First steps in management
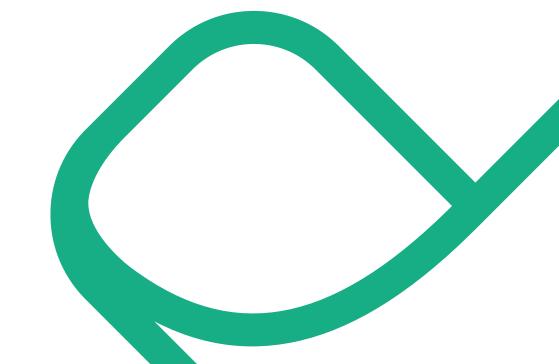
A resource to support your development
as a new social care manager

Contents

Introduction

This resource recognises how important it is that newly-appointed social care managers have a well-managed and structured introduction to their new role. Becoming a manager for the first time or taking on a management role in a different setting, can be a daunting experience as the role of a social care manager is so wide-ranging and complex.

Social care managers have a crucial role in providing high-quality social care services and the position is one of responsibility. As a social care manager, you are:

- the lead professional for your service
- a role model for your team
- responsible for your staff's well-being
- responsible for leading the culture and practice of your organisation[1].

People receiving care and support, your employer and your staff team will have high expectations of you, and rightly so. There is a strong link between high-quality compassionate leadership and management, and providing excellent, outcome focused care and support.

Effective social care management requires a complex skill-set that includes an approach that's based on person-centred values and practice, and an ability to develop and turn a vision for your organisation/ service into everyday reality. While the role may include statutory duties and responsibilities that make it necessary to work within regulatory frameworks, you also need to work innovatively and creatively to help people who need care and support realise their own personal outcomes. So it is vital that managers are equipped and have the support they need to carry out this demanding role.

We hope this resource will help you as you take your first steps in your new management role. By giving you a plan to structure your initial professional development and by directing you to some useful resources, you will have a firm basis upon which to build your developing career as a leader in care. Your role as a manager and leader will change over time, so this resource should be a useful ongoing guide that you can revisit as you progress in your role as a manager.

While the focus of this resource is about managing a social care service, a lot of the information will also be useful for new managers working in other sectors.

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1. *The Social Care Manager's Handbook* | Skills for Care, 2016

About this resource

This resource is tailored to your needs as a newly-appointed social care manager. It complements the Code of Professional Practice for Social Care, the Code of Practice for Social Care Employers and The Social Care Manager – Practice Guidance for social care managers who are registered with us. It is also underpinned by the National Occupational Standards for Leadership and Management of Care Services.

This resource will help you:

- settle into your new management role
- think about your responsibilities as a leader and manager of a social care service
- know what support you can expect from your employer
- know how you can strengthen and develop your skills and knowledge in line with what is expected of you in the *Code of Professional Practice*, and your post-registration training and learning needs.

This resource is divided into three sections that reflect the main elements of your leadership and management role. Each section offers practical advice and directs you to resources to further develop your skills and knowledge.

Section 1 – Managing yourself

"Manage yourself first then you can effectively manage others." – Rhett Power

Managing yourself means organising yourself to perform your role effectively, while also taking account of other people's needs and priorities. Self-management skills are an important part of becoming an efficient manager.

Self-management involves:

- self-awareness – having a balanced and honest view of yourself, an understanding of the strengths you bring to your role, and the areas that need further development
- emotional intelligence and resilience
- effective time management
- taking time to reflect on your practice
- a commitment to developing yourself, personally and professionally
- achieving a work life balance.

Induction

Every social care organisation should make sure that all new staff members have an induction to prepare them for their new role. A good induction can help you settle well and become more effective in your role quicker. It can increase your job satisfaction and commitment to the organisation, and has a positive effect on reducing staff turnover[2]. You should not underestimate the importance of making sure you have a thorough and well-structured introduction to your new management role.

Benefits of a good induction

For managers:

- helps you integrate effectively into the organisation and develop working relationships
- helps you know what is expected of you and what support you can expect from others
- helps you familiarise yourself with your new working environment and the information you need to know to do your job safely and successfully
- helps you know where the organisation 'is at', where it has come from and where it wants to be.

For employers:

- helps create an effective working relationship with the new team member
- creates a shared vision for the organisation and an opportunity to agree the initial work priorities
- makes sure the new manager has the knowledge they need to do their job and helps make sure the transition into post is smooth
- ensures business continuity and that it develops in line with the organisation's purpose.

Planning your induction

You and your employer are both responsible for making sure your introduction to your new role is as effective as possible. Following your appointment, you should arrange an early discussion with your employer/manager about your induction and your learning and development needs for this period. This is particularly important if you are taking on a new role in your existing organisation as it will help you tailor the induction to meet your needs.

You can begin your induction before your start date by, for example:

- familiarising yourself with information about the company/organisation
- meeting with the responsible individual for your service (if applicable)
- arranging an informal meet and greet with the team you'll be managing
- visiting the service you'll be managing
- introducing yourself to the people who receive care and support from your service.

These activities will provide a useful stepping-stone into your new role and help reduce any anxieties you or others may have.

Induction plan

As a guide, your induction can be structured around these five themes:

- understanding the organisation in which you work
- understanding your role in the organisation
- getting to know your team
- getting to know the people who use your service and their carers
- getting to know the other professionals you work with.

You should also be supported and have the opportunity to develop your leadership and management skills across the breadth of your responsibilities, as well as expertise related to your service area. We have developed an induction framework to help you with this.

The All Wales Induction Framework for social care managers has two parts:

Part 1 – Generic section applicable to all social care managers

The generic section applicable to all social care managers covers the breadth of responsibilities for the leadership and management of social care services, including:

- person/child-centred practice
- effective team performance
- quality of service delivery
- professional practice
- safeguarding
- health and safety.

These sections should be completed by all social care managers who are new to their role.

Part 2 – Service specific sections

The service specific sections cover a wide range of areas, such as dementia or children who are looked after. You should choose the section(s) here that most closely align with your new role.

Guidance, resources and progress logs are available to help you complete the full induction framework.

Understanding the organisation in which you work

1. Familiarise yourself with:

   • the organisation's structure – a who's who overview
   • the organisation's purpose – its vision and strategic plan
   • being an employee – HR policies and procedures
   • the working environment – the facilities, communication systems and work processes.

2. Meet and greet discussions with colleagues.

Understanding your role in the organisation

1. Familiarise yourself with:

   • the relevant regulatory requirements, legislative and national policy frameworks for your service area
   • the organisation's policies and procedures you will be responsible for putting in place, such as managing performance, sickness, and health and safety.

2. Confirm:

   • your job role – duties, responsibilities and the expectations of your post
   • your initial priority work objectives
   • management reporting, supervisory arrangements and role-specific training requirements.

Getting to know your team

1. Arrange to meet members of your team on a one-to-one/small group basis.

2. Familiarise yourself with staff recording systems and employee files, such as supervision and training records.

3. Arrange to shadow staff in their duties – across all the roles in your service.

4. Arrange a team meeting.

Getting to know the people who receive care and support from your service

1. Meet with/spend time with the people who receive care and support from your service and, where relevant, their families and/or carers.

Getting to know the other professionals you work with

1. Meet with partners who support your service, such as social services, health and/or education services.

2. Contact/arrange to meet with the commissioners/contract monitoring and inspection representatives for your service area.

3. Take time to get to know the community and the services available.

It may also be useful to keep a reflective induction log (this can be found in Appendix 1) as it can form the basis of talks with your employer or manager during the early weeks in your new role. If you are a registered social care manager, it can be used as evidence of your post-registration training and learning.

