consider 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 will help you begin to think about your part in this new group that will be working together over the coming months. It will also help you to consider your own need for professional support and how you equip your team to function in your absence.

You will have the opportunity to help establish expectations within the group about commitment, courtesies and ground rules for the *Leading practice* programme.



Exercise 3: Individual/group activity

Personal paths to management – introduction to management styles

45 minutes

This activity will invite you to look back at your own career path and how you have come to be in your present role.

Use these questions to guide your 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?

You will be asked to discuss your thoughts with other members of the group.

The programme content of *Leading practice* and the layout of the materials will be explained to you at this point.



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

The facilitator will explain the key messages of the *Leading practice* programme, drawn from the findings of SCIE's *Management of practice expertise* programme.

You will be asked to record your thoughts about each of the key messages, such as:

- 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 activity will look at how managers such as yourselves can develop management expertise and find professional support, and also ensure that your learning is taken back to your organisation so that the whole service benefits from what you learn.

You will also have established some learning priorities for yourself through this activity. It is a good idea to make a note of 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

Consider if there are any negotiations or actions you want to undertake, in order to improve peer support, develop management expertise or contribute to better learning within your own organisation.

Draw up a brief action plan to move these ideas on. You will be asked to report on progress at the next session.

Optional assessment

You could show evidence of what you have learned in this session in a range of ways.

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

The learning priorities you identified may be extended into a personal development plan.

You could carry out a piece of research in your organisation or locality to establish what need there is for manager support, what provision already exists and what recommendations you 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

If you would like to read more

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.

Session 2: Working as a team – groups and teams

Learning outcomes

By the end of the session, you 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



Exercise 1: Group activity Reporting back 15 minutes

You will be invited to feed back briefly on your 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.

You will be asked to reflect on your own work experience in different roles to date, sharing examples of when you consider you were working in a group and when you were working in a team.

This will lead to an exploration of what constitutes a team as opposed to a group.

[Slides 2.1 to 2.4](#) explain 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. You will discuss together briefly whether teams need leaders or managers.

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

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

After discussion together about what the 'correct' answers may be, [Slide 2.5](#) summarises distinctive features of leadership as opposed to management.

Reflect on how far you perceive yourself to be a leader as well as a manager. How may the differences affect your approach to specific responsibilities such as supervision?



Exercise 4: Individual activity

Leadership skills diagnostic

45 minutes

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

Think about what makes an effective leader. When directed, refer to Supportive Material 2(2), 'Maximise your leadership skills'. Carry out instructions 1, 2 and 3 of this activity.

After a group discussion identifying common issues and sharing good practice tips, you will be asked to return to the exercise to review your strengths and weaknesses, as listed, and complete Point 4 on the sheet.

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



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

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

[Slides 2.6 and 2.7](#) will introduce Tuckman's stages of team development.⁵

You will have the opportunity to move round to different flip chart sheets, each headed with one of the four first stages of Tuckman's model, to note down behavioural indicators for that stage of a team's life. You should support your suggestions with specific examples from your work where possible.

Reflect on which stage of team development your own team is at. As a team leader as well as a manager, your aim is to help your team reach and sustain effective performance – 'performing'.

You will consider the types of leadership activities that may help your team to move forward – i.e. on to the next stage. Refer back to the leadership diagnostic tool that you completed earlier, remembering that you may need to change your approach and use different skills for each stage of the process.



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

Use your knowledge 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

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

3.2.1 Understand your leadership role in a team (as appropriate)

If you would like to read more

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

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

Supportive Material 2(1): Leading or managing?

Activity	Managing	Leading
Reporting		
Monitoring		
Budgeting		
Measuring		
Applying rules and policies		
Discipline		
Being honest with people		
Developing strategy		
Consulting with team		
Giving responsibility to others		
Determining direction		
Explaining decisions		
Assessing performance		
Defining aims and objectives		
Doing the right thing		
Taking people with you		
Developing successors		
Inspiring others		
Running meetings		
Interviewing		
Organising resources		
Decision-making		
Mentoring		
Negotiating		
Keeping promises		
Working alongside team members		
Sharing a vision with team members		
Motivating others		
Giving praise		
Thanking people		
Being determined		

Activity	Managing	Leading
Communicating instructions		
Making painful decisions		
Appraising people		
Recruiting		
Counselling		
Coaching		
Problem-solving		
Selling and persuading		
Doing things right		
Using systems		
Getting people to do things		
Implementing tactics		
Resolving conflict		
Giving constructive feedback		
Accepting criticism and suggestions		
Allowing the team to make mistakes		
Taking responsibility for others		
Mistakes		
Formal team briefing		
Responding to emails		
Planning schedules		
Delegating		
Reacting to requests		
Reviewing performance		
Time management		
Nurturing and growing people		
Team-building		
Taking responsibility		
Identifying the need for action		
Acting with integrity		
Listening		

Supportive Material 2(2): Maximise your leadership skills

- 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.

