

SWORD workbook:

KFP 4 Mission and Vision



Introduction

A resilient organisation knows the direction that it is travelling in. Its mission and vision are clearly defined and communicated to the workforce, engendering a sense of collective ownership and belonging. A mission defines an organisation's aims and objectives and how it approaches them, while a vision sets out the organisation's desired future. Co-producing and communicating a clear mission and vision is the fourth Key Foundational Principle; this is where:

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| Leaders are committed to a clear mission and vision and use their communication skills to consult with and motivate others. | Leaders are optimistic but realistic and focus on continuous improvement, inspiring practitioners to identify what 'good' looks like and how this can be achieved. | Change is managed sensitively and effectively, and time for consolidation and stability is prioritised. |
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Leaders of social work organisations should be able to articulate what their organisation hopes to achieve, and why. The mission may seem obvious, but everyday 'busyness' means a sense of purpose can easily become lost or overlooked.

A clear mission helps employees understand how their individual contributions fit into the organisation's objectives; a clear vision articulates the long-term goals and aspirations. A well-defined mission and vision will inspire and motivate workers and enable managers to feel confident that their planned strategies and actions align with the organisation's goals. A resilient organisation should also be able to articulate its aspirations for the future in terms of the people's lives it touches: for example, its hopes for young people in care, how it plans to support older people, or how it aims to engage communities around enhancing mental health and wellbeing.

Mission and vision statements must be constructed carefully and with input from stakeholders. If the mission and vision are expressed in lofty and idealistic terms, workers may typically respond with cynicism and distrust, whereas identifying an aspirational but achievable goal can inspire people to work together to meet it. Co-producing an organisation's vision, and communicating this clearly and consistently alongside careful and emotionally literate change management, is critical for resilient organisations.

Managing change effectively

The only thing that is constant is change.
(Heraclitus, 500 BC)

Having experienced extensive change over the last few years – in response to political, economic, social and environmental imperatives – social workers will recognise the truth in this statement. Although some degree of change is essential to avoid stagnation and ensure improvement, people also need predictability and order. The Labour Force Survey (Health and Safety Executive, 2019) identifies change as a major source of work-related stress. People often react

to change with feelings of uncertainty, anxiety and fear, and their motivation and engagement can be impaired (Oreg et al., 2011). Managing and communicating proposals for change effectively is therefore integral to a resilient organisation.

Leaders and managers will be familiar with Kotter's 8-Step Change Model (see Figure 4.1), which sets out key principles for the effective management of change; more information on its use can be found [here](#). However, Kotter's approach may not fully capture the complexities of managing change in social work or health organisations, where several change processes may be occurring simultaneously.

Figure 4.1: The 8-Step Change Model



As outlined in Quick Win 4.2, for any change initiative to succeed, it is crucial to manage the whole organisational system. The Health and Safety Executive (HSE) provides guidance to help organisations manage and communicate change, as summarised below (see [here](#) for more information).

The organisation provides employees with timely information to enable them to understand the reasons for proposed changes.

The organisation ensures adequate employee consultation on changes and provides opportunities for employees to influence proposals.

Employees are aware of the probable impact of any changes to their jobs. If necessary, they are given training to support this.

Employees are aware of timetables for change.

Employees have access to relevant support during changes.

The HSE's approach to managing work-related stress recognises the importance of measuring workers' perceptions of the effectiveness of change management. HSE also provides guidance on the competencies that leaders need to manage change successfully (see KFP5 Wellbeing for more information).

Although HSE guidance can help leaders implement organisational change effectively, it is important to consider the specific needs of different types of organisation. Social work leaders and managers may find the tips in Quick Win 4.1 (adapted from a resource provided by the Scottish Social Services Council) particularly useful when planning change initiatives.

Quick Win 4.1: Achieving effective change

Develop a communication strategy that enables workers to understand why the change is necessary, and how this will benefit teams and services.

Communicate clearly and transparently the motivation for change and inspire commitment to the reasons and potential benefits of the change.

Identify how others may receive the change; consider carefully the impact of feelings of loss, uncertainty and anxiety, and manage this in an emotionally sensitive but constructive way.

Focus on sustaining personal resilience in the face of anxiety, conflict or hostility from others.

Be self-reflective when reacting to the concerns of others, tolerating uncertainty while supporting innovative, creative thinking.

Ensure that the organisation retains a clear focus on meeting the needs of people accessing services, while adapting to the change agenda.

