



**Practical guide for using the
Continuous Learning Framework
and the Changing Lives
leadership model to develop
leadership in social services**

Introduction

Changing Lives¹, the Report of the 21st Century Social Work Review, included in its recommendations that “Social work services must develop enabling leadership and effective management at all levels and across the system”. A leadership and management change programme was established to take this work forward and one of the outcomes was the four Ps leadership model. This model identifies four leadership dimensions – purpose, people, process, and performance. Resources have been developed to assist people in social services to use this model and are available on the Social Services Knowledge Scotland website².

The Continuous Learning Framework (CLF)³ was developed by the Scottish Social Services Council (SSSC) and Institute for Research and Innovation in Social Services (IRISS) under the Changing Lives workforce development change programme. The CLF aims to continuously improve the quality of outcomes for people who use social services by supporting the people who are delivering services to be the best they can. It identifies three areas of learning for individuals and one for the organisations that employ them. This guidance focuses on two of these; personal capabilities which describe the ways in which individuals working in social services manage themselves and their relationships in the workplace, and organisational capabilities which describe the culture and conditions in the workplace that enable workers to reach their potential.

Each of the thirteen personal and six organisational capabilities are described across four cumulative stages of progression which are engaged, established, accomplished, and exemplary. There are a number of indicators under each of the stages of progression which help individuals and organisations to evidence which stage they are currently at and why, and which they aspire to.

The capabilities are generic and designed for use by all staff and organisations in the sector for all aspects of their work. However some of the capabilities can be used to support specific development needs, and the development of leadership skills is one of these.

This guidance demonstrates the alignment between the CLF and the four Ps of the Changing Lives leadership model and suggests ways in which individuals and organisations can use the model and CLF to development leadership in the sector.

¹ <http://www.scotland.gov.uk/Publications/2006/02/02094408/0>

² Social Services Knowledge Scotland website <http://member.goodpractice.net/SS-LIC/Welcome.gp>

³ <http://www.continuouslearningframework.com/clf/home/welcome-to-the-continuous-learning-framework-website.html>

Section One provides some illustrations of how individuals and organisations could use the 4Ps model and the CLF to develop their own leadership capability. We hope to add more illustrations as we hear of progress from the sector. Section Two provides an overview of where the 4Ps and sections of the CLF overlap and can support each other in relation to leadership development. Finally, sections Three and Four identify specific personal and organisational capabilities that can be used to support the development of leadership skills. Specific reference is made to those indicators which relate to leadership development and which stage of the capability these relate to.

If you have used the CLF and/or the 4Ps model to develop leadership skills and would be willing to share your story with others, please contact Jess Alexander, Education and Workforce Development Adviser at the SSSC at jess.alexander@sssc.uk.com

We hope you find this guidance useful in developing leadership skills and capacity.

Section One: Illustrating how individuals and organisations could use the 4Ps model and the CLF to development their own leadership capability

Illustration One

Using People and Personal Capabilities in developing leadership skills

An organisation is re-designing its management training programme for team leaders. The training programme has concentrated up until now on organisational processes such as recruitment and selection, performance management, absence management and discipline and grievance. These processes have recently been reviewed and the organisation is committed to ensuring that they are used appropriately. The training programme teaches team leaders what the organisation's processes are in these areas and helps them to develop the skills to use the processes. However feedback from the staff indicates that something is missing in terms of leading a staff team. The training manager has recently read the Skills for Care and Development Sector Skills Assessment report for Scotland⁴ which identifies 'soft skills' as an area that needs to be developed further in the sector. The training manager suspects that this is the gap in the training programme. They have recently attended a Gathering Group⁵ about the CLF and having learnt about the personal capabilities think that they could help to articulate what soft skills are required by team leaders in terms of leadership. In revising the training programme, the training manager uses the leadership and management national occupational standards⁶ as a foundation to ensure that relevant knowledge, skills and values are covered. The personal capabilities are used to enhance it and focus on the softer skills. The training manager does this by:

- using the list of personal capabilities to identify the types of soft skill that need to be developed in the training programme e.g. a focus on people who use services and their carers, motivating and leading others – inspiring and guiding individuals and groups, an awareness of impact on others – being aware of how others perceive you and your behaviour
- using the indicators and specific references relating to leadership in this guidance to shape training exercises. For example, under the motivating and leading others capability, one of the indicators at the established stage is that the worker 'reflects on their leadership approach and seeks advice and support to improve'. The training manager could include a training exercise which

⁴ http://ewd.sssc.uk.com/component/option,com_docman/Itemid,486/gid,1809/task,doc_details/

⁵ <http://www.continuouslearningframework.com/clf/support/information-sessions-and-gathering-groups.html>

⁶ <http://workforcesolutions.sssc.uk.com/NavOnline/>

identifies different leadership approaches and styles, the different circumstances in which they might be used, and then asks the participants to identify which leadership style they tend to use and why. The exercise could also be used to help participants identify areas for improvement

- using the indicators to help develop an evaluation strategy for the training. For example, at the accomplished stage of motivating and leading others, a worker 'supports others to feel valued for their contributions'. Having helped the individual to develop skills in this area, the training manager could develop a training evaluation tool which asks members of the team leader's team to identify times when they have felt supported by the team leader and felt valued for their contributions, and what the team leader did to enable this. This would provide evidence that the team leader had developed leadership skills in this area but may also provide scope for further development
- considering how learning from other training programmes could enhance the leadership elements of the management development programme. For example, some of the team leaders may be training to be practice assessors for social work students and may be undertaking the Practice Learning Qualification (Social Services). There is a strong leadership element to this particular programme and the training manager could draw on learning from this, and similar programmes, to enhance work undertaken in the more general management training programme.

Illustration Two

Using People and Personal Capabilities in developing leadership skills

A support worker in an organisation has been in post for a year and is settling into their role well. However they feel that up until now they have been relying a lot on colleagues to make decisions and have been checking a lot of their own decisions with their team leader as they have not felt confident enough to make these on their own. The support worker decides to discuss this with their team leader at their next supervision session. At the supervision session, the team leader suggests that they refer to the CLF for guidance and in reviewing the personal capabilities suggests that they concentrate on the use of professional autonomy. The team leader suggests that as a starter the support worker be given a specific area of responsibility within the team and develops an expertise in this area. Once they have identified an area, they establish that the worker is at the established stage of the capability and agree that as a first step the worker should aim to become accomplished. They agree a set of tasks that the worker must work on to achieve this and at subsequent supervision sessions discuss progress in these areas. Once the tasks have been completed, they use the personal capability indicators as a structure for their discussion and the worker gives examples of pieces of work which demonstrate that they are using

professional autonomy and have achieved that particular stage of the personal capability. This work can be continued through the different stages of the capability as required and can be used to develop the individual's skills in leading a specific piece of work.

Illustration Three

Using Process and Organisational Capabilities in developing leadership skills

An organisation aspires to be a leading organisation in its field of expertise and is preparing for its assessment of the Investors in People standard⁷. It uses the organisational capabilities of the CLF to guide its preparation. In order to gather evidence of being a leading organisation it undertakes an employee survey which uses the organisational capability indicators to design the questionnaire. It decides to concentrate the survey on the involvement and empowerment Investors in People standard and in so doing focuses on using the 'creating a learning and performance culture' organisational capability. It uses the indicators for this capability which specifically relate to leadership to shape the questions asked. These could include, for example:

- Describe a time in your current role when you were actively encouraged and supported to take a leadership role. What did the organisation do to support you? How have you benefitted from this experience?
- Provide an example of a time when you have learnt something with someone from another team, service, or organisation, and what the organisation did to support and further this learning. Were you able to share this learning with colleagues? What did you do with what you learnt?

The organisational capabilities could be used in a similar way to prepare for assessment by other regulatory bodies, for example to complete the Social Work Inspection Agency's Guide to Leadership Self Evaluation Record.

