



**THE NATIONAL BOARD OF SOCIAL SERVICES**

Booklet 1

**Pre-analysis  
– organizational  
capacity and  
professional  
competencies**

Handbook of Promising Practices

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# 1. Clarification

## – what is our starting point?

With the activities in this booklet you can create clarity about the outlet to further develop your practice. It is both about the maturity of your efforts and about the maturity of your organization to the work with knowledge-based quality development, which is described in the following booklets.

### Yield of booklet 1

- You will receive specific instructions to strengthen your starting point for working systematically and data-informed with quality development.
- You get an introduction to two tools for self-evaluation, which you can use to assess your strengths and challenges in relation to working knowledge-based with the use of result documentation and evaluation.



Figure 1: Coherence to the other booklets

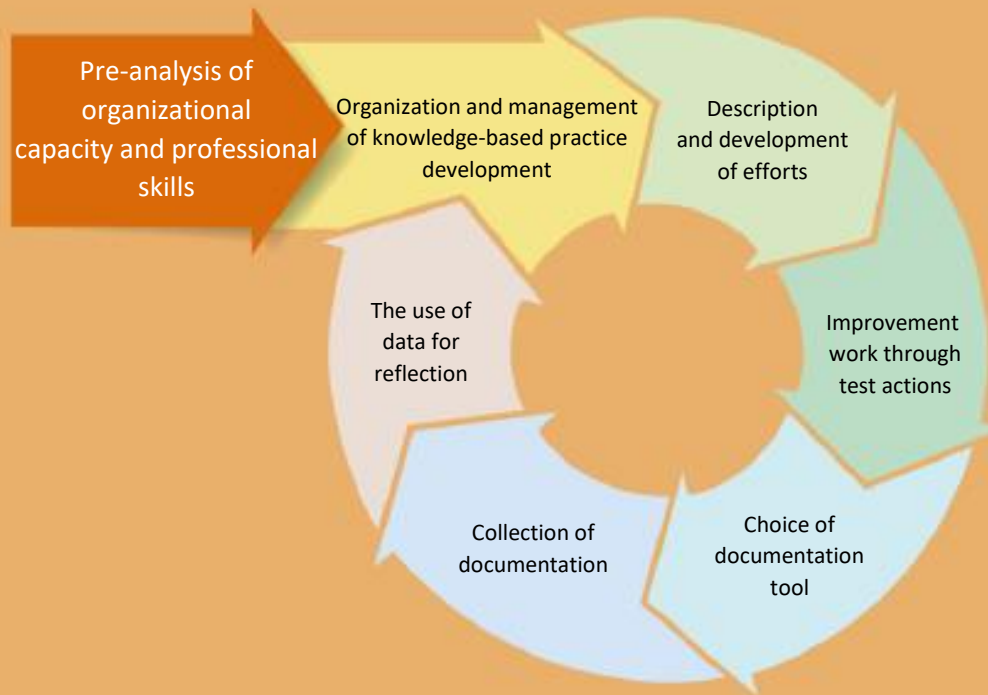


Figure 2: The typology of promising practice - example of scoring



## 2. Analyse your starting point

When you want to work with knowledge-based development of your practice, then there are especially two sides of your practice to be aware of. The first one is about, what characterizes your efforts and your professional practice around the concrete efforts. The second one is about, what characterizes you as an organization, and how far you have come in the work of using data to support professionally justified adjustments of your efforts.

### 2.1 Promising practice on the social field

How ripe is your praxis? It is both a question of the citizen-oriented efforts and about your praxis around the effort itself. To be able to work systematically with both sides of the issue The National Board of Social Services and SFI (now VIVE) developed a typology of what characterizes a promising practice on the specialized social area. The typology consists of the 11 elements shown in Figure 2 and

described shortly in the text box on the next page. They are identified based on research, existing standards and a comprehensive process with professionals and stakeholders in the social field. One praxis which contains these elements, are more likely to be effective – although the effect is not documented.