Maximise your leadership skills

Characteristic of effective team leadership	Evidence	Gap analysis	Action needed
1. I regularly review the structure of my team, ensuring optimum allocation of strengths			
2. I passionately articulate the vision for our team, inspiring buy-in			
3. I ensure clarity of individual and team objectives at all times and give positive direction			
4. I ensure team members are empowered to make suggestions and decisions at the lowest, most appropriate level			
5. I ensure the team's work is planned and carried out in a logical and systematic way			
6. I pay attention to good performance and feed back detailed praise			
7. When objectives or standards are not met, I give prompt, candid, constructive feedback.			
8. My team give me honest feedback and I view this positively			

Characteristic of effective team leadership	Evidence	Gap analysis	Action needed
9. I review our team image, considering issues such as working environment, appearance, standards of work, and how we behave and respond to customers			
10. I am clear about the desired culture, values and behaviours appropriate for my team			
11. I have taken the necessary steps to ensure these values are understood and shared by team members. Where there is a shortfall, I have a clear plan of how to achieve the desired culture			
12. I ensure team meetings are well-planned, facilitated and are an effective investment of time.			
13. I ensure all team members are encouraged to make relevant contributions and that they are listened to			

Session 3: Putting people first – managing a personalised service

Learning outcomes

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

- understand the ethics and values underpinning social work and social care
- explain policy and legislation regarding personalisation and user empowerment.
- identify ways to overcome likely barriers to personalisation



Exercise 1: Reporting back 15 minutes

You will be invited to feed back briefly on action plans drawn up at the end of Session 2.



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

Values have always been at the heart of social work and social care training. However, in recent years, the focus has moved from services which are 'provided for' people to a much more person-centred approach, which is increasingly seeking to put people of all ages in control of their day-to-day lives.

The purpose of the exercise is to help you start thinking about the values which underpin person-centred thinking and person-centred organisations.

As a group, create a list of the values which you consider are crucial to support and promote independence, choice and control for people who you work with or support.



Exercise 3: Presentation and discussion 60 minutes

There will be a presentation by someone who uses services in your locality (or their family or friends if this is more appropriate), emphasising the impact of promoting choice and control in people's day-to-day lives, followed by the opportunity to ask questions and reflect on the implications of working in partnership with people who use your services.



Exercise 4: Group activity

What will your service look like when it is fully 'personalised'?

45 minutes

Use the learning from today to think about the implications of making your service more personal:

- a) in small groups discuss and list the key aspects of a service which would demonstrate that it was person-centred. To structure your discussion, you will be asked to consider planning for individuals, the workforce, structures and money.
- b) now identify any possible barriers to achieving this and consider the strategies you might use to overcome them



Exercise 5: Individual activity

Returning to work

15 minutes

Use the learning from this session to think about the implications for the service you manage. Are there any key people you need to share it with in order to ensure your service is more personal?

Preparing for next time

Before the next session draw up a personal action plan for ensuring your service is enabling people to exercise choice and control over their lives. 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, create a checklist to assess your own areas of responsibility. Consider how you might go about making things more personal.

To assess learning about skills and knowledge for managing a personalised service, you could keep a reflective diary about your 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*

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

If you would like to read more

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.

Session 4: Working in a stressful environment

Learning outcomes

By the end of the session, you 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



Exercise 1: Group activity
Reporting back
25 minutes

You will be asked to talk briefly about your personal action plan from Session 3, to increase personalisation within your own and your team's work.



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

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 your team (Session 4) and within yourself (Session 5).

The purpose of this first activity is to help you begin to reflect on the nature of stress in your work environment.

You will be asked to work in groups of three or four to discuss the differences between 'pressure' and 'stress'. Reflect on specific examples from your own experience at work.

As a full group, you will then discuss and compile a joint list of the differences, along with comments on general sources of pressure in any workplace.

[Slides 4.1 and 4.2](#) introduce key areas and factors that generate pressure and, potentially, stress at work.



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.

You will be using the table 'Addressing key stress factors in your organisation', Supportive Material 4(1), throughout the rest of this session, to consider how systems and individuals can help to address stress within your service. You will be working with participants from similar settings to your own.

As a first step, you should identify the particular pressures/challenges in your work and discuss where these may come from. Put examples of the pressures/challenges that your own team faces under each heading in the table. They should particularly include those arising from the nature of the work you do as a social work/social care team.

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

[Slide 4.3](#) presents some reasons for additional pressure in social work/social care teams.

This will be an opportunity to reflect on stress issues that are a priority for participants from settings other than your own. This understanding may help to lay a foundation for productive and supportive ways of working together.



Exercise 4: Group activity
The impacts of stress
30 minutes

Stress does not only affect individuals, but the team, the service provided and the organisation itself.

Remaining in social care or social work groups, you will be asked to draw up a 2 x 2 table with the headings on [Slide 4.4](#). In each box, list as many ways as possible that stress can impact on that group or aspect of your organisation.

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



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', consider the organisational systems that are in place to address each of your examples, or to prevent them becoming sources of stress. You should add these to the table, but do not yet complete the final column.

As a full group, you will discuss together the effectiveness of current systems and ideas for addressing stress through new or better systems at an organisational level. Consider what support managers have for understanding and dealing with stress in your organisation.

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

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

Using [Slide 4.5](#) you will be invited to consider individually how you might be contributing to stress within your own team.

The full group will be asked to share good practice tips about ways of reducing pressure on a team, thereby encouraging a low-stress work culture.

Finally, you will be asked to complete the last column of the table with ideas for what you 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 activity

Returning to work/preparation for the next session

Time management tools

15 minutes

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

The 'time log' document, Supportive Material 4(2), will be explained to you and you will be asked to complete this for one 'typical' day before the next session. You may need to adjust the timings if your 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 your 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 *Adult social care manager induction standards* (England)

2 Providing direction and facilitating change

If you want to read more

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.

Supportive Material 4(1): Addressing key stress factors in your organisation

Stressor	Your examples	Current systems to address this type of stress	What can YOU do to promote a Low stress culture
1. Demands			
2. Control			
3. Relationships			
4. Change			
5. Roles			
6. Support, training, etc.			
7. Culture			

Supportive Material 4(2): self-management skills, preparing a time log

Time log guidelines

Complete the time log sheet set out on the next page for one 'typical' day. This is the minimum preparation necessary for you to gain some useful insights into how you use or spend your time during a 'typical' day.