⁷ <http://www.investorsinpeople.co.uk/Pages/Home.aspx>

Illustration Four

Using Purpose, Performance and Personal Capabilities in developing leadership skills

Some of the users of a care service have indicated a desire to be more involved in providing evidence for staff undertaking SVQs in Health and Social Care. This is already done on an ad hoc basis by users of services providing witness testimonies, but some of them would like to formalise this more and ensure that links are made to the Citizen Leadership standards⁸. The Changing Lives User and Carer Forum that took part in leadership research undertaken by the University of Stirling and partners in 2010⁹ on behalf of the SSSC stated that “Good leadership in social services requires an active relationship with people that use services and their families that promotes their leadership. In other words, citizen leadership is not a bolt on, optional idea – it is a key part of the development of good leadership”. A group of SVQ workplace assessors, candidates and users of services meet to review the CLF in relation to the Citizen Leadership standards and decide to concentrate on ‘focussing on people who use services and their carers’ and ‘working in partnership – being able to work with others within the organisation and beyond’ as a starting point. One of the outcomes of their discussion is a suggestion that these personal capabilities, the Citizen Leadership standards, and the values elements of the Health and Social Care SVQs are discussed together as part of induction for new staff. They feel that this would give new staff a good foundation for their work but also help them to make sense of how everything fits together. They also feel it would help to reiterate the point that everyone in the organisation has scope to lead and that the development of leadership skills is important.

⁸ <http://www.scotland.gov.uk/Publications/2008/04/17143215/0>

⁹ <http://ewd.sssc.uk.com/ewd/workforce-development/leadership-in-scotlands-social-services.html>

Section Two: An overview of where the 4Ps and sections of the CLF overlap and can support each other in relation to leadership development

Purpose
Changing Lives leadership model
Leadership in relation to purpose is about understanding the context; determining mission...vision...goals...and strategy; and establishing a culture that enables people to thrive.
Continuous Learning Framework
The CLF provides a framework which allows individuals and organisations to focus on specific areas of development in accordance with mission, vision, goals and strategy, and encourages them to continue to develop and thrive along a continuum from established to exemplary. The most obvious link here is to the organisational capabilities and the development of organisational culture however some personal capabilities will also be useful in defining and developing mission, vision, goals and strategy e.g. organisational awareness.

Process
Changing Lives leadership model
Process enables purpose to be turned into performance. Organisations need to ensure that their systems, processes and practices are robust and enable staff to make vision a reality. Creating a culture where risk-taking is managed effectively, where creativity is allowed, and where people can learn from mistakes is important and organisational development can help to make these processes effective.
Continuous Learning Framework
One of the most obvious links within the CLF to an organisation’s leadership role is the organisational capabilities. All the organisational capabilities make reference to leadership but particularly relevant are “Creating a learning and performance culture”, “Promoting access to learning and development opportunities” and “Treating people with dignity and respect”. The reference to leadership tends to be within the accomplished and exemplary stages of progression and refer to where an organisation is recognised for something specifically (therefore could be seen as a leader in that area) and where it actively supports staff to work in a particular way (therefore leads staff along a particular path).
Links could also be made to some of the personal capabilities however e.g. professional autonomy.
Links can also be made to the standards set out in Social Services Code of Practice for Employers of Social Services Workers.

People
Changing Lives leadership model
In order to deliver purpose, we need people with the leadership capacity and capability to start and sustain major change. This will require individuals and organisations to focus on developing the specific values, qualities and practice required of leaders at different levels in an organisation.
Continuous Learning Framework
The most obvious link within the CLF to the development of leadership skills in social services workers is the personal capabilities. All of the personal capabilities contain an element of leadership development but most notably "motivating and leading others" and "professional autonomy" contain many references to leadership. References throughout the personal capabilities tend to be made at the accomplished or exemplary stages of progression although there are some at the established stage.
The CLF also has strong links with the Code of Practice for Social Service Workers which itself identifies areas of leadership and values development.

Performance
Changing Lives leadership model
Leadership and management are ultimately about delivering service outcomes, and achieving sustainable change is part of this ambition.
Continuous Learning Framework
It is anticipated that implementation of the CLF will improve approaches to learning and development, career pathways, and therefore improved standards of practice in Scotland's social services. Employers may wish to link the CLF to their own quality assurance systems such as the EFQM quality model, Investors in People, and ISO standards.
Many of the personal and organisational capabilities make reference to the performance of the worker or organisation. These tend to use phrases like "demonstrate how", "evaluation of", "uses evidence informed practice", "evidence of the impact", and "continuous improvement".