This means that you can increase the probability that your praxis influences working with the elements of your praxis, which is less promising. That is why there is developed a measuring tool with questions for reflection on own practice.



### Recommended tool

- Measuring tool for promising practice.

The tool contains questions on the 11 elements of the typology of promising practices. It can help you to have a dialogue about your practice and its maturity for the purpose of identifying specific development points.

The development work is about strengthening praxis in relation to the 11 elements of the typology, e.g. so that praxis to a greater extent is built on relevant theory and the currently best knowledge in the field. The typology for promising praxis thereby giving you a conceptual apparatus that can support you in developing your praxis on all relevant dimensions. In the project Documentation of promising practice helped the tool e.g. Favrskov Municipality and SIND Relatives' Counselling to prioritize development work with the elements, where their praxis had the greatest development potential. It was a practice that was developed over a few years, which is why the effort was promising in several dimensions, while on others it had a low degree of ripeness. Due to this, the quality team chose to focus on the elements 10: monitoring the development of citizens and 11: follow-up and ongoing adjustment of praxis (read more about quality teams in booklet 2).

In Social- and Disability department of Gladsaxe Municipality, the typology for promising praxis has been used in the project *Conscious method choice*, which you can read about in the case of this booklet.

## 11 elements in promising praxis

1. Practice is rooted in well-defined **theory** and currently best **knowledge**.
2. There are studies that suggest that praxis has a positive **impact** on citizens on one or several of the areas set as a goals
3. Praxis are systematically **described**, e.g. when it comes to which group of citizens it is addressed at, what activities it consists of and what goals it has
4. Praxis includes clear and relevant development and welfare **goals** of the participating citizens
5. Praxis can be **transferred** to other offers aimed at the similar groups of citizens.
6. Praxis is associated with a certain degree of **economic** viability.
7. Practice supports a common professional **academic reflection**.
8. Praxis supports that the employees have the right professional relational competencies to **cooperate** constructively with citizens, colleagues and other professionals
9. **Individual organization:** Praxis is based on the concrete strengths, challenges and wishes of the group of citizens, the effort is aimed at – and involving citizens in practice.
10. Praxis involves a systematic **monitoring** of citizens' development or welfare seen in relation to the goals set
11. An ongoing **follow-up** and adaptation of praxis

## Work of Gladsaxe Municipality on Promising praxis and *Conscious method choice*

The Department of Social Affairs and Disability in Gladsaxe Municipality uses the promising praxis typology in the project *Conscious method choice* of method. The purpose is to link the existing knowledge and professional practice of employees and managers on the municipality's offer with the latest research-based knowledge in their areas.

*Conscious method choice* is carried out on the individual offers in a process that lasts approx. 12 weeks. It is a prerequisite for the project that you invite one or more professional sparring partners, e.g. a professional consultant from the municipality, to contribute to reflection and wondering about praxis of the offer.

Managers and employees initially map and discuss thoroughly which methods the offers use and what this entails in practice, and they prepare a preliminary "method house" for the offer. Then they use the promising practice typology for a self-

evaluation that shows strengths and areas of development for their offers. In this way, you get to look at the whole practice and get, among other things, opportunity to articulate and acknowledge the professionalism that is not methods in the narrow sense. Promising praxis will be a common framework that puts method focus on context with other development initiatives within practice, e.g. strengthened follow-up of results. "I think that the fact that we have been involved in the project has given the professionalism a boost. Employees have been allowed to reflect in an action-free space on what they go and do, to put their tacit knowledge in a more professional context, a method context. It has meant a lot", a daily manager explains.

The next step is a clarification of the future method house, which will form the framework for praxis in the future of the offer. Overview of the existing practice of the self-evaluation is compared

with knowledge from research to discuss, whether there are methods that are missing in the method house, so that the offer can meet its objectives – and whether there are praxis or methods that must be replaced by new approaches and methods.

