Digital Workbook Edition

Children and Young People's Services

Strengthening Managers Programme

Strengthening **Self**

Durham County Council

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Strengthening Self

Agenda day one

9.30 – 10.00 Introduction

10.00 – 10.45 Session one: Purpose

- The vision and goals of social care in this area
- The meaning of this for children and adults and families
- What this course will offer in terms of learning and training transfer
- Review of learning needs analysis

10.45 – 11.15 Break

11.15 – 12.00 Group exercise: Story board

12.00 – 12.45 Session two: Reflection

- Self-awareness
- Developing analysis and intuition for good decision making
- The reflective cycle

12.45 – 13.30 Lunch

13.30 – 14.15 Group exercise: Using the reflective cycle

14.15 – 14.45 Session three: Management

- Action-centred leadership – task, team and individual
- Effective planning and delivery
- Prioritisation and work management

14.45 – 15.00 Break

15.00 – 15.45 Exercise: Prioritisation of urgent and important tasks

15.45 – 16.00 Close

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Strengthening Self

Agenda day two

9.30 – 9.45 Welcome back and learning logs

9.45 – 10.15 Session four: Development

- Conscious and unconscious competence
- Continuous professional development to develop capabilities
- Understanding your learning style

10.15 – 11.00 Individual exercise: Learning styles

11.00 – 11.30 Break

11.30 – 12.15 Session five: Support

- Demand and control model of stress
- Developing resilience skills
- Help seeking behaviours

12.15 – 13.00 Group exercise: Identifying appropriate support

13.00 – 13.45 Lunch

13.45 – 14.15 Session six: Mediation

- Values and ethics
- Accountability and ownership
- Taking control and influencing change

14.15 – 15.00 Group exercise: Identifying control and influence

15.00 – 15.15 Break

15.15 – 15.45 Session seven: Action planning

15.45 – 16.00 Close

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Exercises

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Exercise 1: Learning needs analysis - self

Look at the learning areas below and reflect on how capable and confident your practice is in each area. Give yourself a score from 1 (very low) to 5 (very high) – make notes in the comments section to summarise why you have given yourself that score.

Learning area	1 Very low	2	3	4	5 Very high	Comments on learning needs
I am able to use reflection to understand what affects me and to increase my self-awareness						
I am able to identify intuition and to use this to inform my judgements						
I have strong analytical skills to support my judgements						
I am able to effectively balance the needs of individuals, the team and the organisation						
I am able to plan my work and deliver things on time						
I can prioritise effectively						

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Learning area	1 Very low	2	3	4	5 Very high	Comments on learning needs
I am aware of my strengths and weaknesses in practice						
I am able to identify appropriate learning opportunities for professional development						
I know what supports my learning						
I am aware of the factors that affect how stressed I feel						
I have strong resilience skills						
I seek help appropriately from a range of sources						
I know what my values are and am able to balance these with organisational values						
I am accountable for my work						
I act appropriately to change things when this is possible and desirable						

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Exercise 2: Storyboard

"Never doubt that a small group of thoughtful, concerned citizens can change world. Indeed it is the only thing that ever has."
Margaret Mead

Sharing a vision for the future is fundamental to good leadership. A manager needs to be able to demonstrate the value of good organisation and task management to the people s/he is wanting to carry them out. Crafting a story that is authentic, understandable, meaningful and shared can lift teams over tremendous difficulties. Every good leader needs to be able to tell a strategic story about their purpose. A good manager should have a vision for their own role, and for the role of their team in the lives of their clients, and in the structure of the organisation.

Form a group of three to four people, preferable people you do not know so well. Sit in a tight circle with chairs placed close together. Try to keep distractions like bags/phones/note pad out of the way.

As a group take 10 minutes to discuss these question. Make sure everyone has a chance to talk without interruption.

1. What is the purpose of social work today?
2. How is your organisation helpful and useful?
3. How do you know that you are useful and helpful?

Then using the method outlined below to craft a story about the journey of your management journey.

IN THE PAST…

Let's start by looking at how things used to be:

_____

_____

_____

_____

_____

THEN SOMETHING HAPPENED…

Turning points:

_____

_____

_____

_____

_____

SO NOW WE ARE GOING TO FOCUS ON…

Your strategy for how you will be in the future. These should encapsulate your values and goals as a manager and for the team you manage and the service they deliver:

_____

_____

_____

_____

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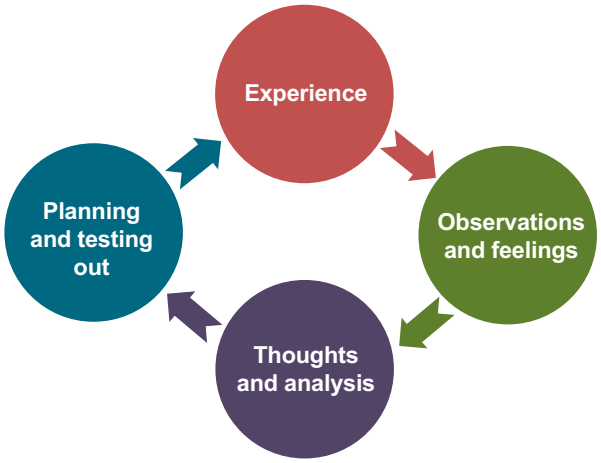
Exercise 3: Using the reflective cycle

Think about a recent event or situation that involved a dilemma. Take each point of the reflective cycle in turn so that you can learn from what happened.

Experience – what happened: before; during; and after the event or situation?



Emotion – how did you feel and how did others feel at the time; how do you feel now?

Analysis – what did this event or situation mean to you and to others; what did it remind you of and what was unusual about it?

Action – what do you need to do in order to understand your role and others' roles in the event or situation; how can you make progress; how can you use what you have learnt with others?

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Exercise 4: Prioritisation and allocation

Not everything can be urgent and not everything can be important, even if it feels as though they are. Otherwise nothing is done well enough to be complete.

Make a list of the pieces of work you have to do this week:

Ask yourself the following questions about each task:

- Is it important? Will serious problems arise if it is not done? Will it really matter in six months' time? Can it dropped completely?
- Is it urgent? When is the deadline? Does it need doing in the next few hours, this week or this month?
- What is the growth rate? If left, could importance/urgency increase, stay the same or reduce?
- Do I need to do this? Do I want to do this? Could someone else do it? Should it be delegated?
- Could time be saved by doing it in a different way?

Now put the pieces of work into the matrix depending on how urgent or important they are:

- Importance is based on the impact on your ability to support children, families and adults;
- Urgency is based on the time you have before that impact occurs.

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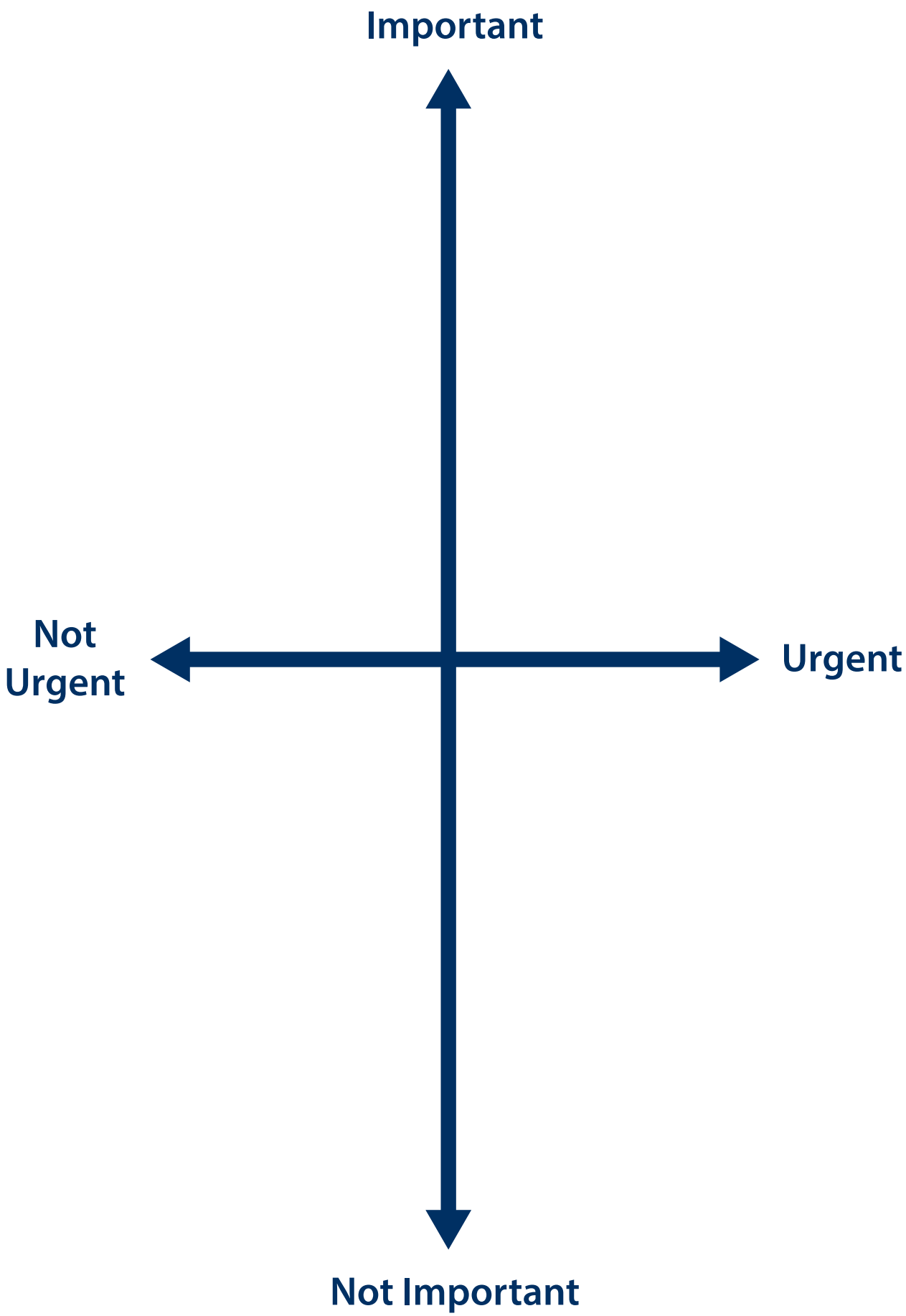

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Now circle the tasks that can be effectively delegated.

- Think about the work you are delegating: People will be ineffectual if:
- They have too much to do;
- Too high a proportion of their work is complex and unpredictable;
- Too high a proportion of their work is intricate and demands focus;
- Different bits of work conflict with one another;
- They have too many interruptions.

Finally put numbers next to the tasks remaining in order of priority - you need to start with the urgent and important things, then the important things.

Make a new list of what you will do this week.

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Exercise 5: Honey and Mumford learning styles questionnaire

There is no time limit to this questionnaire. It will probably take you 10-15 minutes. The accuracy of the results depends on how honest you can be. There are no right or wrong answers. If you agree more than you disagree with a statement put a tick. If you disagree more than you agree put a cross by it. Be sure to mark each item with either a tick or cross. When you have completed the questionnaire, continue this task by responding to the points that follow.

	1.	I have strong beliefs about what is right and wrong, good and bad.
	2.	I often act without considering the possible consequences.
	3.	I tend to solve problems using a step-by-step approach.
	4.	I believe that formal procedures and policies restrict people.
	5.	I have a reputation for saying what I think, simply and directly.
	6.	I often find that actions based on feelings are as sound as those based on careful thought and analysis.
	7.	I like the sort of work where I have time for thorough preparation and implementation.
	8.	I regularly question people about their basic assumptions.
	9.	What matters most is whether something works in practice.
	10.	I actively seek out new experiences.
	11.	When I hear about a new idea or approach I immediately start working out how to apply it in practice.
	12.	I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine etc.
	13.	I take pride in doing a thorough job.
	14.	I get on best with logical, analytical people and less well with spontaneous, "irrational" people.
	15.	I take care over the interpretation of data available to me and avoid jumping to conclusions.
	16.	I like to reach a decision carefully after weighing up many alternatives.
	17.	I'm attracted more to novel, unusual ideas than to practical ones.
	18.	I don't like disorganised things and prefer to fit things into a coherent pattern.
	19.	I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
	20.	I like to relate my actions to a general principle.
	21.	In discussions I like to get straight to the point.
	22.	I tend to have distant, rather formal relationships with people at work.
	23.	I thrive on the challenge of tackling something new and different.

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	24.	I enjoy fun-loving, spontaneous people.
	25.	I pay meticulous attention to detail before coming to a conclusion.
	26.	I find it difficult to produce ideas on impulse.
	27.	I believe in coming to the point immediately.
	28.	I am careful not to jump to conclusions too quickly.
	29.	I prefer to have as many sources of information as possible -the more data to mull over the better.
	30.	Flippant people who don't take things seriously enough usually irritate me.
	31.	I listen to other people's point of view before putting my own forward.
	32.	I tend to be open about how I'm feeling.
	33.	In discussions I enjoy watching the manoeuvrings of the other participants.
	34.	I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
	35.	I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
	36.	It worries me if I have to rush out a piece of work to meet a tight deadline.
	37.	I tend to judge people's ideas on their practical merits.
	38.	Quiet, thoughtful people tend to make me feel uneasy.
	39.	I often get irritated by people who want to rush things.
	40.	It is more important to enjoy the present moment than to think about the past or future.
	41.	I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
	42.	I tend to be a perfectionist.
	43.	In discussions I usually produce lots of spontaneous ideas.
	44.	In meetings I put forward practical realistic ideas.
	45.	More often than not, rules are there to be broken.
	46.	I prefer to stand back from a situation and consider all the perspectives.
	47.	I can often see inconsistencies and weaknesses in other people's arguments.
	48.	On balance I talk more than I listen.
	49.	I can often see better, more practical ways to get things done.
	50.	I think written reports should be short and to the point.
	51.	I believe that rational, logical thinking should win the day.

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	52.	I tend to discuss specific things with people rather than engaging in social discussion.
	53.	I like people who approach things realistically rather than theoretically.
	54.	In discussions I get impatient with irrelevancies and digressions.
	55.	If I have a report to write I tend to produce lots of drafts before settling on the final version.
	56.	I am keen to try things out to see if they work in practice.
	57.	I am keen to reach answers via a logical approach.
	58.	I enjoy being the one that talks a lot.
	59.	In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
	60.	I like to ponder many alternatives before making up my mind.
	61.	In discussions with people I often find I am the most dispassionate and objective.
	62.	In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking.
	63.	I like to be able to relate current actions to a longer-term bigger picture.
	64.	When things go wrong I am happy to shrug it off and "put it down to experience".
	65.	I tend to reject wild, spontaneous ideas as being impractical.
	66.	It's best to think carefully before taking action.
	67.	On balance I do the listening rather than the talking.
	68.	I tend to be tough on people who find it difficult to adopt a logical approach.
	69.	Most times I believe the end justifies the means.
	70.	I don't mind hurting people's feelings so long as the job gets done.
	71.	I find the formality of having specific objectives and plans stifling.
	72.	I'm usually one of the people who puts life into a party.
	73.	I do whatever is expedient to get the job done.
	74.	I quickly get bored with methodical, detailed work.
	75.	I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
	76.	I'm always interested to find out what people think.
	77.	I like meetings to be run on methodical lines, sticking to laid down agenda, etc.
	78.	I steer clear of subjective or ambiguous topics.
	79.	I enjoy the drama and excitement of a crisis situation.
	80.	People often find me insensitive to their feelings.

