

Developing links between the Scottish Social Services leadership strategy, Citizen Leadership, and the Continuous Learning Framework

“At every level, there must be leadership and empathy that transmits to the people they are managing..... effective leadership at every level of the workforce, from frontline worker to directors, required actively listening to the views of the people they served and supported.”
(User and Carer Forum member)

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1. Introduction

The aim of this report is to look at the question of leadership, as informed by three recent pieces of work:

- **Leading Together**, which looked at leadership development needs within the social services workforce;
- **The Continuous Learning Framework**, which sets out what people working in social services need to be able to do their jobs well now and in the future and what their employer needs to do to support them;
- **The Principles and Standards of Citizen Leadership**, a set of standards that help individuals and organisations adopt an approach that enables people who use services and carers to identify, develop and use their leadership qualities.

The Changing Lives User and Carer Forum have been involved in developing the content of this report. The Forum took part in a focus group on 17th February 2011. Their views appear throughout this report, and members are directly quoted throughout. They provided two of the case studies.

The Forum were involved in this work because they are in a unique position. They have been central to the developments in Citizen Leadership since it was first described in Changing Lives in 2006. These developments include writing the Principles and Standards of Citizen Leadership (2008), Preparing for Change, the first Citizen Leadership Training Course (2009), and the Citizen Leadership Good Practice Gallery (currently in development). The Forum were also consulted on the Continuous Learning Framework, and were involved in the research for 'Leading Together' in 2010. Therefore they have given thought to all three pieces of work being considered in this report.

One of the key points made by 'Leading Together' was that citizen leadership had to be valued as a key element in the development of good leadership. Citizen leadership was recognised in this research as a key type of leadership required in the social services sector which fits with the vision of dispersed leadership:

'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.' (Forum member)

Leading Together also recognises the value of using the Continuous Learning Framework (CLF) to develop organisational culture and leadership qualities in individuals. Noted in particular was the use of the organisational capabilities in developing leadership cultures and the personal capabilities in assisting individuals to develop their own leadership skills.

Therefore the aims of this report are:

- To demonstrate how the CLF can support the principles of Citizen Leadership, focussing in particular on the personal and organisational capabilities
- To propose how users of services and carers might be more involved in the implementation of the CLF and in particular its use in developing leadership throughout the social services sector

The following three case studies illustrate connections between the Continuous Learning Framework and the Principles of Citizen Leadership in a wide range of situations. They cover the public, private and voluntary sectors. And they cover situations of leadership at an individual level, an organisational level and a national or strategic level.

2.0 Case Studies

A useful place to start is to look at where good leadership is already established, and is making a difference to people's lives. Here are three case studies, two of which were given by the User and Carer Forum, which describe very different situations and a range of leadership skills.

2.1 Case Study 1

A woman with ongoing mental health problems receives some support at home from a private sector organisation. She is also a carer for her husband. One week she requires support on different days and at different times from the usual pattern. She speaks to the woman who supports her at home. This worker agrees to change her work hours in order to provide support at the hours requested. This results in a very positive outcome for the woman and her husband. Not only does she receive support when she wants it, but she also feels that she is getting a service that is flexible and responsive to her needs. She also realises that the individual worker listens to her, takes her requests seriously, and does her best to accommodate requests to adapt support.

This story illustrates leadership at an individual level, and also illustrates an organisation that supports leadership at all levels. The response that the worker makes is only possible because the frontline support worker holds her own diary. She can immediately check to see if she can change her support hours, and she can make this decision by herself, without having to consult her line manager. This initiative is only possible because the organisation has made the policy decision to allow frontline workers to hold their own diary, and schedule in their own support hours. This decision shows that the senior management recognised that this system of devolved decision-making would lead to the best outcomes for people that used the service. It shows a level of trust throughout the organisation. And it shows that the organisation has invested in developing the skills of the workforce.

Such an approach encourages leadership from the people who use the service. It acknowledges that they have the right to request support at the time it is most needed, and it shows a degree of trust in the people who use the service to make informed decisions. In terms of Citizen Leadership principles, this case study particularly illustrates the principle of **Control Through Partnership**, that describes the situation where people using services and people delivering services work together to shape those services.

