

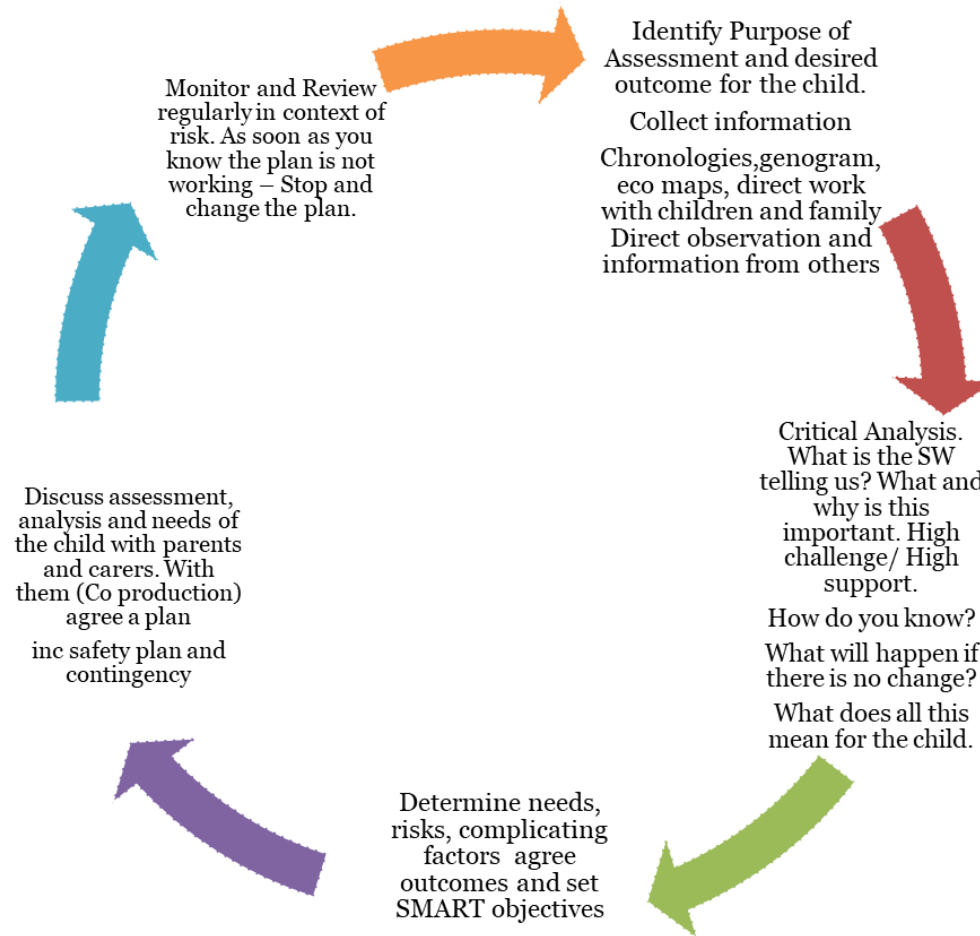
Confident Analysis and Decision-Making

Post Qualifying Practice Standards for
Practice Supervisors
(Knowledge and Skills Statement 5)

UNDER THIS KSS PRACTICE SUPERVISORS ARE REQUIRED TO:

- ▶ Create a culture of focused thinking which consistently explores a wide range of contexts (including family and professional stories, the chronology of critical events, social and economic circumstances). Generate multiple hypotheses which make sense of the complexity in which children and families are living. Help practitioners to make decisions based on observations and analyses, taking account of the wishes and feelings of children and families. Ensure that practitioners are ambitious for children and families and that the long-term and life-long consequences of decisions are fully considered at all stages of planning and review, and in consultation with children and families. Build relevant relationships with children and families and professionals to test current hypotheses and dominant perspectives. Ensure that children and young people's expectations are met where possible and any disappointment sensitively acknowledged and sufficiently addressed.
- ▶ Establish recording processes, provide the full analysis underpinning decisions, making sure the rationale for why and how decisions have been made is comprehensive and well expressed.