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Scoring

You score one point for each item you ticked. There are no points for crossed items. Circle the questions you ticked on the list below:

2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49
40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80

Totals:

Activist	Reflector	Theorist	Pragmatist

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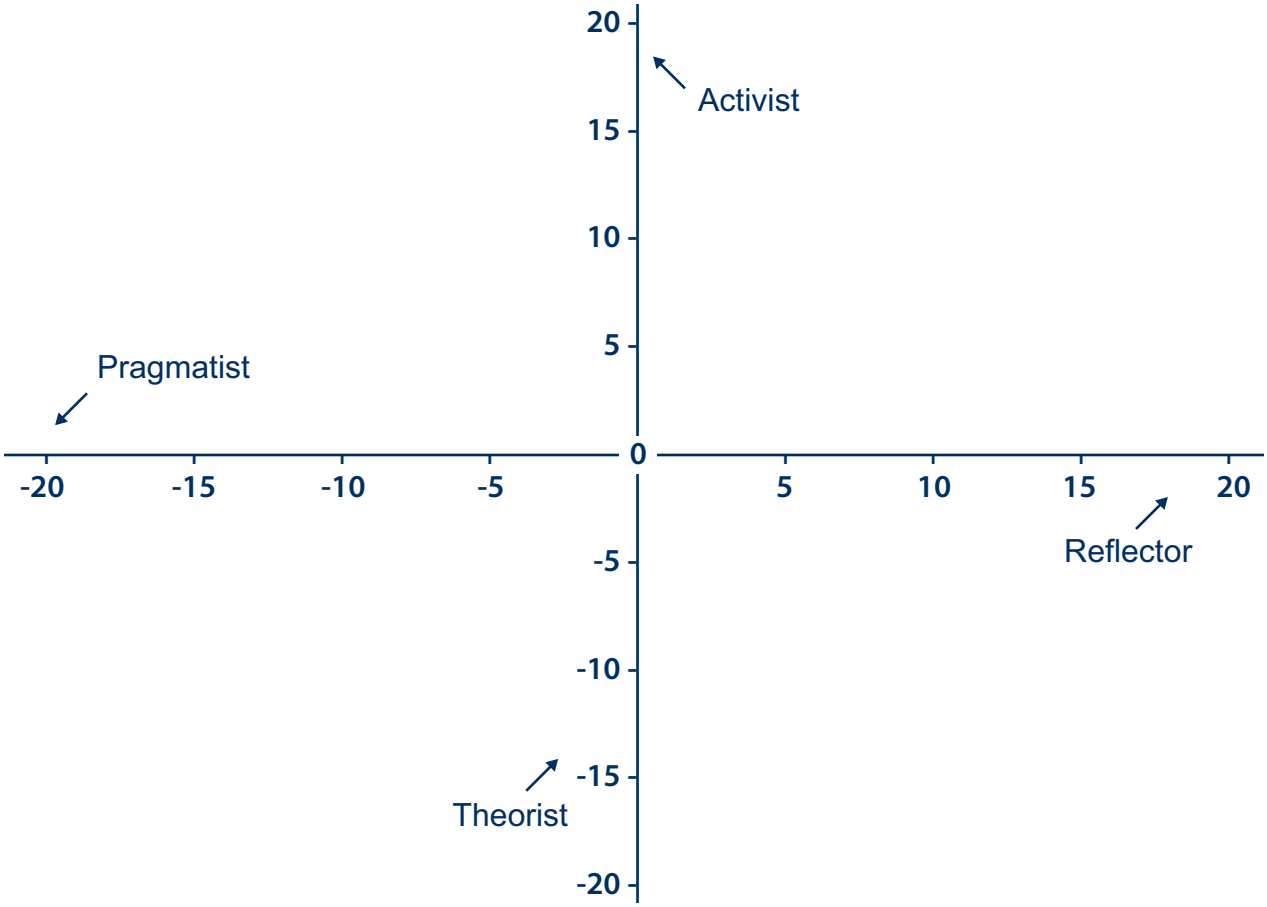
Plot the scores on the arms of the cross below:



Your result may show that you have a particular learning style. It may be useful to bear this in mind as you approach tasks. Was the approach you adopted the best one in the circumstances? Would adopting another learning style have improved you performance?

At this point you may also find it helpful to read through the Characteristics of the Four Learning Styles on pages 47 - 48 of this workbook. This provides more detail and should help you clarify your sense of your own preferred style(s).

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Exercise 6: Seven factors of resilience

Factors	Your level – how good are you at doing these things? What helps? 1 - 5 (Highest)	Skills	Triggers - what makes it hard for you to use these skills?
1. Emotional regulation: Manage your internal world in order to stay effective under pressure.		**Action Behaviour Consequence** recognise the impact of your in the moment thoughts and beliefs on behavioural and emotional consequences.	
2. Impulse control: Manage the behavioural expression of emotional impulses including ability to delay gratification.		**Calming and focusing:** Finding ways to step back from adversity; creating breathing space to think more resiliently.	
3. Causal analysis: Ability to accurately identify the causes of adversity.		**Challenging beliefs:** Checking out the breadth and accuracy of our understanding of events – do I know everything I need to know? **Detecting icebergs:** Building up an awareness of how deep seated beliefs we hold can impact upon our emotions and behaviours.	

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4. Self-efficacy: The sense we are effective in the world and that we can solve problems and succeed.		**Thinking traps:** Recognising the errors in thinking we are unaware of such as jumping to conclusions.	
5. Realistic optimism: Ability to stay positive about the future yet be realistic in our planning.		**Putting it into perspective:** Learning to stop the spiralling of catastrophic thinking and turn it into realistic thinking.	
6. Empathy: Ability to read other's behavioural cues to understand their psychological and emotional states.		**Put yourself in their shoes:** Asking yourself how someone else would see the same situation and seeking to understand before being understood.	
7. Reaching out: Ability to enhance the positive aspects of life and take on new challenge and opportunity.		**Seeking support from others:** Being able to ask for help reasonably and accept it graciously when offered and using it well.	

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Exercise 7: Identifying appropriate support

Choose one of the examples below. In a small group with peers discuss the example and use the questions to consider how you would seek help in this situation.

Example 1: You have been asked to complete a report for your manager about the level of demand in a particular area of your service. This is not an area that you have personally worked in though it is one that your team covers, for example autism, older people with mental dementia, young carers etc. You have two days to complete the report and you are not sure what it should look like. You also have meetings arranged for one of the days and lots of work to catch up on.

Example 2: You have received an informal complaint about a member of staff. The complaint has come from someone that you intuitively mistrust in another agency. You don't have a strong relationship with them but you do have some concerns about the member of staff. The complaint says that your team member has been obstructive and difficult about sharing information on a case that both agencies are involved in.

Example 3: Your team has just moved office to a new open plan room. People who are on duty are now sitting in with other team members. There is a hot-desking policy and everything has to be cleared away at the end of the day. Four different members of the team have already been in separately to complain about the noise, loss of personal space, not being able to keep their chair in the right position and getting stuck in traffic on the way to work.

What help do you need – practically and emotionally?

Who might be able to help you?

How will you ask them?

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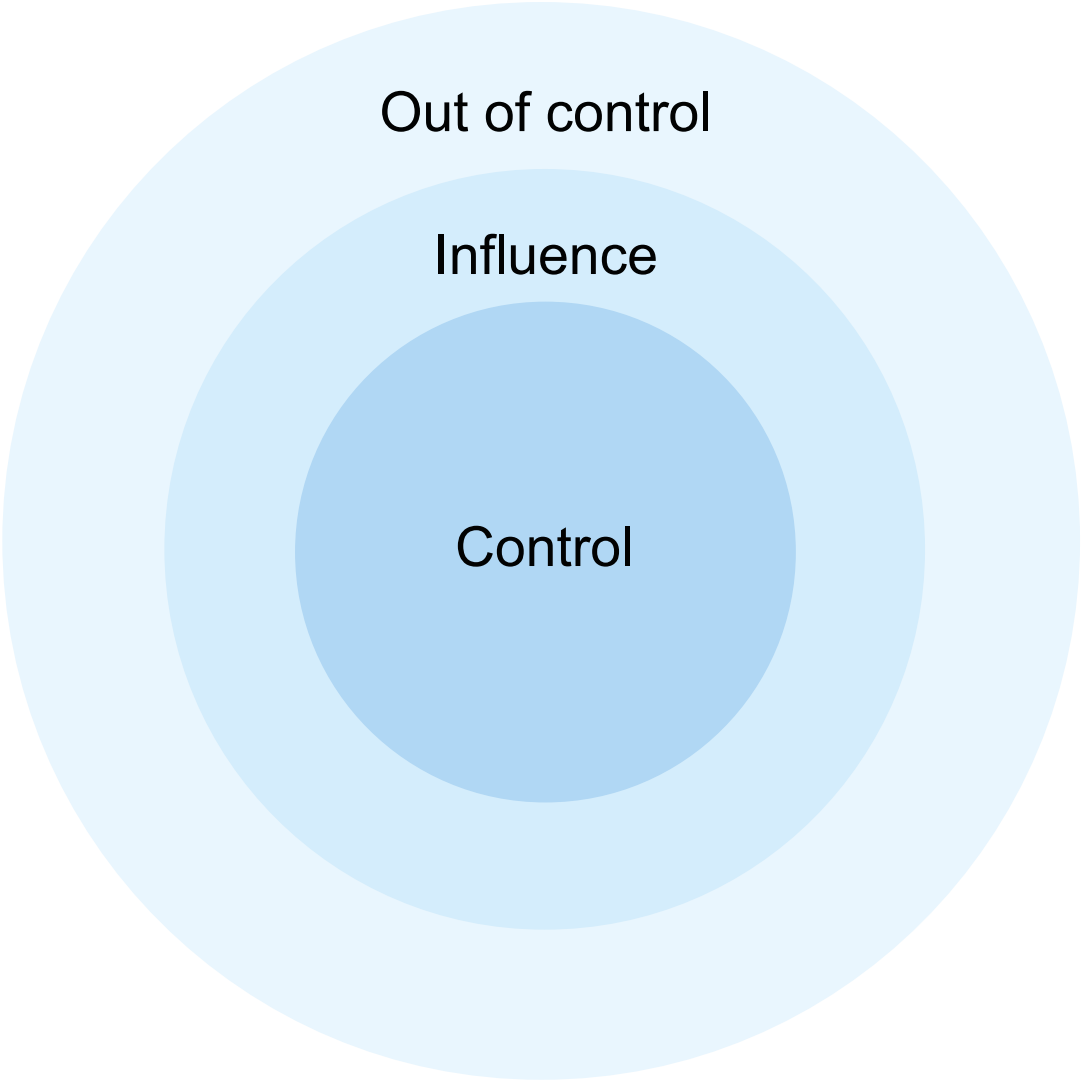
Exercise 8: Identifying control and influence

One way to help feel more in control is to separate out the things that we can change and influence from the things that we can't. Worrying about things we don't have control over can make us feel more helpless, whereas acting to change what we can increases resilience.

Any problem can be considered in terms of what you can control, what you can influence and what is outside of your control. You may not be able to change some of the context, but you have some control and you may be able to influence other factors. Focus on doing the things that are in your control and influence, and try not to worry about what is outside of your control.

Consider one of the following issues: workload, resources, change, paperwork and IT, or stress.

Use the dartboard below to separate out: what is in your control; what you can influence; what is outside your control.



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Exercise 9: Practice improvement plan

Revisit your learning needs analysis – what were your learning needs?

Look at your learning logs - what have you learned or remembered that you want to use in your practice?

Discuss the learning from this workshop with people around you.

Identify a practice area that you want to improve in and why.

In the table on the next page, identify:

- The actions you will take to achieve your goal
- The possible barriers that will prevent you from achieving your goal
- The support you will, therefore, need to achieve your goal

When you will have done this

The target that you want to reach, which will show you that you have achieved your goal – this target should be SMARTER:

- **Specific**
- **Measurable**
- **Achievable**
- **Realistic**
- **Time-bound**
- **Ethical**
- **Reviewed**

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My practice goal is:

Action	Barriers	Support	When will I have done this?	(SMARTER target)

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Action	Barriers	Support	When will I have done this?	(SMARTER target)

You will receive support to help you to carry out these actions:

- A coaching session to discuss your actions and the difference they have made to your practice, and to develop ongoing implementation plans.
- An individual conversation to discuss barriers and enablers to training transfer.

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Purpose

"The challenge of leadership is to be strong, but not rude; be kind, but not weak; be bold, but not bully; be thoughtful, but not lazy; be humble, but not timid; be proud, but not arrogant; have humour, but without folly." - Jim Rohn

Goal: Ensure participants are ready to learn

The aims of social care practice

Recently the Social Work Task Force defined social work as follows:

> *Social work helps adults and children to be safe so they can cope and take control of their lives again.*
>
> *Social workers make life better for people in crisis who are struggling to cope, feel alone and cannot sort out their problems unaided.*[1]

This definition applies to social care more generally.

The Children's Act (1989) sets out the goal of children's services as the welfare of children.

The Care Act (2014) sets out the goal of adults' services as promoting the wellbeing of individuals.

Everything that is done in social care relates to these two goals.

Within children's services the main aims of practice are:

- To provide help to vulnerable children and families, using evidence-based methods, so that they can change their future;
- To support families, and partner agencies to keep children and young people safe from abuse and neglect;
- To enable families to make changes and take responsibility for the parenting and wellbeing of their children;
- To provide excellent care for children and young people who cannot live with their families;
- To support vulnerable young people to make good choices and develop skills necessary for them to live life independently.

Within adults' services the main aims of practice are:

- To empower adults to use their strengths and assets;
- To reduce, delay or prevent needs from developing;
- To support adults and carers to achieve outcomes that promote their wellbeing;
- To ensure that adults and carers have choice and control;
- To improve the quality of care and support;
- To work effectively with other agencies particularly health.

In recent years there has been a focus on improving practice within social work and social care. This initially arose from issues with practice identified through serious case reviews.[2] Munro's final report on child protection[3] identified that social work needed to move from a compliance culture to a culture of professional judgement.

The importance of strengthening professional judgement in social care has led to an emphasis on:

- Education and continual professional development;
- Capabilities rather than competences for practitioners;
- Appropriate support for practice.