After the adoption of the future method use, each offer lays out a plan for the implementation of the method house, which focuses on the development and maintenance of the necessary competencies of managers and employees. In this way, the offers can also show relevant partners how the choice of method and professional competencies are justified in objectives of the offer. The project contributes to creating a simple method overview for both employees and managers, which strengthens the opportunities to work methodically and method-consciously. The project is rooted in praxis and great professional knowledge of the offers, which contribute to great local ownership in the individual offers.





”

**Everyone is very aware that it is a part of everyday life. We do not document for the sake of supervision, but for our own. It is driven by a curiosity about what works.**

Leader of the STOA group

## 2.2 Leadership, strategy, culture, competencies, and organization

What prerequisites do you have as an organization to develop the elements of your practices that you want to make more promising? You can uncover what characterizes you as an organization in these dimensions by using the self-evaluation tool (see section 3.2).

### Management

As management, it is important to take the lead and show the way in the work with knowledge-based development and to use data and evaluation systematically as a means of strengthening efforts towards citizens. That is about defining clear goals and a clear direction of work and to create engagement and motivation among employees to work in new ways. You can read more

about the role of management in booklet 2.

### Strategy

It is important that you have clear objectives\* for your offer and a strategy for, how your civic efforts and activities help you achieve these objectives. If you do not have a clearly described

strategy for your efforts, you can read about how you can describe it in booklet 3. It is also important to have a strategy and a clear aim for your development work. It is important that you make clear what you want to achieve by maturing your promising practice and how you will approach the work.

**Figure 3: Five dimensions in ability of a organization to work with development of a knowledge-based promising praxis**



**\*Objective:** Is what, you want to achieve as offers (e.g. to help citizens out of their abuse).

Rønnegård is part of the offer for adults with developmental disabilities in the Capital Region of Denmark. In the special measures of the offer, also called one-man projects, citizens with special needs live in housing for themselves.

## Rønnegård

### Case from Performance Documentation and Evaluation - Handbook for Social Offers

At Rønnegård, documentation using the tool Goal Attainment Scaling (GAS) has become part of the offer's identity and is a natural part of everyday life. This has i.e. succeeded because the management has prioritized documentation and shown commitment and willingness to build a uniform praxis in the area.

It has required getting used to working with documentation, among the employees at special measures of Rønnegård. The leader of the special measures emphasizes that measures to strengthen the documentation practice of a social offer must be seen as a managerial investment that requires commitment, time and will. "It requires perseverance from management, and you have to insist that this is how we do it here," the manager explains, "but in a positive way, where you yourself lead the way and show the way and have an ongoing discussion with employees about what is difficult and how we overcome it." It is the experience at Rønnegård that the documentation on a busy day can be time-consuming, so it is

important in terms of management to prioritize the work and always support the staff in relation to documenting what has been agreed.

At special measures of Rønnegård, attention has been paid to starting small with a concrete method and documentation, which you built on as it becomes everyday life for the employees. Advice of the manager, "You have to choose a method or an area and say, we start here now", "and then you can build on that and try to create curiosity about what could be more exciting to know or study."

"When you work with people, you can disagree a lot, for example about what can be done, because you carry your own norms and attitudes to things with you in your work", the manager says, "you can easily act on the basis of what we each believe, but if we know the same, then we will also act on a common basis." Experience has shown that the work of documentation can make it clear that some citizens can achieve more in their development than was

immediately thought. At team meetings, the employees break down the goals for the development into smaller sub-goals, and it becomes clear which sub-elements the citizen can already do, and a targeted effort can be given that trains the parts that are missing. Rønnegård chose the tool GAS because it is suitable for measuring smaller progress of the citizen. It has also been the experience that the tool can show the small development steps that can otherwise be difficult to see. It helps with the motivation to work with documentation that the employees, the citizen themselves and their relatives can see the results and feel a change in the citizen. The manager points out that it also creates motivation in the employees that they have created good results that the outside world notices. "It is something that has put us on the map and that makes people contact us and ask how we work."

You can read more about GAS (Goal Attainment Scaling) at [vidensportal.dk](http://vidensportal.dk).