The Case Management Process



Assessment is a process

- ▶ Analysis and reflection should be happening at every stage
- ▶ Analytical Assessment: -
 - **Aims** –Why, what will be achieved, seriousness for the child if needs not met, clear outcomes and work to achieve these
 - **Context** -family history- what we know, open minded approach, understand emotional implications, info is directly relevant
 - **Expertise** -to be clear about concerns demonstrate hypotheses
 - **Style**- logical, succinct, jargon free
 - **Evidence**- underpinning theoretical knowledge, explicit evidence, informed prediction of outcomes for the child if needs are unmet, confident analysis, owning what you write
 - **Views** -provide a clear understanding of the Child's life and how this stage has been reached, view of child and family and analysis of these.

Hypothesising...

- ▶ Look at the broader picture...

What we're there for might not be the only thing we need to know about

- ▶ Remember, the **initial Hypothesis is incomplete**...we are missing information...don't stick to one judgement
- ▶ Its about **disproving or proving** a hypothesis and moving between these



Professional Curiosity

Child's Voice and Journey

5 Anchor Principles



What is the assessment for? - Purpose - identify key issues. Research, practice experience, observation of the family.

What is the story? - Identify relevant facts, circumstances and connected events which form coherent narrative.

What does the story mean? - Getting the meaning out of the facts is key to effective analysis. Show your workings, hypothesising, testing, reflecting, planning.

What needs to happen? - Here is the problem, what is the solution? What does the story tell us about the needs?

How will we know we are making progress? - What do we want to achieve for this child? Have we achieved our planned outcome. If not, why not?

Thinking We Need To Help Social Workers Avoid

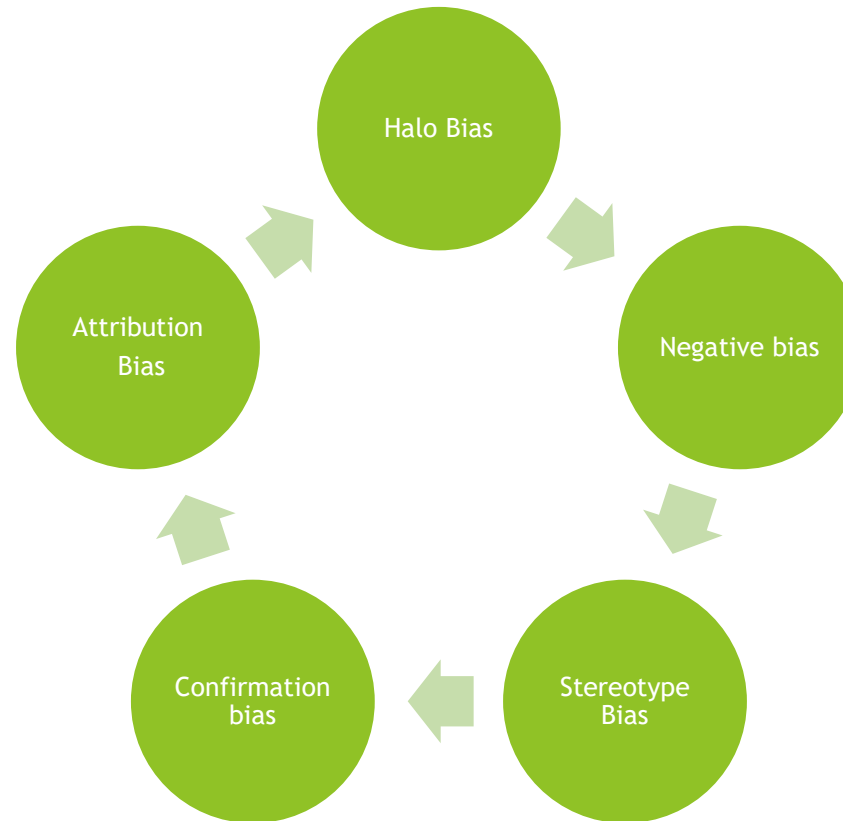
Halo Bias

Negativity Bias

Stereotype Bias

Confirmation Bias

Attribution Bias



Purposeful and Effective Social Work

Post Qualifying Practice Standards for
Practice Supervisors

(Knowledge and Skills Statement 6)