These areas are particularly important because of some characteristics of social care:

- It is inherently uncertain because it involves people;
- It takes place in a complex and overlapping professional landscape;

[1] Social Work Task Force (2009) Final report of the Social Work Task Force

[2] Lord Laming (2009) The protection of children in England: a progress report

[3] Munro E (2012) the Munro review of child protection: final report

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- People have a wide variety of need;
- People may have limited capacity or ability to express themselves;
- Often people have experienced discrimination or oppression.[4]

Social care also takes place in a context of:

- High demand;
- Increased expectations;
- Limited resources;
- High levels of scrutiny.

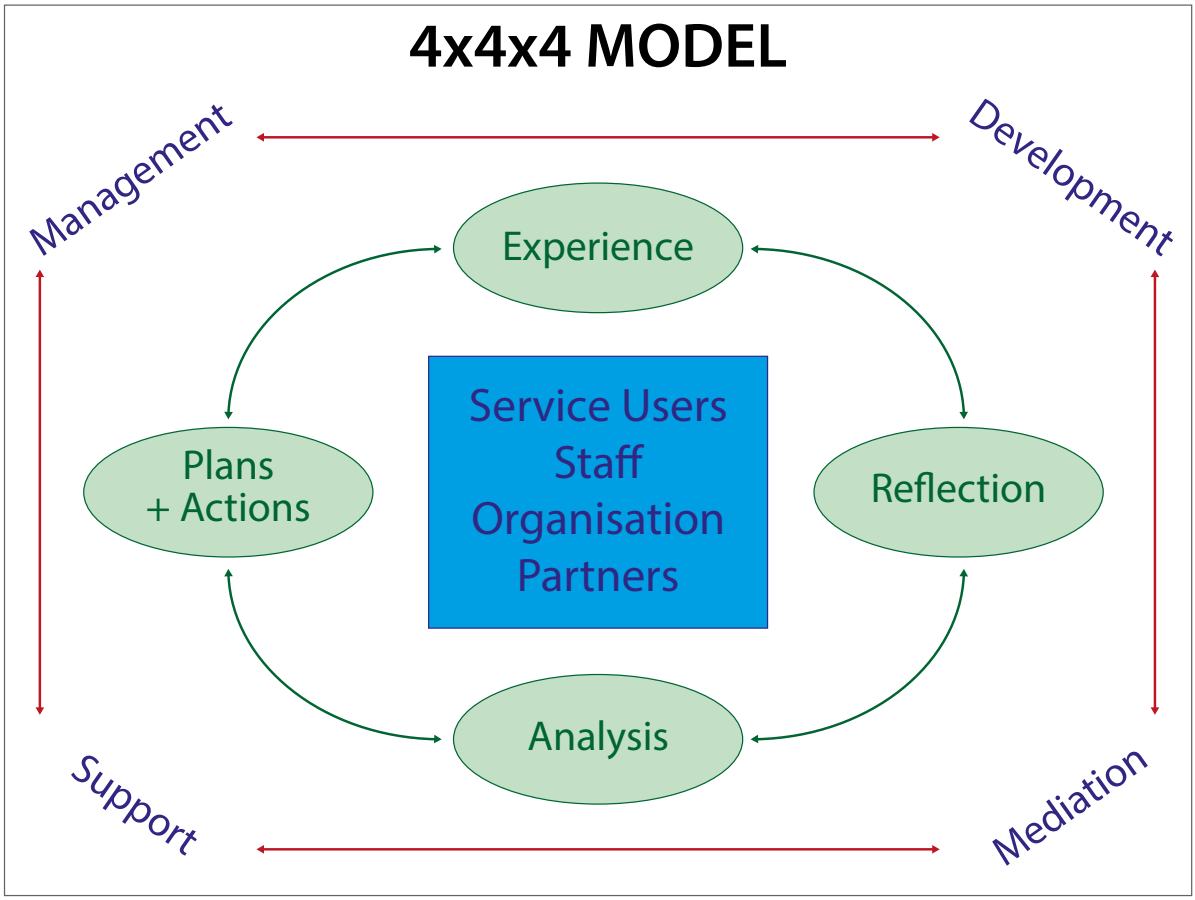
Practitioners need to be able to:

- Be self-aware and critically reflective so that they can judge ever changing situations;
- Work effectively under pressure of limited resources and high workload;
- Learn and develop so that they have the capabilities they need;
- Maintain resilience in the face of challenging and uncertain work;
- Balance their own, their clients' and their organisation's needs.

These areas relate to the four functions of supervision within the 4x4x4 model of supervision:

- Management (including reflective practice);
- Development;
- Support;
- Mediation.

[4] Nosowska G and Series L (2013) Good decision-making: practitioners' handbook, RiPfA



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The meaning for children, adults and families

The ultimate aim of strengthening practice is to improve the lives of children and adults.

We need to be better equipped to promote welfare and wellbeing through achieving the aims of social care.There should be a direct line from our practice; to our impact on our staff and organisation; to how we, our colleagues and our organisation impact on the experience and outcomes of children, families and adults.

We can act as doers, models and leaders:

- **Doers** – when we act directly to improve the experience and outcomes of children and adults;
- **Models** – when we demonstrate and influence others to improve the experience and outcomes of children and adults;
- **Leaders** – when we show others the way to improve the experience and outcomes of children and adults.

Strengthening self

The aims of this two-day workshop are to strengthen your own practice so that you can act as an effective and inspirational doer, model and leader.

This workshop will help you to:

- Develop professional judgement through increased self-awareness and reflective work;
- Deliver management tasks with confidence under pressure;
- Identify and meet your own learning needs;
- Ask for support appropriately and use support constructively;
- Take ownership of your role within the organisation.

Through the Learning needs analysis, you should already have identified areas of your practice that you want to strengthen.

Throughout the workshop, you will need to reflect on how you can use the learning to achieve your personal improvement goals.

This course is not just about doing a better job. It is about making a real difference in the lives of people who need it.

Reflective question

What difference will it make for children, adults and families if my practice improves?

Exercise 1: Learning needs analysis - self

Exercise 2: Storyboard

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Reflection

Practice experience without reflection is just luck. Taking the experience and being curious about it – exploring the meaning for yourselves and others in the context of the story, the feelings and the evidence –that is what makes practice wise.

Goal: Develop professional judgement through increased self-awareness and reflective work.

Use of self in management

The work Reflection stems from the Latin words reflectere "to bend back, bend backwards, turn away," and re- "back" (see re-) + flectere "to bend" (see flexible). The link to the mind came around the 1670s meaning "remark made after turning back one's thought on some subject".

Schon introduces the idea of reflection on action - which implies thinking through actions after the event; whereas reflection in action is referred to as reflexive and is defined as the ability to recognise our own influence in each situation we are in.

Reflection enables individuals to make sense of their lived experiences through examining such experiences in context. A reflective manager will be open to considering their own actions, reactions and interactions in the context of their management role on a daily basis. Being aware of ourselves and the way in which who we are impacts on our emotions, thoughts and actions requires us to understand and harness our emotional intelligence. Managers can use their reactions and behaviours deliberately to improve communication, support and motivation amongst their staff.

Use of emotional intelligence starts with a focus on being authentic. To be real in the workplace requires the manager to:

- Know what matters;
- Embody values consistently;
- Align actions with values;
- Convey values with stories;
- Envision your legacy;
- Hold yourself accountable.[5]

The self-aware manager will seek support from their managers and peers to understand their own behaviours and impact. A reflective manager is interested in how others perceive him, not to bolster a weak self-esteem, but to measure effectiveness and relationship.

Managers in Social services have a responsibility to create a 'thriving' environment into which practitioners can carry out their day to day work. This will also require paying attention to the individual and understanding their own emotional intelligence – a concept that attends to individuals own attachment, regulation and competency framework. Individuals uses their emotional intelligence to practice reflectively both on action and in action, and managers need to be able to harness and challenge this thinking. To be able to do this effectively, they must firstly attend to their own well-being.

Emotional intelligence includes:

- Being able to motivate oneself and persist in the face of frustrations;
- To control impulses and delay gratification;
- To regulate one's moods and keep distress from swamping the ability to think;
- To empathise and to hope.[6]

Emotional intelligence gives people the ability to succeed personally and professionally in the midst of high pressured, fast moving and continuously changing environments and enables the practitioner to thrive, model and relate to vulnerable people.

The importance of using your emotional intelligence well in social care

> *"The most troubling and intractable situations exist when performance difficulties occur in the context of staff who lack accurate empathy, self-awareness and self-*

[5] Friedman S (2014) Managing yourself Work + Home + Community + Self, Harvard Business Review

[6] Goleman D (1996) Emotional Intelligence

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management skills. The lack of emotional competence renders the specific performance problems such as poor recording practice, all but unmanageable." (pg. 247, Morrison, 2007)

The link between emotional intelligence and emotional resilience is particular important for manager in social care who are delivering services through relationships between practitioners and service users. The practitioner must be able to engage with service users, assess and observe and make meaning, make decisions on the basis of these activities about the safety and well-being of people and the best way to intervene to meet their needs both now and in the future. This requires the practitioner to collaborate and cooperate with their own agency, with other professionals, with family members and with individual service users.

These tasks, which form the core of the social work task, cannot be performed without emotional intelligence. If they are performed by workers who are shut down, closed off and not able to tolerate emotions, then the core tasks are compromised. Howe states that having a competence stance without taking into account the relational task of social work can lead to practitioner technicians who are 'confined to performing surface responses according to pre coded procedures (Howe, 1996, pg. 92). This will lead to stress in both the worker and the service user, who will easily pick up on the dissonance between practitioners stated purpose, (here to help you) and their actions (disengaged, dismissive, presumptive, one size fits all). This will lead to the practitioner cultivating belief systems that are negative (they can't be helped, we make no difference, there are not enough resources, this organisation only cares about paper and targets) which in turn will damage their resilience and lead to poor mental health and poor outcomes for service users. More resilient practitioners also have improved relationships with service users, thus enhancing their professional practice and improving outcomes.

Leading by example

"I have always endeavoured to listen to what each and every person in a discussion had to say before venturing my own opinion. Oftentimes, my own opinion will simply represent a consensus of what I heard in

discussion….a leader...is like a shepherd. He stays behind the flock, letting the most nimble go on ahead, whereupon the others, follow, not realising that all along they are being directed from behind". Nelson Mandela

Tool 1: Audit of emotionally intelligent behaviours

Developing analysis and intuition for good decision making

Verstandnis means comprehension, insight, appreciation for something, to comprehend it. "In life we are engaged in trying to seek to understand, that is we are always trying to construe the meaning of something." [7]

"Often a decision is made first and the thinking done later." John-Dylan Haynes, a Max Planck Institute neuroscientist.

Intuition is our instinctive grasp of the meaning of something. When facts are scarce or time is short, intuition helps us to complete the picture. It also helps us to empathise using our instinctive, human understanding.

Intuition is also liable to be influenced by emotions and experience, and can result in poor or dangerous decisions.

Analysis is an intellectual exercise of breaking down what we know into its components, then weighing up and testing where each part came from and what it means. This helps not only to ensure we have got the whole picture but also, crucially, to test out what the different elements mean and how significant they are.

We can imagine a social worker manager as the captain of a boat that is sailing on a sea of emotions. In the boat, we gather our staff and they gather the people we serve. To balance the boat, we need to make sense of the emotions we are encountering. We do this by using practice wisdom that comes from experience, values that we recognise in ourselves and – in the centre to

[7] Schwandt Thomas AS, (March 2002) pg 78, Responsiveness and everyday life, in New Directions for Evaluation, American Evaluation Society

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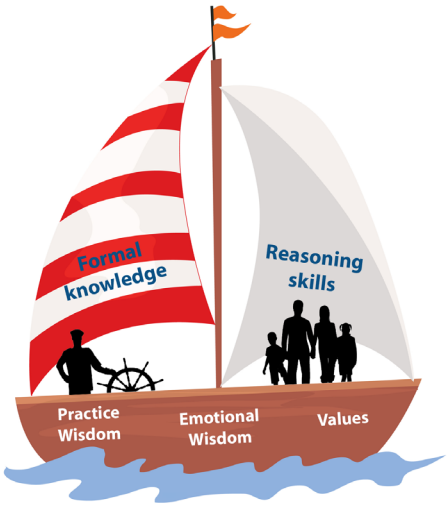
give stability – our emotional wisdom. This is the wisdom that comes from tuning into the emotions of ourselves and others, and seeking to make sense of them.

However, this boat only balances, it cannot be directed until we add the analytical navigating system. This is made up of our formal knowledge gleaned through learning, and our reasoning skills that we put into practice regularly. Equipped with these elements we can direct our self and our passengers. These different elements are shown in the model below.

Our instinctive response gives us insight through triggering emotions and memories of previous experiences, and making us alert to the responses of others. Our analytical reasoning then helps us to unpick this and to answer the question: What does this mean? We need to make sure that our intuition and our analysis are in balance.

When making decisions in difficult situations it can be easy to narrow your focus to a single issue or area. Thinking Head, Heart, Habit (the 3 H's), can keep you conscious of all the influences that are impacting on the way you make decisions.

Head: What part is reasoning playing here? The brain will be processing ideas and trying to make sense of them in a situation where a decision is required.



Heart: What emotions are involved here (for example fear, excitement, hope) and how are they impacting on behaviour?

Habit: Is this about long-established patterns of behaviour that are continuing because they have never been called into question?[8]

Using analytical tools to aid good decision making

A manager makes many decisions each day. Some of those decisions will seem obvious and are easily made. Others are complex and the consequences seem far reaching. As a public body Social Services is rightly scrutinised and the decision making of managers and their staff are called to account. For a manager to feel comfortable with decision making under scrutiny, they need to be aware of their own strategies. By acting deliberately the manager can use behaviours that harness both the intuitive and the analytical processes.

Understanding what a good decision making looks like is important. Kemshall[9] developed criteria for defensible decision making:

- All reasonable steps are taken;
- Reliable assessment methods are used;
- Information is collected and thoroughly evaluated;
- Decisions are recorded and carried through;
- Agency process and procedure are followed;
- Practitioners and managers are investigative and proactive.

An inclusive model for ethical decision making was developed by McAuliffe and Chenoweth to support managers to make decisions that were congruent with values:

- Define the ethical dilemma:
  - Map legitimacy;
  - Who has a legitimate place in this situation (who should be included in this decision and who should not)?
- Gather Information:
  - Policies, procedures and protocols;
  - People; lessons from the past.