These capabilities from the CLF would particularly help develop the leadership skills described in this case study:

- Promoting Access to Learning and Development Opportunities (Organisational)
- Promoting Access to Feedback (Organisational)
- A Focus on People who use services and their carers (Personal)
- Motivating and leading others – inspiring and guiding individuals and groups (Personal)

This is described in more detail in the table below.

2.2 Case Study 2

Ten years ago, a man who had been diagnosed with dementia started up a group for others with the same condition. He got help from Alzheimers Scotland to do this. This group, the Scottish Dementia Working Group, has campaigned and lobbied for changes in policy about support for people with dementia. Group members received training and support from staff. The group discussed what their development needs were, and Alzheimers Scotland tried to meet those needs. So, for example, some members received training in making presentations. Others received media training.

Being part of this group gave people confidence, and a worker facilitated the group in a way that gave members more responsibility as their confidence grew. Having received training, group members started delivering training to workers. The group influenced how Alzheimers Scotland runs, as well as influencing national policy. In return, Alzheimers continues to support the group in a number of ways. For example, staff give the group policy briefings in clear, straightforward language.

The confidence that members get from being part of this group has given them the confidence to start their own projects e.g. raising awareness about Alzheimers in their local school.

In terms of Citizen Leadership principles, this case study illustrates:

The principle of **Potential**, recognising that people with dementia should not be written off, but should have their leadership potential recognised. It was this recognition that motivated a worker from Alzheimers Scotland to support individuals to form the group in the first place

The Principle of **Development**, where workers provided a range of opportunities to group members to develop their leadership skills.

The capabilities that would support this kind of leadership activity within organisations are:

- Motivating and leading others – inspiring and guiding individuals and groups (Personal)
- Lifelong learning – engaging in the continuous learning of self and others (Personal)
- Creating a learning and performance culture (Organisational)

This is described in more detail in the table below.

2.3 Case Study 3

The Social Work Department in one local authority has funded a local advocacy organisation to employ five Same As You Reps (Same As You? being the national policy on learning disability that informs local authorities' learning disability policies and strategy). These five reps have been appropriately trained and supported to consult with other service users and to feed these views into the planning process.

The SAY reps attend and inform all the Strategic planning groups and sub groups. They also attend other groups such as the Adult Support and Protection Sub Group and the Equalities Group. The local authority have taken steps to make sure that this involvement is not merely tokenistic: the meetings are prepared in advance; information that is to be discussed in the meetings are in Easy Read format, and given out in enough time for people to take it in; and a paid support worker from the local authority spends time with the reps preparing them for the meeting. The way the minutes are recorded and presented from meeting to meeting is designed to ensure that everyone can understand what is going on and have an equal say.

The process that this partnership uses to produce the strategy and plan is an inclusive one. A half day is set aside with staff and reps present, and an interactive and visual technique is used to gather the thoughts and views of everyone there under various topics and themes. The local authority ensure that the reps have already consulted with their peers before attending these meetings, so it is a range of views of service users that are presented and not just those reps who attend.

This visual technique is simple but effective and the outcome is presented in poster form as well as the more traditional written report.

All participants feel very much on an equal footing in the planning process. The local authority report that the decisions that are made at the end of this process produce better outcomes for the people they support.

This story illustrates good collaborative leadership between a local authority and individual self-advocates supported by an advocacy organisation. In Citizen Leadership terms, this highlights the principle of **Control through Partnership**. It recognises the point made in the Principles and Standards: implementing this principle requires a change in the usual balance of power that exists between people who use services and people who provide services. The following capabilities in the CLF would particularly support this kind of leadership:

- A Focus on People who use services and their carers(Personal)
- Motivating and leading others – inspiring and guiding individuals and groups(Personal)
- Creating a learning and performance culture (Organisational)
- Planning for learning, development and improved practice (Organisational)

This is described in more detail in the table below.

3.0 Maximising Leadership Opportunities for People Who User Services and their Carers Within Social Services Organisations (The Principle of Person-Centred Leadership)

Fifteen years ago, it was rare to find user involvement amounting to more than a “representative” of service users sitting on a committee. This was recognition that people who used services should be involved in decision-making, and that many important decisions were made in committees. As such, the presence of people who used services round the table was a great step forward. However, often these meetings remained professionalised and inaccessible to people who used services – their skills and gifts could not be fully utilised. In addition, many other people who used services did not want, or were unable, to join a committee: their leadership gifts lay elsewhere. As a result, these gifts went unrecognised, undeveloped and unused.