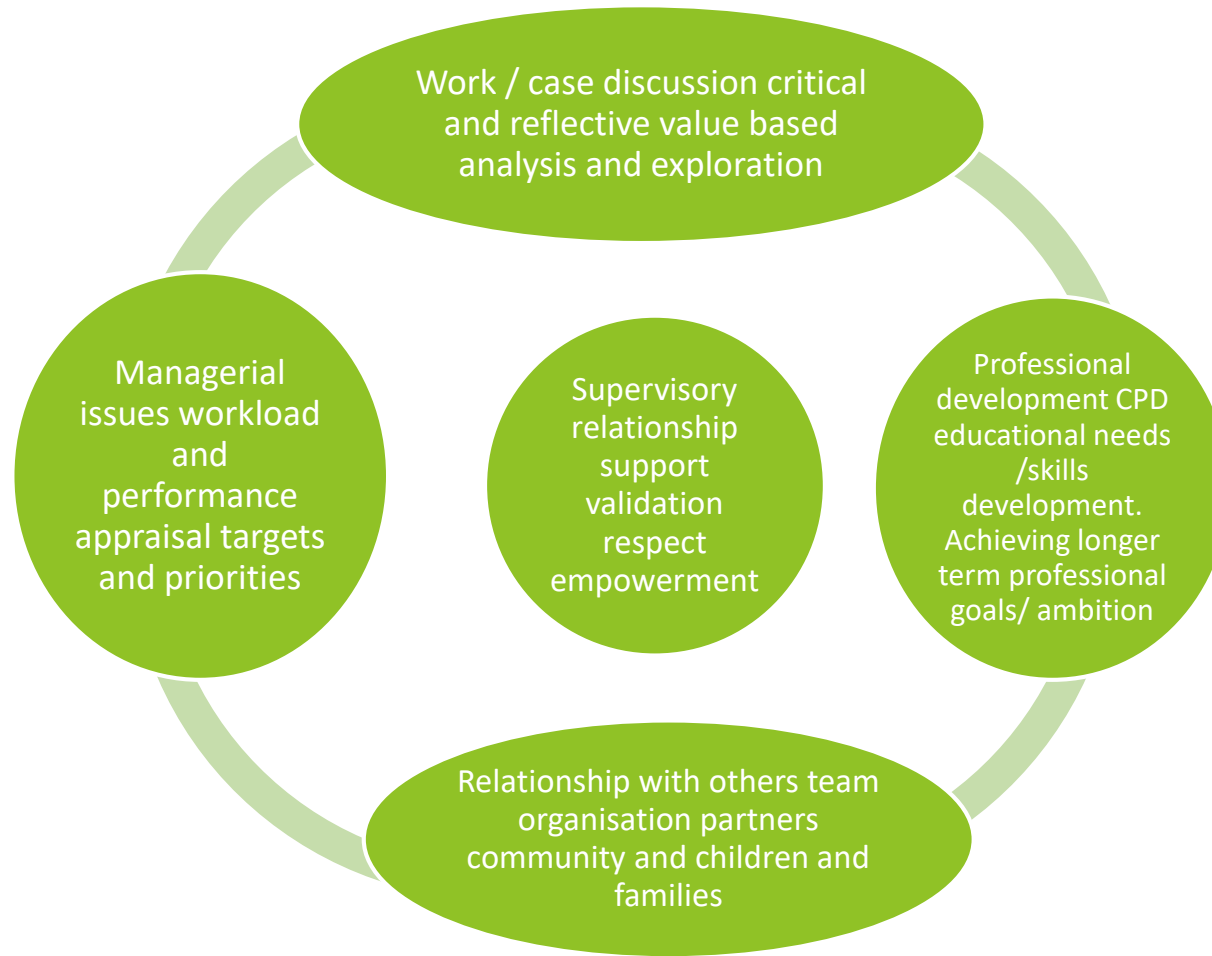
UNDER THIS KSS PRACTICE SUPERVISORS ARE REQUIRED TO:

- ▶ Ensure practitioners adopt an approach to practice which is proportionate to identified risk and need. Use supervision processes to challenge the balance of authoritative intervention and collaborative engagement to determine how current practice is achieving the best long-term outcomes for children and families. Use focused questioning with practitioners to clarify the direction of work, and identify whether practitioners need to adopt a more reflective and curious approach, or respond with greater pace and assertion. Ensure that family narratives are sought and listened to, that all relevant family members, including fathers, are engaged in shaping plans and supported to carry these out, and that practice empowers families to make positive changes.
- ▶ Ensure methods and tools used are based on the best evidence, that progress is frequently reviewed and that the social work plan is adjusted accordingly. Reflect upon and review the welfare and support needs of children and families and be alert to evidence of actual or likely significant harm ensuring that identified risks are managed and new risks identified, assessed and addressed.
- ▶ Implement effective strategies for ensuring throughput of work. Frequently review the requirement for continued involvement so that cases are closed in a timely manner and that families have an appropriate and long-term support plan where that is required, and ensure that no child or family is left unnoticed in the system.

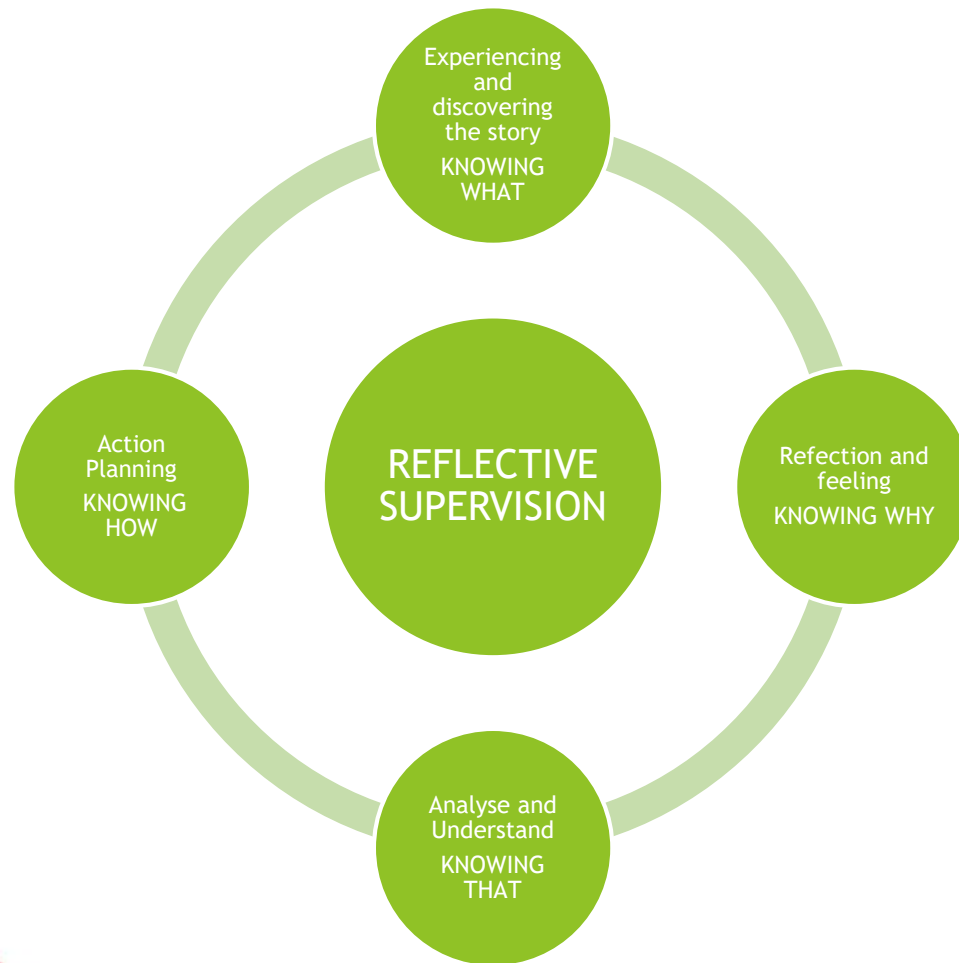
Managing risk in social work - Tips for Practice Supervisors