Create communication channels that enable people to provide feedback on the change and its impact.

Identify potential risks posed by the change and mitigate any that are likely to have a negative impact on the children, families and adults who use services.

For more information see [here](#).

The pace of change in the public sector can seem relentless. When managed well, change can have enormous benefits, but leaders should be aware of the risk of change fatigue (see below) and how to manage the fallout from poor change initiatives. Change can be managed effectively by applying the principles set out above, but the following tips may also be useful.

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|  Recognise your own biases and assumptions. Consider whether the change is important for the service, or just for yourself. Remember that employees will be able to spot a vanity project. |  Make sure that the change is adequately resourced. |
|  Take time out to consider the consequences of the change, and how it will disrupt the service. Being able to evaluate the potential risks and ensure that the impact of the change will be beneficial, will encourage you and your staff to persevere during times of difficulty or when you are faced with resistance. |  Communicate the difference. People can feel overwhelmed with the change agenda and fail to see how it will benefit them or their practice. Filter the information you provide; make it specific to each area of the service. |

The need for leaders to consider the whole environment when planning organisational change is considered in Quick Win 2.

Quick win 4.2: Pay attention to the fish tank, not just the fish

Tate (2013) argues that it is important to consider an organisation's health as a whole system, rather than look only at its constituent parts (i.e. individuals, leaders and managers). An organisation is an integrated system, so we need to understand the 'glue' that binds people together and makes them want to work there. Any plans for change must, therefore, consider the whole environment and not focus on a single action or event.

Using the metaphor of a fish tank, Tate observes that many organisations just focus on putting a new leader (or fish) into an environment that is toxic. They may then look after the health of individuals (or fish) without paying attention to the system (or fish tank) in which they live. This means no one can thrive.

It is crucial to understand the organisation (the fish tank) as an ecological system, and cleaning the tank should be prioritised. Systemic leaders are able to recognise negative working practices (or toxins) in the environment (or tank) and provide appropriate nutrients to enable people to thrive. Having a clear mission and vision helps people understand what is expected of them. But without systemic leadership and an organisational culture that is open, reflective and committed to the whole system, success cannot be achieved.

More information on managing leadership from a systemic perspective can be found [here](#).

Change fatigue

Change fatigue has been defined as a general sense of apathy or passive resignation (on the part of individuals and teams) towards organisational changes. When too many changes occur simultaneously, employees may find it difficult to align their thoughts and actions to accommodate the change, and experience a strong sense of powerlessness (Kinman, 2017). They may then resist, reject or even sabotage the process in order to regain a sense of control and stability.

There are several reasons why change fatigue can disrupt attempts to build a resilient organisational culture. It can impair practitioners' wellbeing by increasing the risk of stress and burnout, reducing job satisfaction and encouraging absenteeism and thoughts of leaving (McMillan & Perron, 2013). And it can reduce motivation and compromise performance by depleting energy levels and feelings of self-efficacy. The cynicism that is synonymous with change fatigue is also likely to foster a general atmosphere of negativity within an organisation. See Box 4.1 for guidance on how to spot and manage change fatigue.

Box 4.1: How to prevent or respond to change fatigue in your organisation

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| Be aware of the risk of change fatigue and how it can manifest itself. | Communicate the reasons for change and provide regular updates on progress. |
| Formulate long-term strategic plans, not short-term reactive solutions. | Wherever possible, limit the number of changes implemented over a period of time; focus on small improvements, rather than large-scale transformations. |
| Give people details of previous change initiatives that have led to improvements. | Identify any unintended consequences of changes that might be introduced. |
| Changes are disruptive and typically require extra work; accept that a short-term reduction in performance may be the cost of ensuring long-term gain. | Involve workers in the process of change. Their suggestions may be more realistic and acceptable to the workforce. Listen to their concerns and take them seriously. |
| Remember, change also places a burden on managers and team leaders, who are required to 'sell' the new initiatives enthusiastically. | Train managers on how to better support people through the process of change (see the guidance in KFP5 Wellbeing). |
| Remember, it may take a while before changes show any benefits. A period of consolidation is required to consolidate the change. | Evaluate the long-term effectiveness of any change by getting feedback from people at each level in the organisation. |

Adapted from Kinman (2017)

Co-producing and communicating organisational direction

This workbook does not offer a step-by-step guide on how to generate a clear mission and vision, but it does set out some key principles to help social work leaders ensure any strategy is co-created.