A Citizen Leadership approach addresses this issue. One of the eight principles of Citizen Leadership is called the Person-Centred Principle. It is described like this: “Everyone is an individual, and should be helped to show leadership in the way that suits them best.”

This approach exemplifies a general shift taking place towards more personalised social work services. It places a responsibility on organisations to work with the people they support to develop a culture where Citizen Leadership may thrive. This responsibility includes:

1. recognising that people who use services and their families should be involved in the way services are designed, delivered and evaluated
2. recognising the potential of people who use services and their carers to show leadership in various ways (this may be hard to see in certain individuals, and may involve an active process of looking at people who use services in a new light. It also involves recognising that people might not be able to show leadership just now, but may well be able to in the future).

3. scoping out the range of leadership roles, both formal and informal, that might exist for people who use services and their carers
4. adapting the way organisations run so that these leadership qualities can be best utilised
5. having regular conversations with people about their own leadership gifts, and matching them with opportunities to use these gifts within the organisation
6. raising people's expectations so that everyone comes to see it as normal that people who use services and their carers show their leadership qualities in a range of ways within and outside the organisation
7. developing people's leadership qualities in a range of ways

Every organisation has a different purpose, and a different structure, and supports people in different ways. This is a list of ways that people who use services and their carers **might** be involved in showing more leadership of their own service:

- Self-assessments
- Person-centred planning
- Support planning
- Leading reviews of the service they receive
- Designing, delivering, reviewing staff training
- Designing, delivering, reviewing peer training/other forms of peer support
- Preparing and developing information packs, newsletters etc.
- Preparing accessible information
- Developing new technologies to communicate with stakeholders
- Designing consultations to get effective feedback from people who use services, carers and staff
- Acting as consultants to get effective feedback from people who use services, carers and staff

- Training staff/people who use services/carers in consultation methods
- Staff recruitment
- Taking part in staff appraisals

These are a few suggestions – there will undoubtedly be many more options. In addition, there are many ways that people who use services and carers can influence whole organisations, for example:

- Joining a forum
- Sitting on organisational forums
- Lobbying MPs
- People who use services and carers as mentors and peer supporters
- Building relationships with power figures and decision makers
- Face to face meetings with policy makers
- Committee membership

Thirdly, there are a number of ways individuals can show leadership at the level of influencing national policy or legislation, for example:

- Sitting on national policy groups
- Running a campaign
- Lobbying MPs
- Building relationships with power figures and decision makers
- Face to face meetings with policy makers
- Committee membership

These lists illustrate that there is a wide range of ways people who use services and their families can show leadership. In the same way, different skills and abilities are needed to participate effectively in these activities. Identifying which people have the right gifts (or potential) to excel in these different roles is, in part, the responsibility of the social service worker.

'Leading Together', the recent report into leadership activity and development needs in Scotland's social services, has five key findings. Two of these are particularly relevant to this aspect of Citizen Leadership:

- 1) Leadership development requires a whole systems approach which includes both self and organisational development.** This finding recommends a systematic approach to leadership development which looks at the development needs of individual workers to equip them to face the real challenges of their work. A similar approach would see organisations systematically examining the leadership qualities of people they support, their development needs, and opportunities to use these qualities to the benefit of the organisation. It implies not only individual capacity building, but also building the capacity of the organisation to respond to this new way of working.

- 2) Collaborative leadership demands strong relational skills as well as perseverance and commitment.** This finding emphasises the importance of commitment to working together, and commitment to consistent relationships. Such relationships are vital if person-centred citizen leadership is to flourish opportunities. As stated above, committed relationships are at the heart of Citizen Leadership, where questions of leadership role and development needs can be discussed in a trusting environment.

“The frontline worker has to fight for what the person wants, then take this one step up, influencing along the way until it reaches the director who listens to what is being said. Innovation, being

ready to take risks, persuasiveness, persistence and listening are all important skills for leadership.” Forum member

4.0 What are the links between leadership, Citizen Leadership and the Continuous Learning Framework?

This section makes explicit some of the connections that exist, in the context of leadership, between the Continuous Learning Framework and the principles of Citizen Leadership. Some of these connections were outlined in the case studies above; the table below lays them out more systematically. The heading on yellow gives a Citizen Leadership Principle with a brief descriptive quote. Below each heading, the left hand column names the individual or organisational capability that relates to this Citizen Leadership Principle; the middle column specifies which indicators from the Continuous Learning Framework are relevant, starting at the beginning of the stages of progression; and the right hand column explains or describes the connection in more detail.