## Organization

Knowledge-based development work requires clear framework and guidelines. Tasks, responsibilities, and roles should be well defined and familiar among the staff, so everyone knows what to do, when and by whom. Likewise, you must have clear guidelines for collecting data and to handle and apply qualitative and quantitative data. It is important that you ensure clear organizational and temporal frameworks that enable employees to work with learning and developing praxis based on the collected data. It is also important to make sure that you have established the necessary infrastructure\* and have access to the necessary IT help systems to support registration, ongoing follow-up, report, and evaluation. In booklet 2 you can find help to create a good organization of your development work by establishing a so-called quality team.

## Competencies

To work with knowledge-based development of the effort must bear fruit, it is important that both management and employees have the necessary competencies to systematic quality development – both to collect and apply different types of data. You therefore need to build experience in collecting and using data at all levels of your offer. The importance of which is evident in the case from Jammerbugt Municipality on the next page. At the same time, it is important to maintain and develop these competencies, e.g. through training and professional sparring with colleagues. In the same way, you should ensure

that new employees either have the necessary skills or quickly get started with the training. The exercise of collecting and using documentation in professionally meaningful ways and for the benefit of the citizen can for example, happen using test actions that you can read about in booklet 4. It allows to try and together build the competencies that are needed, when for example you try new ways to get feedback from the citizens on or new methods to inform your professional reflections with data.

**\* Infrastructure: Are the non-human resources to support you in the development work. For example, a social professional IT system or a fixed meeting room with blackboard.**

## Culture

Knowledge-based development work presupposes that there is motivation for and willingness to work data-informed among both managers and employees. It is therefore important that you build a culture of reflection and learning to develop and improve

your offer. This can among other things do it by:

- To reflect and be critical of what you do, and continuously decide whether it is the right thing to do.
- Experimenting with new ideas and methods.

- To accept lesser good results, when used for learning and improvement of the effort.
- Learning from own experiences – good as well as less good.
- Learning from the experiences of others and from the good praxis elsewhere.
- To spread knowledge quickly and efficiently in the whole organization.

In other words, a culture with a focus on professionalism development and knowledge of what works. One culture where it is allowed to fail, and the employees use each other and professional insights of each other to locate the best solutions for citizens.

## Implementation of documentation work

### Case from the project Documentation of promising practices

Jammerbugt Municipality worked intensively to implement results documentation in their infant efforts in the project Documentation of promising practices. The infant effort is the municipality's effort for vulnerable and socially disadvantaged pregnant women and families with infants, where the child is exposed in its development and well-being.

“It was a challenge to get started with the documentation work because we could not see the purpose of it. That is how it was for a long time.” (employee)

The experience that the documentation work did not provide value was a challenge for a while. The employees collected data during this period, but the task was a source of frustration in the employee group. The turning point was a professional event with an

expert, who showed managers and employees how they could interpret the answers to the questionnaires and use them in their work with the families. The expert showed how much knowledge she could get out of the questionnaires, even though she did not know the families. It became an eye opener, which showed how important it is to have the social work understanding of the tools.

“The fact that we got a psychologist expert out and tell us how to read these things... It cracked the code for me. It made sense, because then you could go in and see which points the parents did not mentalize on. And then it became action oriented. It was more than statistics.” (Employee)

## Recommended tool

- Tools for self-evaluation: Management, strategy, organization, competencies, and culture.

The tool can help you to clarify and develop the strengths of your offer in management, strategy, organization, competencies, and culture in relation to working with knowledge-based development.

*\*Progression: Is the development of the citizen experience through the effort. It can be, for example reduction in symptoms of anxiety.*

### 2.3 Levels of use of data

Use of qualitative and quantitative data is absolutely central in the work of developing a knowledge-based praxis. That is why too relevant to create an overview of where you currently use data, and how you would like to do it in the future. On the next page you can see different levels of work with data (Figure 4). The figure shows five forms of use and illustrates that the first levels are the prerequisites for the subsequent ones. For example, it can be difficult to use data from performance documentation as a strategic management tool if you do not use this data to assess progression \* and development of the individual citizen. This is because the data quality risks become low if the employees who collect data cannot use them in the citizen-oriented work. It can easily create the same

difficulties as in the case from Jammerbugt Municipality above.