Co-production refers to ways in which stakeholders can come together to decide future direction or improve performance. It involves drawing on the knowledge, skills, abilities and experiences of people at all levels in the organisation. A fundamental principle is having respect for all opinions and the equality of ideas. If people are able to contribute ideas through a process of genuine collaboration, they will feel more invested in the resulting mission, vision and strategy. If not, they may feel policies have been imposed by leaders, and see them as tokenistic or lacking in integrity.

Appreciative Inquiry is highlighted in KFP2 Sense of Appreciation as an effective way to co-produce change initiatives and other interventions. World Café is another approach that can be used to generate creative ideas to address problem areas and inform change (see Box 4.2). It's a technique that can be used in any area where co-produced solutions would be helpful.

Box 4.2: The World Café approach

The World Café approach is based on the belief that people have good ideas, and these can be mobilised to generate options for change and help deliver strategic goals. It encourages diverse perspectives and enables the generation and exploration of ideas that may have not been considered previously.

The format is flexible and can be adapted to different contexts. Set up a room with café-style tables and paper tablecloths that can be written on (or use Post-it notes) to capture ideas. Coloured pens should also be provided. A facilitator (or host) is needed for each table to guide the process and record the findings. Participants spend a specified amount of time (say 15-20 minutes) on each table having a conversation about a key issue (this is known as a 'round') before moving on to the next table.

The environment should feel conducive to learning, and the facilitators must be committed to using the ideas and information generated. The following steps will help you create a productive World Café:

✓ There should be no more than four or five chairs at each table.

✓ Make sure people understand why they have been brought together, and the aim of the exercise.

✓ Articulate the context clearly and identify the broad themes you want people to address.

✓ Create a list of questions for each table that capture real-life concerns facing the organisation.

✓ Table hosts should welcome each group, guide the first round and then summarise the contributions from previous rounds to each new group.

✓ Make sure everyone has a chance to articulate their views, in writing or verbally.

Make sure you have a way of capturing the ideas and themes emerging from the rounds, and schedule time at the end of your World Café to synthesise ideas and feed back to the group about how ideas will be used in any service improvement or change process.

More information on the World Café approach can be found [here](#).

The importance of clear communication

Effective communication should avoid buzzwords and ‘management speak’. Practitioners are likely to be sceptical of terms borrowed from the corporate world and will want to see social work values and ethics at the forefront of any change process. So, talk of *swim lanes*, *bandwidth*, *drilling down*, *getting our ducks in a row*, *deliverables*, or *mission critical* are more likely to meet with suspicion or cynicism than respect and approval.

It is also crucial that leaders commit to regular updates; leaders sometimes involve people in the change process and keep them informed about progress early on, but communication falters over time.

As emphasised above, helping practitioners and teams to see how they can contribute to the change process will increase their commitment to the organisation’s mission and vision, and ensure that goals are met. The ‘Tell Me’ exercise in Quick Win 4.3 can help teams identify their common values and skills and explore how they could be used more effectively.

Quick Win 4.3: ‘Tell Me’ exercise

The goal of this exercise is to use guided conversation to define a common set of values and aims for a team or an organisation. Tell Me can help develop working agreements, resolve hidden conflicts, or be used as a team-building activity to enhance mutual understanding. The exercise is suitable for groups of between 8 and 16 people. Some initial planning is needed, as you need to divide the group into pairs.

Each pair spends three minutes talking about their skills in turn (as teller and listener) and what they feel the team or organisation could improve upon. It’s important to ensure listeners realise this is not a conversation, but an opportunity to pay attention to what tellers are saying.

A strong timekeeper is needed to ensure people swap to the next pairing at the end of each six-minute period (after each pair has had a turn at being teller and listener).

Listeners’ questions should be simple and specific. Listeners don’t need to say anything else other than ‘thank you’ after the teller’s response. For example:

‘Tell me a skill you have that you think the team can benefit from?’

‘Tell me one core thing we need to improve on in order to develop excellent practice?’

‘Tell me how you think we could be working together more effectively to achieve the goal?’

At the end of all the rounds, feedback on themes and skills should be shared with the whole group.