Section Three: Specific personal capabilities that can be used to support the development of leadership skills

Personal capability	Specific reference
A focus on people who use services and their carers (managing relationships)	Actively promotes the empowerment of people who use services and their carers and works in partnership with them and others to achieve this (established stage)
	Supports others to involve people who use services and their carers in more meaningful ways (accomplished stage)
Working in partnership – being able to work with others within the organisation and beyond (managing relationships)	Takes active steps to build relationships, develop networks and promote partnership working (established stage)
	Actively seeks opportunities to work in partnership with others within and beyond the organisation (accomplished stage)
	Supports others to work across boundaries within the organisation and beyond (accomplished stage)
Motivating and leading others – inspiring and guiding individuals and groups (managing relationships). This capability focuses primarily on leadership skills and therefore all parts of it are relevant	Understands that leadership occurs at all levels of the organisation (engaged stage)
	Acknowledges the capacity for leadership in colleagues, people who use services and their carers (engaged stage)
	Will take roles that involve motivating and leading others (engaged stage)
	Is able to identify opportunities, set goals with others and demonstrates positive expectations of success (established stage)
	Is able to effectively lead initiatives while bringing others with them (established stage)
	Reflects on their leadership approach and seeks advice and support to improve (established stage)
	Encourages and motivates others to make best use of their individual and collective abilities (established stage)

Personal capability	Specific reference
Motivating and leading others – inspiring and guiding individuals and groups (managing relationships).	Is able to motivate and lead others to achieve identified goals (accomplished stage)
	Uses research and evidence to inform and continually improve their approach to leadership (accomplished stage)
	Actively seeks feedback from others, including people who use services and their carers, to improve their ability to lead and motivate others (accomplished stage)
	Supports others to feel valued for their contributions (accomplished stage)
	Is recognised for their skilled leadership and the way their inspire others to continually improve (exemplary stage)
	Is recognised for their significant contributions to the organisation and the social service sector (exemplary stage)
Empathy – sensing others’ feelings and perspectives (managing relationships)	Is aware of and understands unspoken thoughts, concerns or feelings and is skilled in helping individuals to voice these safely (established stage)
	Is active in embedding a culture of empathy in the workplace (accomplished stage)
Dealing with conflict – being able to identify issues and find solutions (managing relationships)	Proactively identifies potential problems and works toward finding and implementing creative solutions (established stage)
	Seeks to understand and empathise with the diverse views of others and can often find creative solutions that are acceptable to all concerned (accomplished stage)

Personal capability	Specific reference
Professional autonomy – exercising judgement and initiative and being accountable (managing self)	Is prepared to take calculated risks, within own area of authority, and can see the possible consequences of these (established stage)
	Is able to make unpopular decisions based on complex needs and manage the acceptance or non acceptance of those decisions by others (accomplished stage)
	Encourages others to demonstrate initiative through collaborative working and the sharing of good practice (accomplished stage)
	Is recognised for their outstanding ability to make evidence-based judgements and support the development of this in others (exemplary stage)
	Is recognised as an innovator within their own organisation and beyond (exemplary stage)
Lifelong learning – engaging in the continuous learning of self and others (managing self)	Actively promotes the learning and development of others through a range of formal and informal approaches (established stage)
	Actively contributes to an organisational culture which promotes learning by facilitating the sharing of ideas within and outwith the organisation and with people who use services and their carers (exemplary stage)
	Promotes the use of evidence informed practice as a tool for learning in the workplace (exemplary stage)

Personal capability	Specific reference
Flexibility – being adaptable and open to change (managing self)	Promotes a culture which embraces change while acknowledging and listening to different points of view and the anxieties of others (accomplished stage)
	Actively supports others to become more flexible in the workplace and to embrace change (accomplished stage)
Confidence – knowing you are able to do your job well (managing self)	Is able to nurture the confidence of others (accomplished stage)
	Is recognised by others for their confident approach in carrying out their role (exemplary stage)
Resilience – persisting in pursuing goals despite obstacles and setbacks (managing self)	Is recognised for their outstanding ability to overcome adversity and find positive solutions (exemplary stage)
	Is recognised by others as being resilient (exemplary stage)
Accurate self assessment – knowing your own strengths and limitations (managing self)	Models and encourages others to assess their strengths and areas for improvement (accomplished stage)
	Promotes a culture of learning from strengths and achievement as well as limitations and shortcomings (exemplary stage)
	Is able to use awareness of strengths and limitations and those of others to find ways to improve outcomes for people who use services and their carers (exemplary stage)