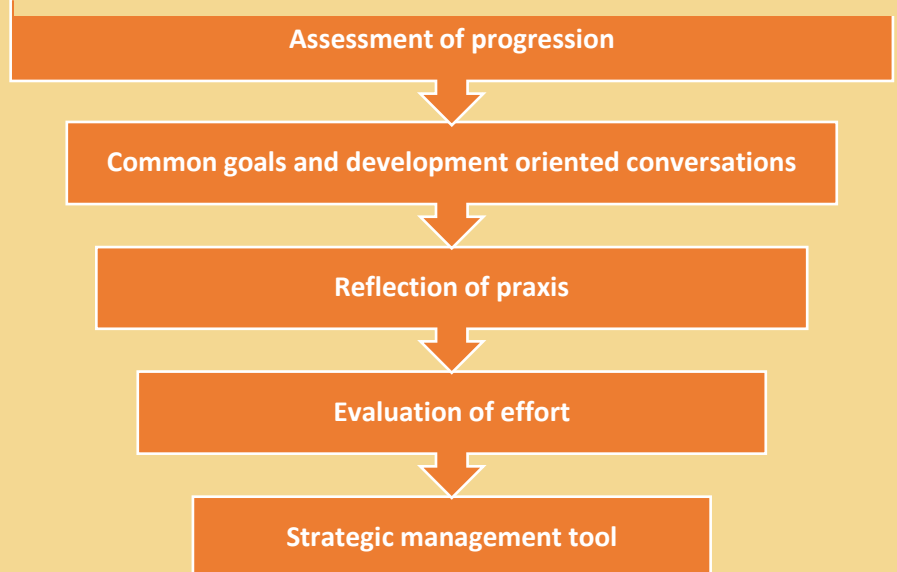
Figure 4 also illustrates that you must spend more resources on the upper uses than on the lower ones. Finally, there is a shift in the division of tasks. It is primarily the employees who use the data for the first two purposes. The next two are for both the management and the employees, while it is the management that uses documentation for the bottom purpose.

You can use the model to assess your practice and see how you can further develop your work with documentation and evaluation. In this way, the model is both a tool for

assessing where you are now and a tool for setting goals for the future.

**Assessment of progression:** In the first application, you use data to assess progression of the citizen. It can be qualitative as well as quantitative documentation, which is collected systematically. The progression can be in relation to the citizen's competencies, well-being or need for support in selected areas. Data is most often used by employees and only at the individual level to follow development of the citizen to adapt the efforts. This form of application is part of element 10 (monitoring of citizens' development) and element 11 (follow-up and adaptation of practice) in the typology of promising praxis.

**Figure 4: Use of data in development of social efforts**



**\* Aggregate level:** Is when you collect data about individual citizens in an orderly amount to gain knowledge about a group of citizens. It can, for example, be by calculating average for the citizens of the group.

**Common goals and development-oriented conversations:** For this purpose, you use data in the dialogue with the citizen. Data helps to focus on goals and development opportunities of the citizen. The focus here is on the meeting between the individual citizen and employee in the offer. This form of application is included in elements 4 (clear and relevant objectives) and 8 (relational cooperation) in the typology of promising practices.

**Reflection of praxis:** Here you use data on development of the citizens based on knowledge sharing and discussions about practice at employee, team, and department level. Focus here is on praxis and organizational learning. Data are most often at aggregate level\* but can also be cases or illustrative examples. This form of application is included in element 7 (professional reflection) in the typology of promising praxis.

**Evaluation of effort:** To evaluate the effort, you link data on development and results for the citizen(s) with systematic analysis for subsequent action. The focus here is on learning and development. This form of application is included in element 2 (praxis has a positive effect) and element 10 (monitoring) in the typology of promising praxis.