Succession planning

Improving the retention of high-quality workers helps social work organisations achieve their mission and vision. Low turnover is a feature of a resilient organisation; in turn, resilient organisations encourage loyalty among their practitioners. Both practitioners and managers are likely to flourish in a stable community of practice where learning is developed and sustained through interaction and peer support. Children, families and adults also lose out when practitioner turnover is high, as it thwarts relationship-based practice (Buckley et al., 2008). Research has identified qualitative differences between the casework of experienced and novice social workers (Forrester, 2000), with experienced practitioners delivering better social work practice. These are all good reasons to retain experienced practitioners and build talent from within.

An organisation that provides clear career development pathways is more likely to retain experienced practitioners (Burns, 2010) and enable succession planning. Having only one tier of competent, skilled leaders is a risky strategy for any organisation; they may leave, or you may be reluctant to promote them because of the adverse consequences for the rest of the organisation.

Developing a talent pipeline requires a shift from reactive recruiting to proactively future-proofing your organisation. So, leaders should be spotting talent and implementing specific, targeted support to nurture and develop people throughout their professional journey.

Succession planning has many benefits: it saves on recruitment costs, shows that the organisation is committed to professional development, and indicates that it is worth staying as there are opportunities for promotion. Moreover, people who are promoted internally are already clear about the organisation's mission and vision and can quickly start implementing plans for successful strategic delivery of its priorities. If people are to be successful in their career aspirations, however, they must be supported and trained appropriately, and there should be adequate opportunities for mentoring and shadowing existing members of staff.

Box 4.3 provides some tips to help you develop an effective succession plan.

Box 4.3: Effective succession planning

✓ Know your organisation

Where are the key risks? Are there critical people who would create a hole in the organisational fabric if they left? How could you future-proof this part of the service?

✓ Look for talent

With careful planning, supervision and appraisal can identify people with skills and potential who can be nurtured and developed. Performance reviews can also feed into this process.

✓ Create a development plan

Investing in your workforce is an important part of organisational resilience. Looking at your overall strategic direction, what key skills are missing in the workforce and how could these gaps be filled?

✓ Review

Make sure you are sensitive to potential changes in the organisation and think about how talent can be grown at all levels. Manage the fears of others who may be concerned you are developing people to 'take over' their roles.

More information on succession planning is available from the CIPD (Chartered Institute of Personnel and Development) [here](#).

Culturally competent leadership

Equality is being invited into the room, diversity is getting a seat at the table, inclusion is sharing your views and being heard. Inclusive leadership enables all of this to happen. (Sweeney & Bothwick, 2016)

Creating culturally sensitive leadership is crucial to ensure a resilient organisation. It is one of the 'golden threads' of organisational resilience. Encouraging different voices and perspectives is crucial not only to ensure equity, but also for organisational learning. According to Kohli and colleagues:

Cultural competence engages the development of abilities and skills to respect differences and effectively interact with individuals from different backgrounds. This involves awareness of one's biases or prejudices and is rooted in respect, validation, and openness toward differences among people. Cultural competence begins with an awareness of one's own cultural beliefs and practices, and the recognition that others believe in different truths/realities than one's own. It also implies that there is more than one way of doing the same thing in a right manner. (Kohli et al., 2010, p. 257)

As leaders, we must recognise unconscious bias in our practice, and reflect in particular on our approach to recruitment, appraisal, promotion and discipline in order to ensure we deal fairly and considerately with people from different backgrounds. Social workers can experience racism, discrimination, exclusion, homophobia and stereotyping (in their practice and their team); such experiences will compound the stress of the job itself and compromise their resilience. (Cultural sensitivity is a key element of organisational justice, which is explored later in KFP4).

Research findings suggest bullying is all too common in social work. In 2010, a survey by *Community Care* found a third of 750 respondents thought their current manager used bullying tactics (Carson, 2010). Bullying is common when job demands are high, resources are low and work is insecure (van den Broeck et al., 2011). All social work employers should have policies in place to tackle bullying, harassment and discrimination. A zero-tolerance approach is essential.

When devising and implementing policies to tackle discrimination, leaders should enable workers who have experienced discrimination to have a voice at the table. Emotionally literate leadership also requires leaders to recognise that workers may express distress, and signal their need for support, in different ways.

Box 4.4: Tips for becoming a culturally competent leader

Spend time getting to know your colleagues. Don't rush meetings. Consider how you can more effectively engage people who are different from you.

Remember your social work values, and check your frustrations are not biasing you when listening to people's perspectives; be open if you have made an assumption.

Listen to people. Remember that they are experts in their own lives and experience, so be ready to listen and learn.