[8] Thompson S & Thompson N, (2008) pg 90-91 op cit

[9] Kemshall H (2003) 'The community management of high risk offenders', Prison Services Journal, March 2003

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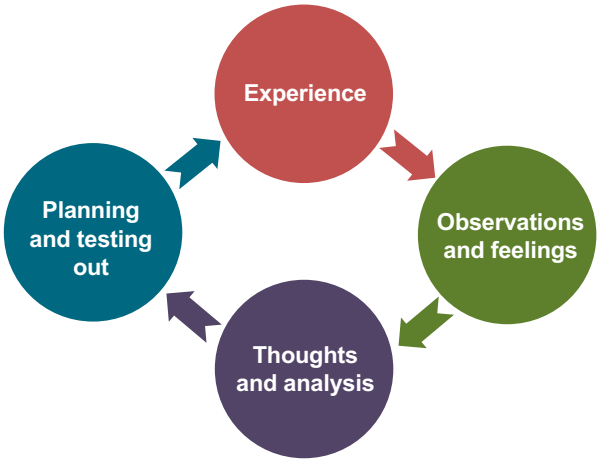
- Alternative approaches and actions:
  - How do these become prioritised? Identify the ethical theory and moral frameworks that are being used.
  - Critical analysis and evaluation.[10]

The reflective cycle

We come to understand ourselves through thinking effectively about our experiences. Kolb describes how, through critical reflection, we can turn our experiences into learning that we can use in the



future. Reflection can take place as we go along; and often does because we are busy. Reflection in action helps us to quickly process what is happening and constantly monitor our behaviour, as if we were a helicopter hovering over ourselves. However, we also need to reflect on action. We need to stop and think carefully and in a structured way. This allows us to consider the meaning of an experience without the heat of the immediate emotions, and then to plan what to do next. In this way we can learn and be more prepared for the next thing that comes along.

Critical reflection enables us to become aware of what we think and why, to question it and to explain it to others. Working through our experiences, our responses to them and our understanding of them enables us to act thoughtfully, and to overcome some of the influences and biases that we carry with us. Without critical reflection, we may simply lurch from one action to another.

Critical reflection also allows us to process and recover from the barrage of information that we have absorbed, in the same way that a rest day allows an athlete to recover from constant training.

Kolb identifies that we can turn experience into learning in four different ways. We can reflect on our experience, reflect on our feelings, reflect on the meaning of what happened, and reflect on what to do differently or the same in future. Our critical reflection should allow us to work through each of these ways of learning.

Brookfield's model of reflective practice uses Kolb's cycle to support decision making:

1. Find a disorientating dilemma where something does not 'fit'(the experience/ problem);
2. Identify what the assumptions are (reflection, information from intuition, practice wisdom and feelings);
3. Assess the accuracy of those assumptions (analysis, looking for theories and evidence lessons learnt);
4. Look at the actions and interpretations of events through the eyes of others, as a further check on deciding whether the assumptions are worth retaining as guides to action (action planning, testing, developing contingencies, completing the decision and moving forward).

Exercise 3: Using the reflective cycle

Tool 2: Decision making process checklist

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Management

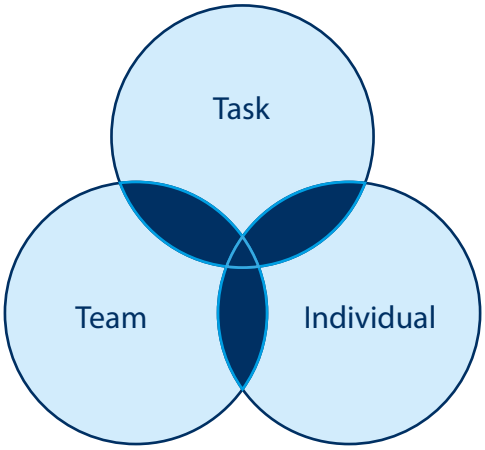
"Within social work practice, however, the non-negotiable dimension of the task is the central place of human beings." (Ruch 2012, page 1322)

Goal: Deliver management tasks with confidence under pressure.

Action-centred leadership – task, team and individual

Managers have to balance three main areas in their day-to-day work. They need to:

- Achieve the task;
- Build and maintain the team;
- Develop the individual.[11]



There are many overlapping demands. Teams are busy places with lots happening. Individuals all have particular needs. The manager's role is to keep these three areas in balance so that there is:

- An impact from your work;
- Good morale;
- Individual contribution.

When social care practitioners become managers their working lives change significantly. They often do not get support to maintain the capabilities that could be highly useful in their new role. Faced with the pressures of management, social work managers can forget that the way in which they worked successfully with children, adults and families directly relate to the way in which they can manage their task, team and individuals.

Management can become focused on getting the job done (getting through the work and not overspending). However, the task cannot be done without a relationship with the team and with individuals within the team.

Management can focus on rational and logical steps to achieving the task. However, the emotional dimension of the team and individuals mustn't be ignored.[12] Each element of the task, however logically and rationally set out, involves complexity, uncertainty and emotion because it involves people. Managers need to use systems and processes to underpin emotionally intelligent human relationships that will enable the task to be achieved.

> *"The challenge for managers is to hold the two strands of the management role—the technical and the relational—in a creative tension in order for the full potential of management practice to be realised."*
> (Ruch 2012, 1327).

In social care management you cannot separate out the task from the people who do the task. The task is achieved through relationships. When you are struggling to achieve the task in the team, it is essential not to rigidly focus on what is being done but to consider how people are. Equally, it is important to see relationship-building as part of your job, not as a by-product of it.

> *"This model of management requires a breadth of knowledge, skills and values that is consistent and coterminous with practice."*
> (Ruch 2012, page 1326).

Another way to consider the tensions between technical and the relational tasks is to consider the traditional model of Local Authority management

[11] Adair J (1973) www.johnadair.co.uk

[12] Ruch G (2012) Where Have All the Feelings Gone? Developing Reflective and Relationship-Based Management in Child-Care Social Work, British Journal of Social Work (2012) 42, 1315–1332

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and contrast it with the model emphasised by Munro, Trowler, the College of Social Work and the Association of Directors of Children's Services.

The traditional management model tasks include:

- Handling tasks;
- Analysing data;
- Weighing alternatives;
- Solving problems;
- Making decisions;
- Applying principles;
- Maintaining operations;
- Intervening;
- Short term results;
- Appraising performance.

The model social care is striving to move towards emphasises Facilitation and Leadership and includes:

- Motivating and inspiring;
- Identifying patterns;
- Modelling behaviours;
- Influencing and directing;
- Supporting others;
- Setting principles (e.g. ground rules);
- Winning confidence and respect;
- Achieving shared objectives;
- Having long term vision;
- Being assertive and responsive.[13]

Many of the skills listed under facilitation and leadership are relational, emphasising the use of self to support others to achieve common goals. The day to day tasks of management that is emphasised in the traditional model still need to be carried out, and most people will recognise them from their job descriptions and much of the activity that they undertake during the day. Facilitation and Leadership is about the way you approach these tasks – your way of being. A recent report from The Leadership Forum[14] introduces the idea of systems leadership. It identifies six overlapping dimensions:

1. Personal core values (ways of feeling);
2. Observations, hearing and perceptions (ways of perceiving);
3. Cognition, analysis, synthesis (ways of thinking);
4. Participatory style (ways of relating);
5. Behaviour and actions (ways of doing);
6. Personal qualities (an overarching way of being that forms the essence of both professional and personal style and approach).

Reflective question

What skills, knowledge, experience and values do you have from your time as a practitioner that you can use as a manager?

[13] Jane Allen, Harthill Consulting Ltd from 2014 Presentation by Dr Jocelyn Jones, Mindful Practice

[14] ADCS Virtual Staff College, 2014

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Effective planning and delivery

The Adair model helpfully sets out the steps in planning and delivery of the three functions of management:

Managers have responsibilities within each of these areas to ensure that the functions are achieved. These steps reflect the steps of project management and also of work with children, adults and families.

Project management emphasises the importance of:

- Being clear about what the project is there to achieve and what is available to achieve it (agreeing terms of reference);
- Planning the project in terms of time, people and resources;
- Making sure everyone who needs to
- understands the project and has input into it;
- Agreeing who will do what;
- Overseeing and motivating people to do their bit;
- Monitoring against the plan and adjusting as needed;
- Reviewing when the project is done and recognising good work; and
- Follow up to use learning from the project.

Main functions	1 Achieve the task	2 Build and maintain the team	3 Develop the individual
Define objectives	Clarify task Obtain information Identify resources and constraints	Assemble team Give reasons why Define accountability	Involve each person Gain acceptance
Plan, decide	Consider options Establish priorities Plan time	Consult Encourage ideas Agree standards	Listen Assess abilities Delegate Agree targets
Organise	Establish control Brief on plan Obtain feedback	Structure Answer questions Prepare and train	Check understanding Counsel Enthuse
Control, support	Maintain standards Report progress Adjust plan if necessary Set personal example	Coordinate Maintain external cooperation Relieve tension	Guide and encourage Recognise effort Challenge
Review	Evaluate results Consider future action	Recognise team's success Learn from setbacks	Appraise performance Identify further development needs Aid personal growth

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Projects usually have limited resources and they need to balance:

- Quality;
- Cost;
- Time.

Reflective question

Which of these responsibilities are about being a doer, which are about being a model, and which are about being a leader?

This is similar to task-centred social work. This emphasises:

- Exploring what the problem is;
- Identifying and agreeing the problem;
- Agreeing the goals;
- Drawing up an explicit agreement;
- Identifying a task or tasks to address the problem;
- Carrying out the tasks;
- Evaluation and termination.[15]

This model relies on the individual and the practitioner agreeing what will be worked on, and what the goal and timescale will be. It is a shared and empowering approach.

Reflective question

How do I empower my team and the individuals within it when I am planning and delivering work?

Prioritisation and work management

> *"A task is urgent if failure to complete it by a certain time will cancel or reduce the benefit of doing it. A task is important if doing it has high benefit."*

One of the roles of a manager is to model sustainable working. This means stopping when it is reasonable, cutting corners when appropriate, and saying no to the lowest priority when there is no capacity.

There is a great deal of pressure on managers to take on more. There is usually a waiting list and tasks that are overdue. However, there is a limit to what it is possible to do safely and well.

Micromanaging to ensure that everything is covered can seem an attractive option. All the work is allocated out; all the tasks have a name next to them. However, it is essential to have some room left for sudden requirements or difficult decisions. Nobody can work at 100 per cent effort all of the time.

The 80/20 rule (Pareto's Law) says "If all items are arranged in order of value, 80 percent would come from only twenty percent of the items, while the remaining 20 percent of the value would come from 80 percent of the items." [16] Prioritisation means that you need to understand what activities give the most results and focus the majority of your time and efforts in those areas.

There are three areas which consistently appear highly relevant when considering priorities:

1. Seriousness: What is the impact in terms of people, safety, money, production, reputation? How important is this issue? Who determined it was important?
2. Urgency: How quickly is action needed? What is the deadline or time schedule?
3. Growth: What will this issue look like in the future if action is delayed? What is the trend?

Reflective questions

When is my thinking time?

What contingency time do I have?

Do I proactively manage and defend my allocated work time?

Progress and maintenance

A progress task is one which you believe may move you towards a position which is fundamentally better. A maintenance task is one which you know will move you towards a position equivalent to one you have been in before.

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Maintenance tasks	Progress tasks
Usually obvious	Usually exist only in your head
Often urgent	Rarely have urgency imposed on them
Clear and well defined	New and involve uncertainty
Easily justified	May need justification/ evidence for investment
Tend to be safe	Entail risk

The most effective managers successfully carry out progress tasks whilst maintaining the status quo.

Managers are often in with their teams and, if not, they strive to be available. This is valued; however it can undermine the ability of managers to do their job. Being available is one thing to prioritise with many others. Sometimes a manager requires peace and quiet to do something that is more important than the likely interruptions. Team managers have told us that they have to hide away or lock their doors to find privacy. Managers can model work planning that includes building in space and privacy to think, plan and support others.

Using available strategies to manage your time well

Ultimately, it is your behaviour that will have to change or adapt to manage the tensions between demand and availability.

Scheduling

- Plan your work and work your plan;
- Important and progress tasks often don't get done until a crisis occurs – plan for both urgent and important, maintenance and progress;
- Trivial task come along in dozens and eat up time – stay on track
- Plan time for the things that matter.

Diaries

- Use it as a tool not an obstacle course;
- Count time not just task;
- Beware of over planning;
- Schedule only important tasks (progress and maintenance);
- Use a to do list for day to day trivial tasks.

Value of future time

- Some people value time in the future less than time now.
- What makes them think they will be less busy in the future?
- These people tend to be over-committed.
- Count your maintenance tasks as on-going committed time – they will not go away.

Un-committed time

- Decide how much time you need free from commitments in a typical week in order to achieve what you want to achieve;
- How many 'crisis' hours do you use a week – leave time un-committed to respond. This will turn your behaviour from reactive to responsive.

Scheduling and progress tasks

- Make a list of progress tasks – take just two or three really important ones;
- Book a time in your diary to start;
- When time 'runs out' avoid the temptation to carry on;
- Do not let yourself get distracted by other tasks during this development time;
- Be realistic about how long you can stay on task;
- Track time – especially on maintenance tasks so you can allocate time more accurately in the future.

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Make yourself unavailable

- When you important things to do, make yourself unavailable;
- Shut the door and put a sign on it, stating when you will be available again;
- Leave an out of office on your computer stating when you will next look at emails;
- Let your mobile on silent or put it through to reception for an agreed period;
- Arrange for another manager to take any urgent staff questions for an agreed period.

Daily to do lists

- Made every day at the same time and with written priorities;
- Start each day by re-assessing your priorities;
- Do not put more things on the to do list than you are able to do in a day;
- Cross them off as you go;
- Note how long things took if you can to get an idea of time for future tasks.

Start with the important things

- Get the important things out of the way early and the minor ones will fit more easily in the time left.

Prime time (diurnal rhythm)

- Most of us have a period of time during the day when we are at a high level of alertness and physical energy and a contrasting time when we feel lethargic;
- Know when you are at your best and brightest;
- Protect this time for your important and progress tasks;
- Schedule easy maintenance or minor tasks in your down time;
- Attend important meetings where communication and performance is key in prime time.

Clutter

- Keep a clean desk;
- Keep a easily navigated inbox - create folders for Important (your boss or above, projects you are responsible for) Information (circulars, organisational memos or info on a project that you are peripheral too) Urgent (work that is allocated with a time limit) or other categories that are helpful to you and set your email up to sort your mail into the boxes;
- Keep a clear filing system – if you are generating documents use an electronic filing system that enables you to find things easily;
- Do not over fill your note books or diaries so you cannot find info. Head your pages, and dates and time and topic and who was present. Get rid of your notes once the information is transferred to its permanent place;
- Handle each piece of paper/email once – make a decision as to what is required with the piece of paper and do it – read, file, shred, reply, bin, pass on.