Evaluating your induction

Your induction should be monitored to make sure it's meeting your needs, and if it's not, be changed accordingly. While most of your induction will take place during your first few weeks, some parts may take longer, or be carried out or revisited at a later, more suitable date. It's essential to review your induction in your early meetings with your employer or manager to make sure your learning needs are being met, and the demands of your work are not eating in to the time set aside for it.

These early weeks can be a time of information overload and you will continue to learn about your new role over time – you won't be expected to know it all straightaway, so be kind to yourself and structure this period to make it work for you!

Manager top tip

"It's important you manage your expectations during these early months of being in post – it can take up to a year to establish yourself and for staff to get to know you and the way you work."

Personal and professional development

Becoming a manager is the start of a new journey of learning and developing your skills to become adept at your role. It is a role, like many others in social care, where you will need to continually stay up-to-date with the latest information and research to make sure your practice is evidence-based, innovative and produces good outcomes.

As a social care manager, you are responsible for making sure you maintain and develop your knowledge, skills and understanding through continuing professional development (CPD). Section 6 of the *Code of Professional Practice* highlights your responsibility for making sure you are fit to practise and The Social Care Manager – Practice Guidance emphasises the importance of keeping up-to-date and actively seeking out development opportunities to meet your learning needs.

You should take time to consider your personal and professional development needs so that you take a structured and planned approach to developing yourself as a manager. We have published a continuing professional development toolkit for social care, early years and childcare manager and workers, which provides a guide for reflecting on your learning and development needs, and how they might best be met.

To help your CPD planning, the National Occupational Standards for Leadership and Management of Care Services can help you benchmark your existing knowledge, understanding and skills, and decide what your learning needs are. There's also a range of National Occupational Standards (NOS) that relate to different service provision, for example Drug and Alcohol NOS, which might also be useful to look at.

Skills for Care and Development developed National Occupational Standards, a guide for social care, early years and childcare, a resource that provides detailed advice and guidance about using the National Occupational Standards.

Post-registration training and learning requirements

Social care managers who are registered with us must complete a minimum of 90 hours' or 15 days' training and learning every three years.

Your post-registration training and learning (PRTL):

- is your responsibility as a registered person
- should benefit your personal and professional development as part of a planned approach
- should be recorded from the moment you register
- should describe how the learning activity has informed your practice
- should improve your and your teams' ability to provide high-quality care and support that helps people achieve what matters to them.

Examples of learning and professional development activities include: (produce as a table)

- attending a training course, conference or workshop
- attending professional forums, such as communities of practice
- reflecting about a practice situation that was new and challenging
- undertaking an accredited programme of study that's relevant to your role/area of practice
- reading a relevant article or report from which you learn or gain insight – for example, subscribing to and reading a practice publication or signing up to and reading regular e-bulletins from social

care-related websites
- planning for, and reflecting on, new or different activities, such as facilitating staff training
- contributing to/supporting service and practice development, such as developing new organisational policies and procedures based on 'best practice' approaches.

You can find out more about our registration requirements at Registration |Social Care Wales.

A model of good practice

PRTL should be integrated into personal and professional development planning, and you should discuss, agree and review it with your employer or line manager on a regular basis. Your employer should make sure there are sufficient, appropriate learning opportunities available to you and that your work commitments don't stop you from accessing them.

It's good practice to record your PRTL on a regular basis. You can add an entry into your SCWonline PRTL record at any time. Each entry will be held in your SCWonline account and your full record for your registration period will only be viewed by our registration team when you apply to renew your registration.

As well as completing your PRTL record, you should keep a portfolio of evidence of your learning and development. Many organisations have their own arrangements to help staff manage their continuing professional development records, such as CPD portfolios. If your organisation has an effective record system in place, you can use this to store and update evidence of your PRTL.

The evidence in your portfolio should include:

- qualification certificates
- training attendance certificates
- a brief reflective record of the learning activities you've completed, which describe the learning outcomes you've achieved and how this learning has informed your professional practice.

You can find a template for this in the CPD Toolkit for Managers and Workers.

You should set up a system and routine for managing and recording your PRTL as soon as you are registered, as we will only renew your registration once we are satisfied you have completed your PRTL. If you don't meet the registration criteria, it will affect your application to renew your registration and may call your fitness to practise into question.

You can find more information about PRTL on our website.

Practice example

Once registered with us, Ceri began recording her PRTL in her SCWonline account. She was aware this was only a summary of her PRTL, so agreed with her line manager to create a file that would contain:

- her personal development plan
- her probation and appraisal documents
- copies of her training certificates
- a reflective learning log.

It was decided Ceri would take the file with her to her one-to-one/supervision meetings with her line manager to make sure they set aside time to discuss her professional development. This allowed Ceri to brief her line manager about her recent learning, and how it had influenced her and her team's practice, and would in turn help her line manager verify her PRTL evidence. This approach meant that Ceri was updating the contents of her portfolio regularly, in preparation for these meetings.

Here are some resources to support CPD and PRTL:

- Academi Wales (leaders and managers working in public or third sector services)
- CASCADE: Children's Social Care Research and Development Centre
- Community Care
- ExChange Wales
- HEIW Leadership Portal for Wales
- JRF | Joseph Rowntree Foundation
- Social Care Wales e-bulletin | Subscription page
- Social Care Legislation in Wales Information and Learning Hub | Social Care Wales
- Social Care Institute for Excellence (SCIE)
- Social Policy Research Unit
- The King's Fund
- Welsh Government | Health and Social Services
- Wales School for Social Care Research

Supervision, appraisal and professional support

Supervision and appraisal are essential for personal and professional development, and it's crucial that all staff working in social care, including managers, are supported and developed through a structured individual performance management process.

Supervision is an accountable, two-way process. It supports, motivates and enables you to develop good practice, and provides you with an opportunity to:

- reflect on your practice
- receive feedback, guidance and support
- identify, and respond to, areas for personal and professional development.

Supervision has managerial, developmental and supportive functions.

Appraisal is the framework that's used to carry out supervision. It allows you to agree your job and development objectives and plans (with milestones). These are then reviewed on a regular basis through the supervision process[3].

The Social Care Manager – Practice Guidance highlights the importance of making the best use of the supervision and appraisal opportunities available to help you develop in your professional role. It is your responsibility, as well as your employer's, to make sure you receive effective, regular supervision. You should agree your supervisory arrangements during an early discussion with your employer or line manager. In some cases it might be more appropriate for someone outside your organisation to carry out the developmental and supportive functions of your supervision through professional-based supervision. Your professional support should be tailored to meet your needs as a new manager and your working situation.

Coaching, mentoring and peer support

Coaching and mentoring are often used interchangeably, but they are different methods for improving a person's skills, knowledge or performance.

Coaching focuses on developing specific skills or achieving specific objectives and is usually short term. While mentoring is a professional relationship that provides a safe and supportive environment for you to reflect upon your work and learn from someone more experienced in your area of practice.

Mentoring has been found to help with improved morale and motivation, as well as increased resilience. Mentors are usually (but not always) colleagues from outside your team and can be from your organisation or elsewhere. While it does not replace formal supervision, mentoring can be a useful for people in the early months, or even years, in post.

Mentoring is particularly effective for new managers because of the huge shift in professional responsibility and accountability. The opportunity to talk through, and gain advice and support from someone who's been where you are and experienced the steep learning curve in becoming a social care manager, can be very helpful[4].