Practise self-awareness; remember your own values and beliefs may not be shared by others. Check that you are not 'norm referencing' your own cultural experiences or background.

Don't make assumptions about people who come from a similar background to you.

Think about the power you hold and the language you use. Language can empower people or leave them feeling hurt; this may not be intentional, but it can have a damaging effect.

More information on the role of cultural competence in promoting leadership and organisational change can be found [here](#).

The Health and Safety Executive Indicator Tool (see KFP5 Wellbeing) includes questions on bullying and harassment. ACAS also produces a range of guidance to help employers and managers tackle discrimination in the workplace, including on tackling bullying and harassment (for more information see [here](#)). Tedam and O'Hagan (2018) provide some tools to help social workers develop culturally competent practice. Some tips for leaders and managers are set out in Box 4.4.

Pay attention to your shadow side

Unfortunately, there can be no doubt that man is, on the whole, less good than he imagines himself or wants to be. Everyone carries a shadow, and the less [aware of it he is], the blacker and denser it is. (Carl Jung)

In *The Leadership Shadow*, de Haan and Kasozi (2014) observe that 21st-century leaders are often expected to be single-minded in their pursuit of improvement and driving a vision. This may encourage some leaders to be always open to new ideas. But a narrow focus can also lead to stubbornness, inflexibility and an inability to communicate effectively. We may read that description and think: 'That doesn't describe me, but it does describe someone I worked with in the past.' The reality is that most of us will go to considerable effort to protect our self-image from anything unflattering or that puts us in a bad light. We're often reluctant to acknowledge aspects of ourselves that we're not proud of (or would like to disown), and reluctant to acknowledge that we have thoughts we don't want others to know about and feelings we try to hide.

Social work leaders aim to give their very best. They want to use their strengths and skills in a positive way, and to make people feel respected and cared for. However, we all have a 'shadow side': a darker aspect of our personality that we do not want to admit to. The shadow side consists primarily of instinctual and negative emotions, like selfishness, greed and envy, but also contains anything about us that we deny or disown because we think it unacceptable, inferior or unpleasant. Unfortunately, this means we often repress, or cut ourselves off entirely from, many of our good qualities and they become part of the shadow self.

Discovering our shadow self can be challenging, but can lead to greater authenticity, energy and creativity. Try the simple exercise below in Box 4.5 to discover your shadow self.

Box 4.5: Discover your shadow side

Write down the leadership strengths that you hope your colleagues see you as having (i.e. the good and positive stuff). Then consider how others could perceive those same characteristics less favourably (the less good and negative stuff) – in other words, your shadow (how you might be seen by others).

The Shadow I Cast / How I am Seen / My Impression? (the good / positive stuff)

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The Shadow I Cast / How I am Seen / My Impression? (the less good / negative stuff)

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What impact might this have on others around me, and what might I want to change about this?

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Here is a completed example



Box 4.5: Discover your shadow side

Write down the leadership strengths that you hope your colleagues see you as having (i.e. the good and positive stuff). Then consider how others could perceive those same characteristics less favourably (the less good and negative stuff) – in other words, your shadow (how you might be seen by others).

The Shadow I Cast / How I am Seen / My Impression? (the good / positive stuff)

The Shadow I Cast / How I am Seen / My Impression? (the less good / negative stuff)

- 1. Totally committed to improving outcomes for social work practice.
Conscientious and hardworking.

- 1. Works late; impatient for improvement; doesn't always delegate or trust others.

What impact might this have on others around me, and what might I want to change about this?

Always stays late and preaches about work-life balance, but then doesn't go home on time or have lunch-breaks. Others might think that I am encouraging a culture that expects people to overwork, and that I think I'm the only person who is able to do things properly.

What I need to change

- ✓ Be more patient and allow change to occur.
- ✓ Delegate more, so other people can see I trust them.
- ✓ Practise better work-life balance: don't just tell everyone around me to go home on time, do so myself.
- ✓ Take a lunch break, and use this as an opportunity to get to know my staff.

More information on discovering and managing your shadow side can be found [here](#).

If we remain unaware of our shadow side, it will impact not only on ourselves but also those around us. So, we need to be able to reflect on why we behave as we do, and how other people may perceive our actions. A helpful technique is to consider the last time you became defensive: what led to this? Was it your attempt to keep your shadow side at bay? de Haan and Kasozi (2014) provide guidance on different personal leadership profiles and the shadow side that can derail them. They also offer the following advice to avoid your shadow side being what other people see most of the time.