PRINCIPLE ONE –POTENTIAL “Everyone should have their leadership potential recognised”		
Capability	Indicator	Connection to Citizen Leadership
Motivating and leading others – inspiring and guiding individuals and groups	<p>The social service worker - Acknowledges the capacity for leadership in colleagues, people who use services and their carers (Engaged)</p> <p>Encourages and motivates others to make best use of their individual and collective abilities (Established) [implicitly includes people who use services and carers, but not explicitly mentioned]</p> <p>Actively seeks feedback from others, including people who use services and carers, to improve their ability to lead and motivate others (Accomplished)</p> <p>Is recognised for their skilled leadership and the way they inspire others to continually improve (Exemplary)</p>	<p>Acknowledging that people who use services have leadership potential is the starting point for taking a Citizen Leadership approach.</p> <p>People who use services themselves may have low expectations of their own potential, so it is important that workers actively search for and encourage this potential in the people they support.</p>

PRINCIPLE TWO – DEVELOPMENT “People’s leadership potential can only be fulfilled through opportunities for development.”

Capability	Indicator	Connection to Citizen Leadership
<p>Motivating and leading others – inspiring and guiding individuals and groups</p>	<p>The social service worker - Encourages and motivates others to make best use of their individual and collective abilities (Established) [implicitly includes people who use services and carers, but not explicitly mentioned]</p> <p>Actively seeks feedback from others, including people who use services and carers, to improve their ability to lead and motivate others (Accomplished)</p> <p>Is recognised for their skilled leadership and the way they inspire others to continually improve (Exemplary)</p>	<p>There are many ways for people’s leadership qualities to be developed. Encouragement is important; being given opportunities to show leadership equally so.</p> <p>Therefore, when workers actively seek feedback from the people they support, they are not only showing leadership themselves, they are developing the leadership potential in others.</p>
<p>Lifelong learning – engaging in the continuous learning of self and others</p>	<p>The social service worker - Actively identifies ongoing learning needs and seeks a range of formal and informal learning opportunities to meet them (Established) [implicitly includes people who use services and carers, but not explicitly mentioned]</p> <p>Uses evidence informed practice to promote a learning and performance culture within the organisation (Accomplished) [implicitly includes people who use services and carers, but not explicitly mentioned]</p> <p>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)</p>	<p>This capability describes a worker who takes an active interest in helping people who use services and carers to learn and develop in different ways. Implicitly, it suggests a relationship where workers:</p> <ul style="list-style-type: none"> • See leadership development as part of their role • Take time to get to know the people they support • Think carefully and creatively about what opportunities they can provide • Be a role model to others in the way they provide this kind of support

PRINCIPLE TWO – DEVELOPMENT “People’s leadership potential can only be fulfilled through opportunities for development.”		
Capability	Indicator	Connection to Citizen Leadership
Creating a learning and performance culture	<p>If the organisation – Learns from the views and insights of...people who use services and their carers (Established)</p> <p>Builds leadership across all levels of the organisation which includes...people who use services and their carers (Accomplished)</p> <p>Is recognised for its outstanding learning and performance culture which embraces the leadership and learning of ... people who use services and their carers (Exemplary)</p> <p>...Then the social service worker should – Believe that they are part of an organisation which values collaborative learning, shared leadership, innovation, and the sharing of ideas (Exemplary)</p>	<p>As above, this capability describes a situation where the organisation has a culture that encourages workers to have relationships with the people they support that are characterised by an active development of their leadership qualities.</p> <p>One way of doing this is by giving people who use the service leadership roles within the service itself.</p>

PRINCIPLE THREE – EARLY INVOLVEMENT “People who use services and carers must be involved at all stages of developing and delivering services.”