- ▶ Managing risk is at the heart of social work - give social workers freedom to practice positively and effectively while holding them to defensible decisions and challenging poor practice.
- ▶ Supervise, don't micro-manage
- ▶ Learn from Serious Case Reviews
- ▶ Be aware of factors that can hamper risk management - e.g. burnout or compassion fatigue can lead social workers to minimise risk of harm.
- ▶ You can't do everything - if high caseloads are impacting on effective risk management this must be conveyed to senior managers.

Dimensions of Supervision



Reflective Supervision



SMART PLANS in Case Management

- ▶ Good questions to ask Social Workers: -
 - What are we worried about?
 - What do we want for the child for us to be satisfied that we do not need to be involved?
 - What is the detailed plan - who is doing what, when, how, by when and with whom - how will we know we have succeeded?
 - When are we going to check the plan is working?
 - What is our safety plan and our contingency?



Links

- ▶ [Managing Practice Guide](#)
- ▶ [What Makes a Good Manager](#)
- ▶ [Tips for Managing Risk in Social Work](#)
- ▶ [Effective Supervision in Social Work](#)
- ▶ [Managing Reflective Supervision](#)
- ▶ [Effective Supervision - Top Tips](#)
- ▶ [Effective Supervision Guide](#)

Emotionally Intelligent Practice Supervision

Post Qualifying Practice Standards for
Practice Supervisors
(Knowledge and Skills Statement 7)

UNDER THIS KSS PRACTICE SUPERVISORS ARE REQUIRED TO:

- ▶ Recognise how different relationships evoke different emotional responses, which impact upon the effectiveness of social work practice and provide responsive, high quality individual supervision. Use mechanisms such as peer supervision and group case consultation to help identify bias, shift thinking and the approach to case work in order to generate better outcomes for children and families. Recognise and articulate the dilemmas and challenges faced by practitioners and use this expertise and experience to guide, assist and support the provision of services.
- ▶ Identify emotional barriers affecting practice and recognise when to step in and proactively support individuals. Promote reflective thinking to drive more effective discussions so that reasoned and timely decision-making can take place. Demonstrate a high level of resilience within pressured environments, be attuned to the effect of high emotion and stress and respond in calm, measured and pragmatic ways.
- ▶ Reflect upon the confidence of practitioners and adapt management and leadership style according to the needs of individuals and the organisation. Protect practitioners from unnecessary bureaucratic or hierarchical pressures and have in place strategies to help manage the root causes of stress and anxiety. Continually energise and reaffirm commitment to support families and protect children.