Interruptions

- Interruptions blow you off course;
- Use your to do list to get you back on track;
- Limit the time you let people/calls interrupt – I have 5 minutes only;
- Have red and green time during the week – establish times of the week when you are available/are not available. Red time is for when interruptions would be unhelpful;
- Managing blurts – when we make eye contact with others, we often feel the need to say something, which can be disruptive to the other person's chain of thought;
- Have visible clock to prompt you and others to watch the time;
- Most interruptions are people – be ruthless with time but gracious with people.

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"A perfectly normal day is full of interruptions and crisis (part of the job). If the phones rings say, "that's my job calling". Make this your attitude and productivity will go up and frustration will go down." *Alan Larkin*

Crisis

- People often rush at a crisis without stopping to think;
- The first decision to make is whether to react at all;
- If have to react, the next decision to make is what is the minimum effort you can deploy to solve the crisis;
- Plan for the crisis – they cannot be foreseen but the vulnerable area in any project can usually be identified;
- Learn from previous crisis;[17]
- Don't loss your cool;
- Use energy to find solutions;
- Consider the options;
- Think problem solving not performance blaming;
- Listen carefully, ask questions, admit you don't know, focus full attention on problem;
- Maintenance tasks should never be a crisis – anticipate a deadline.

Procrastination

- There is no point in having a beautiful plan of you simply do not do the things you set out to do;
- We may not be doing what we ought to be doing;
- Reluctance to tackle the task;
- Start anywhere – you will find that the next step becomes clearer;
- Clear the decks – make sure there is nothing else around.

Exercise 4: Prioritisation and allocation

Tool 3: Circles of time and satisfaction

Tool 4: Your behaviour

Tool 5: Drivers checklist

Tool 6: Personal review of time wasters

17 Master Mike (2002) Key Skills for Social Services Managers Module 2 Managing self, Heywood & Masters associates

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Development

"Practice, practice, practice; and then be spontaneous." (Origin obscure)

Goal: Identify and meet your own learning needs.

Conscious and unconscious competence

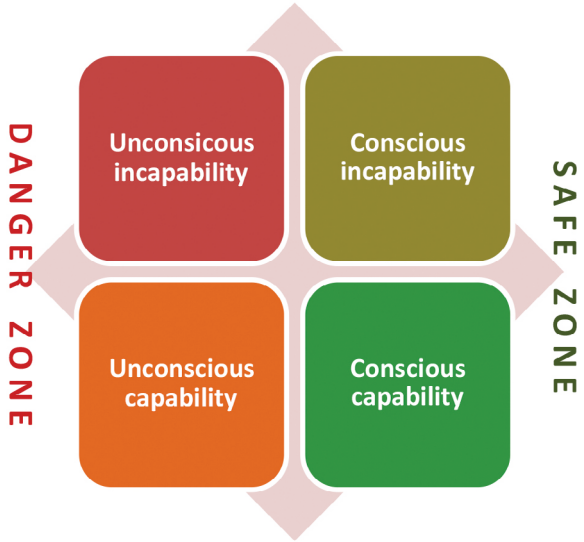
Meeting your learning needs is an individual responsibility. However, it cannot entirely be done alone. Some of your learning needs are ones that you are aware of. Others are ones that you are only partially aware of or may not have realised that you have.

The matrix to the right is helpful in ensuring that people don't miss out areas where they can improve. You can use it in discussion with others in order to understand what you do without being aware, what you know you don't know, and the things that are hampering you that you aren't aware of.

Peers, mentors and supervisors can help you to identify your learning needs. It is important, however, not just to seek feedback from people that you like or that you trust but to make sure that you receive feedback from people who challenge you. It can be difficult to get comprehensive feedback from people that you have influence or power over for example your team. However, it is important to open yourself up to this for your own learning and also as a model for how you want them to relate to you.

It is also helpful to receive feedback from children, adults and families that you are involved with. You can again model openness to this feedback for your team.

It is important that when you gain information about the things that you need to develop you act on it. This will involve constructive reflection, discussion with others, and identification of ways of meeting any learning needs that are identified.



Unconscious incapability

- Things of which I am unaware that I do not know;
- Others may see these gaps or weaknesses but I do not;
- Roots of performance problems.

Conscious incapability

- Areas of openly acknowledged gaps or weaknesses.

Unconscious capability

- What I know or can do without being conscious of how I know it;
- Hard to explain to others;
- May be lost in conditions of turbulence or disruption.

Conscious capability

- What I know I know and can do;
- Clear transferable skills;
- Can explained knowledge to others.

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Continuous professional development to develop capabilities

Traditionally, most professional development has been based on competencies. These are specific tasks that people demonstrate they are able to do. This can lead to an overly mechanistic way of working and competencies do not necessarily relate to the fluid situations that we experience in practice.[18]

The aim of professional development is to equip people to practice well in social care. Given that social care is work with people it is:

- Uncertain;
- Changeable;
- Uniquely different each time.

It is not possible to be prepared for every eventuality. Instead, it is important to have a toolbox of knowledge, skills and experience to draw on. These should be underpinned by values that allow you to act ethically at all times. These value-based capabilities allow you to respond to situations that come up.

It is also essential to be self-aware so that you know when you have reached the limit of your capabilities. Registered staff must:

- Undertake relevant training to maintain and improve your knowledge and skills and contribute to the learning and development of others;

  AND

- Seek assistance from your employer or the appropriate authority if you do not feel able or adequately prepared to carry out any aspect of your work, or you are not sure about how to proceed in a work matter.[19]

The Professional Capabilities Framework owned by The British Association of Social Workers, sets out the levels to which social workers should practice at different stages in their career across different parts of their role.
The manager level is as follows:

Managers lead, motivate, nurture and manage a team, ensuring the service provided is effective, and delivering positive outcomes. They do so by managing performance and quality assurance, resources and budgets, in collaboration with others and key stakeholders. They are knowledgeable about managing practitioners and others within single or multi-professional teams. They contribute and support the development of practice, procedures and policy and specifically the professional development of the team they lead. They are accountable for the practice of staff within the team they manage, and provide or ensure effective professional and practice supervision, as well as performance appraisals, takes place. They support mentoring and coaching to enhance the quality of practice. They investigate complaints as needed. They seek to ensure team experience influences, and informs the work of the organisation and that of other service providers, supporting and managing change as needed within their area of responsibility.[20]

They need to do this across the nine domains of practice which are: professionalism; ethics and values; diversity; rights, justice and economic wellbeing; knowledge; critical reflection and analysis; intervention and skills; context and organisations; professional leadership.

Professional development needs to take place continuously throughout your career. Even if you do not want to advance further up the levels, you will be continually developing your capabilities within that level because:

- You have new learning to draw on;
- You have a new context to work in.

[18] Munro E (2012) The Munro review of child protection: final report

[19] Professional standards www.hcpc.org.uk

[20] https://www.basw.co.uk/pcf/

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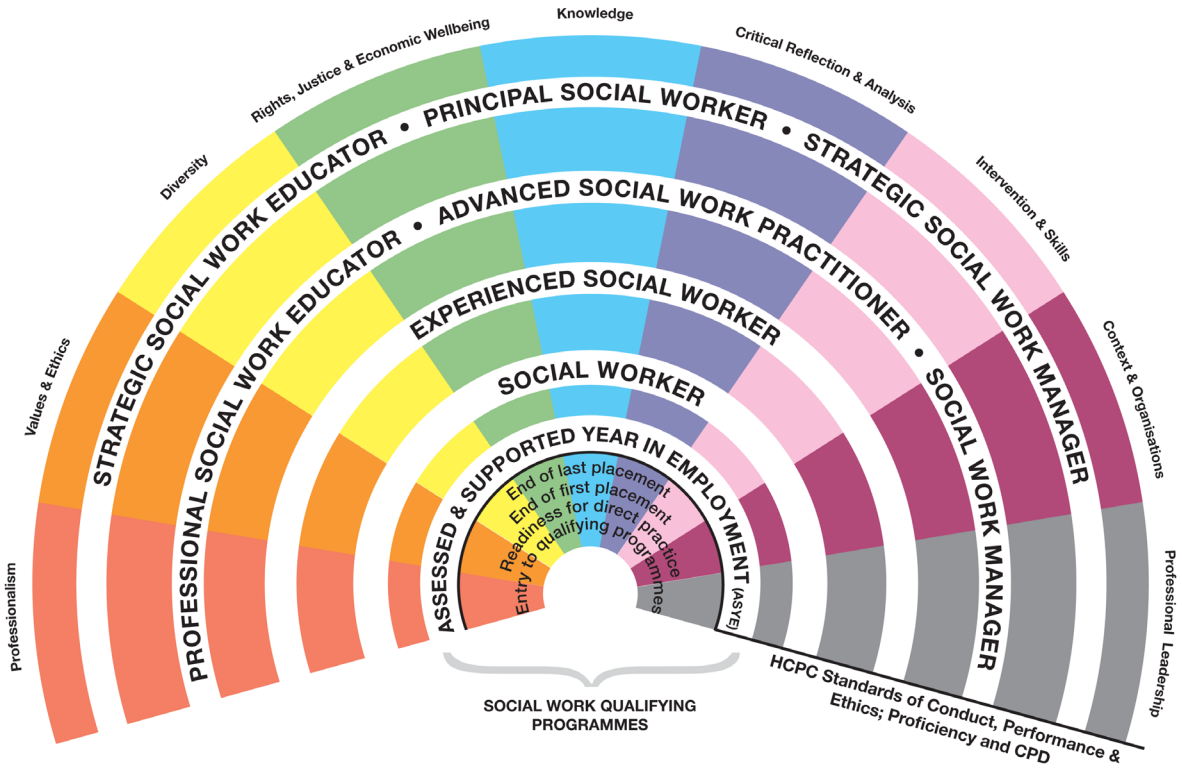
Professional Capabilities Framework for Social Workers



There are a range of learning opportunities to draw on in social care.

Work-based learning	Professional activity	Formal	Self-directed	Other
Learning by doing Case studies Reflective practice Audit Coaching from others Discussions with colleagues Peer review Involvement in wider work of employer (for example, being representative on a committee) Work shadowing Secondments Job rotation Visiting other departments and reporting back Expanding your role Analysing significant events Filling in self-assessment questionnaires Action Learning	Supervising staff or students Involvement in a professional body Membership of a specialist interest group Lecturing or teaching Mentoring Organising journal clubs or other specialist groups Maintaining or developing specialist skills Being an expert witness Membership of other professional bodies or groups Giving presentations at conferences Supervising research Being promoted	Courses Further education Research Attending conferences Writing articles or papers Going to seminars Distance learning Courses accredited by professional body Planning or running a course	Reading journals / articles Reviewing books or articles Updating knowledge through the internet or TV Keeping a file of your progress	Public service Voluntary work

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It is important that learning:

- Is a cycle of learning, practicing and learning from what has been practiced;
- Is varied and challenging;
- Feels like progress.

For learning to have impact it has to be transferred into practice. This is more likely to happen if:

- You are motivated – you have identified that you need or want to change your practice, and you intend to use your learning;
- The learning is useful – you pick something that will meet your learning needs;
- The learning involved consideration of transfer – you were able to reflect or discuss the implications for your practice, or try out the learning as you learned;
- You identified how you would transfer the learning – you decided on some goals to use the learning and how you would achieve these;
- You had support to use the learning afterwards – your manager and your colleagues encouraged you, and you had the opportunity to put your learning into practice;
- Your learning fitted with your context – the culture at work reflected the values and aims of what you learned.[21]

21 Research in Practice (2012) Training transfer

Learning style	Attributes	Activities
Activist	Activists are those people who learn by doing. Activists need to get their hands dirty, to dive in with both feet first. Have an open-minded approach to learning, involving themselves fully and without bias in new experiences.	• Brainstorming • Problem solving • Group discussion • Puzzles • Competitions • Role-play
Theorist	These learners like to understand the theory behind the actions. They need models, concepts and facts in order to engage in the learning process. Prefer to analyse and synthesise, drawing new information into a systematic and logical 'theory'.	• Models • Statistics • Stories • Quotes • Background information • Applying theories
Pragmatist	These people need to be able to see how to put the learning into practice in the real world. Abstract concepts and games are of limited use unless they can see a way to put the ideas into action in their lives. Experimenters, trying out new ideas, theories and techniques to see if they work.	• Time to think about how to apply learning in reality • Case studies • Problem solving discussion
Reflector	These people learn by observing and thinking about what happened. They may avoid leaping in and prefer to watch from the sidelines. Prefer to stand back and view experiences from a number of different perspectives, collecting data and taking the time to work towards an appropriate conclusion.	• Observing activities • Feedback from others • Coaching interviews • Paired discussions • Self-analysis • Questionnaires • Personality • Questionnaires • Time out

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Understanding your learning style

> *"Learning to learn is your most important capability since it provides the gateway to everything else you want to develop."* (Honey, 1982)

Learning styles were developed by Peter Honey and Alan Mumford, based upon the work of Kolb, and they identified four distinct learning styles or preferences:

- Activist;
- Reflector;
- Theorist;
- Pragmatist.[22]

These are the learning approaches that individuals naturally prefer. Learning opportunities that align with your learning style help you to learn effectively. However, it is also important to vary your learning opportunities so that you can broaden the ways in which you learn. Knowing what works for you is a good foundation for expanding your learning opportunities. Your learning style can also be a mixture and can evolve.

Reflective question

What learning will help me to promote the welfare/ wellbeing of children, adults and families?

Training transfer

There are four main factors involved in changing practice through learning programmes:

1. The design and delivery of the programme – how well learning is delivered and how this addresses the need to transfer this learning into practice
2. Individual characteristics – how relevant learning is for people and their motivation to transfer this learning into practice
3. Workplace factors – how managers and peers support transfer of learning into practice, and what opportunities there are to use this
4. Subject climate – how far the organisational culture, structures and attitudes encourage transfer of learning into practice.

For learning to have impact it has to be transferred into practice. This is more likely to happen if:

- You are motivated – you have identified that you need or want to change your practice, and you intend to use your learning
- The learning is useful – you pick something that will meet your learning needs
- The learning involved consideration of transfer – you were able to reflect or discuss the implications for your practice, or try out the learning as you learned
- You identified how you would transfer the learning – you decided on some goals to use the learning and how you would achieve these
- You had support to use the learning afterwards – your manager and your colleagues encouraged you, and you had the opportunity to put your learning into practice
- Your learning fitted with your context – the culture at work reflected the values and aims of what you learned.

Exercise 5: Honey and Mumford learning styles questionnaire

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Support

"Good relationships involve personal commitment and trust ..."trust is more than a good idea or an attitude; it's an actionable, emotional strength – something we must feel and act upon. We trust ourselves, extend trust to others and receive it in return; it becomes the glue that holds relationships together." (Cooper, 1997, pg. 34)

Goal: Ask for support appropriately and use support constructively.

Altruism

'Ikigani' is a Japanese concept for 'the reason to get up in the morning' or the true meaningfulness of your life. Social work is often cited as a field where the practitioners are motivated by more than just financial reward. Munro calls them an 'altruistic workforce' with the implication being that social work practitioners need more than just money.