**Strategic management tool:** Here you use data for prioritization. This may, for example, be to assess the need to recruit employees with new competencies or to link measurements of results to the cost of the effort to prioritize between efforts. Data for this application are most often aggregated quantitative data. This form of application is part of element 11 (follow-up and adaptation of practice) in the typology of promising praxis.

**How to use the five forms of application for praxis development**  
As the first forms of use are prerequisites for using data for the subsequent ones, it is important that you build on and maintain the work and routines that you have established here. This means that you have to work on several levels at the same time. It is recommendation of the handbook that you use your data at all five levels. In this way, you get the most knowledge out of your data collection, seen in relation to the effort you put into the work.

The practical work with documentation and evaluation typically takes place at two levels – citizen level and effort level.

At citizen level, you document activities and results and work with

small test actions to continuously adjust the effort. Here you therefore use the documentation of results of the individual citizen to adapt the effort continuously and often to the needs of this particular citizen.

At the effort level, you can use data across citizens to achieve learning and identify necessary needs for more fundamental changes and improvements to overall effort of the offer, e.g. for a specific target group. The frequency of this use of data is less than in the ongoing feedback at the citizen level. By using data in this way, you can create learning across the offer and identify whether there is a need for the development of your social work efforts. In booklet 2 you can read about how to create a meeting structure that can support the use of data at both levels. In addition, you can read about how you can concretely work with data at citizen level and at aggregate level in booklets 4 and 7.

The establishment of good documentation practice is a development process. Each form of application offers new opportunities for learning. In Figure 5 on the next page, you can find inspiration for how-to set-in motion various activities that can help you develop your documentation praxis.



Figure 5: Activities that can help you with the five use purposes

You can use your data for:			
	Purpose	You get that out of it	You must do this
Citizen-level	Progression measurement of the citizen	<ul style="list-style-type: none"> <li>• Documentation of results</li> <li>• Increased focus on development (progression) for the individual citizen</li> <li>• Common language and professionalism in the organization</li> </ul>	<ul style="list-style-type: none"> <li>• Elaboration of a theory of change</li> <li>• Choice of indicators</li> <li>• Development or selection of a tool for progression measurement</li> <li>• Clarification of registration praxis</li> </ul>
	Setting goals and development-oriented conversations	<ul style="list-style-type: none"> <li>• Clarity about the purpose of the course and efforts</li> <li>• Involvement of the citizens</li> <li>• Maintain focus on development</li> </ul>	<ul style="list-style-type: none"> <li>• Conversation training among employees</li> <li>• Framing and presentation to citizens</li> </ul>
Effort-level	Reflection on praxis	<ul style="list-style-type: none"> <li>• Systematic reflection on and learning about practices and groups of citizens</li> <li>• Common professional frame of reference</li> <li>• Strengthening the professional dialogue</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting a positive learning environment</li> <li>• Establishment of reflection and learning forums, e.g. action learning group, department meetings, theme days, workshops, etc.</li> <li>• Interconnection of registration systems</li> </ul>
	Evaluation of effort	<ul style="list-style-type: none"> <li>• Systematic analyses of the results of efforts</li> <li>• Identification of adjustment needs in the efforts</li> <li>• Documentation of effective efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and analyse aggregated data</li> <li>• Development of reporting of aggregated data</li> <li>• Supporting a firm evaluation praxis</li> </ul>
Organizational level	Strategic management tool	<ul style="list-style-type: none"> <li>• Prioritization of resources, etc. based on knowledge of target groups and results</li> </ul>	<ul style="list-style-type: none"> <li>• Linking performance data and finances</li> <li>• Strategic prioritization and management of action packages</li> <li>• Use of knowledge about target groups and results for prioritizing competence development, recruitment, etc.</li> </ul>

## 3. Roles and responsibilities

The pre-analyses are especially a tool for your quality team and management, where you can get perspectives of the employees on strengths of your organisation and the areas where there is a need to raise your practice. At the same time, this means that you, who are part of the quality team and the management, have a special responsibility to act on the preliminary analyses, so that you can use knowledge and reflections from here to create the best possible starting point.

