# **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**

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| **Topic** | **Notes and reflections** |
| **What do we mean by maintaining curiosity?** |  |
| **Maintaining curiosity as a practice leader** | Over to you  Spend 10 minutes exploring one of the following questions:  • How do my strategic decisions and the organisation's priorities reflect the core values of promoting the best outcomes for children and families? Are there areas where we are compromising on our ethical stance?  • How is my leadership style influencing the culture and performance of my team and the wider organisation? What feedback have I received, and how can I use it to grow as a leader?  • How might my personal assumptions or unconscious biases be affecting high-level decisions? In what ways can I model inclusivity and ensure fairness across the organisation?  • Am I effectively engaging with my senior and middle managers to understand their needs and challenges? How can I better support their growth while ensuring they feel heard and valued? |
| **Your answers  and  reflections** |  |
| **Why maintaining curiosity is important for practice leaders** | Over to you  Spend five minutes reflecting on one of the following questions as part of your practice:  • How has my curiosity, or lack of it, influenced recent decisions, and what effect did that have on outcomes for children, families, and the organisation?  • In what ways has maintaining curiosity helped me identify opportunities for growth, innovation, or improvement that I may have otherwise overlooked?  • What are the potential risks to my team’s engagement, decision-making quality or service delivery if I stop actively looking for different perspectives and questioning assumptions? |
| **Your answers  and  reflections** |  |
| **How practice leaders can maintain curiosity in practice** | Over to you  Now that you’ve reviewed the activities in ‘How practice leaders can maintain curiosity in practice’, choose one that you would like to experiment with. Detail when and where you’ll try this out and reflect on its effect over time. |
| **Your answers  and  reflections** |  |

## **Providing clarity**

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| **Topic** | **Notes and reflections** |
| **What do we mean by providing clarity?** |  |
| **Providing clarity as a practice leader** | Over to you  Spend 10 minutes exploring one of the following:  • How clearly do you communicate the strategic vision to ensure senior managers, and their teams understand their contributions to achieving the broader goals in children's social care?  • How effectively do you provide strategic feedback and support to senior managers, ensuring they can lead their teams and address complex or important issues? |
| **Your answers  and  reflections** |  |
| **Why providing clarity is important for practice leaders** | Over to you  Spend 10 minutes reflecting on your role as a practice leader, considering the level of clarity that is still required to achieve one of the following:  • Enhancing communication strategies to ensure senior leaders and their teams clearly understand the organisation’s strategic priorities and their roles in achieving them.  • Assessing and improving the clarity of expectations and responsibilities within the leadership team to encourage accountability and ensure alignment in decision-making processes. |
| **Your answers  and  reflections** |  |
| **How practice leaders can provide clarity in practice** | Over to you  After you’ve reviewed this exercise, select the steps you would like to explore. Detail when and where you’ll try these and reflect on their effect over time. |
| **Your answers  and  reflections** |  |

## **Managing complexity**

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| --- | --- |
| **Topic** | **Notes and reflections** |
| **What do we mean by managing complexity?** |  |
| **Managing complexity as a practice leader** | Over to you  Spend 10 minutes exploring one of the following:  • In what ways have you demonstrated flexibility in adapting your approach to evolving risks or shifting organisational priorities while maintaining high standards of service?  • How do you manage uncertainty with important decisions, and what strategies do you use to provide clear direction to your team when facing incomplete or evolving information? |
| **Your answers  and  reflections** |  |
| **Why managing complexity is important for practice leaders** | Over to you  Spend 10 minutes answering one of these questions.  How does your ability to manage complexity:  • Influence the quality of decisions you make?  • Effect outcomes for children, families, and the wider team?  • Effectively contribute to the wellbeing and resilience of your staff  • Lead to increased stress or burnout, if not done well?  How well do you enable collaboration across services to address complex challenges? |
| **Your answers  and  reflections** |  |
| **How practice leaders can manage complexity in practice** | Over to you  After you’ve reviewed these activities, choose one from each section that you’d like to experiment with. Detail when and where you’ll try this out and reflect on its effect over time. |
| **Your answers  and  reflections** |  |

## **Expanding capacity**

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| **Topic** | **Notes and reflections** |
| **What do we mean by expanding capacity?** |  |
| **Expanding capacity as a practice leader** | Over to you  Spend 10 minutes reflecting on one of the following questions.  • How effectively are you anticipating and preparing for future demands on the service, and what steps have you taken to align resources with long-term goals?  • In what ways are you developing and delegating to your team, and how do you ensure they are equipped to take on increased responsibilities?  • How well do you optimise existing resources, and where might there be new opportunities to expand capacity without additional cost?  • How adaptable is your leadership to challenges, and how do you monitor performance and adjust your approach effectively? |
| **Your answers  and  reflections** |  |
| **Why expanding capacity is important for practice leaders** | Over to you  Spend 10 minutes answering one of these questions.  • What long-term benefits could expanding capacity bring to our service delivery, and how can we ensure these gains are sustainable over time?  • What are the potential risks of overextending our resources when expanding capacity, and how can we mitigate these challenges while maintaining growth?  • How will expanding capacity affect our workforce in terms of skill development, workload, and morale, and what support systems do we need to ensure positive outcomes? |
| **Your answers  and  reflections** |  |
| **How practice leaders can expand capacity in practice** | Over to you  After you’ve reviewed these activities, choose one from each section that you’d like to experiment with. Detail when and where you’ll try these and consider their effect over time. |
| **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**

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| **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**

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| **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 |  |  |  |  |  |