The majority of managers in social care will also fall into this category. One of the issues this altruism brings with it as high expectations and demands of the workplace from the workforce. The work itself has to feel meaningful and satisfying often with a belief that the toil is contributing to the good of others. The relationships with manager, peers and the organisation become a fundamental part of the reward. There is a need for acknowledgement, praise and value that is often more motivating to individuals than remuneration alone.

The manager in social care will require support to be able to promote resilience and emotional intelligence within their workforce. The manager will need support to balance the demands of the workload, alongside the crisis driven nature of the work, the emotional cotangent from the trauma encountered in the lives of service users by the staff, and the complexity of the environment that the services are being to delivered into. This includes working with marginalised people and encountering dismissive and discriminatory attitudes from public and policy makers, being poorly resourced, and being publically scrutinised.

Five factors that can promote well-being at work

1. Foster a sense of community;
2. Get people moving;
3. Nurture sensitivity to the environment;
4. Promote learning and development;
5. Encourage generosity at work.

The key concepts here are about encouraging people to value their workplace and to feel connected and valued. This is about having time for your colleagues and peers that are enriching to both you and them. Look for opportunities to care for yourself physically in your day to day life, so not letting exercise slip away as you become more and more stressed. Sensitivity to the environment can include keeping clutter to minimum in a busy environment, keeping noise levels on the phone and in conversation to a reasonable level. Generosity at work can look like washing someone's cup, taking time to find out how someone is, bringing in treats.

Managers' own behaviour in these areas contributes to the environment into which others will practice. Managers lead by example and your staff will be observing and interpreting your actions and inactions. If you are not able to gain the support to promote your own well-being in the work place it will be very difficult for you to do this effectively for others.

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Demand and control model of stress

Identifying what is causing stress is key to gaining and using support. The HSE (Health & Safety Executive) management standards approach identifies 6 sources of stress in the workplace:

1. Demands = this includes issues such as workload, work patterns and work environment;
2. Control = how much say people has in the way they do their work;
3. Support = this includes the encouragement, sponsorship and resources provided by organisation, line management and colleagues;
4. Relationships = this includes promoting positive working to avoid conflict and dealing with unacceptable behaviour;
5. Role = whether people understand their role within the organisation and whether the organisation ensures that they do not have conflicting roles;
6. Change = how organisational change (large or small) is managed and communicated in the organisation.[23]

Reflective question

What causes you the most stress in your work life?

What stops you being able to support your team in the way you want to?

Developing resilience skills

Research has found that resilient people have the following qualities:

- Self-efficacy and self esteem;
- Enthusiasm, optimism and hope;
- Openness to experience;
- A positive self-concept and a strong sense of identity;
- A high degree of autonomy;
- Self-awareness and emotional literacy;
- Critical thinking skills;
- The ability to set limits;
- Well-developed social skills and social confidence to develop effective relationships;
- Flexibility and adaptability, drawing on a wide range of coping strategies and creative problem solving skills;
- The ability to identify and draw on internal and external resources;
- Successful adaptation to change;
- Persistence in the face of challenges, setbacks and adversity;
- A sense of purpose and the ability to derive a sense of meaning from difficulties and challenges;
- The ability to learn from experience;
- An orientation towards the future;
- A sense of humour.[24]

Seven learnable skills of resilience

There has been a lot of debate about resilience. It is one of the areas of social work often attributed to service users but little attributed to the staff who serve them. Managers need to understand what resilience looks like in the workplace and deliberately seek to build it in their practitioners.

The work of Karen Reivich highlights seven learnable skills of resilience. These include:

- Emotional awareness or regulation;
- Impulse control;
- Optimism;
- Causal analysis;
- Empathy;
- Self-efficacy;
- Reaching out (taking appropriate risk).

[24] Taken from Grant & Kinman, 2012, Developing emotional resilience in social work, Community Care Inform

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Emotional awareness or regulation – Is the ability to identify what you are feeling and, when necessary, the ability to control your feelings.

Impulse control – Highly resilient people are able to tolerate ambiguity so they do not rush to make decisions. They sit back and look at things in a thoughtful way before acting.

Optimism - Having an optimistic explanatory style that is realistic and facilitates problem solving.

Causal analysis – The ability to think comprehensively about the problems you confront. It enables you to look at the problem from many perspectives and consider many factors.

Empathy – The ability to read and understand the emotions of others. This is important for resilience for two reasons; first it helps build relationships with others and then this gives social support.

Self-efficacy – Your confidence in your ability to solve problems. This is partly knowing your strengths and weaknesses and relying on your strengths to cope. 'Skill based mastery based notion of coping'.

Reaching out – Being prepared to take appropriate risk, being willing to try new things and thinking of failure as part of life.

Of all of these things Reivich identifies optimism as the most important as it provides the faith and hope for people to keep striving. By bringing these behaviours to the forefront of the practitioners mind and re-enforcing them through modelling, environment and relationship, the manager can promote transferable skills into the workplace.

Seven skills to boost your resilience

1. **Action Behaviour Consequence** – Learning to recognise the impact of your 'in the moment' thoughts and beliefs on behavioural and emotional consequences of adversity
2. **Thinking traps** – Recognising the errors in thinking we are often unaware of; for example, jumping to conclusions.
3. **Detecting icebergs** – Building an awareness of the deep-seated beliefs we have of how the world works and how this can impact upon our emotions and behaviour.
4. **Calming and focusing** – Finding ways to step back from adversity create breathing space and think more resiliently.
5. **Challenging beliefs** – A process by which the breadth and thus accuracy of our understanding of events can be enhanced, leading to more effective and sustained problem-solving behaviours.
6. **Putting it in perspective** – Learning to stop the spiralling of catastrophic thinking and turn it into realistic thinking.
7. **Real-time resilience** – Putting it all into practice in the moment; this skill is reliant on mastering the others and offers a 'fast skill' which does not rely on having the time to think through a resilience reaction in depth.

These seven skills fall into three basic categories:

- Three key skills to analyse your beliefs in order to build your awareness of how these beliefs can impact upon your resilience (ABC, Thinking traps and Detecting icebergs);
- One skill to transfer your attention in the moment to enable you to get on with the task at hand in a resilient way (Calming and Focusing);
- Three skills to change your beliefs and begin to challenge the way that your thinking can lead you away from resilience (Challenging Beliefs, Putting it in Perspective and Real Time Resilience).

There is also a distinction between thorough skills which require some time commitment, and fast skills which can be applied to boost resilience in the moment.

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Managers need to examine their environments and look for opportunities to deploy the seven skills on a regular basis so that the default mode of operation becomes one that is based on resilient behaviours.

Challenging and changing habitual behaviours can sound and feel a bit 'fake' at first but as soon as they begin to 'pay back' then they become a more natural response to situations.

"The pessimist sees difficulty in every opportunity. The optimist sees opportunity in every difficulty."

Winston Churchill

Help seeking behaviours

"Don't bring me problems – bring me solutions!" This has a clever ring to it but how helpful is it as an attitude? In the complex environments of social services where relationship is often part of the solution surely an attitude of "bring me your struggles and let see how we can gain insight together" is more helpful.

Help seeking is an important skill for any mature functioning adult. It involves being able to identify problems that are impacting on your own performance and well-being, assess what part you are playing in the difficulties and develop strategies and solutions. It also demands that you are able to recognise when the problem is not yours alone to solve. Bringing problems to others for support and critical questioning requires intellectual and emotional rigor. It also requires trust and confidence in the person from whom the help is being sought.

Helpful emotions

One of the reasons that people struggle with help seeking is the strength of emotions that sometimes accompany these struggles. Professionals working relationally will become involved and sometimes overwhelmed by issues that have strong emotions attached to them. These managers or practitioners may present these emotions in problem solving conversations.

Some managers fail to distinguish between 'being emotional' from using emotion' and that this can short circuit the ability of the practitioner to be effective in their use of relationship, and in their capacity to accurately identify their own and others' emotions accurately. This failure can lead to 'secondary trauma' to be acted out in the workplace in a destructive manner causing dissonance in the workplace. The emotionally intelligent manager will acknowledge the secondary trauma in Social Care and use reflective conversations to support staff to explore the impact of emotions on themselves and others.

Secondary trauma and the cost to the 'altruistic' worker of working with service users that may well be contributing to their own 'self-destruction' and not responsive to the 'helper'. The emotions that are felt at times like this can become destructive and pervasive and feed into a belief system that can lead to stress and a blunting of emotional intelligence.

> *"The suppression of emotional information may stem from either personal discomfort or cultural, organisational and professional beliefs which fail to distinguish 'being emotional' from using emotion'. Attachment theory would suggest that emotion is information and that discomforting emotions provide signals of possible danger which require attention and appraisal."* [25]

Therefore this can lead to a skewing in understanding of situations with high emotional tariff that are common in social work.

[25] pg. 255, Morrison, 2006, Emotional Intelligence, emotion and social work, British Journal of Social Work.

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Decision making is also compromised when emotion is not attended to. Research from Fredrickson (2001) highlights that feelings influence what we pay attention to, and how we think, remember and make decisions. This means that the purely analytical model of decision making does not have validity if it does not consider the emotional information that is also in the mix.

Managers who deliberately develop a responsive attitude to the presentation of emotions as part of problem solving will be able to support practitioners to attend to their emotions as information and learn to be comfortable with strong and difficult feelings in the workplace.

Managers who send the message that emotions are bad, or are only experienced by 'burnt out' stressed professionals who are not coping run the risk of creating emotionally blunted professionals who are disengaged from their clients. Managers need to utilise their own emotional intelligence and relationship skills to support the practitioner to seek help.

Resonance and dissonance

Resonance and dissonance is used to describe the idea of the contagious nature of emotions. Contagion occurs through a process of mirroring in which emotions spread amongst people who are in proximity to each other, leading to not only a sharing of mood, but also to an alignment of body posture and also heart rates. Friedman and Riggio (1981) suggest that the person who is most emotionally expressive transmits his or her mood to those around. Thus positive resonance occurs when two people's moods align around positive feelings which create optimism, mental efficiency, fairness and generosity (Goleman et al 2002). In contrast, dissonance occurs when one person is out of touch with the feelings of another, putting that person off-balance and on-guard. Just as resonance is part of what makes work meaningful, dissonance leads to defensive pre-occupation, inefficiency and poor decision making. (Morrison, pg. 257 op cit)

The manager has a responsibility to promote resonance within their team and to be vigilant about their own emotional energy.

Use of supervision

A lot of emphasis has been put upon the role of supervision and the need for it to support reflective practice. It is not the only tool in the team managers kit to promote resilience, but it is the one that is the most relational. It mirrors the working relationship between the professional and the service user and is most effective in building interpersonal skills such as empathy, emotional intelligence, curiosity and optimism. As such we need to spend some time examining the skills transference that can occur in effective supervision relationships and how they can enhance workers' individual emotional resilience.

Understanding the destructive belief systems of individual (personal, permanent, pervasive) and how we can challenge this thinking is useful for team managers when dealing with individuals.

The implication of this is that managers themselves need to be able to seek help, to discuss emotional contagion and to feel safe within their supervisory relationship. If your own supervisory relationship is all about task and actions with an emphasis on mistakes as failure and problems as a weakness, it will be very difficult to behave differently as a manager.

Kolb's cycle can also be used to reflect the difficulties that a manager can encounter in an unhealthy learning environment.

Reflective question

How comfortable are you with seeking help? Do you find it easier to talk about your staff's emotions or problems than your own?

Exercise 6: Seven factors of resilience

Exercise 7: Identifying appropriate support

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Mediation

"We are all inclined to judge ourselves by our ideals; others, by their acts." Harold Nicolson KCVO CMG (English diplomat), author, diarist and politician

Goal: Take ownership of your role within the organisation.

Why mediation matters

As part of an 'altruistic' workforce that possesses a strong professional value base, managers need to be able to be sure that their own behaviour is congruent. Social workers have a code of Ethics to guide their practice.

Social work managers need to use their ethics to solve issues because they:

- Work with conflicting interests and competing rights;
- Have a role to support, protect and empower people, as well as having statutory duties and other obligations that may be coercive and restrict people's freedoms;
- Are constrained by the availability of resources and institutional policies in society.[26]

These tensions can lead to an individual feeling compromised in their day to day activities. If these tensions go unresolved then practitioner/manager can feel as if their value base, or their motivation for being in the field of social work is compromised. It is this lack of congruence between individual motivations and beliefs and organisational requirements that can cause some of the greatest unhappiness in the workplace.

Part of the role of a good manager is to bridge the gap between what the individual believes and values, what the service user believes and values and what the organisation believes and values.

This requires the manager to lead confidently through change, challenge and compromise on a daily basis. If the manager themselves is the person feeling the lack of congruence, then confident leadership is compromised. The impact of this on the staff team is often destructive, with the team unable to feel confident in discharging their day to day duties and becoming pre-occupied with their own situation to the detriment of the people they serve.

Being mindful of the impact of your own feelings and challenges around change, conflicting priorities and resourcing, and the coercive and restrictive roles is critical to good mediation. Managers need to be able to identify effectively their own conflicts and take positive steps to resolve them. Resolving them includes actions such as:

Taking a sense check – Whose problem is this? How much am I contributing to the problem? How much are others contributing? To whom does it matter most? Why?

Checking purpose, policy and legislation – Have I understood this properly? Is this correct? Is this legal? Has it been done before? What are the possible outcomes? Why is it being done?

Challenge – To whom do I need to talk about this? What evidence of impact can I bring to the table? How do I support a fuller explanation and understanding of the issues? What are my legal responsibilities and rights in this situation?

Decision – How am I going to behave next? How might others behave? What would be the best thing that could happen? What would be the worst? Where else can I go to escalate the matter? Is it time for me to say "No!"? How will I explain decision and actions to others who are affected?

Ultimately, an individual is responsible for their own actions and it is no defence to say 'I was made to do this'.

[26] The policy, ethics and human rights committee (2012) The Code of Ethics for Social work, British Association of Social Work

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Ethics of care

Ethics of care is a theory of moral behaviour. It is in contrast to universal moral principles. Ethics of care is about how we respond to each person with empathy and compassion. There are four main elements that make up an ethical response:

Attentiveness – Recognition of the other person's needs;

Responsibility – Taking it upon ourselves to care;

Competence – Having the capability to act;

Responsiveness – Understanding how the other person is receiving the care.

All of these principles apply to our day to day interactions with service users. They can also apply to a manager's day to day interactions with their staff.

"History will have to record that the greatest tragedy of this period of social transition was not the strident clamour of the bad people, but the appalling silence of the good people." Martin Luther King Jr.

Accountability and ownership

Taking a management role in Social Care is not to be undertaken lightly. There is a robust accountability framework that supports the exercising of the grave powers that any Children or Adult service has. Legislative and public accountability ensure that decisions made and actions taken are scrutinised. This can often feel onerous and one sided to the professional being scrutinised. However, the power attached to the roles in social work and social care, require constant questioning and improvement, to ensure social justice for individuals is adhered to.