The time log sheet provided should help you to see more clearly the difference between what you think is happening and what is actually happening regarding how you spend your time.

Completing your time log may slow you down or even seem like a chore. However, it is just for one day and you do not need to repeat this recording activity unless you want to.

Break your day into 30-minute chunks for recording purposes. Review after each batch of three or four chunks.

At the end of every section, summarise the time spent.

Evaluating the results

What conclusions have you drawn from analysing your time log? Are there any surprises? What do they show or confirm? Look for time-wasters: are these under your control or someone else's? For example, ask yourself the following questions in the light of your time log results:

- Did I do everything I needed to do? Was I often rushed?
- When was I most/least productive? Where did most of my time go?
- How much time could have been used better?
- Did I accomplish the most important things?
- Did I have enough time to do the things I wanted?

Identifying changes needed

If you were not satisfied with the way you used time, identify:

- activities that were of little benefit or value
- specific problems that kept you from using your time well
- personal behaviour on your part that made it difficult to use your time wisely
- any imbalances in your life (e.g. work vs. leisure; time on your own vs. time with others)
- where you can make more time for yourself to do the things you want to do

Please bring your time log to the next session, 'Managing yourself'.

Time log

Date:

Name:

Time	Reading/ writing	Interruptions	Chat	Phones IN	Phones OUT	Meetings	Work	Emails	Other: Specify
8.00									
8.30									
9.00									
9.30									
10.00									
10.30									
11.00									
11.30									
12.00									
12.30									
13.00									
13.30									
14.00									
14.30									
15.00									
15.30									
16.00									
16.30									
17.00									
17.30									
18.00									
18.30									
19.00									
19.30									
20.00									
20.30									

Session 5: Managing yourself

Learning outcomes

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

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

Note: you will need to have with you your time log completed since the last session.



Exercise 1: Group activity

Reporting back

15 minutes

You will be invited to give very brief general feedback on your 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 will 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.

You will be asked to complete, for your own situation, the exercise 'Stress for managers – a checklist of common causes', Supportive Material 5(1).

You will then be asked to discuss any points you may wish to raise from the exercise, but you will not be expected to disclose any personal or specific issues unless you wish to.

The exercise may prompt you to think of sources of stress that are not on the checklist.



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

[Slide 5.1](#) will be used to outline the four main headings for responses to stress.

A set of three self-assessment questionnaires, Supportive Material 5(2), about the effects of stress on individuals can be found below. You will be asked to complete these at this point.

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

You will be invited to suggest techniques to manage stress that you have found to be effective.

[Slide 5.2](#) will confirm and extend the range of techniques to address stress.



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

Time can be regarded as an almost universal source of pressure. [Slide 5.3](#) presents some common areas of difficulty with time, and the negative responses each of these difficulties may generate in managers.

In small groups, you will consider:

- a) which of these areas of difficulty you experience most often, and why
- b) whether you may make the pressure of time worse by your own actions – and if so, how

There will be time to discuss these thoughts in the group as a whole.

[Slide 5.4](#) introduces the daily planner grid that can be used to prioritise specific tasks within a workload. You will be invited to suggest specific examples of tasks from your own work that might fall into each category.

Returning to the small groups, look back now at the time log exercise you have completed since the previous session. Focus your feedback on:

- your most important findings
- any shocks or surprises about how you use your time
- any improvements you have already made in managing your 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 use of the time log and your learning from this session.

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

[Slide 5.5](#) summarises some elements of good practice for minimising time problems.



Exercise 5: Individual/group activity

Returning to work

30 minutes

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

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

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 your 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

If you want to read more

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.

Supportive Material 5(1): Stress for managers – a checklist of common causes

Take time to read through the checklist, and tick those items that have caused you some stress during the past six months.

Intrinsic to job

- Too much work
- Too little work
- Time pressure/deadlines
- Poor working conditions
- Mistakes
- Too many decisions

Career development

- Under-promotion
- Lack of job security
- Fear of redundancy
- Thwarted ambition
- Sense of being trapped
- Over-promotion

Role in organisation

- Role ambiguity
- Role conflict
- Too little responsibility
- No participation in decisions
- Responsibility for people/things
- Lack of managerial support

Organisational climate

- Restrictions on behaviour (e.g. budgets)
- Lack of effective communication
- Uncertainty about what is happening
- No sense of belonging
- Loss of identity
- Office politics

Relations within organisation

- Poor relations with manager
- Poor relations with colleagues
- Difficulties delegating
- Personality conflicts

Intrinsic to individual

- Inability to cope with change
- Lack of insight into own stressors
- Interpersonal problems
- Fear of moving out of area of expertise

This exercise has been designed to help you produce an overview of your common causes of stress at work. Take a look at the big picture that has emerged for you and consider which areas are causing you the most difficulties at present.

Identify your five most urgent stressors and place them in order of severity.

Supportive Material 5(2): Questionnaire 1

Am I suffering from the physical and behavioural effects of stress?

<i>Tick the answers that most apply to you</i>	Often	Sometimes	Rarely
Do I ever have aching shoulders or neck muscles?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I ever have trouble sleeping?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I have persistent indigestion?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Am I feeling unusually tired?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I have frequent headaches?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is my blood pressure too high?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I have unexplained dizzy spells?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I smoke to calm my nerves?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I eat erratically?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I have a drink to unwind?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Am I experiencing sexual difficulties?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I have unexplained skin rashes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring

Score 1 for every answer you have ticked in the 'Often' box.