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3. *Supervising and Appraising Well* | Social Care Wales
4. Coaching & Mentoring Factsheet | CIPD

Being a manager can be an isolating experience as it can limit your opportunities for advice and support. You should take the time to develop a peer support network. Peer support can be provided in a number of ways – informally through working relationships with other managers, or more formally through organised forums, such as action learning sets or communities of practice. As part of your induction, it would be useful to find out about the networks in your area and get involved or start a new network!

Looking after yourself

If you were to carry out an internet search about becoming a manager, you would find, unsurprisingly, many articles about surviving in the role. Management can be complicated, challenging and demanding, so how do you make sure you protect your well-being and not only survive but thrive in your new post?

Emotional intelligence and resilience

Emotional intelligence is the ability to recognise, understand and manage emotion in an appropriate way, and is essential to forming highly effective interpersonal relationships. It's also a significant aspect of building resilience – that ability to bounce back in the most challenging circumstances and keep your motivation and passion for the job. Daniel Goleman, a psychologist who has written books on emotional intelligence, says:

"Emotional intelligence is a different way of being smart. It includes knowing what your feelings are and using them to make good decisions in life. It's being able to manage distressing moods well and control impulses. It's being motivated and remaining hopeful and optimistic when you have setbacks… It's empathy; knowing what the people around you are feeling and it's a social skill – getting along well with other people, managing your emotions in relationships and being able to persuade or lead others."[5]

Emotional intelligence involves:

Self-awareness – being aware of, and understanding, your emotions, and recognising the effect they can have on you and others around you.

Self-management – being able to manage your emotions so they do not have a negative effect on a situation or on those around you.

Social awareness – the ability to understand other people's emotions and the effect they can have on them and on group dynamics.

Relationship management – the ability to handle and influence other people's emotions through the effective use of interpersonal skills, empathy and conflict resolution[6].

The importance of emotional intelligence in management practice

What do you think makes a good manager? The words composed, decisive, approachable and an active listener might come to mind? You may also think of someone who is interested in their team's well-being and tries to make sure there's a productive working environment where people are encouraged and have the support they need to reach their potential.

These qualities help teams work effectively and will motivate people to work to the best of their ability to achieve the organisation's or the service's goals. Being able to effectively manage your emotions, and interpret and respond to other people's emotions will help you make the most of your influence as a manager.

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5. John O'Neil, *On emotional intelligence: A conversation with Daniel Goleman*, Educational Leadership:Sept1996
6. Model developed by D Goleman, R Boyatzis and A Mckee, 2002

Emotional intelligence is not innate and it's possible to develop your skills in this area. There are a number of publications and online resources that can help you. To start with, take a look at these web resources:

- Emotional Intelligence – Developing strong people skills | MindTools.com
- Emotional Intelligence | SkillsYouNeed

Emotional intelligence and reflective practice

Reflection can help you improve your emotional intelligence. It helps increase your self-awareness and develop a better understanding of others. Being able to critically evaluate your practice to identify actions that have had a positive or negative effect/outcome is a vital skill for managers.

If you'd like to find out more about being a reflective practitioner, the Institute for Research and Innovation in Social Services (IRISS) has developed a resource about reflective practice.

> **"Follow effective action with quiet reflection. From the quiet reflection will come even more effective action." – Peter Drucker**

When you're busy, taking time to reflect on your practice can quickly drop down your list of priorities. But the benefits you gain – from improving your skills, approaches to practice, motivation and resilience – mean it's something you can't afford to stop doing. You should also make sure your staff take time to reflect on their practice.

Receiving feedback

Getting regular feedback will help you improve your self-awareness, and grow and develop as a manager. You should encourage a culture of giving and receiving good quality, constructive feedback and make sure your colleagues and team members have the chance to feed into your development. How to get feedback when you're the boss, an article in the *Harvard Business Review*, looks at how to do this.

Asking for feedback about your management style and performance is not an easy thing to do as some people find giving constructive feedback hard – and realistically, some of the feedback you receive won't be positive! It's natural to become defensive, angry or anxious when you're faced with less than favourable feedback. In these instances, emotional intelligence is essential. You need to be aware of your emotions and be able to manage them, so that even if the feedback causes an emotional response, you can control it[7].

Reflection can help you when responding to feedback and can give you an opportunity to think about how valid the comments you received were, what you learned from them and how you will act upon them. To make sure you get the most out of the feedback, you'll need to appraise it honestly – you must make sure you keep perspective and see negative feedback as an opportunity to improve yourself and your practice.

Supervision, mentoring and talking to trusted colleagues will also give you an opportunity to unpack the feedback and be supported in using it in a positive way.

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7. Giving and receiving feedback | SkillsYouNeed

Managing stress

Stress is a part of everyday life and is not a bad thing in itself, because at the right level, pressure can be stimulating and motivating. But when stress reaches a point where you feel overwhelmed and cannot cope, it affects how you feel, think and behave. And long term, it can affect your physical, mental and emotional well-being. It is important to be aware of your stress levels and identify as soon as possible when stress begins to negatively affect you so you can take pre-emptive action if necessary.

For information about managing stress, take a look at these web resources:

- How to manage stress | Mind
- Stress management | MindTools.com

For information about the responsibilities of employers and managers in relation to work-related stress, these resources can help:

- Stress| Acas
- Stress in the workplace | Chartered Institute for Personnel & Development
- Work related stress | Health and Safety Executive

Time management

Managing your time effectively is essential to handling stress and making better use of the time you have. Time management is a skill you will need to pay attention to as a new manager to make sure you respond effectively to competing priorities, deadlines and day-to-day challenges. This is particularly important to you as a social care manager where you have to balance the needs of having a visible presence in your service and having enough time to complete your office-based activities. Establishing good time management habits early in your management career will benefit you as it will mean you will work smarter, not harder!

The key to time management is planning – organising your tasks in order of priority and the time it will take to do them. It is also important to think about the tasks you can delegate – you do not have to do everything yourself. Think about the skill-set of your team and encourage their development by delegating tasks. The Social Care Manager – Practice Guidance provides useful points to think about when delegating tasks and don't forget, you are still responsible for all the work you have delegated to others (*Code of Professional Practice for Social Care* – Section 6).

You can find a range of resources for developing time management strategies online, for example:

- Time management | MindTools.com
- Time management techniques and systems |Businessballs.com

Find the approaches that will work for you and your service.

Section 2 – Leading and managing a team

Your staff are your greatest asset and they are crucial to providing high-quality services that put people at the centre of their care and support. As a manager, an essential part of your role is to manage, lead and support your team.

What type of manager do you want to be?

Think about your own experience of being managed – what qualities did your manager have that helped develop you and your practice?

Being a compassionate and 'values' driven leader and outcome-focused manager

Your approach to being a manager should be underpinned by the values and principles set out in the Code of Professional Practice for Social Care. You are the main role model for your staff – their practice will be shaped and defined by the example you set them. You should make sure the way you work and behave:

- upholds people's rights
- improves well-being
- supports and empowers people to achieve the outcomes they want for their lives.

The *Health and Social Care Workforce Strategy (draft) 2019* sets out a vision that everyone in health and social care in Wales will practise compassionate and collective leadership by 2030. Compassionate leadership provides an evidence-based framework that can help make sure our staff are engaged and empowered, and as a result, provide high-quality and compassionate care and support for our communities that's continually improving.

Compassionate Leadership Principles for Health and Social Care in Wales (draft, 2020) sets outs the four main behaviours compassionate leaders show:

- **attending** – spending time with your staff members and being interested in what they have to say
- **understanding** – taking the time to really listen to understand the challenges your staff members face in their work
- **empathising** – feeling the strains, pains, anxieties and frustrations of your staff members without being overwhelmed by those feelings, as this will further motivate you to help your staff members
- **helping** – helping your staff members achieve their goals by removing obstacles or providing them with the resources and support they need to provide high-quality care.