Capability	Indicator	Connection to Citizen Leadership
<p>Planning for learning, development and improved practice</p>	<p>If the organisation – Works with... people who use services and their carers to develop a strategy for the learning and development of employees (Established)</p> <p>Actively supports the involvement of people who use services and their carers in planning organisational learning (Accomplished)</p> <p>Is recognised for their outstanding ability to involve ... people who use services and their carers in planning, developing and evaluating organisational learning (Exemplary)</p> <p>...then the social service worker should – Be actively involved in the evaluation and continuous improvement of the organisational learning and developmental strategy (Exemplary)</p>	<p>It is one thing for professionals to plan services, then to ask the people who use them for their views. It is harder, but more worthwhile, for people who use services to be involved from the outset, contributing to the planning, and then to continue their involvement through the other stages of delivery and review.</p> <p>This approach gives people that use services a leadership role that acknowledges their expertise</p>

PRINCIPLE FOUR – PERSON-CENTRED LEADERSHIP “Everyone is an individual and should be helped to show leadership in the way that suits them best.”

Capability	Indicator	Connection to Citizen Leadership
<p>Motivating and leading others – inspiring and guiding individuals and groups</p>	<p>The social service worker - Encourages and motivates others to make best use of their individual and collective abilities (Established) [implicitly includes people who use services and carers, but not explicitly mentioned]</p> <p>Actively seeks feedback from others, including people who use services and carers, to improve their ability to lead and motivate others (Accomplished)</p> <p>Is recognised for their skilled leadership and the way they inspire others to continually improve (Exemplary)</p>	<p>As long as this capability is understood in its broadest sense, then it describes workers who actively:</p> <ul style="list-style-type: none"> • Explores with the people they support what their leadership abilities are, then • Helps to provide opportunities for them to use those leadership skills, including <p>Articulating how well workers are supporting them</p>
<p>Accurate self-assessment – knowing your own strengths and weaknesses</p>	<p>The social service worker – Uses feedback from a range of sources to more accurately assess their own capabilities (Established) [implicitly includes people who use services and carers, but not explicitly mentioned]</p> <p>Models and encourages others to assess their strengths and areas for improvement (Accomplished) [implicitly includes people who use services and carers, but not explicitly mentioned]</p> <p>Is able to use awareness of strengths and limitations and those of others to find ways to improve the outcomes for people who use services and their carers (Exemplary) [implicitly includes people who use services and carers, but not explicitly mentioned]</p>	<p>Again, if this capability is understood in its broadest sense, it describes workers who encourage people they support to develop their self-analytical qualities so that they can see for themselves what leadership qualities they want to improve</p>

PRINCIPLE FOUR – PERSON-CENTRED LEADERSHIP “Everyone is an individual and should be helped to show leadership in the way that suits them best.”

<p>Promoting Access to Learning and Development Opportunities</p>	<p>If the organisation... demonstrates a commitment to involving people who use services and their carers in employee learning and development (Engaged)</p> <p>involves people who use services and their carers in formal and informal learning and development opportunities for employees, and promotes recognition of their involvement (Established)</p> <p>supports employees, people who use services and their carers to develop the necessary knowledge, skills, values, understanding, personal capabilities and, where appropriate, qualifications to support the development of others (Accomplished)</p> <p>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 (Exemplary)</p> <p>...then the social service worker should... Have access to a range of formal and informal learning opportunities which meet their identified needs, take appropriate account of their career aspirations and involve people who use services and their carers (Established)</p> <p>be able to engage in learning opportunities which are evidence-based, involve people who use services and their carers and are fully integrated into organisational culture</p>	<p>Some people who use services and some family carers can show leadership by preparing and/or delivering training and other development opportunities to staff, and/or to their peers.</p> <p>Doing this effectively will require three activities:</p> <ul style="list-style-type: none"> • Regular discussions with people who use services to determine who is gifted /interested in training/development • Provide opportunities to develop these gifts/interests • Provide opportunities to deliver training/development
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	<p>(Accomplished)</p> <p>recognise the value of involving people who use services and their carers as an integral part of their learning and development (Exemplary)</p>	
<p>Promoting Access to Feedback</p>	<p>If the organisation... Develops processes which result in multiple sources of feedback including... people who use services and their carers (Established)</p> <p>Uses evidence, research and the views of people who use services and their carers to strengthen the way feedback is used to support learning and improve practice (Accomplished)</p> <p>... Then the social service worker should... Have access to feedback from a range of sources including... people who use services and their carers (Established)</p>	<p>There are different ways for people who use services to show leadership. Another way is to give constructive feedback about the services they receive. People may need support to give this feedback effectively.</p> <p>When this is done, it will not only benefit the people who use services, but it will also benefit the workers who receive direct feedback about the quality of their work.</p>

PRINCIPLE FIVE – INFORMATION “People need information that is clear to them and they need it in plenty of time.”