A score of 0–3 indicates slight stress

A score of 4–6 indicates moderate stress

A score of 7–11 indicates severe stress

A score of 12 indicates very severe stress – you should seek medical help

If you scored more than 3 then it indicates that your body is trying to adapt to stress. See these signs as a warning and take some action to reduce those things in your life which are causing you stress.

Supportive Material 5(2): Questionnaire 2

Am I suffering from the emotional and mental effects of stress?

<i>Tick the answers that most apply to you</i>	Often	Sometimes	Rarely
Do I ever feel unable to cope?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I find it difficult to relax?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I ever feel anxious for no reason?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I find it hard to show my true feelings?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Am I finding it hard to make decisions?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Am I often irritable for no real reason?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I worry about the future?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I feel isolated and misunderstood?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I dislike myself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Am I finding it hard to concentrate?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Am I worried about my health?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do I find that life has lost its sparkle?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Scoring

Score 1 for every answer you have ticked in the 'Often' box.

A score of 0–3 indicates slight stress

A score of 4–6 indicates moderate stress

A score of 7–11 indicates severe stress

A score of 12 indicates very severe stress – you should seek medical help

If you scored more than 3 then it indicates that your body is trying to adapt to stress. See these signs as a warning and take some action to reduce those things in your life which are causing you stress.

Supportive Material 5(2): Questionnaire 3

Am I suffering from the work-related effects of stress?

Complete the questionnaire below, about behaviours that may be linked with stress.

Read each sentence, ring the score that applies to you and then add up your total scores.

Never = 1 Rarely = 2 Sometimes = 3 Often = 4 Always = 5

I cannot get my work finished on time	1	2	3	4	5
I haven't the time to do things as I would like them to be done	1	2	3	4	5
I'm not clear exactly what my responsibilities are	1	2	3	4	5
I haven't enough to occupy my mind or time	1	2	3	4	5
I lack confidence in dealing with people	1	2	3	4	5
I have unsettled conflicts with other staff	1	2	3	4	5
I feel no one understands the needs of my department/service	1	2	3	4	5
I feel our targets/budgets are unrealistic and unworkable	1	2	3	4	5
I have to take work home to get it done	1	2	3	4	5
I never take all my leave	1	2	3	4	5
I avoid difficult situations	1	2	3	4	5
I feel frustrated	1	2	3	4	5

TOTAL SCORE

0–20 The stressors are about average for most people who enjoy their work but inevitably find things frustrating

21–45 The stressors are such that you get tense and uptight from time to time
and you will need to make use of, for example, relaxation techniques

45+ The stressors are too high. Are you perhaps a worrier or a perfectionist?

Session 6: Managing change

Learning outcomes

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

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



Exercise 1: Group activity Reporting back 15 minutes

You will be invited to report on how effective you have found application of time management and prioritisation tools in your own role and workplace.



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

The purpose of this exercise is to help you reflect on how much influence and authority you have in your organisation, as a context for considering change management.

You will be asked to identify:

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

You will be given an A3 sheet of paper and coloured sticky notes to present this information visually using two different colours of note.

Be ready to discuss general thoughts about your areas of authority and spheres of influence with the full group.



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

The rest of the session will equip you with some understanding of the change process and some tools to help you implement change in the workplace.

You will be introduced to the PESTLE system for analysing factors for change in your organisation – Supportive Material 6(1) – and asked to begin to apply PESTLE to your own organisation, using the tables provided on the following pages.

From these explorations, you will be invited to write down, on sticky notes of a third colour, three things that you are aware need to be changed/improved in your service.

You will then locate each 'change' among the other sticky notes on your A3 sheet, to indicate where the changes fit with your sphere of authority and influence. From this, you will identify one change that you **should** make and **can** make.

You need to do this with some care, as you will be asked to start implementing this change during the remainder of the *Leading practice* programme. You will be expected to apply your learning from the programme to implement the change you identify at this point.



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

You will be introduced to the concept of 'force field analysis' and discuss as a group some examples of 'driving' and 'resisting' forces for change.

You will consider different reasons for resistance towards change, including your own responses to change and the different feelings generated by imposed change and chosen change. The role of leaders in enabling people to catch the vision for change will be explored.

Two models for recognising separate phases of change will be examined, with strategies for managing the change process successfully.



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

Working in small groups, you will now begin to apply the ideas on change management to your own identified area for change.

Using the information from [Slides 6.3 to 6.6](#), consider practical ideas for starting to lead that change. Think about aspects that will fit with your strengths, and areas which will be more challenging for you.

You will be invited to feed back briefly to the full group which ideas, strategies or general points from the change management information you think will be most helpful to you.



Exercise 6: Individual/group activity

Returning to work

30 minutes

You will be working for the rest of the programme with the change you identified during this session.

Preparing for next time

Before the next session you need to draw up a personal action plan for introducing the change in your organisation. You will be asked to update the group on your progress through 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 your involvement with change – either the current change or an earlier one. This should include an exploration of your personal feelings about change in general, and your 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

If you want to read more

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.

Supportive Material 6(1): PESTLE analysis table

Type of factor	Current and future factors affecting your organisation	Potential impact on your organisation	Importance (tick box)				
			1	2	3	4	5
Political							
Economic							
Social							
Technological							
Legal							
Environmental							

Take the three highest scoring factors from your PESTLE analysis and consider whether it is an opportunity or a threat.