One Welsh Public Service sets out how people working in public service should behave and work together for the benefit of the people of Wales. The values and behaviours it describes are helpful whether you work in the public, private or third sectors.

The National Skills Academy for Social Care's resource Leadership starts with me[8] highlights the values that make leadership in social care meaningful and genuine. These include:

- **integrity** – acting in an open, honest and ethical way, and promoting strong professional relationships based on trust
- **dignity** – encouraging mutual respect between people, self-respect and personal confidence
- **compassion** – being caring and valuing everyone
- **support** – praising effort, promoting equality and celebrating success
- **growth** – providing an opportunity for people to develop and inspiring personal achievement.

You can make sure these values are embedded in your work by adopting these approaches:

Co-production

Co-production is one of the principles of the Social Services and Well-being (Wales) Act 2014 and means you have to work in a way that puts people at the centre of their care and support, and its planning. It means working with people and their family, friends and carers so their care and support is the best it can be and based around what matters most to them.

Co-production is based on the understanding that everyone has skills, talents and abilities that can be used to make sure services are fit-for-purpose and based on what is important to the people who use them. It means going beyond asking people how services can be improved to making sure they have an active and equal role in developing services.

For more information about co-production, take a look at the resources available at Co-production Network for Wales and SCIE.

Outcome-focused care and support

Personal outcomes describe what a person wants to achieve. They are realistic goals that the person receiving care and support, and their care worker or carer can work towards. They are usually based around supporting the person's well-being. Personal outcomes are about the things that matter to the person receiving care and support.

Here are a few examples of what personal outcomes may look like:

- **"I want to get to school on time like the other kids and have a clean uniform"**
- **"To be able to go back home, build my confidence and live on my own like I did before"**
- **"I want to see my brother, speak to him and spend time with him and not lose touch now we don't live together"**
- **"I want to go to swimming classes, but I need to know my husband will be okay and that someone will be there for him when I'm not."**

Under the Social Services and Well-being (Wales) Act 2014, care and support plans must include the personal outcomes of the person receiving care and support. As a manager you must focus on people's well-being and put them at the centre of their care and support planning. You are also responsible for making sure your team has an outcomes-focused approach to practice.

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8. The National Skills Academy for Social Care, 2013, *Leadership Starts With Me – the why, what and how of leadership in adult social care*

The national outcomes framework provides a basis for understanding the outcomes that are important for people's well-being. It:

- describes the well-being outcomes people who need care and support, and carers, should expect to live fulfilled lives
- provides a focus for services to work with people to understand what matters to them
- provides a consistent approach to monitor if care and support services are improving well-being outcomes for people in Wales.

For more information about outcomes-focused practice, visit our personal outcomes webpages.

Commitment to innovation and improvement

Services need to adapt constantly to changing public expectations and needs. Organisations are also being asked to do 'more with less', and making resources go further requires creative thinking and a willingness to try new ways of working.

Innovative leadership encourages people to share ideas and creates an environment where staff, people who receive care and support, and carers work in partnership and contribute to the development and improvement of services. These approaches need:

- openness
- a willingness to learn from others
- flexibility.

These qualities are characteristic of a learning organisation and you should nurture them within your team.

For more information about encouraging innovation, visit IRISS.

Collaborative working

A multi-agency and partnership approach to meeting the personal outcomes of people who need care and support is extremely beneficial. Strong working relationships between public, private and third sector services help make sure that seamless, coordinated, outcome-focused care and support is provided in the right place, at the right time and by the right person.

As a new manager, you should take time to establish and encourage joint working with your relevant partners. Your induction period should give you an opportunity to explore and develop links with other services or projects in your area that can contribute to the well-being of people using your services, such as community learning, arts or leisure services.

The National Occupational Standards for Leadership and Management of Care Services's Lead and manage work with networks, communities, other professionals and organisations for care service provision (SCDLMCD1) can help you develop your approach to collaborative working.

Balancing risk and responsibility

The Social Care Manager – Practice Guidance highlights the importance for managers of encouraging a culture that supports a person's right to take risks, balanced against the likelihood of harm. People should be supported to make decisions about the risks affecting them, according to their capacity.

As a manager, you need to balance a positive approach to risk with your responsibility of a 'duty to care', and finding this balance is vital if you are to make sure people are at the centre of their care and support planning. Our resource, Positive Risk and Shared Decision Making, looks at an outcomes-focused approach to balancing risk, rights and responsibilities for people using care and support services. The Social Care Manager's Handbook, published by Skills for Care for registered managers in England, also provides a useful outline of the principles of working positively with risk (*section 8.5*)

The Health & Safety Executive has produced guidance about sensible risk assessment in care settings to support balanced decision-making, too.

"Leaders are people who do the right things; managers are people who do things right."
– Warren G Bennis

Becoming an effective, outcomes-focused manager

Becoming an effective manager requires leadership and management skills. These terms are often used interchangeably, but they have a different focus. Leaders create a vision and plan for developing their organisation or service, and then communicate it effectively so others 'sign-up' and commit to it. Managers make sure the vision is realised successfully. To be truly effective as a manager, you need to carry out both roles and functions.

The National Occupational Standards for Leadership and Management of Care Services states that management involves: **"the ability to set the operational direction and organise the effective running of the service provision to meet overall service needs including ethical, legislative, regulatory and organisational requirements. Effective managers facilitate and organise resources in order to optimise the performance of others, allowing them to carry out tasks and achieve goals efficiently and effectively. They provide clarity and accountability that enable teams to meet their objectives"**[9].

The qualities and skills needed to lead and manage a team include:

Qualities

- Passion
- Enthusiasm
- Integrity
- Creativity
- Versatility
- Commitment
- Openness
- Honesty
- Compassion

Skills

- Communication and interpersonal skills
- Organisational and planning skills
- Conflict management skills
- Developing yourself and others

These skills can be learned and developed. At this point in your career, it's useful to reflect on your skill-set and the areas you may need to develop so you can become the most effective manager possible.

To help you evaluate and develop your management skills, take a look at the following resources:

- How Good Are Your Management Skills? | MindTools.com

The role of managers in effective team working

As a manager, you have an important role to play in creating a working environment that promotes professional working relationships between your staff members that are based on trust and mutual respect.

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9. NOS for Leadership and Management of Care Services: *Manage and develop yourself and your workforce within care services* (SCDLMCA1)

> **Manager responsibilities in relation to the Code of Professional Practice for Social Care**
>
> Section 7 of the Code of Professional Practice sets out your responsibilities for making sure your staff's conduct and practice are in-line with the Code and making sure your work activity meets the standards. You can find a set of resources about the Code here.

How can you nurture and develop positive working relationships?

- treat people as individuals, but be fair and impartial in your approach
- make yourself available and listen to and communicate regularly with your team
- be a role model – don't expect from others what you wouldn't do yourself
- find out what special interests your staff members have and build on their strengths
- be proactive – intervene early to address any issues, concerns or complaints
- make time for informal get-togethers and team relationship building activities, for example, celebrate staff birthdays and other special achievements[10].

Managers who have been promoted in an organisation can find it hard to establish a new and different working relationship with their peers. How to Manage Your Former Peers is a useful article in the *Harvard Business Review* that discusses how you can successfully move from colleague to manager.

