# **4 Capabilities (4C) Leadership Capability Framework Action Plan**

Frontline’s 4C leadership capabilities pathways are designed to develop you as a leader in social care by:

• introducing you to the 4C leadership capability framework

• demonstrating its value in guiding your professional development

The 4C leadership capability framework covers:

• maintaining curiosity

• providing clarity

• managing complexity

• expanding capacity

Use this action plan to:

• record your answers and reflections

• identify how to translate your answers and reflections into actions and tasks

• note your learnings about each of the 4Cs

Record your progress through the pathway by marking each of the 4Cs when you complete them:

|  |  |  |
| --- | --- | --- |
| **4C** | **Completed** | **Date completed** |
| **Maintaining curiosity** |  |  |
| **Providing clarity** |  |  |
| **Managing complexity** |  |  |
| **Expanding capacity** |  |  |

## **Maintaining curiosity**

|  |  |
| --- | --- |
| **Topic** | **Notes and reflections** |
| **What do we mean by maintaining curiosity?** |  |
| **Maintaining curiosity as a practice supervisor** | Over to youTake 5 minutes to reflect on the behaviours above and respond to the following questions. • In which are you strongest and why?• Which do you think you most need to develop?• What are some actionable steps you could take to do so? |
| **Your answers and reflections** |  |
| **Why maintaining curiosity is important for practice supervisors** | Over to youReflect on the following questions as part of your practice:• What recent decisions or actions could have benefited from greater curiosity?• Are there areas of your supervisory practice where assumptions or routines have replaced curiosity and deeper reflection?• How can you use curiosity to better understand your team's needs and the children and families you support? |
| **Your answers and reflections** |  |
| **Why maintaining curiosity is important for practice supervisors** | Over to youNow, choose one area of your supervisory practice such as team feedback or decision-making and apply a curiosity-driven approach. Reflect on how this influences the outcome and document what you learned in your action plan. Share your insights with a peer or in your next supervision session. |
| **Your answers and reflections** |  |
| **How practice supervisors can maintain curiosity in practice** | Over to youReview the area of your supervisory practice that you’d like to experiment with and define: • Who do you need to involve and by when? • When and where will this happen? • What else might you need? Add this activity to your diary so you have something tangible to work towards. Consider who you can share it with to check that you’ve made it happen. This could be a mentor, colleague, friend. Use the table at the end of this document to help you do this. |
| **Your answers and reflections** |  |

## **Providing clarity**

|  |  |
| --- | --- |
| **Topic** | **Notes and reflections** |
| **What do we mean by providing clarity?** |  |
| **Providing clarity as a practice supervisor** | Over to youTake 5 minutes to reflect on the behaviours above and respond to the following questions. • In which are you strongest and why?• Which do you think you most need to develop?• What are some actionable steps you could take to do so? |
| **Your answers and reflections** |  |
| **Why providing clarity is important for practice supervisors** | Over to youReflect on your role as a practice supervisor, considering the level of clarity you provide in your team’s work:• Are there areas where your team might lack clarity on expectations, timelines, or decision-making processes? How could this be improved?• How clearly do you communicate the importance of anti-oppressive practice, and what more could you do to ensure this is embedded in your team’s daily work? |
| **Your answers and reflections** |  |
| **How practice supervisors can provide clarity in practice** | Over to youReview these areas where your team might lack clarity and choose one that you’d like to experiment with, defining: • Who do you need to involve and by when? • When and where will this happen? • What else might you need? Consider who you can share it with to check that you’ve made it happen. This could be a mentor, colleague, friend. Use the table at the end of this document to help you do this. |
| **Your answers and reflections** |  |