Factor	Is this an opportunity or a threat for your organisation? Why?
1	
2	
3	

If it is a threat but is also inevitable, to what extent can you help it become an opportunity?

Session 7: Team tasks and skills

Learning outcomes

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

- explain how vision, aims and objectives underpin-day-to-day activities
- analyse the workload of the team
- identify skills needed for the team's tasks and roles



Exercise 1: Group activity Reporting Back 20 minutes

You will be invited to feed back on the specific change you have identified for implementation since the previous session. You should be ready to give a brief outline of the change you plan to introduce, and your 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.

There will be a brief discussion about what you consider to be the core role of your team – what you and your team are there to do, now and in the future.

Every team needs to be sure of the vision that drives its work, and as the first-line manager you have a key role in ensuring your team understands and shares the vision. You also have the job of translating the vision into reality.

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. You will be asked to list the separate activities and tasks undertaken by the members of your team (excluding yourself as team manager). This will provide an analysis of the work tasks for which you have responsibility. These should be categorised into the areas A, B, C and D.

Note your observations on what this reveals about the balance of activity within your team. There will be an opportunity to discuss these together.



Exercise 3: Individual activity

Teamwork review

30 minutes

The teamwork review, Supportive Material 7(1), is a diagnostic tool that can be used to review the effectiveness of key aspects of teamwork within your team.

Begin to complete your assessment of the processes by working through Steps 1 to 4 of the assessment instructions.

When you have completed as far as Step 4 there will be group discussion about your findings.

You 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**



Think about the workforce challenges affecting your service for 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', Supportive Material 7(2), 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.

You will be divided into teams of three and given a set of materials – flip chart paper and coloured marker pens. For this activity, it will be helpful if you work together with other participants from your own organisation or similar services.

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

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

As part of this, you will need 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.

You should also refer back to your mapping of team tasks and activities to inform this exercise.

This is an opportunity for the team to be creative in its mode of presentation, so make your key messages as clear and as memorable as possible.

There will be an opportunity for other participants to put questions to each team after their presentation.

Overarching themes will be discussed as a full group after all the presentations have been made.



Exercise 5: Individual activity

Returning to work

15 minutes

You will be asked to apply the learning from this session to the specific change you identified at the end of Session 6. You will need to look at the implications of your identified change for the composition and skills mix of your team.

You should also complete the final section of the diagnostic tool for teamwork from Exercise 3.

From these two analyses, draw up an action plan for creating a team that is effective and responsive to change, and ready to deliver the change you are working to implement.

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 you view the impact of future challenges on your role and that of your 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

If you want to read more

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.

Supportive Material 7(1): Teamwork review

Description

This assessment tool provides a framework for you to review the effectiveness of all the key aspects of the work of your team. It pinpoints strengths and weaknesses and serves as the basis of an action plan for making improvements. The questionnaire will take up to 15 minutes to complete, and you will need to allow at least 20 minutes for further time for reflection and action planning.

Task

- 1 Complete your assessment of the processes by taking each section in turn and choosing the statement that most accurately describes the way your team operates.
- 2 Put a tick against the statement in the assessment column in the questionnaire. The descriptions are in descending order of effectiveness.
- 3 Ensure, when you have finished, that you have 16 ticks in total.
- 4 Use the results of the questionnaire to review your team's strengths and weaknesses. Are there any sections that stand out as needing particular attention? Are there any sections in which your team works extremely effectively?
- 5 Think later about how you can address your team's current weaknesses and also how you can maintain your team's key strengths and draft an action plan to help you create a highly effective team.

Team review assessment

	Tick the most accurate statement
1 Structure The current structure of the team is:	
a) an extremely effective framework for the work of the team	
b) quite effective, needing some minor changes	
c) reasonable, but would benefit from some improvements	
d) rather ineffective – vague and confusing	
e) ineffective and clearly in need of review – roles and responsibilities are unclear	
2 Image The image presented by the team is:	
a) first-class	
b) good but could be improved	
c) quite good, but slipping – improvement necessary in a number of areas	
d) in need of radical change and improvement	
e) poor	
3 Decision-making Decisions are:	
a) well-considered and based on a consensus view	
b) often forced by an individual or sub-group	
c) usually based on compromise or precedent	
d) allowed to drift	
e) far from clear	
4 Meetings Team meetings:	
a) provide an effective forum for reaching decisions about relevant questions	
b) are generally good, but some time is wasted discussing irrelevant subjects	
c) achieve some things, but are not a good investment of everyone's time	
d) are badly planned and run	
e) are ineffective and must be improved or discontinued	

	Tick the most accurate statement
5. Utilisation of time Utilisation of everyone's time is:	
a) effective	
b) reasonably good	
c) fair	
d) involves about 50% wastage	
e) very poor	
6 Participation The level of participation is such that:	
a) relevant contributions are made and listened to	
b) there are occasional examples of 'steam-rolling'	
c) 'steam-rolling' and 'taking down' occurs	
d) large numbers of potential contributions are suppressed	
e) group members are divided into those who dominate and those who sit back and drift	
7 Objectives Objectives are:	
a) completely clear and updated as circumstances change	
b) very clear, but need revision	
c) fairly clear, but are either too easily achievable or unreachable	
d) confusing and often divisive	
e) unclear, ignored or not set	
8 Commitment The commitment of team members is:	
a) complete	
b) universally high	
c) high in parts	
d) moderate	
e) low and spoilt by internal politics	