Be open to upwards feedback, however painful this may be.

Be open to feedback from your own shadow side, although this will sometimes be painful.

Nurture positive, honest relationships.

Don't just lead in the abstract or indirectly, but in the here and now.

Engage in active and honest (self-) reflection.

360 Degree Feedback

Even the most reflective person needs honest feedback from others to boost their self-understanding. Your Personal Board of Directors (see KFP3 Learning Organisation) can provide a candid assessment of your personal traits and behaviours, which will help you become aware of your shadow side. Another useful technique is 360 Degree Feedback, in which people receive anonymous observations about their behaviour from those who interact with them regularly (e.g. line manager, co-workers and direct reports). This can increase self-awareness, enhance skill development and foster a collaborative organisational culture (Richardson, 2010). It can be particularly helpful in providing insight into how individuals are fulfilling their organisation's mission and vision and living its values.

The 360-degree tool can be integrated into a wider performance management system and help identify priority areas for personal development. However, it is crucial to ensure the process is carefully aligned with the strategic aims of the organisation and the competencies required. Training is also needed to help people understand their feedback and develop action plans for improvement. The CIPD has produced a factsheet on 360 Degree Feedback; see [here](#).

Organisational justice

Organisational justice refers to the extent to which people consider that their organisation allocates resources, makes decisions and distributes rewards and punishments fairly (Cohen-Charash & Spector, 2001; Colquitt et al., 2005). Its roots are in equity theory, whereby employees expect a fair balance between the amount they believe they contribute (the input) and what they get in return (the output). Inputs encompass hard work, skills, motivation, etc.; outputs include respect and recognition, as well as more tangible rewards such as salary and opportunities for advancement. Making sure that practitioners and other employees perceive their workplace as fair will help to build a strong, collective sense of mission and vision.

Box 4.6: Employees' perceptions of organisational justice

Employees' perceptions of justice generally fall into one of three categories:

Distributive justice

Where outcomes are in proportion to inputs. For example, salary, promotion and career opportunities should be relative to people's training, experience and effort and not awarded through favouritism.

Procedural justice

Where processes that lead to outcomes are transparent. For example, practitioners have opportunities to contribute to decision-making. Activities outlined in this workbook (e.g. open-door policies, 'walking the floor', and Appreciative Inquiry) can all enhance employees' feelings of being consulted. Another important aspect of procedural justice is that decisions and resource allocations are made consistently, neutrally, accurately and ethically.

Interactional justice

Where perceptions of interpersonal interactions and treatment are equitable. For example, the degree to which people in an organisation are treated with respect when procedures are implemented. Leaders should ensure information is presented:

- > truthfully (realistically, accurately and openly)
- > respectfully (workers should be treated with dignity and courtesy), and
- > with propriety (without prejudice such as racism or sexism).

Involving practitioners in shaping communications and gaining feedback before distributing more widely will help increase a sense of interactional justice in an organisation.

Perceptions of organisational justice and fairness are linked to increased job satisfaction, commitment and trust (Colquitt et al., 2001). Employees who see their organisation as equitable also tend to be more physically and mentally healthy and to have a better work-life balance (Robbins et al., 2012). Research has found strong links between perceptions of organisational justice and employee mental health; Ndjaboué and colleagues (2012) found that a sense of workplace equity helped workers to manage anxiety and reduce the negative effect of long-term role stress. Conversely, injustice is a major source of work-related stress and burnout. A sense of unfairness can also be highly contagious, with major implications for wellbeing and performance throughout the organisation. Feelings of injustice can encourage 'retaliation' behaviours against the organisation such as gossip, bullying, reduced effort and minor theft (Robbins et al., 2012).

Although fairness and equity are central to social work, there has been little research on organisational justice in this context. Studies in other countries suggest feelings of injustice can reduce social workers' job satisfaction and organisational commitment, and encourage thoughts of leaving (Kim et al., 2012; Lambert et al., 2005). Engstrom (2013) applied organisational justice principles to child and family social work, based on interviews with social workers in two Scottish local authorities. She identified some ways to promote a sense of organisational justice: these include better recognition of roles and responsibilities, and more appreciation of the skills required and the high risk of stress and burnout. She also emphasised the importance to social workers of feeling respected and valued and having an input into decisions relevant to their role, as well as having an open and transparent organisational culture. Positive relationships with peers, the availability of emotional support (formal and informal) and feeling trusted by managers were commonly thought to be features of a 'just' organisation.

