# **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 middle manager** | Over to youSpend five minutes responding to the following questions:• In a recent decision I made, how did my values influence the outcome, and did I consider any biases I might have had?• How can I create an opportunity this week for my team to share their feedback or discuss their strengths and challenges? |
| **Your answers and reflections** |  |
| **Why maintaining curiosity is important for middle managers** | Over to youSpend 10 minutes reflecting on the following questions as part of your practice:• What assumptions do I hold about my team or the challenges we face, and how might these influence my decisions?• What specific action can I take this week to encourage curiosity in my leadership practice?Now, choose one area of your team leadership, for example, motivation and engagement, communication and wellbeing and apply a curiosity-driven approach. Reflect on how this influences the outcome and document what you learn. Share your insights with a peer or in your next supervision session. |
| **Your answers and reflections** |  |
| **Your answers and reflections** |  |
| **How middle managers can maintain curiosity in practice** | Over to youNow that you’ve reviewed the activities in why maintaining curiosity is important for middle managers, choose one from each section 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 middle manager** | Over to youTake 5 minutes to reflect on the behaviours above and respond to one of the following questions:• How do I ensure that my team understands and aligns with our child-centred vision, goals, and expectations? • What steps have I taken to build an inclusive environment where staff actively manage bias and discrimination? |
| **Your answers and reflections** |  |
| **Why providing clarity is important for middle managers** | Over to youSpend 10 minutes reflecting on your role as a middle manager, considering the level of clarity you provide in your team’s work. Consider the following:• How do you provide clear direction in your team’s work with families and in supervision? • What potential challenges or risks arise when providing clarity, and how can you mitigate them effectively? |
| **Your answers and reflections** |  |
| **How middle managers can provide clarity in practice** | Over to youNow that 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 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 middle manager** | Over to youSpend five minutes reflecting on one of the following:• How do you ensure that your feedback and performance monitoring effectively support your team's development, reinforce high standards of care, and enable continuous improvement?• How do you support your team in making informed, child-centred decisions when faced with complex or uncertain information? |
| **Your answers and reflections** |  |
| **Why managing complexity is important for middle managers** | Over to youSpend 10 minutes reflecting on one of the following:• In a recent project managing multiple priorities, how did you stay organised, and where could simplifying processes reduce administrative burdens for more direct work with families?• When making complex decisions, do you simplify issues or explore underlying patterns, and how might this approach affect your outcomes and team dynamics? |
| **Your answers and reflections** |  |
| **How middle managers can manage complexity in practice** | Over to youAfter 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 out and reflect on their 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 middle manager** | Over to youSpend five minutes reflecting on one of the following questions. • How do you balance the needs of your team with organisational goals? Are there areas where this balance feels challenging? • In what ways could expanding your leadership capacity improve team performance and service delivery and what support do you need to achieve this? |
| **Your answers and reflections** |  |
| **Why expanding capacity is important for middle managers** | Over to youSpend 10 minutes reflecting on one of these questions:• In what areas do you feel limited in supporting your team, and how could expanding your capacity help address this? • What skills or resources do you need to develop to better manage your responsibilities and team? |
| **Your answers and reflections** |  |
| **How middle managers can expand capacity in practice** | Over to youAfter 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 out 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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 |  |  |  |  |  |