## **Managing complexity**

|  |  |
| --- | --- |
| **Topic** | **Notes and reflections** |
| **What do we mean by managing complexity?** |  |
| **Managing complexity as a practice supervisor** | Over to youTake 5 minutes to reflect on the behaviours above and respond to the following questions. • In which are you strongest and why?• Which do you think you most need to develop?• What are some actionable steps you could take to do so? |
| **Your answers and reflections** |  |
| **Why managing complexity is important for practice supervisors** | Over to youReflecting on how you manage complexity is essential for improving both your leadership and the outcomes for children and families. Consider the following questions to deepen your understanding and enhance your practice:• How do I ensure that my decisions are informed by evidence, data, and reflective practice, especially when managing complex situations involving children and families?• Are there any operational processes in my team that can be streamlined to reduce administrative burden and allow for more direct work with families?• How do I support my team to engage in reflective practice during supervision, ensuring we critically reflect on complex cases to promote continuous learning and improvement? |
| **Your answers and reflections** |  |
| **How practice supervisors can manage complexity in practice** | Over to youReview these areas where need to manage complexity and choose one that you’d like to experiment with, defining: • Who do you need to involve and by when? • When and where will this happen? • What else might you need? Consider who you can share it with to check that you’ve made it happen. This could be a mentor, colleague, friend. Use the table at the end of this document to help you do this. |
| **Your answers and reflections** |  |

## **Expanding capacity**

|  |  |
| --- | --- |
| **Topic** | **Notes and reflections** |
| **What do we mean by expanding capacity?** |  |
| **Expanding capacity as a practice supervisor** | Over to youTake 5 minutes to reflect on the behaviours above and respond to the following questions. • In which are you strongest and why?• Which do you think you most need to develop?• What are some actionable steps you could take to do so? |
| **Your answers and reflections** |  |
| **Why expanding capacity is important for practice supervisors** | Over to youReflecting on how you can expand your capacity as a practice supervisor is critical for improving your leadership and the outcomes for children and families. Consider the following questions:• How do I currently support my team in managing their resilience and wellbeing? • Are there additional strategies I could apply to encourage a stronger culture of support?• How effectively do I priorities tasks and allocate resources based on the highest benefit for children and families? • Are there areas where I could improve my resource management?• In what ways do I promote a learning culture within my team? • How can I further encourage innovation and continuous improvement in our practice? |
| **Your answers and reflections** |  |
| **How practice supervisors can expand capacity in practice** | Over to youReview these areas where you could expand capacity and choose one that you’d like to experiment with, defining: • Who do you need to involve and by when? • When and where will this happen? • What else might you need? Consider who you can share it with to check that you’ve made it happen. This could be a mentor, colleague, friend. Use the table at the end of this document to help you do this. |
| **Your answers and reflections** |  |

## **Actions**

The following table can support you in establishing the who, what, when and where of the actions you want to take forward from this learning experience. We encourage you to tailor it to what works for you and keep it somewhere easily accessible to refer back to regularly.

## **Example: Maintaining curiosity**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity – maintaining curiosity** | **Who** | **What** | **When** | **Where** | **Progress and notes** |
| Thinking about yourself | Me  | Leadership journalling | Friday afternoons 2-3pm | Away from my desk |  |
| Thinking about your team |  |  |  |  |  |
| Thinking about the wider system  |  |  |  |  |  |

## **Over to you**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Activity – maintaining curiosity** | **Who** | **What** | **When** | **Where** | **Progress and notes** |
| Thinking about yourself |  |  |  |  |  |
| Thinking about your team  |  |  |  |  |  |
| Thinking about the wider system  |  |  |  |  |  |
| **Activity – providing clarity** | **Who** | **What** | **When** | **Where** | **Progress and notes** |
| Thinking about yourself |  |  |  |  |  |
| Thinking about your team |  |  |  |  |  |
| Thinking about the wider system |  |  |  |  |  |
| **Activity – managing complexity** | **Who** | **What** | **When** | **Where** | **Progress and notes** |
| Thinking about yourself |  |  |  |  |  |
| Thinking about your team |  |  |  |  |  |
| Thinking about the wider system |  |  |  |  |  |
| **Activity – expanding capacity**  | **Who** | **What** | **When** | **Where** | **Progress and notes** |
| Thinking about yourself |  |  |  |  |  |
| Thinking about your team |  |  |  |  |  |
| Thinking about the wider system |  |  |  |  |  |