Capability	Indicator	Connection to Citizen Leadership
<p>Empathy – sensing others’ feelings and perspectives</p>	<p>The social service worker – gives others time and space to express what they think, feel and want (Engaged)</p> <p>listens attentively without interrupting, making assumptions or stereotyping (Engaged)</p> <p>shows sensitivity and seeks to understand the perspective of others (Engaged)</p> <p>is aware of issues of discrimination and oppression when interacting with others (Engaged)</p> <p>accurately interprets and responds to concerns, motives and feelings of others especially those who may be viewed negatively by other people (Established)</p> <p>recognises the importance of and difficulty in expressing views that may not be shared by the majority (Established)</p> <p>is aware of and understands unspoken thoughts, concerns or feelings and is skilled in helping individuals to voice these safely (Established)</p> <p>is active in embedding a culture of empathy in the workplace (Accomplished)</p> <p>is recognised for their empathic approaches to people in a range of situations (Established)</p>	<p>This capability does not refer specifically to relationships the worker has with people she/he supports. However, if the abilities and activities described do relate to these relationships, there is a strong connection to the principle of Information.</p> <p>Understanding that people have different communication needs that have to be taken into account is the value base for effective relationships with people who use services.</p> <p>It is important that workers know what these communication needs are, so that they can provide information in a way that is easy to understand.</p>

	<p>is skilled in understanding the often conflicting feelings and concerns of those involved in complex situations (Exemplary)</p> <p>uses research and evidence to gain greater insight into people and their circumstances and uses this to improve their own empathic approaches and influence others (Exemplary)</p>	
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PRINCIPLE SIX –EQUALITY “People use their leadership skills to challenge inequality in services and wider society.”		
Capability	Indicator	Connection to Citizen Leadership
Empathy – sensing others’ feelings and perspectives	<p>The social service worker - gives others time and space to express what they think, feel and want (Engaged)</p> <p>listens attentively without interrupting, making assumptions or stereotyping (Engaged)</p> <p>shows sensitivity and seeks to understand the perspective of others (Engaged)</p> <p>is aware of discrimination and oppression when interacting with others (Engaged)</p> <p>accurately interprets and responds to concerns, motives and feelings of others especially those who may be viewed negatively by other people (Established)</p> <p>recognises the importance of and difficulty in expressing views that may not be shared by the majority (Established)</p> <p>is aware of and understands unspoken thoughts, concerns or feelings and is skilled in helping individuals to voice these safely (Established)</p> <p>acknowledges and challenges forms of discrimination and oppression (Established)</p>	<p>Again, if the abilities and activities described do relate to these relationships, there is a strong connection to the principle of Equality.</p> <p>What underpins this principle of Citizen Leadership is an awareness of the discrimination that many people who use services face. The purpose of much Citizen Leadership is to challenge this discrimination. Some of this challenge comes from role modelling i.e. taking on leadership roles that challenge the perception of certain people as passive users of services, rather than active contributors and leaders.</p> <p>Therefore, workers need to understand this power imbalance and anti-discrimination, and to help the people they support to challenge it by giving them the information they need when and how they need it</p>

	uses research and evidence to identify discrimination and oppression and works with others to deal with it effectively (Accomplished)	
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PRINCIPLE SEVEN – CONTROL THROUGH PARTNERSHIP “Citizen Leadership enables people to have more control over their own lives and services, through working in partnership with those services.”

Capability	Indicator	Connection to Citizen Leadership
<p>A Focus on People who use services and their carers</p>	<p>The social service worker - Acknowledges the importance of sharing responsibility with people who use services and their carers for the planning and delivery of the service (Engaged)</p> <p>Actively promotes the empowerment of people who use services and their carers and works in partnership with them and others to achieve this (Established)</p> <p>Supports others to involve people who use services and their carers in more meaningful ways (Accomplished)</p> <p>Is recognised for their significant contribution to authentic partnerships with people who use services and their carers (Exemplary)</p>	<p>In many services authentic sharing of responsibility and decision-making requires a shift in power.</p> <p>Leadership from people who use services and carers requires positive action from those who provide services. Therefore it is an act of professional leadership to promote this way of working.</p>
<p>Motivating and leading others – inspiring and guiding individuals and groups</p>	<p>The social service worker - Acknowledges the capacity for leadership in colleagues, people who use services and their carers (Engaged)</p> <p>Encourages and motivates others to make best use of their individual and collective abilities (Established) [implicitly includes people who use services and carers, but not explicitly mentioned]</p> <p>Is able to identify opportunities, set goals with others and</p>	<p>This capability sets out the standard for shared leadership between people who provide services, people who use services and family carers. This capability underlines the importance of positive, trusting relationships between these groups, to bring about the benefits of this shared leadership – better leadership skills, higher expectations.,</p>