	Tick the most accurate statement
9 Performance The performance of the team is:	
a) excellent	
b) good under the circumstances	
c) moderate and losing momentum	
d) poor	
e) a history of missed opportunities	
10 Frankness and tolerance In their relationships with each other team members are:	
a) completely honest and highly tolerant	
b) frank and tolerant	
c) tactful and quite tolerant	
d) guarded and often intolerant	
e) very political and highly intolerant	
11 Relationships The quality of relationships in the team is:	
a) Exceptional – the team is conspicuous for its positive relationships	
b) generally high – conflict or friction is isolated and managed in a positive and constructive way, and the team recovers quickly	
c) good – but there can be occasional friction, which is mostly managed in a positive and constructive manner	
d) fair – but there is often friction which is not always openly addressed, and bad feeling can take some time to clear up	
e) poor – there is little trust and support between team members and they can be cliquey, aggressive and/or intolerant	
12 Communication Communication/understanding within the team is:	
a) excellent	
b) good but not always strong on feedback	
c) fairly good but limited	
d) fair but often haphazard	
e) poor	

	Tick the most accurate statement
13 Planning Plans are:	
a) carefully made, the team commits to them and action follows in a timely and systematic way	
b) good, but occasionally the team becomes caught up in details	
c) imposed and must be rigidly adhered to	
d) inadequate, causing frequent panics	
e) rarely made and never executed	
14 Customer service Customer service is such that:	
a) customers get excellent service	
b) customers always get good service	
c) generally customer service is good, but at times it could be better	
d) customer service could be better	
e) customer service is poor	
15 Leadership Leadership of the team is:	
a) very effective and inspiring	
b) generally effective but not always inspiring	
c) quite effective, but indecisive	
d) tentative and vague	
e) ineffective and uninspiring	
16 Delegation Delegation is:	
a) well planned and effective	
b) quite effective, but limited by pressure of work	
c) fair, but frustrated by weak support	
d) over-used and not properly followed up	
e) poorly planned and generally ineffective	

Interpretation

The statements in each section are in descending order of effectiveness. The sections against which you have ticked either statement (a) or (b) are the most effective aspects of teamwork in your team. Where you have ticked statement (c), your team is working reasonably well but could benefit from some further development. The sections where you have ticked either statement (d) or (e) indicate a definite and urgent need for improvement.

Supportive material 7(2): A tale of two workforce strategies⁶

For many years, schools and hospitals seemed to be the only parts of the welfare state worthy of airtime. Now, however, social care has reached the front page of the political agenda. The mood has changed – why?

One reason is that the expected future cost of care for older people has had a real impact on politicians. This has led the Prime Minister himself to launch the government's consultation paper about funding, which will lead to a green paper early next year. Popular anger about older people forced to sell their homes to fund care has made a mark. We all want the best for the older members of our families, but without the resources and a high quality workforce, the best can't be provided.

We also read that the UK is not a great place to grow up. Children here achieve less and are less happy than their European peers. Given the enormous investment in education over the last ten years this is not what politicians want to hear, so there is a growing realisation that we need a renewed enthusiasm for fostering well-being and social inclusion alongside providing good education if things are to improve.

Furthermore, there appears to be a political consensus that public services need to change – to be more responsive and tailored to people's individual needs. 'Personalisation' is the buzzword, and no more so than in social care, which is leading the way.

To respond to this situation, the Department for Children Schools and Families (DCSF) has published the children's plan *Building Brighter Futures*⁷ and the Department of Health (DH) has published its vision for services for adults, *Putting People First*.⁸ Together, they set out ambitious plans for reforming social care for children and for adults. To back them up, both departments have published draft workforce strategies that give social work a central role – the DCSF has issued *Building Brighter Futures – Next steps for the Children's Workforce*⁹ and the DH has published *Putting People First – Working to make it happen*.¹⁰

6. GSCC (2008) *Social Work Connections Newsletter Volume 1 (2)*, September.

7. Dept for Children Schools and Families (2007) *Building Brighter Futures*. London, TSO.

8. Dept of Health (2007) *Putting People First*. London, TSO.

9. Dept for Children Schools and Families (2008) *Building Brighter Futures – Next steps for the Children's Workforce*. London, TSO.

10. Dept of Health (2008) *Putting People First – Working to make it happen*. London, TSO.

The DCSF document commits to spending £73m over the next three years on initiatives aimed at boosting social workers' capacities and skills. This will include action on developing new routes into social work via a 'fast track' entry route and more 'grow your own' schemes. There will be a pilot scheme for the newly qualified social worker (NQS) status and better support for professional development in the crucial early years of a social worker's career. There will be a fresh look at long-term career development by seeking to define an 'advanced social worker' role, which will offer experienced social workers moves up the career ladder without going into management. Improved post-graduate training opportunities will also be developed. For a full list of the projects visit the CWDC website.¹¹

The DH document sets out the key changes in social care needed to deliver personalised services. The central role of social workers in safeguarding 'adults in vulnerable circumstances' is stressed and the importance of the new degree and of the GSCC's post-qualifying framework is emphasised. There is also a commitment to develop an NSQW scheme in adult services. Skills for Care has been asked to develop a document which follows on from *Social Work at its Best*,¹² the statement of roles and tasks of social workers in general, to describe the role of social workers in adult services in the context of the new framework proposed in *Putting People First* (See the SFC website).¹³

It is important that registered social workers understand how the government is investing in social work to ensure that the future workforce is not only well trained, but also prepared for a new type of social work practice. This new type of practice emerges from the policy changes the government is putting in place to give the adults and children who use services a better deal.