Emotional Intelligence

- ▶ Emotional resilience is the ability to manage environmental difficulties, demands and high pressure. It is having the ability to withstand these challenges and emerge stronger and more resourceful (Walsh, 2008).
- ▶ Cole et al. (2006) found that supervisors who actively explored emotions within supervision produced positive emotions in their workers, which in turn raised performance.
- ▶ Key attributes required of a supervisor to deliver supervision (Morrison, 2005): -
 - **Self-awareness**: being confident in your own abilities but knowing where you might need support
 - **Self-regulation**: being professional, keeping calm under pressure
 - **Motivation**: wanting to improve, not just get through
 - **Empathy**: being aware of the feelings of others as individuals or as a group
 - **Social skills**: being a good communicator

Links

- ▶ [Emotional Intelligence, Emotion and Social Work: Context, Characteristics, Complications and Contribution](#)
- ▶ [Surviving or Thriving? Enhancing the Emotional Resilience of Social Workers in their Organisational Settings](#)
- ▶ [Tips on Peer Supervision](#)
- ▶ [Research in Practice Resources](#)

Performance Management and Improvement

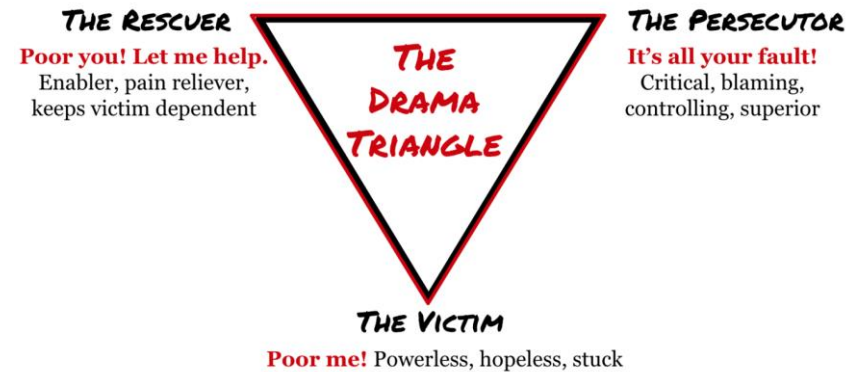
Post Qualifying Practice Standards for
Practice Supervisors
(Knowledge and Skills Statement 7)

UNDER THIS KSS PRACTICE SUPERVISORS ARE REQUIRED TO:

- ▶ Explain to practitioners the full legal, regulatory, procedural and performance framework within which they operate and be accountable for their work within it. Provide opportunities for staff to give and receive constructive feedback on performance. Recognise and commend hard work and excellent practice and build social workers' confidence in their practice. Challenge complacency with a commitment to continued improvement and confidently hold poor practice to account.
- ▶ Establish available capacity so that work is allocated appropriately across the staff group and ensure best use is made of resource, ability, interests and ambitions. Devise and implement systems which both demonstrate effective practice and trigger immediate corrective action where necessary. Produce and utilise data to understand current demand, historical patterns and likely future trends. Scrutinise system performance and devise and implement effective and timely improvement plans.
- ▶ Strike a balance between employing a managerial, task-focussed approach and an enabling, reflective leadership style to achieve efficient day-to-day functioning. Develop a strategy for future improvements and contribute to similar within the wider organisational system. Draw on and share best practice within local and national contexts. Implement communication channels with children, young people, families and other professionals inviting feedback and ideas for improvement. Respond thoughtfully and proactively to complaints and mistakes, creating learning opportunities for self, staff and the organisation.