	<p>demonstrates positive expectations of success (Established) [implicitly includes people who use services and carers, but not explicitly mentioned]</p> <p>Actively seeks feedback from others, including people who use services and carers, to improve their ability to lead and motivate others (Accomplished)</p> <p>Is recognised for their skilled leadership and the way they inspire others to continually improve (Exemplary)</p>	<p>continual improvement</p>
<p>Creating a learning and performance culture</p>	<p>If the organisation... Learns from the views and insights of...people who use services and their carers to continually improve practice (Established)</p> <p>Builds leadership across all levels of the organisation which includes... people who use services and carers (Accomplished)</p> <p>Is recognised for its outstanding learning and performance culture which embraces the leadership and learning of ... people who use services and their carers (Exemplary)</p> <p>...Then the social service worker should – Believe that they are part of an organisation which values collaborative learning, shared leadership, innovation, and the sharing of ideas</p>	<p>This capability highlights the learning circle between people who use services and people who provide services: Workers listen to people they support, they improve their practice and get better at building up leadership skills of the people they support... who get better at articulating the lives they want to lead and the kind of support they want</p>
<p>Planning for learning, development and improved practice</p>	<p>If the organisation – Works with... people who use services and their carers to develop a strategy for the learning and development of employees (Established)</p>	<p>This capability describes how the organisation should create a culture where it is standard practice for workers to take a lead in involving people that they support in carrying out a specific</p>

	<p>Actively supports the involvement of people who use services and their carers in planning organisational learning (Accomplished)</p> <p>Is recognised for their outstanding ability to involve ... people who use services and their carers in planning, developing and evaluating organisational learning (Exemplary)</p> <p>...then the social service worker should – Be actively involved in the evaluation and continuous improvement of the organisational learning and developmental strategy (Exemplary)</p>	<p>leadership task of their own: planning a learning and development strategy. The Exemplary level shows shared leadership at its best, where each party's leadership complements and stimulates the other's.</p>
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There are no explicit links to Principle Eight of Citizen Leadership which is **Benefit** “Citizen Leadership is for the benefit of other people who use services as well as yourself”.

5.0 How can the Citizen Leadership Materials Help Support the Continuous Learning Framework?

This report has already highlighted sections of the Continuous Learning Framework which describe working practice that promotes the leadership qualities of the workforce, and leadership qualities of people who use services. It has made connections between these parts of the Continuous Learning Framework and the principles of Citizen Leadership. This section examines some of the resources already available to assist individuals and organisations who are looking to adopt a Citizen Leadership approach.

5.1 Training Course

'Preparing for Change' is an eleven day training programme with the following aims:

- To give an understanding of the Principles and Standards of Citizen Leadership
- To develop the leadership skills of people who use services and their families
- To help create a service culture where Citizen Leadership can thrive.

It has four main components:

1. A section for people who use services and carers
2. A section for social service workers
3. A section that brings both groups together
4. A follow up section that evaluates the impact of the training in terms of outcomes for people who use services

These four sections contain the following elements:

Section 1 This section gives people an overview of the principles of Citizen Leadership, with a range of real life examples. It gives participants opportunities to discuss their own leadership qualities, style and potential. It gives them confidence and skills to articulate their views and influence others. It spends time developing the

notion of shared leadership, and the barriers that get in the way of shared leadership between workers, the people they support, and carers.

Section 2 This section gives workers an overview of the principles of Citizen Leadership, with a range of real life examples. It gives participants opportunities to discuss their own leadership qualities, style and potential. It spends time developing the notion of shared leadership, and the barriers that get in the way of shared leadership between workers, the people they support, and carers.