Employee voice

It is clearly important for social work leaders to be vigilant for signs of injustice in their organisation and to encourage people to report any violations. Policies and procedures should be reviewed regularly to ensure they are equitable and do not disadvantage any groups or individuals. If a perceived injustice has occurred, providing justification (an explanation or apology) at an early stage can reduce or eliminate any anger or frustration generated. Providing employees with an accessible, responsive and non-adversarial means to gain support and resolution is also crucial. The importance of employee 'voice' is highlighted throughout KFP4, so making sure people have opportunities to suggest ways to promote organisational justice will be particularly beneficial. This might involve incorporating employees' views into performance appraisal systems, disciplinary procedures, conflict resolution processes, and selection and promotion criteria, as well any plans for organisational change. KFP5 Wellbeing also considers ways to work with groups of employees to identify sources of reward that can offset the demands workers experience.

For helpful guidance from the CIPD on the benefits 'employee voice' and influence can bring to an organisation, see [here](#).

Staying on track

As a manager or leader, you will probably have a never-ending 'to do' list – it goes with the territory. Potentially, this can be demoralising and may make you feel you are making no progress towards achieving your goals. So, it is crucial to stay on track and avoid task paralysis. Although 'to do' lists help set priorities and ensure important tasks are not forgotten, people rarely achieve their overly optimistic ambitions; new tasks are also usually added throughout the day. An 'I did' list, on the other hand, highlights your achievements. This not only encourages a more positive outlook, but also enhances feelings of self-efficacy. Greer (2016) suggests a process and structure for maintaining an 'I did' list (Quick Win 4.4).

Quick win 4.4: Keep an 'I did' list

At the end of the working day, put aside some time to focus on your key achievements and answer the following questions:

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| What did I do? | What was this action in response to? |
| Was this action planned or unplanned? | What did the action achieve today? |
| How has the action contributed to more substantial or longer-term goals? | How do I feel about achieving this goal? |

A table, such as the one shown below, could help.

| What I did | What did the action achieve? | How has this contributed to the overall strategic goal I am working towards? |
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The 'I did' technique can help you identify what you've been doing, and whether those tasks are the most effective use of your time and energy. It can also help you see how much you're able to anticipate and control your work. To what extent were actions planned or unplanned? Focusing on the unplanned entries can enable you to pre-empt some tasks in the future and so manage your time more effectively. Moreover, after a challenging day, in which you may believe you have not accomplished anything worthwhile, keeping a record of what you have completed, and the steps you're taking towards achieving a larger task, will help you feel more productive.

Avoiding procrastination

Another common reason why people fail to make progress with key tasks is because they procrastinate. This often involves ignoring an unpleasant (usually important) task in favour of one that is low priority but more enjoyable. Procrastination may also mean delaying a decision that needs to be made. Typical procrastination behaviours are leaving items on to-do lists for a long time, starting high-priority tasks and then moving on to other things, or waiting until you feel in the 'right mood' to do something. Checking emails is a common procrastination technique; this can give the illusion of productivity while swallowing up hours of your time each day. Procrastination is damaging; people not only fail to meet their goals, but feel unproductive, guilty and ashamed.

The first step in avoiding procrastination is to recognise that you're doing it and to identify why. One of the most common reasons is that the task seems daunting, or we fear we will fail. People also use procrastination unconsciously as a form of rebellion, or a way of 'getting back' at others. In order to overcome procrastination, it's important to set simple and achievable goals (rather than vague plans) and, wherever possible, to eliminate distractions. Quick Win 4.5 shows how the Japanese technique of Kanban can help.

Quick win 4.5: Using Kanban

Kanban, a Japanese term meaning billboard or signboard, is a production management system that aims to minimise waste and maximise efficiency. Benson and DeMaria Barry (2011) have translated Kanban into a personal scheduling system that restricts work-in-progress in order to enhance productivity and avoid burnout.

Put simply, Kanban involves limiting (say to three or four) the number of tasks you're working on at any one time. When you have completed one task, you can introduce another – and so on.

Use Post-it notes and a whiteboard with three columns – 'To do', 'Doing', 'Done' – and move each task along as it progresses. You can also add a 'Waiting' column for future tasks (or, if urgent, allocate them to other people). Larger tasks can be broken down into manageable chunks. Ideally, finishing one task before completing another will become a habit.

For more information, see [here](#).