Here are some more resources to support effective team management:

- Team Management | MindTools.com
- People Management | SCIE
- Good practice at work | Acas
- Rights and responsibilities at work | Acas
- Employment Law Update | Acas

People management

It's surprising how policies and procedures can quickly become out of date. One important task you need to carry out early is to make sure all your employee relations policies are up-to-date and that your team's practice is properly aligned to them. Acas has developed an online tool, the Model Workplace, to help organisations check they have the right people management policies in place.

The Acas Model Workplace will:

- help you assess the effectiveness of people management in your organisation
- give you practical guidance on setting up and maintaining good employment relations
- connect you to additional useful resources.

Managing people will at some stage involve having to deal efficiently and effectively with unsatisfactory behaviour or performance. When dealing with workplace conflict or poor performance, early and informal intervention can sometimes prevent issues from becoming more of a problem. Some instances may need a more formal response.

It is important you are familiar with legal and regulatory requirements, and that you follow your organisation's policies and procedures. Don't be afraid to ask for advice and support from your human

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10. Online article by D Brown, *How to build positive relationships among your team members* | Demand Media

resources team if you are unsure how to deal with a situation. You may also find the following resources helpful:

- Challenging conversations and how to manage them | Acas
- Dealing with poor performance | MindTools.com
- Managing conflict at work | Acas
- NOS for Leadership and Management of Care Services – Manage the conduct and performance of workers in care services (SCDLMCE10)

Developing your team – realising the potential

As a manager, you should encourage a culture of continuous improvement where staff are motivated and challenged to provide excellent, outcome-focused care and support. You need to support and develop your staff members if you are to bring out the best in them. And if you want to provide a high-quality service that puts people at the centre of their care and support, you need to make sure you have a team with the right knowledge, skills and attributes, and that you have the right systems and processes in place to support them.

Recruitment and selection

The Social Care Manager – Practice Guidance sets out why it's important to have comprehensive, robust and safe recruitment processes in place. You will want to make sure you hire people who will be an asset to your team, who have sound values, good interpersonal skills and a desire to learn and develop. The National Occupational Standards for Leadership and Management of Care Services Actively engage in the safe selection and recruitment of workers (SCDLMCA3) sets out what you must do to make sure you carry out safe recruitment and selection. You should refer to them when you review and develop your recruitment and selection processes.

WeCare Wales is an online resource for employers and potential employees that you can use as part of your recruitment resources – your employer can register on the site. There's also a free online resource, A Question of Care: A Career for You?, that helps people find out what it's really like to work in the sector and test whether they're suited to it, which you may want to use as part of your recruitment and selection process.

> **Top tips for using 'A Question of Care' in recruitment and selection**
>
> 1. Get to know the resource and see what the site has to offer.
> 2. Ask job applicants to complete the challenge so they can check their understanding of working in the sector and their suitability.
> 3. Encourage candidates to bring their 'A Question of Care' profile to the interview so you can use it as a focus for discussion.
> *Or you may like to:*
> 4. Include 'A Question of Care' in your selection process by asking the shortlisted candidates to complete the challenge before they attend the interview or you could make it available for them to do on the day.
>
> *Please note the website does not store data about individual performance or its users.*

Induction

Induction is the first learning experience for a new member of staff and you will want to make sure you get it right. The induction's quality has a direct impact on standards of practice, the staff member's motivation and commitment, and can affect whether they choose to stay with your organisation. Investing in a well-structured and supportive induction will pay dividends in the longer term.

We have developed a range of resources to support you in providing a high-quality induction. You should use the All Wales Induction Framework as the basis for introducing a new social care worker to their post.

Workforce development

A crucial element of your role is supporting, and planning for, the continuing professional development of your staff. It's important that everyone in your organisation values learning and sees it as a means to develop as a professional, competent worker. This will help ensure that people who use services feel confident the people providing their care and support are suitably trained and skilled.

The National Occupational Standards for Leadership and Management of Care Services, Manage and develop yourself and your workforce within care services (SCDLMCA1) and The Social Care Manager – Practice Guidance, sets out what you need to do to take responsibility for your own and others' continuing professional development. It shows how workforce development, performance management and service quality are connected.

This table sets out the workforce development activities and resources that are available (along with The Social Care Manager – Practice Guidance) that can help you meet your team and your staff members' learning and development needs to support safe and effective practice.

Workforce development activity	Resources	Best practice approach
1. Personal development planning, monitoring and recording learning and development	Continuing Professional Development Toolkit for Social Care, Early Years and Childcare Managers and Workers	A CPD recording system supports an individual approach to learning and development, and helps staff take ownership of their personal and professional development.
2. Supervision and appraisal	Supervising and Appraising Well Performance Management | CIPD Performance Management | Acas Giving Feedback | MindTools.com	Supervision provides an opportunity to reflect on practice, think about the progress made against specified goals, and identify further areas for development. It also provides a chance to explore the learning staff have undertaken, their understanding and how it can be applied in practice. Supervision is an important element in individual performance management and should be carried out regularly. It should link to CPD planning and appraisal processes.
3. Team meetings	Running Meetings| Businessballs.com Planning and Structuring Effective Meetings | SkillsYouNeed	Team meetings are important for encouraging team working, sharing information and developing practice. To make sure they're effective, they should be well-planned, informative and inclusive to encourage everyone to take part.
4. Training and learning	Identifying learning and development needs | CIPD	An annual training and learning needs analysis supports a structured approach to staff development. Your organisation's business plans and staff appraisals should feed into your analysis of the learning and development needs of your team and form the basis of your annual workforce development strategy.

Workforce development activity	Resources	Best practice approach
	Social Care Wales Workforce Development Programme (Regional Partnership Training resources)	The Social Care Wales Workforce Development Programme is a grant that helps the Social Care Regional Partnerships provide training and development opportunities for the social care workforce in Wales. Each regional partnership will have learning and development schedules/calendars you can access.
5. Commissioning learning providers	Employers Toolkit for Learning – *How to identify best practice in learning and assessment: a guide for employers and managers*	Making sure your staff have the right training and learning is crucial, and when you commission learning providers, you need to clearly outline your needs and expectations. For staff undertaking accredited training, you should agree what involvement you will have in their learning and assessment.
6. Delegation and succession planning	National Occupational Standards for the Leadership and Management of Care Services: Manage the allocation, progression and quality of work in care provision (SCDLMCA5) Succession Planning Factsheet| CIPD	In the right circumstances, delegating specific tasks can support staff with their development by learning new skills and taking on more responsibility. Delegating tasks to others must be properly planned and put into action in a structured way. When you introduce these changes, you must be satisfied that you comply with your legal, regulatory and organisation's requirements. Delegating tasks can also be useful for preparing and developing someone to progress to a more senior role as part of a talent management/succession planning approach. Succession planning is an essential part of workforce planning and should inform your workforce development plans. It helps with retaining more experienced, skilled members of staff and makes sure your service and the sector has a workforce with the appropriate skills to meet future needs.

Developing Welsh language skills in your workforce

More than Just Words… is a strategic framework by the Welsh Government that seeks to strengthen the use of the Welsh language in health and social care. Using Welsh at Work has a range of resources that can help you meet its requirements.