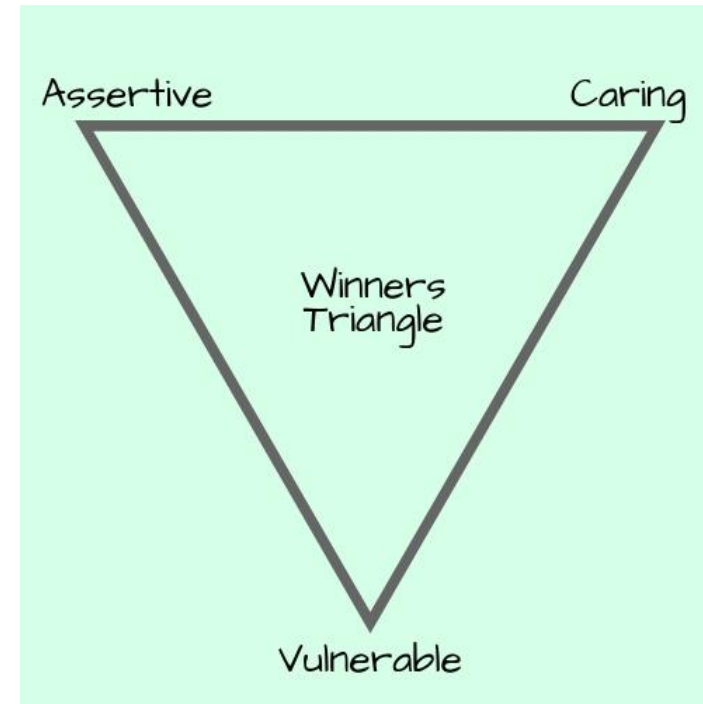
Karpan's Drama Triangle

- ▶ **The Victim** - treated as or accepts role of victim but will abdicate responsibility for the situation and blame others for position.
- ▶ **The Persecutor** - coerces or persecutes the person in the victim position. Acts in own interests, wants to scapegoat and punish victim for situation/failure to meet expectations. Denys responsibility for the situation.
- ▶ **The Rescuer** - intervenes to 'help the Victim' as sees as powerless to takes over and save them from the persecutor. Blames the persecutor but does not empower the victim or hold boundaries.