Personal capability	Specific reference
Awareness of impact on others – being aware of how others perceive you and your behaviour (managing self)	Is recognised for their outstanding ability to use their awareness of their impact on others to strengthen relationships and improve outcomes (exemplary stage)
Organisational awareness – being aware of the purpose of your organisation and the context in which it operates (managing self)	Seeks to influence the organisational response to changes in the law, policy or other aspects of the social service sector (accomplished stage)
	Shares their insight appropriately with others within and outwith the organisation to challenge views and bring about continuous improvement (accomplished stage)
	Is recognised for the significant contributions they make to the organisation (exemplary stage)
	Uses their knowledge of the organisation, the social service sector and other agencies to identify shared purpose and achieve better outcomes for people who use services and their carers (exemplary stage)

Section Four: Specific organisational capabilities that can be used to support the development of leadership skills

Organisational capability	Specific reference
Creating a learning and performance culture	Builds leadership across all levels of the organisation which includes employees, people who use services and their carers (organisation, accomplished stage)
	Is recognised for its outstanding learning and performance culture which embraces the leadership and learning of employees, people who services and their carers (organisation, exemplary stage)
	Have opportunities to act autonomously and take some of their ideas forward (worker, established stage)
	Work with line manager who encourages the sharing of leadership, learning and ideas to improve practice (worker, established stage)
	Be encouraged to be innovative and share their ideas and insights with others (worker, accomplished stage)
	Feel that they are actively encouraged and supported to take a leadership role (worker, accomplished stage)
	Believe that they are part of an organisation which values collaborative learning, shared leadership, innovation, and the sharing of ideas (worker, exemplary stage)

Organisational capability	Specific reference
Planning for learning, development and improved practice	Actively supports the involvement of people who use services and their carers in planning organisational learning (organisation, accomplished stage)
	Is recognised for their outstanding ability to support employee learning, development and improved practice (organisation, exemplary stage)
	Is recognised for their outstanding ability to involve employees, people who use services and their carers in planning, developing and evaluating organisational learning (organisation, exemplary stage)
Promoting access to learning and development opportunities	Is recognised for its innovative and effective approaches to creating accessible learning and development opportunities throughout the organisation (organisation, exemplary stage)
	Demonstrates outstanding practice in creatively involving people who use services and their carers in employee learning and development and in actively supporting and recognising their involvement (organisation, exemplary stage)
	Is recognised for its initiative in promoting creative approaches to multi-agency and multi-disciplinary learning and development (organisation, exemplary stage)
	Be actively involved in sharing good practice and learning within the organisation and with other agencies and disciplines (worker, accomplished stage)

Organisational capability	Specific reference
Promoting access to feedback	Is recognised for their outstanding ability to use feedback to support learning, improve individual and organisational practice and improve outcomes for people who use services and their carers (organisation, exemplary stage)
Treating people with dignity and respect	Supports line managers to routinely consider the possible impact of individual and organisational discrimination where employees' values conflict with those of the organisation (organisation, accomplished stage)
	Is recognised for its innovative and effective approaches to anti-discriminatory and anti-oppressive practice within the organisation and across organisational boundaries (organisation, exemplary stage)
	Demonstrates creative and innovative approaches to involving employees, people who use services and their carers who are members of minority and disadvantaged groups in organisational learning (organisation, exemplary stage)
	Feel able to challenge discrimination and inequality in the organisation without fear of recrimination (worker, established stage)
	Feel confident to challenge discrimination in the organisation knowing that this will be acted on without recrimination (worker, accomplished stage)
Focusing on health and wellbeing	Makes sure that people at all levels in the organisation recognise the importance of caring for and consistently valuing the health and wellbeing of themselves and others to enable lifelong learning (organisation, accomplished stage)
	Is recognised for the significant contributions they make toward the health and wellbeing of their employees (organisation, exemplary stage)