Section 3 – Leading and managing a service

Being a compassionate leader

Leadership is an important part of providing an excellent service as it sets the tone and culture of the organisation[11]. Here's a summary of the differences between leadership and management[12]:

Manager	Leader
Manages tasks	Leads people
Has a short-range view	Has a long-range perspective
Plans	Inspires
Administers	Innovates
Maintains	Develops
Focuses on systems and processes	Focuses on people and emotions

The National Occupational Standards for Leadership and Management of Care Services defines leadership as: **"the ability to provide strategic direction and a sense of purpose. Effective leaders create a sense of trust, confidence and belief, inspiring people to adopt the values and behaviours they promote. They are innovative, creative and motivating."**[13]

Being a leader is about setting the direction for the service or organisation and being able to confidently express it, so others want to play a part. Successful leaders are forward-thinking with a desire to excel and improve on what already exists. They are innovators and seek to motivate others to achieve their, and their organisation's, potential.

What type of service do you want to manage?

What is your vision for the service you lead? What are the steps you need to take to begin to make this a reality? Discuss and agree your approach with your employer or manager to make sure the service and business plans line up.

Being a 'leader in care' is based on the principles of trust, integrity and accountability. When managing a service, your leadership activities should uphold social care values, and a commitment to quality and improvement.

We all have a default leadership approach and to improve your leadership skills, you should recognise what your preferred leadership style is and develop your ability to use other approaches when circumstances demand it. There are a number of resources available to help you further develop your leadership skills and ability, including:

- Develop Your Leadership Style | SkillsYouNeed
- Step Into Leadership

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11. The National Skills Academy for Social Care, 2013, *Leadership starts with me*
12. Model taken from SkillsYouNeed.com (*adapted from the work of Warren G Bennis*)
13. NOS for Leadership and Management of Care Services: *Lead & manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements* – SCDLMCE3

Leadership and accountability

Accountability and leadership work hand in hand, because with authority, comes responsibility. As a leader of a care service, you are not only responsible for your own decisions and actions but also for making sure your team are doing the right things and in the right way. You must not ignore or fail to deal with poor practice standards, attitudes or behaviours.

Accountability holds leaders to account for the quality of the service being provided and the outcomes achieved. Accountability should not be seen as a negative thing as it provides an opportunity to **"demonstrate the ownership necessary for achieving desired results – to see it, own it, solve it, and do it."**[14]

> **A cautionary tale**
>
> This is a story of four people named Everybody, Somebody, Anybody and Nobody.
>
> There was an important job to be done and Everybody was asked to do it. Everybody was sure Somebody would do it. Anybody could have done it, but Nobody did it.
>
> Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it, but Nobody realised that Everybody wouldn't do it.
>
> It ended that Everybody blamed Somebody when Nobody did what Anybody could have done.
>
> **Unknown**

As part of your leadership role, you should develop a culture of accountability in your service, so each member of your team takes responsibility for the part they play in providing excellent care and support. To achieve this, they need to have a clear understanding of their role and responsibilities, and how this feeds into achieving the organisation's objectives. They should receive regular constructive feedback about their progress and any issues surrounding competency should be addressed.

Accountability is about taking ownership and your team can only do that if they know what is expected of them and is given the appropriate support to do it. We have published guidance, Openness and honesty when things go wrong: the professional duty of candour, to help people who are registered with us be accountable for their practice.

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14. R Connors and T Smith, 2004, *The Oz Principle – Getting results from individual and organisational accountability*

Ensuring quality

A high quality care and support service supports people to live the life they want, in the way they want – services are designed with and around the person, rather than a 'one size fits all' approach. It focuses on what matters to people and the personal outcomes they want to achieve.

What a 'high quality' service looks like will vary from person to person according to what matters to them and improves their sense of well-being.

A sense of well-being comes from things, such as:

- relationships
- feeling loved
- being respected
- having a sense of purpose
- making a useful contribution
- the little things that make life feel worthwhile.

Think Local, Act Personal[15] stresses that high-quality care and support that focuses on outcomes exists where people:

- are supported to live the independent lives they have defined, with informed choice and control through access to appropriate services and as much involvement in the decisions about their care and support as they want to have
- have opportunities to take part in community life, engage in activities that match their interests, skills and abilities, and maintain good relationships
- feel safe, secure and empowered because their human rights are protected, and they are supported to manage risks they are aware of and understand
- have a positive experience of care provided through relationships based on mutual respect and consideration, and where care is designed around their needs, it's consistent, well-planned and purposeful.

The main characteristics of a high-quality service include:

- leadership that's visible and proactive, is focused on achieving good outcomes and inspires people to have high aspirations for themselves and others
- services that are designed and co-produced with people who use the service and their carers
- a positive, open and accountable organisational culture where dignity, empathy and compassion is evident
- a workforce that's competent, confident and continually motivated by continuing professional development activity, to support and empower people who use services so they have the best possible quality of life
- practice that is evidenced-based and built on 'what works'/approaches that focus on achieving the best outcomes
- services that work collaboratively with other partner organisations to make sure people receive care and support that is joined-up and seamless in its approach.

"The greatest danger for most of us is not that our aim is too high and we miss it but that it is too low and we reach it." – Michelangelo

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15. Think Local, Act Personal, 2013, *Driving up Quality in Adult Social Care: What is Quality?*

Making it happen

To make sure the care and support provided by your service is of the highest quality, you and your team should have a shared understanding of what high-quality, outcome- focused care and support looks like for your setting and are committed to providing it.

An important element of developing a high-quality, outcome-focused service involves creating a culture in which people, carers and your team can contribute to the development and improvement of services. There are a number of ways in which you can promote participation and engagement – these resources may be useful:

- Employee engagement | Acas
- SCIE People Management: Participation
- Cymru Ifanc / Young Wales
- Co-producing Evaluation – Why bother involving people in evaluation? | Evaluation Support Scotland
- Participation Standards – Children in Wales

You must have effective mechanisms in place for people – whether they receive services or are employees – to share their views about their experience of a service. This should include a process by which they can raise concerns about poor-quality care and support. These quality assurance procedures will need to show how they trigger a response when things are not right and how learning from feedback takes place.

Manager top tip

"As a new manager it's important to remember there will always be things you will want to develop and improve on. The feedback you receive will help you to prioritise those areas you need to focus on first."

These resources can help you establish correct procedures for receiving, managing and learning from compliments, concerns or complaints:

- National Occupational Standards for Leadership and Management of Care Services: Manage systems, procedures and practice within care services for receiving, responding to and learning from compliments, concerns and complaints (SCDLMCE9)
- Raising concerns in the workplace | Older People's Commissioner for Wales
- Whistleblowing: improving organisational practice | SCIE
- Protect

Additional resources for providing a good quality service:

- Quality in Social Care | SCIE (a video that explores what is excellence in social care)
- Health and social care services | Health and Safety Executive (guidance about health and safety responsibilities in social care settings)
- Managing medicines in care homes | Guidance and guidelines | NICE
- Safer food, better business | Food Standards Agency
- Information Commissioners Office (guidance about legal responsibilities relating to management of information)

Measuring and evaluating quality

Quality assurance and performance management are intrinsically linked. Managing the performance of your service is an important part of leadership. It involves creating a culture, supported by business processes, that makes sure the service is constantly meeting and improving upon standards of quality.

Over the last decade there has been a significant change in how performance and quality is measured in social care. Traditionally, performance measurements have focused on inputs and outputs, but these measures tell us little about the quality of the experience or the difference the service intervention has made to a person's life or circumstances. Quality measures now also consider the outcomes and impact services have had when assessing progress and success. These can be defined as:

Term	Definition
Input	The resources needed to provide a service, such as staff.
Output	The tangible products or services that are a result of organisational activities or the activities of those involved in providing the service. Outputs may be used to achieve outcomes.
Outcome	The changes or differences that people or care services are trying to achieve. Hard outcomes are changes that are clear and obvious, or those that involve a visible change in people's behaviour or circumstances. Soft outcomes are changes that are less easy to observe and measure or those that involve more subtle changes inside people such as changes in attitude, sense of well-being or how a person sees, or feels about, themselves[16]. For many people, keeping things the same and not going 'downhill' is what matters most to them, this could be described as a maintenance outcome. Additionally, process outcomes, which are about the way care and support is provided, rather than what it is intended to achieve, is what matters to the person receiving care and support.
Impact	Longer-term effects of an organisation's activities and the outcomes achieved.