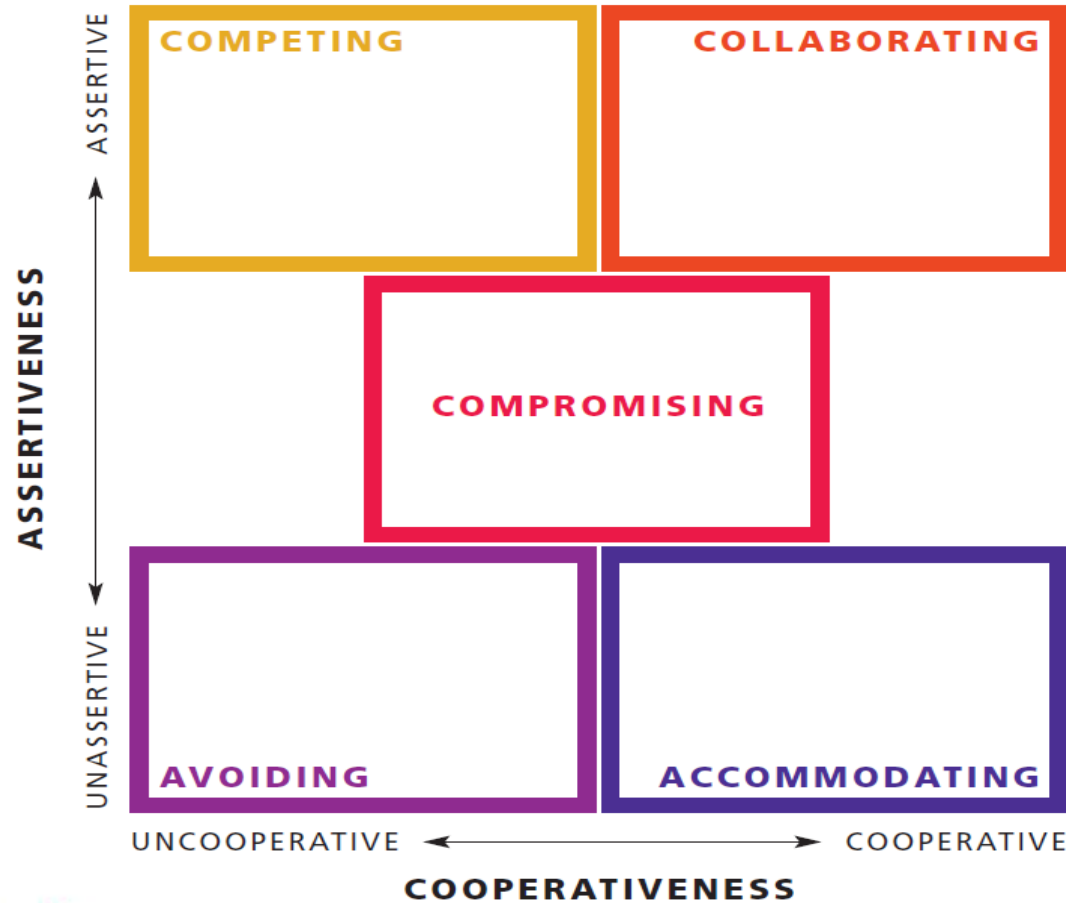
Winners Triangle

- ▶ **The Persecutor** becomes **The Assertive** position - acting in own interests but taking responsibility for what they want and asking for this rather than punishing others for not getting it.
- ▶ **The Rescuer** becomes **The Caring** position - remains in touch with own needs but aware that the other person is responsible for themselves. Maintains appropriate boundaries and empowers rather than disempowers.
- ▶ **The Victim** becomes **The Vulnerable** position - this can still be unpleasant but the vulnerable person accepts responsibility for themselves and becomes aware of their needs. This can be empowering as acknowledging the reality means they are no longer a victim who can be manipulated by the rescuer or persecutor.



Styles of resolving conflict

(Thomas and Kilman 2007)



- ▶ **Competing** - When competing you pursue your own concerns at another person's expense, using whatever power appropriate to win. Competing may mean standing up for your rights, defending a position you believe is correct, or simply trying to win.
- ▶ **Collaborating** - When collaborating you work with another person to find solutions to both of your concerns. It involves exploring issues together and learning from each other's insights to deliver fair outcomes.
- ▶ **Compromising** - When compromising you find a quick and mutually agreeable solution. It may require splitting the difference or reaching a fast middle-ground position to a situation.
- ▶ **Avoiding** - When avoiding you don't immediately pursue the concerns/conflict. Avoiding may result in diplomatically sidestepping an issue, waiting to address an issue until a better time, or removing yourself from a threatening situation.
- ▶ **Accommodating** - When accommodating you neglect your own concerns to satisfy those of another. Accommodating may lead to selfless generosity or charity, obeying another person's orders when you don't want to, or yielding to another's point of view.

Motivation - Hygiene Theory

Herzberg (1960's)

Herzberg's findings revealed that certain characteristics of a job are consistently related to job satisfaction, while different factors are associated with job dissatisfaction. These are:

► Factors for Satisfaction

- Achievement
- Recognition
- The work itself
- Responsibility
- Advancement
- Growth

► Factors for Dissatisfaction

- Company policies
- Supervision
- Relationship with supervisor and peers
- Work conditions
- Salary
- Status
- Security

- Fixing the causes of dissatisfaction won't create satisfaction. Nor will adding the factors of job satisfaction eliminate job dissatisfaction.

CORBS Feedback Model for Performance Management

► Principles of CORBS feedback model:

- **Clear statement** - give clear and concise information.
- **Owned** by the person speaking - your own perception, not the ultimate truth. How it made you feel. Use terms such as “I find” or “I felt” and not “You are”.
- **Regular** - give immediately or as close to the event as possible. NEVER delay
- **Balanced** - balance negative and positive feedback. DO NOT overload with negative feedback.
- **Specific** - base your feedback on observable behaviour. Behaviours that the recipient can change.

Links

- ▶ [Professional Standards - HCPC \(Until 02/12/19\)](#)
- ▶ [Professional Standards - Social Work England \(As of 02/12/19\)](#)
- ▶ [Research in Practice Resources](#)
- ▶ [Dudley Council Policies & Procedures](#)
- ▶ [Dudley Council Practice Standards](#)
- ▶ [Holding Difficult Conversations - Video Guidance](#)
- ▶ [Caseload Management](#)