Sources and nature of authority

Authority is the sanctioned use of power. Power is the ability to implement the rights of authority.

There are three sources of authority:

- Role authority – Over people finance and resources given by senior management and transparent in any supervision policy;
- Professional authority – Based on demonstrated competence, knowledge, skills and credibility;
- Personal authority – Based on how the individual manages his/her attitude to authority and responding to the authority of others.

There are different power bases:

- Reward power = The ability of the supervisor to take & give away;
- Coercive power = The ability to punish & reprimand;
- Legitimate power = The right of one's position & office;
- Expert power = The use of superior knowledge & skills;
- Referent power = Where others seek the leaders approval;
- Information power = To give, withhold, or filter information;
- Connection power = Perceived to be close contact with influential people;
- Ascribed power = Accurate or distorted attributions of power ascribed to the supervisor.

Behaving assertively

"Clare in the Community" Copyright © Harry Venning.

Assertiveness is based on a philosophy of personal responsibility and an awareness of others rights. Being assertive means being honest with yourself and others. It means having the ability to say directly what you want, you need, you feel but NOT at the expense of others.

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Assertion is part of mature adult behaviour and is part of the good manager's toolkit. It means having confidence in yourself and being positive, whilst at the same time understanding other people's point of view. It means being able to behave in a rational and respectful way under pressure. Being assertive means being able to negotiate and reach workable compromises. Above all being assertive means having self respect and respect for other people.

How to hold assertive conversations

There are three simple steps to assertiveness. It is important that individuals learning to be assertive understand and practice all three in order. It will seem a lot to learn and unnatural at first but with practice it becomes almost second nature.

Step 1: *"I understand"* - actively listen to what is being said, then show the other person that you both hear and understand them.

This step forces you to focus on the other person and not use the time they are talking to build up a defence or an attack. By really listening, you are able to demonstrate some understanding and empathy for their situation or point of view even if you don't wholly agree with it.

Step 2: *"However"* – say what you think or feel.

This step enables you to directly state your

Non Assertive Behaviour	Aggressive Behaviour	Assertive Behaviour
Stating your needs and feelings in an apologetic way	Ignoring the needs and feelings of others either by intent or default	Stating your needs and feelings in an honest way
Avoiding stating your needs and feelings	Encouraging others to do as you want through flattery (manipulation)	Being clear and direct in what you are saying
Giving others rights that you do not take for yourself	Taking rights for yourself that you do not give to others	Standing up for your own rights without violating the rights of others.

My eight personal rights	My nine rights at work
To express my opinions and values and have them listened to	To know what is expected of me
To express my feelings and have them listened to	To have regular feedback on my performance
To ask for what I want	To make mistakes sometimes without having to constantly pay for them
To refuse a request	To be consulted about decisions that affect me
To make choices based on my needs and wants without having to justify them	To take decisions that are within my area of work
To have needs and wants that may be different from those of other people	To refuse unreasonable requests
To choose not to be part of a conflict	To expect work of a certain standard from my staff
To express my needs and have them listened to	To criticise constructively the performance of my staff when appropriate
	To ask for information when I need it

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thoughts or feelings without insistence or apology. The word 'however' is a good linking word between step one and step two. The word 'but' tends to contradict the statement that you 'understand' and can be unhelpful. The work 'however' can become routine and therefore it is worth thinking of a number of reasonable alternatives like: on the other hand, nonetheless, in addition, even so, nevertheless, alternatively.

Step 3: *"And therefore I suggest"* – say what you want to happen.

This step is essential so you can indicate in a clear and straight forward way what action or outcome you want without hesitancy or insistence.

Below is a manifesto of personal and work rights. What would yours look like?

Saying 'No'

Saying no can be tremendously difficult for many people. There are many different reasons why people find it hard:

- Want to please;
- Fear of aggressive response;
- Fear of being judged;
- Lack of judgement about capacity.

If someone's first response is to say no – they should think about why it is important for them to say no. If they believe that it is the right response then they should find a way to say it as directly as possible without making excuses and beating about the bush, or giving long winded explanations. 'No' should not be accompanied with a feeling of guilt.

Saying NO firmly and reasonably is quite acceptable to most people and much better than letting them down later.

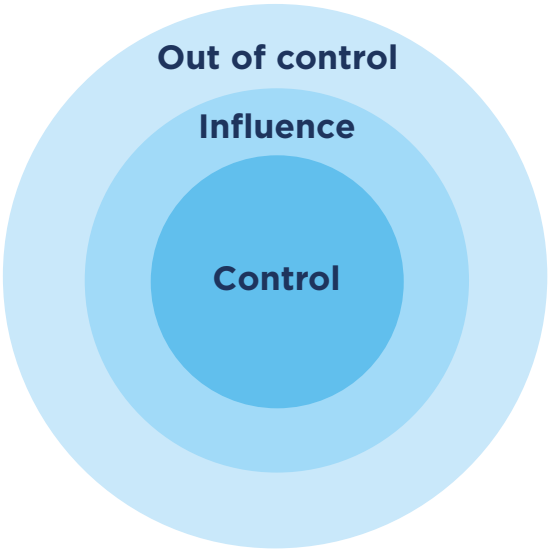
- Assess whether the other person's request is reasonable or unreasonable;
- If you are hesitating or hedging, this provides, a clue – refuse;
- You have a right to ask for more time, more information, further clarification, what your commitment will involve if you agree;
- Remember when you say yes when you want to say no you deny your own importance. You often find a way of saying no indirectly later;
- Use the word No clearly and directly;
- Remember you are refusing the request not the person;
- Acknowledge the position of the other person;
- Be prepared to look for a workable compromise.

Taking control and influencing

The model shows how we can start to separate out:

- The things that we have control over (these should be the focus of our attention);
- The things we can influence;
- The things that we need to put aside as outside of our control.

It is important to be realistic about what is within our power. People have three things working for or against them – their biology, their behaviour, and their environment.



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Biology is the way that your brain is wired to see 'different' as 'dangerous', and the way that you respond to strong emotions such as stress (fight, flight or hide).

Behaviour is the responses and the choices you make to internal and external stimulus, such as a message from your brain "different = dangerous = run" being altered deliberately to "different" = scan the environment and the circumstances = make choice to manage in a rational way. It is what you do consciously to manage stress, to seek help, to control emotions and choose how to respond.

Environment is the context and the surrounding you are in. Some environments such as busy, noisy chaotic, new places will be seen by your biology as 'dangerous' or 'exciting'. These are both high level emotional responses that will react with your biology and your behaviours. They may make you react more impulsively or more cautiously or fearfully.

Understanding your own Attachment, Regulation and Competency model (ARC)[27] can support you to exert the most control over your biology, behaviour and environment possible in each circumstance.

Attachment[28] - Your attachment model as an adult informs the way your respond and relate and seek others. As an adult if you have high expectations of the helpfulness of others, the kindness of others and the enjoyment that can be gained from others, you are more likely to reach out and hold a positive set of beliefs about the effectiveness of yourself and others in day to day interactions.

Regulation - As a mature functioning adult how you are able to regulate your own emotions internally and externally will affect how you perceive others responses and reactions and how you are perceived. Making choices about what emotion to show in communication and when to show strong emotion to what level requires emotional literacy. Being able to delay gratification also requires internal regulation.

Competency - Competency in an adult requires a belief that they are capable and deserving of good things. An ability not to see others as competition for scarce resources such as affection or material good also requires a belief in one's right to rewards.

All of these factors work together to provide us with our internal toolkit to manage our work role and environment day to day. We can then audit ourselves in terms of our biology, behaviour and environment in the workplace:

- What can we control?
- What do we have to influence or adapt;
- What do we have to accept? or remove ourselves from?

Exercise 8: Identifying control and influence

[27] More work on ARC can be found in Balustein & Kinniburgh (2010) Treating Traumatic Stress in Children and Adolescents: How to Foster Resilience through Attachment, Self-Regulation, and Competency

[28] For Adult attachment see Hazan and Shaver (1987)

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Practice Improvement planning

"People who perceive that training is useful, learn and transfer more."

(Research in Practice, Training Transfer)

Goal: Identify goal to transfer learning into practice.

Reminder of training transfer principles

The aim is for there to be a direct line from your learning; to changes in your practice; to improved experiences and outcomes for children, adults and families.

This is more likely to happen if you:

- Reflect on how the learning from this workshop relates to your learning needs;
- Identify the main learning that you want to use in your practice;
- Identify what your practice will look like when you are using this learning (your goal);
- Identify the actions you will take in order to change your practice;
- Identify when and how you will know that these actions have happened.

The actions that you identify should be SMARTER:

- Specific;
- Measurable;
- Achievable;
- Realistic;
- Time-bound;
- Ethical;
- Reviewed.

It is helpful to identify the likely barriers and the enablers for you doing your action now. This will support you to avoid the main pitfalls and to get the help of others in carrying out your action.

Try and enlist the support of your manager and your peers through sharing your goal and the actions you will be taking.

Your goal should be something that will help you in your role and that you are motivated to do. Look for intrinsic and extrinsic motivation:

- Intrinsic – makes you feel good;
- Extrinsic – others recognise your efforts.

Try not to add to your workload. Think about:

- Things you can stop doing;
- Things you can start doing;
- Things you can do differently.

Reflective question

How do you want your day-to-day work to be different?

Exercise 9: Practice improvement plan

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Tools

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Tool 1: Audit of emotionally intelligent behaviours

Behaviour	Potential action	Support or information required
Behave with integrity	Be respectful and honest with team members	
Manage your own emotions	Behave consistently and calmly around your team	
Take a considerate approach	Be thoughtful when managing others and delegating	
Manage workloads and think ahead	Monitor and review existing work, allowing prioritisation and planning	
Solve problems	Deal with problems promptly, rationally and responsibly	
Empower team members to contribute	Listen to, meet and consult with the team. Provide direction, autonomy and development opportunities for individuals	

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Be accessible	Allocate time for your staff to approach you. Use firm boundaries to manage access. Listen well	
Be sociable	Enjoy the company and relationship with others. Be interested and curious about people	
Show empathy and understanding	Try to understand each individual in the team in terms of their health, satisfaction, motivation, point of view and life outside work	
Manage conflict	Deal with conflicts decisively, promptly and objectively Acknowledge your own part in conflicts	
Get support when you need it	Seek advice when necessary from, HR and Occupational Health. Use your own supervision well. Do not feel the need to know all the answers. Create an environment where mistakes are caught quickly and managed well	
Take responsibility for resolving issues	Have a supportive and responsible approach to issues and incidents in the team. Use opportunities for learning and improvement	

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Tool 2: Decision making process checklist

Step 1: State the purpose of the decision.

Step 2: Set the objectives.

Step 3: Classify the objectives into 'musts' and 'wants'.

Step 4: Generate alternatives from which to choose.

Step 5: Evaluate the alternatives against the objectives to make a choice.

Step 6: Make a tentative choice.

Step 7: Assess the adverse consequences.

Step 8: Make a final choice and plan to manage the adverse consequences.

Step 9: Implement the plan.

Step 10: Look for the unintended consequences of the decision.

Step 11: Measure the impact of the intended consequences.

Step 12: Revise decision as necessary.

This checklist highlights the necessity of understanding and weighing up both the positive and adverse impacts of any decision. In implementing any decision there will be both intended and unintended consequences. Both of these effects need to be monitored during implementation.

This model can be used to work through difficult decisions well. Having a framework is particularly important where you need to make decisions in a complex, uncertain or emotional situation.[1]

[1] Nosowska and Series (2013) op cit

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Tool 3: Circles of time and satisfaction

Time is a unique resource. We can neither store nor save it, we can only reallocate it. We each have 24 hours a day. We all have 168 hours in a week. In this time we have to fit in everything in our life: Home, work, leisure, rest.

Think of a typical week. How do you spend your time?

1. Draw a circle that reflects a cake and split it up into slices, each of which represents something that you really enjoy in life. This cake is the sum of your total life satisfactions – as you experience life NOW. The size of each slice represents the relative degree of satisfaction which each thing gives you.

It is important that you come up with your own headings to represent the things in YOUR life right now.

Example: My circle of satisfaction as it is now.

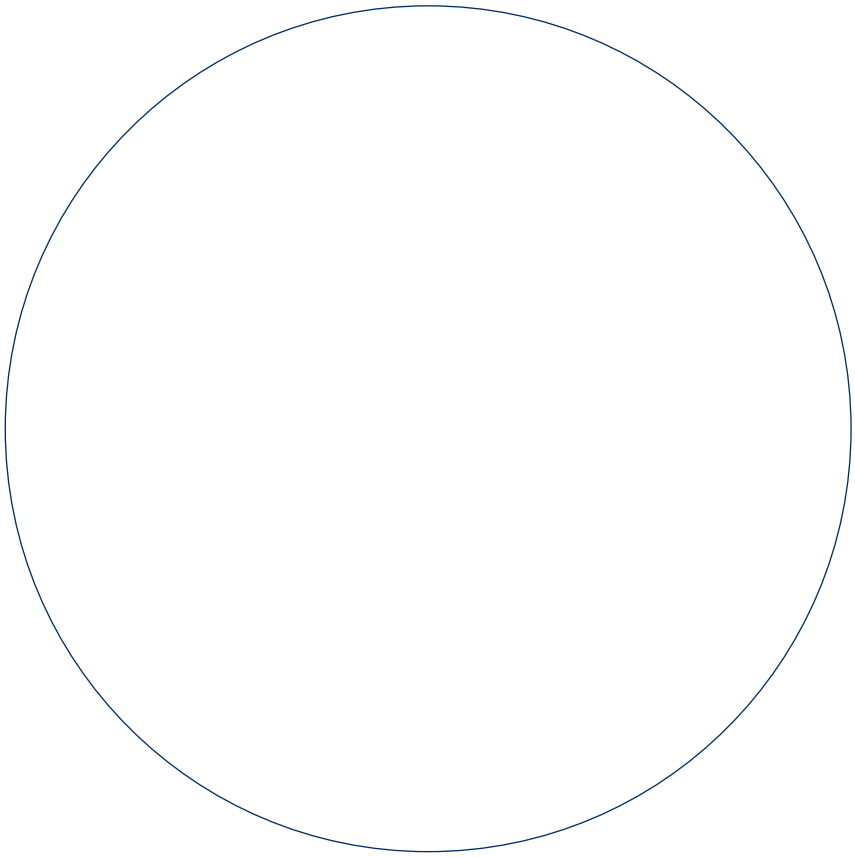
2. Draw another circle. This one will represent the amount of time (with a total of 168 hours per week) that you spend doing these things right now. You are to use the same heading as one your circle of satisfaction.