The new ways of working to meet the government agenda will require skilled and competent social workers to support people managing their own services. This significant change will move the emphasis in social work from 'managing' to 'enabling'. The traditional skills of social work will still be required, but in a different way. This is the challenge, and it is clear that the government is now ready to invest in and support major change. We must all take up that challenge to ensure we are ready and prepared for a new era of social work practice. Equally important, the voices of social workers and social work students must be heard in ongoing consultations, which both departments are undertaking, so that the final workforce strategies are realistic and deliverable.

11. www.cwdcouncil.org.uk

12. General Social Care Council (2008) *Social Work at its Best*. London, GSCC

13. www.skillsforcare.org.uk

Session 8: Learning in the team

Learning outcomes

By the end of the session, you 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



Exercise 1: Group activity

Reporting back

15 minutes

You will be invited to feed back on progress with your action plan for change, focusing on the team skills you have identified as necessary to implement and embed your planned change.



Exercise 2: Group activity

Setting the scene

30 minutes

You will be asked to take part in a full group discussion around a topical issue of the facilitator's choice.

During the discussion, you and other group members may be directed to take other actions from time to time, at the prompting of the facilitator.

As the discussion ends, you will be invited to comment on the content and also on the other actions carried out within the group.



Exercise 3: Presentation and discussion

Identifying learning needs

60 minutes

You will be asked to consider how a decision was made for you to take part in *Leading practice*, thinking of who made the decision and why.

A simple model for analysing and identifying learning needs in a social work/social care setting will be introduced. This model holds good for agreeing development plans at individual, team and organisational levels – all are important.

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

In the discussion, you should use examples from your own experience and relate your ideas to the future development of your own service, 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 your 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?

You will be encouraged to reflect on how 'person-centred' your organisation is in terms of identifying learning needs. How do the people using the service contribute, directly or indirectly, to development plans?

Learning styles

This section starts to consider how a 'learning needs analysis' becomes a development plan, by looking at individual learning styles and then creative opportunities for learning.

The cycle of learning identified by Honey and Mumford (1992) will be outlined, linking it to the concept of individual 'learning styles'.

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. You may choose to buy or download these for use yourself or with your team, but this session will consider the general concept.

You will be invited to consider the learning style, or styles, you feel instinctively drawn to from the outline given. A knowledge of learning styles should contribute to the choice of learning opportunities for you and your team members.



Exercise 4: Presentation and discussion **Learning opportunities** **60 minutes**

Think of all the methods you currently use to develop:

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

Considering these and the other learning opportunities on [Slides 8.3](#) and [8.4](#), you will be asked to identify together which activities are likely to suit which learning styles (there will be overlaps).

What are the implications for managing aspects of your work, like supervision, which in a traditional form may not suit all team members? This is an opportunity to be creative in finding new approaches to learning within your teams.

The learning organisation

Working in small groups, you will be asked to discuss all the different aspects of a manager's responsibilities in terms of learning and development.

Drawing from this discussion, the facilitator will outline a model of systems that support learning and development across the whole organisation.

To achieve a service that is truly innovative and responsive to changing needs, systems can only be part of the picture. The concept of establishing a culture of learning will be introduced.

Consider which aspects of the learning culture might be particularly difficult to implement in your own service. Consider also ways to overcome these difficulties.



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 you 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

If you want to read more

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.

Session 9: Planning for quality

Learning outcomes

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

- evaluate the quality of your 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

This session may be co-facilitated by a visiting speaker such as a quality manager from your 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

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?

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

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

You will then be given four sticky notes and asked to write:

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

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

You will be asked to consider how you take account of these ideas of quality in relation to the people who use your service. How do you endeavour to build these 'quality' ideas into your work?

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

As a full group, you will be asked to list and discuss the activities you undertake to ensure that your service helps to build a high quality of life for those who use it. Does this equal **monitoring** or **doing**?



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

In small groups, you will be asked to choose two of the activities listed during the previous exercise.

For each activity, you will need to list:

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

The full group will look together at the suggestions, and then discuss issues about collecting, analysing and evaluating data in a social work/social care setting. These may include:

- How easy or difficult would it be to collect 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.

You will be invited 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**

[Slide 9.4](#) will be used to explain a simple framework for quality assurance. [Slide 9.5](#) will 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.

You will be asked 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 one of you is working on for the programme as a whole, but it may be a separate situation.

The group's task is to analyse the issue, consider how it needs to improve and then write a set of SMART statements that specify the outcomes you 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, you will also need to consider:

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



Exercise 5: Individual activity **Returning to work** **15 minutes**

Use the learning from this session to identify what data will be needed to check on the value, progress and effectiveness of the change you have been working on since Session 6. You 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, you could create a checklist to assess the quality assurance activities used in your service, with recommendations for ways to go about making things better for those you work with.

To assess learning about skills and knowledge for ensuring quality, you could keep a reflective diary about your 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

If you want to read more

Nation 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.

Session 10: Management information systems

Learning outcomes

By the end of the session, you 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

A key part of this session is input from a visiting speaker. This may 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 inspector.



Exercise 1: Group activity Reporting back 15 minutes

You will be invited to feed back briefly on the data needed for measuring quality that you 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 your experiences of management information, and how management information is used within your service.

As a full group, you will be asked to create a list of the data that you routinely collect.

How do you feel about data collection? How useful (or otherwise) do you consider it to be for your work?

Slides 10.1 and 10.2 will be used to describe the concepts of communication and information collection.

Consider 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 will be delivered by the visiting speaker, focusing on data needed for their area of work.

