## 6.1. Ability to contribute to team working

| Ability to draw on knowledge that a well-functioning team: |
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| can maintain a capacity to be self-reflective in the face of the challenges of the work |
| can maintain a focus on the various tasks associated with the work |
| will not be drawn into unhelpful behaviours or attitudes that could adversely impact people or their families/carers |
| can respond constructively to negative feedback from people, carers/families and other parts of the statutory system (such as other agencies, referrers or commissioners) |
| can raise concerns about poor or harmful practice clearly, confidently and responsively |
| works to mitigate the impact of discrimination and systemic inequalities |
| comprises team members who work to support their own and each other's well-being (and therefore capacity to help) by setting limits, holding boundaries and fostering compassion to self and others |

| An ability to sustain a therapeutic culture by ensuring that there is: |
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| clarity over the team's organisational structure |
| clarity over (and agreement on) the leadership of the team |
| clarity over roles and role diversity |
| a capacity for mutual communication that is open, respectful and reflective |
| mutual valuing of team members |

| An ability to recognise signs that team working is becoming dysfunctional, for example teams that: |
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| maintain consistency by applying the same inflexible procedures to all, at the cost of being unable to adapt these to individual need |

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| have difficulty working together and arriving at a coherent formulation focused on the person, rather than on what can be offered by each professional/viewpoint (and so the professional organisation taking priority over the person) |
| become preoccupied with internal team conflicts which they are unwilling to acknowledge and resolve |
| fail to implement a coherent team-based plan, with the result that individual members or subgroups of the team work independently of each other |
| avoid coming together to arrive at coherent plans because this reduces the likelihood of exposing team conflict |
| denigrate the input/efficacy of other agencies/systems and become an embattled and isolated unit (in tandem with an uncritical and idealised view of their own success) |
| become divided within themselves (e.g. different members of the team 'taking sides' with service users, or becoming preoccupied with advancing their own ideas) |
| become focused on professional hierarchies, with separate agendas and chains of management |

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| An ability to reflect (individually and as part of a team) on the functioning of the team as a whole, and individual practice within it |
| An ability to reflect on challenges to team communication and functioning (usually through discussion with a supervisor or peer) to consider how these can be best managed, for example by: |
| identifying when (and when not) to challenge problematic team behaviours |
| presenting a case calmly and objectively |
| focusing on the challenges (rather than on personal issues) |
| focusing on the present and future rather than the past |
| listening to the point of view of other team members |
| contributing to problem solving (identifying potential strategies for resolving the issues) |

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| An ability to actively contribute to meetings on planning, coordinating, maintaining and evaluating a service user's care or care plan |

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An ability to value the contribution of others but also to assert differences of view and to resolve issues or concerns through open dialogue

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## 6.2.  Leadership

Different types of problems require different types of leadership; as such there is no single leadership style that is effective. Nonetheless this section identifies the competences associated with compassionate leadership, on the basis that this is likely to sustain stronger connections between people, improve collaboration, raise levels of trust, and enhance loyalty.

Qualities associated with leadership can be displayed by all members of a team, not just by individuals who have formal management roles.

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An ability to draw on knowledge that effective leaders articulate and represent the values and aims of a unit and the culture required to achieve these

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An ability to draw on knowledge that effective leaders build trust with colleagues by:

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| demonstrating that they understand and value their motivations |
| encourage participation in decision making |
| encouraging them to express their ideas and opinions, and showing respect for these |
| explicitly acknowledge and give credit to staff contributions |
| listen to their concerns and interests and responding by acting on them |

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An ability to draw on knowledge that effective leaders:

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| help colleagues to understand their roles and how they can contribute to the unit's overall success. |
| instil colleagues with a sense of value and purpose and foster their engagement with the aims of the unit |
| develop a shared understanding with the team, embracing their ideas in the context of the needs of the population served by the service |
| encourage innovation (but can challenge ideas and behaviours respectfully if they are contrary to accepted professional practice/ the evidence base) |

| encourage an appropriately self-critical stance among colleagues (being open to evaluating the efficacy and functioning of the unit and identifying ways in which it can be improved) |
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| are committed to open communication and the identification and resolution of team conflicts where they arise |

| An ability to draw on knowledge that effective leaders contribute to an ethical and supportive environment that helps colleagues feel safe in their work (for example knowing that they will advocate for them and treat them fairly) |
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| An ability to draw on knowledge that effective leaders: |
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| are able to take and implement decisions (but also revise them if there are compelling reasons to do so) |
| take responsibility for their decisions, and identify and learn from their mistakes |
| demonstrate resilience when there are setbacks and maintaining the ability to show others the way forward |
| help colleagues cope with organisational change and address issues promptly, so that problems don't become entrenched or escalate |

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## 6.3. Audit and quality monitoring

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| An ability to draw on knowledge that the aim of audit is to improve the quality of services |
| An ability to draw on knowledge of the risk that audit and quality monitoring is seen by teams as a managerial activity (organised on a 'top-down' basis), reducing a sense of ownership (and potentially, participation) |

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| an ability to increase the salience and relevance of audit for front line staff and service users, for example by: |

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| sharing decisions about which areas to audit (along with as those based on Indicators of quality based on national and local standards): |

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| inviting front-line staff and service users to indicate which aspects of services should be audited |
| encouraging audit of areas which are seen as priorities by teams and service users |
| encouraging service users and teams to lead on audits they see as a priority |

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| sharing data and outcomes from audit in an accessible form |
| sharing actions plans based on data drawn from audit |

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## 6.4. Teaching and training others and enhancing skills in the team

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| An ability for the PA to teach/train in areas: |
|     for which they themselves have: received appropriate training |
|     in which they have the necessary knowledge, skills and experience |

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| An ability to identify areas where additional training would enhance the capacity of the team to work effectively with service users, and to specify the training that would achieve this |
|     an ability to make use of audit/quality improvement processes to help evaluate training needs in a service, and to evaluate the impact of training that has been delivered |

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| An ability to liaise with relevant team members to plan how training/teaching will be delivered, for example: |
|     for which team members |
|     whether this will be formal or informal teaching |
|     whether this will be delivered to individuals or to a group |

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| An ability to draw on basic knowledge of principles associated with effective learning, for example: |
|     setting clear learning objectives |
|     identifying the knowledge and skills trainees already possess |
|     identifying what trainees needs to know and do in order to develop the new area of skill |
|     identifying steps needed to bridge gaps between what trainees know before training, and what they should know and do afterwards e.g. |
|         breaking down areas of knowledge and skills into manageable 'chunks' |
|         checking that trainees have understood what is being conveyed |
|         modelling (i.e. demonstrating what needs to be done) |
|         observing skills in action and offering constructive, structured feedback |

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| An ability to break down complex or complicated concepts/skills into simpler units, |
| and to link these into a coherent framework, with the aim of ensuring that teaching always stays within the trainee's zone of understanding/ability |
| An ability to help trainees make links between areas of knowledge and the ways these are linked to skills |

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| An ability to check trainees' understanding at regular intervals and to adjust pace and content in response to feedback |
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| An ability to give constructive and specific feedback when trainees practise skills |

| An ability to ensure that teaching/training is conducted in a collaborative and supportive manner that enables trainees to give feedback and so shape their learning (e.g. encouraging them to say what they don't understand, or areas that they need to focus more time on) |
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| An ability for the PA to identify if issues arise that take them beyond their area of expertise, to be open with trainees if this is the case, and so to place limits on their teaching to |

| An ability for the PA to evaluate the success of their teaching/training by asking for feedback, and to use this feedback to improve their teaching |
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