The Social Policy Research Unit has also identified three main categories of outcome that are important to people using care and support:

- quality of life outcomes are those aspects of a person's life they want to achieve or maintain
- process outcomes relate to the experience that people have had in accessing and using services
- change outcomes relate to the improvements in physical, mental or emotional well-being that people are seeking from any particular service intervention or support[17].

Evaluating outcomes when you're assessing the effectiveness of a service intervention gives you an opportunity to focus on what matters most to people who use care and support, and puts them at the centre of business planning and service provision[18]. While capturing this evidence can be challenging, you should highlight the difference made to people's lives. This evidence can be used:

- in feedback to staff – to acknowledge their contribution to achieving the outcomes people value
- in reporting to people who use care and support to help show the impact the service has had
- for identifying gaps in achieving outcomes that can contribute to service improvements
- for external reporting, such as contract monitoring/regulatory reporting
- for commissioning and marketing purposes[19].

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16. National Occupational Standards for Leadership and Management of Care Services: Lead the performance management of care service provision (SCDLMCE2)
17. Measuring Personal Outcomes | IRISS, 2012
18. Performance Management | SCIE
19. Understanding and measuring outcomes | IRISS – a guide on the use of qualitative data, 2013

Regulation and inspection

Regulation and inspection have an important role in quality assurance – ensuring safe, effective, high-quality care and support is being provided. Regulation is a process whereby services or people show how they meet required quality standards. In Wales, care and social services regulation is carried out by the Care Inspectorate Wales and regulation of the workforce is carried out by Social Care Wales.

The Regulation and Inspection of Social Care (Wales) Act 2016 moved regulation from meeting minimum standards to a system that provides clear reports for the public about the quality of the service and the outcomes for people using care and support. This approach is also used by other inspectorates.

As a newly-appointed manager, you need to understand your responsibilities in meeting your service and your team's regulation and inspection requirements. You need to make sure you take the time to familiarise yourself with the regulations and frameworks used to inspect your service and work to make sure the service is operating in line with these requirements. You should also make sure staff have a good understanding of the purpose of regulation and inspection, how inspections are carried out and the link to their day-to-day work.

Managing inspections

Inspections can be anxiety-provoking, but here are some tips worth remembering:

- view inspections as a part of your quality assurance system – an additional source of feedback about how your service is performing
- you are the lead professional for your service – be confident in presenting the quality of work carried out and the actions you have taken
- if you are aware there are areas that need to be improved, be upfront and describe the plans in place to improve them
- be organised – make sure all the information needed by the inspectors is available and that appropriate members of staff can also access this information if you're not there
- you and your inspector are working towards the same goal – making sure the highest quality care and support is being provided and people are achieving good outcomes.

More information:

- Our Inspections | Care Inspectorate Wales
- Social Care Wales – Registration
- National Occupational Standards for Leadership and Management of Care Services: Lead and manage the quality of care service provision to meet legislative, regulatory, registration and inspection requirements (SCDLMCE3)

Contract monitoring

Contract monitoring is a further quality assurance activity relating to care and support services that may be commissioned from your organisation by another agency, for example, a local authority or local health board. Contract monitoring aims to make sure that people receive a high-quality, outcome-focused service that shows value for money and meets contractual standards.

Contract monitoring will:

- check the services provided are of an acceptable quality
- check the service provision is achieving the agreed outcomes
- make sure the services commissioned are meeting regulatory standards
- ensure 'best value for money'.

As the manager, you should be familiar with the expectations of your commissioners, which will be set out in service level agreements, contracts and/or service specifications. It's also useful to gain an understanding of the way in which contract monitoring is carried out and read previous contract monitoring feedback. This will help you decide the priority areas for service development, in line with other sources of feedback from inspectors, staff and people using your services.

Summary

Managing the performance of your service to make sure it achieves good quality outcomes involves:

- **internal quality assurance systems** – for example, compliments and complaints procedures
- **service regulation** – Care Inspectorate Wales regulates social care, early years services, and local authority care and support services. Regulation includes registration, inspection, responding to concerns about regulated services, and compliance support and enforcement
- **workforce regulation** – we regulate specific groups of the social care workforce, setting high professional standards for the workforce in practice and training. We currently register:
  - social workers
  - social work students
  - residential child care managers
  - adult care home managers
  - residential family centre managers
  - domiciliary care managers
  - residential child care workers
  - domiciliary care workers
- **contract monitoring** – carried out by the commissioners of your service, such as local authorities or local health boards.

Leading and managing change

An important element of your leadership role is to be a 'change-agent'. To have a vision of where you want your service to be in the future is not enough, you need to have a plan of how you will get there and make sure it happens. Your approach to organisational or service change must be realistic, achievable and measurable. To help you plan for change, you need to ask yourself the 'why, what, who and how' questions:

- why do we need to change?
- what do we want to achieve with this change?
- who is affected by this change and how will they react to it?
- how will we know the change has been achieved?
- how much of this change can we achieve ourselves and what parts of the change do we need help with?

Change can be unsettling and needs to be managed in a way that allows those who are affected by it, to adapt. As a manager, you have a crucial role to play in communicating the need for change, involving people who are affected by it in the planning and implementation of the change, and being a positive influence during the transition periods[20].

For more information and resources about change management, take a look at:

- Change Management | CIPD
- Change Management – Learn How to Manage Change | MindTools.com
- Managing Change | Acas
- Organisational Change in Social Care | SCIE
- National Occupational Standards for Leadership and Management of Care Services: Lead and manage change within care services (SCDLMCA2)

Being a learning organisation

A learning organisation is one that's committed to continuous improvement and has great capacity to learn, adapt and change. These organisations have a positive attitude to learning embedded in their culture, this includes:

- learning is not an optional extra in day-to-day work activity
- learning activities should be well-planned and supported through service planning arrangements
- learning should be a continuous, on-going process that encourages self-improvement and organisational development
- learning is a shared activity and can take many forms, such as mentoring, discussion or shadowing.

Keeping up-to-date with developments in your area of practice and current best practice approaches is another essential element of a learning organisation. Continuing professional development activity can contribute to practice development and service improvement, and staff members should share new learning with the wider staff group as a matter of course. For example, by having a standing item on the agenda in team meetings about learning and development, staff will have an opportunity to discuss any learning they've gained from training courses or accredited learning programmes and so on.

20. Change Management | Businessballs.com

Any improvement activity should be evidence-based – drawing on research knowledge, what we know works (practice wisdom and experience) and the views of people using your services. Evidence-informed practice means making sure your practice interventions are guided by the best research and information available, so approaches to practice and service improvement are well thought-out, safe and robust[21].