3. Consider the following questions:

- Does anything surprise you about either of your circles?
- Are there any differences between your circles of satisfaction and time?
- What does this say about the way you are living your life now?

4. Draw your ideal circle of satisfaction and your ideal circle of time.

Another tool that can be used is the online 4 circles tool at www.myfourcircles.com



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Tool 4: Your behaviour

Circle the number which best represents your behaviour. Circle 4 if you are neither one or the other.

Your score	Behaviour	Scoring Key	Behaviour
	Must get things finished once started	1 2 3 4 5 6 7	Doesn't mind leaving things temporarily unfinished
	Calm and unhurried about appointments	1 2 3 4 5 6 7	Never late for appointments
	Not competitive	1 2 3 4 5 6 7	Highly competitive
	Anticipates others in conversation	1 2 3 4 5 6 7	Listens well, lets others finish speaking
	Never in a hurry, even when pressured	1 2 3 4 5 6 7	Always in a hurry
	Uneasy when waiting	1 2 3 4 5 6 7	Able to wait calmly
	Easy going	1 2 3 4 5 6 7	Always going full speed ahead
	Tries to do more than one thing at a time, thinks about what to do next	1 2 3 4 5 6 7	Takes one thing at a time
	Vigorous and forceful in speech (uses lots of gestures)	1 2 3 4 5 6 7	Slow and deliberate in speech
	Wants recognition by others for a job well done	1 2 3 4 5 6 7	Concerned with satisfying him/herself, not others
	Slow doing things	1 2 3 4 5 6 7	Fast doing things (eating, walking etc)
	Easy going	1 2 3 4 5 6 7	Hard driving
	Holds feelings in	1 2 3 4 5 6 7	Expresses feelings openly
	Has a large number of interests	1 2 3 4 5 6 7	Few interests outside work
	Satisfied with job	1 2 3 4 5 6 7	Ambitious, wants quick advancement on job
	Often sets own deadlines	1 2 3 4 5 6 7	Never sets own deadlines
	Feels limited responsibility	1 2 3 4 5 6 7	Always feels responsible
	Often judges performance in terms of nos. (how many etc.)	1 2 3 4 5 6 7	Never judges things in terms of numbers
	Casual about work	1 2 3 4 5 6 7	Takes work very seriously (works weekends, brings work home)
	Very precise (careful about detail)	1 2 3 4 5 6 7	Not very precise

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Your behaviour – score

Now for each question write the scoring key number in the 'Your score' column that corresponds to your answer (the scoring key number is the bottom row in bold italics).

Behaviour	Scoring Key	Behaviour
Must get things finished once started	1 2 3 4 5 6 7 ***7 6 5 4 3 2 1***	Doesn't mind leaving things temporarily unfinished
Calm and unhurried about appointments	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Never late for appointments
Not competitive	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Highly competitive
Anticipates others in conversation	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Listens well, lets others finish speaking
Never in a hurry, even when pressured	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Always in a hurry
Uneasy when waiting	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Able to wait calmly
Easy going	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Always going full speed ahead
Tries to do more than one thing at a time, thinks about what to do next	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Takes one thing at a time
Vigorous and forceful in speech (uses lots of gestures)	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Slow and deliberate in speech
Wants recognition by others for a job well done	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Concerned with satisfying him/herself, not others
Slow doing things	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Fast doing things (eating, walking etc)
Easy going	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Hard driving
Holds feelings in	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Expresses feelings openly
Has a large number of interests	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Few interests outside work
Satisfied with job	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Ambitious, wants quick advancement on job
Often sets own deadlines	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Never sets own deadlines

Now add your scores and enter the amount into the 'Your Total Score' box. Total scores: 80-140 = Type

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	Feels limited responsibility	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Always feels responsible
	Often judges performance in terms of nos. (how many etc.)	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Never judges things in terms of numbers
	Casual about work	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Takes work very seriously (works weekends, brings work home)
	Very precise (careful about detail)	1 2 3 4 5 6 7 ***1 2 3 4 5 6 7***	Not very precise
	← Your Total Score		

A; 60–79 = Type A/B; 20-59 = Type B. The higher you score, the more stress you are likely to be putting yourself through.

Indicators of type 'A' or type 'B' behaviour

Type A	Type B
Competitive	Relaxed
Achiever	Easy going
Fast working	Seldom impatient
Aggressive	Outside interests
Impatient	Works steadily
Restless	Difficult to irritate
Hyper-alert	Plenty of time
Explosive speech	Less restless
Feeling under pressure	Less pre-occupied with achievement

Managing your 'A' type behaviour

1. Try to restrain yourself from constantly talking and being the centre of attraction, force yourself to listen to others
2. Try to control your obsessional time-directed life. Change your established pattern of behaviour e.g. Behaviour at traffic lights. Learn to wait in queues – the supermarket, the motorway and enjoy the time of waiting
3. Review the situation periodically – and assess the causes of the stresses you are under at that time. Every now and then ask yourself the questions:
   - Will this matter have importance in five years from now?
   - Must I do this right now, or do I have enough time to think about the best way to accomplish it?
4. Indulge in outside activities – theatre, reading, etc. – try reading a long detailed novel.

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5. Learn to say 'No'
6. Avoid making unnecessary appointments
7. Learn to take stress free breathing spaces during the day – 'opt out for a minute or two'
8. Try to relax at times during the day/night

How to deal with your tensions

1. Talk it out
2. Escape for a while
3. Work off your anger
4. Give in occasionally
5. Do something for others
6. Take one thing at a time
7. Shun the "superman/superwoman" urge
8. Go easy with your criticism
9. Give the other person a break
10. Make yourself available
11. Schedule your recreation

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Tool 5: Drivers checklist

For each of us, certain drivers are more important than others. The checklist below will help you decide which are the most important for you.

Under each driver is a list of nine habits people often have when that driver is especially important to them.

Tick each item that you do much more than other people, or too much, or without thinking. If you do something only rarely, or deliberately and not as a habit, don't tick it.

PLEASE

1____ Smile or laugh a lot when I'm talking to someone.

2____ Leave when things go wrong instead of facing them now.

3____ Nod my head when I talk, or say "You know?"

4____ Dress skilfully to show my own special style.

5____ Laugh to smooth things over when I'm a little nervous.

6____ Say nice things before asking for something.

7____ Act cheerfully to cover my bad feelings.

8____ Automatically give priority to others.

9____ Am usually restless when I'm by myself.

BE PERFECT

1____ Point out the mistakes of others, or challenge them to justify.

2____ Am often quite early.

3____ Straighten up and put away, or don't use a clean waste bin.

4____ Move with a very erect posture.

5____ Criticise what people think or do.

6____ Collect or display interesting things or information.

7____ Get things just right.

8____ Show or hide a lot over what's not very important.

9____ Don't trust others to do things well enough.

BE STRONG

1____ Am outwardly calm even when upset.

2____ Consider long before deciding.

3____ Think how to do without things.

4____ Carry around more than I need.

5____ Make the best of a bad situation for too long.

6____ Do things for others that they should do for themselves.

7____ Am extra cautious.

8____ Use my face to hide my feelings.

9____ Can be physically uncomfortable a long time without noticing.

HURRY UP

1____ Hurry when it doesn't matter.

2____ Don't get around to buying clothes.

3____ Say "Are you ready?", "Let's go!" and leave quickly when I start.

4____ Tap my fingers, wiggle my feet, or jiggle my knees up and down.

5____ Do too much ,too fast.

6____ Bump into things or people.

7____ Interrupt to hurry people along, or start leaving before they finish.

8____ Pace back and forth while waiting.

9____ Walk fast, eat fast, talk fast.

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TRY HARD

1____ Have trouble finishing.

2____ Realise that I've done it the hard way.

3____ Tell myself that this time I'll do it right, then don't.

4____ Have difficulty with things that go smoothly for others.

5____ Don't get around to important things for too long.

6____ Ease off and delay when close to finishing.

7____ Have many things disorganised, or let washing up accumulate.

8____ Am sometimes quite late, or don't get there at all.

9____ Delay too long before starting.

Now tick the one upset below that gives you most concern.

1____ Being rejected or left alone.

(suggests a PLEASE)

2____ Being found wrong, or not getting respect.

(suggests a PERFECT)

3____ Being weak, not able to care for myself.

(suggests a BE STRONG)

4____ Being delayed, or wasting time.

(suggests a HURRY UP)

5____ Being unable to finish, or things not working out

(suggests a TRY HARD)

Scoring

Count 1 point for each item except for item numbers 1, 3 and 5 which count as 2 points.

Then add 4 points if the Driver was suggested by the upset you chose.

A high score indicates which Drivers are uppermost for you. A high score does not necessarily mean trouble!

How drivers help and hinder

Drivers are ways in which we respond to challenge or stress. The basic issue for each driver is guidance towards a certain kind of success and away from corresponding failure. Used in moderation, our Driver habits are guides for successful living. However, when we are anxious or feel threatened, we may go too far in our efforts to obey a driver. Then our efforts only fail to help and they become counter-productive. Things get worse instead of better, and we have more stress instead of less. Therefore, it is the very habits that give us our special abilities, which are often the habits which get us into trouble.

PLEASE habits are intended to obtain nurture (love, approval) and avoid abandonment (rejection or loneliness). They help us to have warm relationships with other people. However, with excessive concern we may seem to others to be irritatingly self-centred, insincere or manipulative. We may also feel stuck in the service of others and not getting the nurture we need.

BE PERFECT habits are intended to gain respect (by being knowledgeable and in control of thins or people) and to avoid shame (mistakes incompetence). They help us to do well in activities that require careful reasoning, extensive knowledge or attention to detail. With an overactive 'Be Perfect' we may seem to others as being irritatingly critical or unreasonable angry. We may find that we are bogged down in details instead of working on the important things that would have gained respect.

BE STRONG habits are intended to obtain gratification (every type of enjoyment, and right now) and avoid deprivation (missing out wasting time). They help us to be decisive and efficient and to enjoy life to the fullest. With an overactive 'Hurry Up' we may seem to others to be too demanding or

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impatient. We may find ourselves hurrying to do so many things that we have no time for enjoyment, moving so fast that we have accidents, or making mistakes that result in slowing us down.

HURRY UP habits are intended to obtain gratification (every type of enjoyment, and right now) and avoid deprivation (missing out, wasting time). They help us to be decisive and efficient and to enjoy life to the fullest. With an overactive 'Hurry Up' we may seem to others to be too demanding or impatient. We may find ourselves hurrying to do so many things that we have no time for enjoyment, moving so fast that we have accidents, or making mistakes that result in us slowing down.

TRY HARD habits are intended to obtain reward (for accomplishing difficult things) and to undertake challenging and important tasks too difficult for many people. When our 'Try Hard' is overactive, we may seem to be making mountains out of molehills, confusing ourselves and others, and resenting legitimate authority. We may find that we are making the struggle or doing things our own way, more important than the goal. This can keep us from getting the rewards that come with completion.

When a Driver is important to us, we often expect it in other people. If they don't have it, we may feel puzzled, frustrated or annoyed, and so might they.

When two of our Drivers are important, one of them may keep the other under control. 'Be Strong' may help us to have enough caution to keep our 'Hurry Up' from driving us to act too quickly. When two of our Drivers are important and both are highly overactive, it may seem impossible to obey both at once, and yet we feel pressured to do just that. If we go slowly enough to 'Be Perfect' about every detail, we may panic our 'Hurry up'. If we go fast enough to satisfy our 'Hurry Up', we may make mistakes that panic our 'Be Perfect'. We not only have the extra stress from each of the overactive Drivers, we may have even more stress from the sense of conflict between them.

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Tool 6: Personal review of time wasters

TIME WASTERS	Example of causes	IS IT ME?	Possible solutions
Poor meetings	Lack of purpose, wrong participants, no agenda, no agreed roles, lack of follow up, poor chairing, irrelevant talk, poor minute taking		Use agendas, agree roles and purpose, set time limits, make decisions, record responsibility, stay focused
Telephone	Need for social contact, lack of purpose, need to be seen as useful or having the answers, all calls get through, not wishing to be rude		Have purpose prior to call, be selective about answering the phone, switch off telephone when cannot be disturbed, give time limits at the start of the call
Engaged too much	Unclear priority rating – everything feels important. I can't say no. I want to be involved or in control of everything		Say no. Know what is important for you to do. Specify your own goals and tasks. Trust your colleagues.
Lack of communication	Unaware of what my colleague do or do not need to know. Language difficulties – jargon. Wrong media used. Different values held. One of the party is distracted during the communication		Discuss what needs to be shared and when. Agree common terminology and avoid jargon. Know when to phone, write, hold a meeting. Use factual phrases that do not touch on values unless explicitly discussing. Time when you give or receive information or make your distraction clear.
Indecision	Lack of faith in grounds for decision. Lack of faith in decision maker, fear of consequences, irrational decision making techniques, hope for the 'right' piece of information, ignorance of consequences of decision.		

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Too much routine work	Lack of priority, fear of colleagues mistakes, fear of losing influence, you know the job better		Establish priorities, how your time should be primarily used. Train up your colleagues, or find others who can do the job as well. Know what to pay attention to and deliver
Too much paperwork	Poor communication, poor administration, poor organisation		Select the best and most time saving method of communication, revise requirements, avoid double entry, streamline
Too much time spent on duty reading	Poor reading technique, no system of priority of what I should read and how thoroughly, unclear and poorly edited materials		Go through duty reading and prioritise, send back poorly edited materials to author for re-presentation
Rush jobs	Impatience, pressing matters automatically get top priority, doing too much at once, lack of foresight		Know what is to be ready by when and act accordingly. Use priority ratings, learn to say no, plan for future problems
Unclear division or responsibility	Inadequate description of the requirements of the job, responsibility but no competence, inconsistent boss, power struggle or mistrust in organisation		Request clear organisation plan for role, clarify responsibility and agree competency for the task, note key decisions, get goals and project plans approved and signed off within the organisation
Unable to complete tasks	Lack of time limits, too much demand, environment distracting, no overall view of tasks		Put a deadline on all tasks, manage interruptions, use project plans, to do lists, personal organiser

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Lack of self-discipline	Lack of performance demands, postpone the unpleasant, neglect to follow up, do not use the available time management techniques, allow myself to be steered by crisis or unplanned work		Impose standards and expectations on your own work, admit it has to be done – it will not improve with time, make sure things are working as they should (quality control), take one new technique at a time and practice it deliberately. Note the benefits. Say no.
Poor delegation	Uncertainty, fear of mistakes, can't keep out of other people's work, inadequate instruction, delegation of responsibility but not competence, fear subordinate will do a better job, neglect to follow up task completion or quality		Mistakes help us all learn, develop and build up faith in workers, allow your staff to manage their own work, get staff to submit a plan for work they are doing so you both understand task, quality, deadlines and responsibility and role. Good leaders should be judged by the quality of the people who follow them – be proud, back up staff in word and deed and give critical feedback fairly.

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