You will be encouraged to ask questions to clarify the use of the information you are asked to provide, in order to gain further insight and understanding about its purpose.



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

You will be divided into small groups, given three sheets of flip chart paper and asked to review the data collection activities listed during the opening exercise.

You will need to categorise each activity according to the different purposes for which the information is collected:

- safety
- service management
- workload management

You will then be asked to look again at the lists you have made. This time, against each activity, consider for whose benefit the information is collected:

- service user
- organisation
- funder
- regulator

In a full group discussion, consider how this analysis could affect your attitude towards data collection – for example by having a greater understanding of how data collection can lead to improved service delivery and being clear who benefits from it.

[Slides 10.3](#) and [10.4](#) will be used to explain some principles of effective information collection.



Exercise 5: Individual activity
Returning to work
15 minutes

You should use the learning from this session to reflect on the information you collect for someone else in or beyond the organisation and check that you understand why this information is collected and how it is used. Think also about information you use to manage your service, and how this data collection could be

improved in order to ensure you deliver a high quality service.

Before the next session identify one aspect of data collection that you want to change in order to ensure its usefulness. Draw up a plan for doing this. Who do you need to consult in order to achieve the changes? Be prepared to share this with the group during the next session.

Optional assessment

Using key features of good and effective management information systems, create a checklist of the systems used in your 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

If you want to read more

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.

Session 11: Supervision

Learning outcomes

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

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



Exercise 1: Group activity **Reporting back** **15 minutes**

You will be invited to evaluate the management information systems with which you are familiar, in light of the key features of the good and effective management information systems that were looked at during the last session.



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

The purpose of the exercise is to help you start thinking about the role and purpose of supervision.

You will work in groups of four to sort statement cards about what supervision is, under the headings 'yes', 'no', 'maybe'.

Keep the 'maybe' list as short as possible.

Be ready to discuss your decisions with the full group.



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

Supervision does not stand alone as a system to manage the team. This exercise will explore how supervision fits with day-to-day advice and annual appraisal.

You will then discuss the systems for supervision and appraisal within your own organisations, in particular:

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

You will be invited to consider your own confidence, knowledge and skill as a supervisor:

- 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

This exercise will outline:

- a) types of knowledge needed by supervisors, along with sources of information about each heading, locally and nationally
- b) skills needed for effective supervision

You will consider good practice for planning and assessing, then focus in more detail on skills for effective communication in supervision.

You will be asked for examples of:

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

As a group you will analyse the skills needed to address each type of difficulty.



Exercise 5: Individual activity
Returning to work
30 minutes

Use the learning from today to conduct a review of your 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 you have 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. Prepare for this by reflecting on your own learning during Leading Practice, and your future development needs.

Optional assessment

The review outlined above can be used to assess your 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, you could keep a reflective diary about your own strengths and weaknesses in relation to good practice. The diary should be presented in a clear and legible format, using the format proforma 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

If you want to read more

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

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

Session 12: Looking back, looking forward

Learning outcomes

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

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



Exercise 1: Group activity Reporting back 15 minutes

You will be asked to give an update on the review of supervision/appraisal systems carried out in the workplace since the last session.



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

Your review of systems for supervision and appraisal was part of your overall action plan for implementing change – moving towards a more personalised service for the people in contact with your service.

You will now have the opportunity to reflect on the change that you have been implementing in the course of the *Leading practice* programme. These questions may help to shape your reflections:

- 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, you will move on to think about your further development needs.

Think about your development needs now, at the end of *Leading practice*, for:

- yourself as an individual manager of practice
- yourself as part of your organisation's first-line manager's group
- your wider organisation, and how it sustains and supports the management of practice

If there are other participants from your organisation, it will be helpful for you to think about these questions together.

Are there any actions that you jointly, as an established group, could carry out to support good practice in your organisation or locality?

What strategies could you adopt, individually and as a group, to ensure that you keep your knowledge about your role, and the service you provide, up to date?

Now focus on the team that you manage. What four things could you personally do to support good practice in your team? They may be big or small actions, and they need to fit within your remit and control as a first-line manager.

Note these down clearly and be ready to outline them briefly to the group.

The facilitator may gather up your written notes and send the full list of ideas out to the group at a later point. This will provide a checklist of ideas for the whole group, serve as a reminder to implement the suggestions and be a practical demonstration that learning continues after the *Leading practice* programme ends.



Exercise 4: Individual activity
Continuing professional development
60 minutes

In Session 1, you drew up a simple personal development plan. This is a good point to review your plan and consider how far your learning needs have been met in the programme.

New priorities for learning will have emerged from the session today or from your own reflections during the programme. You can now use these thoughts to complete the personal development plan building the next steps for your continuing professional development (CPD) as a first-line manager.

CPD is a requirement for managers of social work and social care teams. Completing the *Leading practice* programme demonstrates CPD, and may also help you meet required standards and work towards qualifications. The facilitator will explain what you need to do next, to demonstrate how your learning links with these.

To conclude the session and the programme, each member of the group, including facilitators, will be asked to tell the group one significant thing they will take away from the *Leading practice* programme.

Optional assessment

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

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

Compiling an evaluation report about the *Leading practice* programme, and how it has affected your practice and values, will provide evidence of understanding how practice needs to be informed by knowledge. This is also be a valuable resource for your 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

If you want to read more

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.

Personal development plan – continuing professional development

Topic (what you need to learn more about)	Learning outcome (what exactly you want to know)	Learning method (how you will find out about it)	Date for achievement (when you will aim to complete)

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) *Groupwork 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) *Staff 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.

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 11 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.