More information and resources:

- Learning Organisations – A self-assessment resource pack | SCIE
- SCIE Knowledge review 07: Improving the use of research in social care practice
- Developing Evidence-Enriched Practice in Health and Social Care with Older People | JRF
- Evidence Informed Practice – The Learning Exchange | IRISS
- Research and resources | NSPCC

You have a responsibility to cultivate a positive attitude to learning in your team – encouraging flexibility, adaptability, reflection and a capacity for change, while maintaining a commitment to excellence. Achieving this is no easy task but it begins with you as leader and role model for your service. As John Quincy Adams[22] reflected: **"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."**

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21. *What does evidence-informed practice look like? | Research in Practice*, 2014
22. John Quincy Adams – sixth president of the United States of America

Appendix 1

Induction reflective log template

Name:

Organisation:

Activity		Summary of learning
Understanding the organisation in which you work		
Understanding your role in the organisation		

Activity		Summary of learning
Getting to know your team		
Getting to know the other professionals you work with and the people who use your service		

Additional learning needs (to be discussed with your line manager/employer):

Identified learning need	How this will be met	To be achieved by

Signature (manager):

Signature (line manager/employer):

Date:

Appendix 2 – Useful links

Resource	URL address
A Question of Care: a Career for You?	http://www.aquestionofcare.org.uk/
Academi Wales	https://academiwales.gov.wales/
Children in Wales - Safeguarding	https://www.childreninwales.org.uk/safeguarding/
CASCADE	http://sites.cardiff.ac.uk/cascade/
Challenging conversations and how to manage them	Acas	http://www.acas.org.uk/index.aspx?articleid=3799
Change Management	CIPD	http://www.cipd.co.uk/hr-topics/change-management.aspx
Community Care	http://www.communitycare.co.uk/
Continuing professional development toolkit for social care, early years and childcare manager and workers	Care Council for Wales	https://socialcare.wales/cms_assets/file-uploads/CCPD-toolkit-for-social-care-ENGv01.pdf
Co-producing Evaluation - Why bother involving people in evaluation?	Evaluation Support Scotland	http://evaluationsupportscotland.org.uk/resources/297/
Cymru Ifanc / Young Wales	http://www.childreninwales.org.uk/our-work/participation/young-wales/
Dealing with poor performance	MindTools.com	https://www.mindtools.com/pages/article/newTMM_80.htm
Develop Your Leadership Style	SkillsYouNeed	http://www.skillsyouneed.com/lead/develop-leadership-style.html
Developing Evidence-Enriched Practice in Health and Social Care with Older People	JRF	https://www.jrf.org.uk/report/developing-evidence-enriched-practice-health-and-social-care-older-people
Emotional Intelligence – Developing strong people skills |MindTools.com	https://www.mindtools.com/pages/article/newCDV_59.htm
Emotional Intelligence	SkillsYouNeed	https://www.skillsyouneed.com/general/emotional-intelligence.html
Employee engagement	Acas	http://www.acas.org.uk/index.aspx?articleid=2701
Employment Law Update	Acas	http://www.acas.org.uk/index.aspx?articleid=3909
Evidence Informed Practice -The Learning Exchange	IRISS	http://lx.iriss.org.uk/category/learning-exchange-collections/evidence-informed-practice
Giving Feedback	MindTools.com	https://www.mindtools.com/pages/article/newTMM_98.htm
Good practice at work	Acas	http://www.acas.org.uk/index.aspx?articleid=4664
Health and social care services	Health and Safety Executive	http://www.hse.gov.uk/healthservices/index.htm
Health and Social Services	Welsh Government	http://gov.wales/topics/health/?lang=en

Resource	URL address
How Good Are Your Management Skills? | MindTools.com	https://www.mindtools.com/pages/article/newTMM_28.htm
Work and Stress | Mind	https://www.mind.org.uk/information-support/tips-for-everyday-living/how-to-be-mentally-healthy-at-work/work-and-stress/
Identifying learning and development needs | CIPD	http://www.cipd.co.uk/hr-resources/factsheets/identifying-learning-talent-development-needs.aspx
Information Commissioner's Office	https://ico.org.uk/for-organisations/
JRF | Joseph Rowntree Foundation	https://www.jrf.org.uk/
Managing Change | Acas	http://www.acas.org.uk/index.aspx?articleid=4669
Managing conflict at work | Acas	http://www.acas.org.uk/index.aspx?articleid=1218
Managing medicines in care homes | Guidance and guidelines | NICE	https://www.nice.org.uk/Guidance/SC1
More than Just Words….	https://gov.wales/welsh-language-healthcare-more-just-words-action-plan-2019-2020
National Occupational Standards (NOS)	https://socialcare.wales/learning-and-development/national-occupational-standards-nos
National Outcomes Framework | Welsh Government	https://gov.wales/social-services-national-outcomes-framework?_ga=2.226709913.527705334.1625057946-474807483.1491478308
Openness and honesty when things go wrong - the professional duty of candour | Social Care Wales	https://socialcare.wales/resources/openness-and-honesty-when-things-go-wrong-the-professional-duty-of-candour-explanatory-guidance
Organisational Change in Social Care | SCIE	http://www.scie.org.uk/publications/elearning/organisational-change-in-social-care/index.asp
People Management | SCIE	http://www.scie.org.uk/workforce/peoplemanagement/index.asp
Performance Management | Acas	http://www.acas.org.uk/index.aspx?articleid=4668
Performance Management | CIPD	https://www.cipd.co.uk/hr-resources/factsheets/performance-management-overview.aspx
Planning and Structuring Effective Meetings | SkillsYouNeed	http://www.skillsyouneed.com/ips/meetings.html
Raising concerns in the workplace | Older People's Commissioner for Wales	http://www.olderpeoplewales.com/Libraries/Uploads/RaisingConcerns.sflb.ashx
Reflective practice| IRISS	https://www.iriss.org.uk/resources/multimedia-learning-materials/reflective-practice
Research and resources | NSPCC	http://www.nspcc.org.uk/services-and-resources/research-and-resources/
Rights and responsibilities at work | Acas	http://www.acas.org.uk/index.aspx?articleid=4663

Resource	URL address
Running Meetings| Businessballs.com	http://www.businessballs.com/meetings.htm
Safer food, better business	Food Standards Agency	http://www.food.gov.uk/business-industry/sfbb
Social Care Institute for Excellence (SCIE)	http://www.scie.org.uk/
Social Care Legislation in Wales Information and Learning Hub	Social Care Wales	https://socialcare.wales/hub/home
Social Policy Research Unit	https://www.york.ac.uk/spru/
Stress	Acas	http://www.acas.org.uk/index.aspx?articleid=1993
Stress in the workplace	Chartered Institute for Personnel & Development	https://www.cipd.co.uk/knowledge/culture/well-being/stress-factsheet
Stress management	MindTools.com	https://www.mindtools.com/pages/main/newMN_TCS.htm
Succession Planning Factsheet	CIPD	http://www.cipd.co.uk/hr-resources/factsheets/succession-planning.aspx
Team Management Skills	MindTools.com	https://www.mindtools.com/pages/main/newMN_TMM.htm
First Year as a Manager – Practice Guidance	Social Care Wales	https://socialcare.wales/cms_assets/file-uploads/First-Year-as-a-Manager.pdf
The Social Care Manager's Handbook	Skills for Care	http://www.skillsforcare.org.uk/Documents/Leadership-and-management/Registered-managers/Your-management-tools/Registered-Managers-Handbook-2016.pdf
Think Local, Act Personal	http://www.thinklocalactpersonal.org.uk/
Time management	MindTools.com	https://www.mindtools.com/pages/main/newMN_HTE.htm
Health and Care Research Wales	https://healthandcareresearchwales.org/
Using Welsh at Work	https://socialcare.wales/learning-and-development/using-welsh-at-work
Whistleblowing: improving organisational practice	SCIE	http://www.scie.org.uk/socialcaretv/video-player.asp?v=improving-organisational-practice
Work related stress	Health and Safety Executive	http://www.hse.gov.uk/stress/