Section 3 Both groups meet to share the work they have been doing on their own. Together they address the barriers that get in the way of shared leadership between workers, the people they support, and carers. Following Citizen Leadership principles, participants develop action plans in small groups. Workers use their leadership skills to listen actively, involve people who use services and carers at every stage, develop a vision, achieve consensus, and identify actions with timescales and responsibilities.

Section 4 Participants come back together after a period of three to six months to review the impact of the action plans. NB This training is outcome focussed – the success of the training is measured by the degree that the action plans are implemented, and the difference that the learning has made to people’s lives and service cultures.

A key feature of these training materials is that they are delivered at least in part by people that use services and carers. This powerful statement in a training environment sets the scene for the development of Citizen Leadership.

5.2 Citizen Leadership Good Practice Gallery (to be launched May 2011)

This online resource is a collection of good practice examples of Citizen Leadership. They will illustrate a range of ways that Citizen Leadership principles have been put into practice.

This important learning resource shows how professional leadership can encourage a culture where Citizen Leadership can thrive. In other words, this is a collection of examples of collaborative leadership.

5.3 Promoting Citizen Leadership – Resources for Shared Leadership in Social Services (working title, to be launched May 2011)

This collection of resources will help individual social service workers and organisations to implement a Citizen Leadership approach. It includes a DVD about creating effective forums for people that use services and carers, using the learning from the experiences of the Changing Lives User and Carer Forum. It also includes a list of resources for building up the capacity of individuals to take more control of the services they receive.

6.0 How can the CLF be more useful for people who use services and carers?

The User and Carer Forum discussed how the CLF could be useful for people who use services and carers. All members agree the Framework is useful, because it describes in quite a lot of detail what the relationships between social service organisations/workers and the people they support should be like. To some extent it shows what workers and organisations need to learn to achieve these positive relationships and positive outcomes for the people they support. It also makes it clear that people who use services and carers have to be active partners in this change.

Most Forum members thought that good leadership was important in bringing about good outcomes in services. They discussed how it is that people learn to become better leaders. Answers included:

- By listening
- By having a vision and the knowledge and ideas regarding what can be altered to meet the needs of the people
- By taking and running with initiative, asking for feedback and making changes if necessary
- By being in an environment where initiative can be used and risks can be taken
- By receiving training and practice in leadership skills – this is essential

- By experience
- By being provided with the **opportunity** to show good leadership
- By being prepared to fail. It is important to be in an organisation that encourages staff and does not give staff a hard time if they fail.

Forum members agreed that these different factors appeared in the Framework, and that therefore strong leadership and good outcomes for people who use services would follow.

All agreed that workers and organisations would need to use a Citizen Leadership approach in order to achieve all levels of the framework.

One member said the Framework could be useful as a checklist for their support: it would give them a good idea of whether their workers were up to scratch.

However, all the members of the Forum agreed that the document itself is not accessible to many people who use services. Even an Easy Read version of the document they found to be inaccessible. The main difficulty is not the complexity of the language: the problem is that it talks about theories, systems and relationships that many people who use services and carers are unfamiliar with. It is a document that was written for social service workers and managers, not for people who use services and carers. So at the moment most people who use services do not even know about it.

An Easy Read translation of the Framework in itself would not be very useful. What would be more useful is a document that sets out in accessible language

- a) what people who use services can expect from social service organisations in the future;
- b) what people who use services can expect from social service workers in the future;
- c) what role people who use services can play in this partnership

7.0 Conclusion

There is a clear connection between effective professional leadership and strong Citizen Leadership. Effective professional leaders will listen to the people that the organisation supports. They will form long-lasting, trusting relationships that are the bedrock of good communication, and will encourage others to do the same. They will set up systems that encourage good partnership working between people who provide services and people who use those services. As a result, the leadership potential of people who use services will be identified, nurtured and expressed. People will say clearly what they want from their services, good outcomes result, and a virtuous cycle is established.

This may be an idealistic vision, but within the Continuous Learning Framework there is a clear picture of what this effective leadership looks like. The Citizen Leadership materials that have been produced can support leadership development among the social services workforce by showing how these collaborative relationships can be established and strengthened. The active involvement of people who use services in professional leadership development is not only possible, it is crucial. A Citizen Leadership approach would involve identifying a range of ways that people can be involved in this, but training delivery is one tried and tested way.

People who use services are generally unaware of the CLF. For it to be an effective tool for this group, further work would need to be done, firstly to establish its purpose, and secondly to adapt it for this purpose.