The experiences with the preliminary analyses are at the same time that they provide the most value when the process is inclusive and involving. This applies in relation to employees, but it also applies in relation to citizens in your target group. Maybe they have an exciting perspective that can create a positive disruption to your view of your own practice?



## 4. Tools

### 4.1 Measuring tool for promising practice

This tool helps you to keep your practice up against the 11 elements of the promising praxis typology. The measurement tool consists of a series of questions for each of the 11 elements of the typology of promising praxis. It gives you a good structure to look at your entire practice and can give you an overview of where your praxis has strengths. It also provides an overview of

which development tasks you will get the most out of starting. Although the tool is designed as a measuring tool, it is your reflection on praxis that is essential. I.e. questions like, "how are we promising?" and "how can we become more promising?" – rather than "what is our score?"

Also, be aware that getting the highest score on each dimension is not a goal. Your praxis may

have a character where it is not possible. You will, for example, get a low score on dimension 8 (relational cooperation) if you deliver a relatively limited effort, where coordination in relation to the citizen primarily takes place at the authority level. But it will not be a sign of a lack of your efforts.

#### Use

The measurement tool consists of questions for the 11 elements of the typology of promising practices in a Word template, where you can work with the questions. The Word template can be used alone or with a score calculation tool that visualizes your answers. You will find the support tools on website of the National Board of Social Services: [https://socialstyrelsen.dk/lovend\\_epraksis](https://socialstyrelsen.dk/lovend_epraksis).

We suggest that you use the tool in a meeting lasting two to three hours, in which all relevant managers and employees participate. However, if your efforts are an interdisciplinary effort with many employees within each professionalism, it may be necessary to have a meeting with representatives of each area. There are good experiences with both models.



### **Proposals to process for the meeting**

You can start the meeting by jointly filling in the tool in the Word version on a computer. It supports that you get a structured discussion of your practice in relation to the 11 elements. The chairperson reads out questions and possible answers, while the others discuss the answers. Be aware that it is important to discuss why you respond the way you do. Use the comment fields to write down your discussions so that they are documented in the future – and remember to save the Word document afterwards.

Once you have gone through the questions for the 11 elements and have documented the reasons for your answers, you can enter the answers into the tool in Excel. After the answer, you can click on the "Go to results" button to see and discuss an overview of your results. We recommend that you use figure 2 (cobwebs), as it gives a good overview. The closer to the outer edge of the cobweb your assessment is, the more promising your praxis on the individual dimension.

You can use this overview to discuss strengths and weaknesses in your praxis. A process for this part of the meeting can look like this:

1. Everyone reflects individually on what catches the eye: What is your strengths? Where are

your development potentials? And where is there anything that surprises?

2. Take a round at the table, where you discuss these questions.
3. For those areas where you have a low score (the score is close to the center of the cobweb), you can go back to the answers to the specific questions and discuss the possibilities of getting a higher score. In this way you can get help with what is needed - and you can see if it is important or if there is something that with good reason is not relevant to your particular praxis.
4. Finish by identifying potential development points and prioritize these together – possibly. at a follow-up meeting. Read more about development points and their priorities in booklet 3.
5. In the project Documentation of promising practices, the municipalities have benefited from repeating the measurement at a later stage in the development work to see how much their praxis has shifted. It has provided motivation for further work. You can advantageously do the same – for example after a year.

### **4.2 Tools for self-evaluation: Management, strategy, culture, competencies, and organization**

This tool should help you clarify your ability as a unified organization to work with knowledge-based development of your efforts. What are your strengths and challenges in terms of getting the full benefit of this work? What structures and workflows can you build on, and what elements in the organization need to be strengthened?

#### **Use**

The tool focuses on five dimensions that uncover your capacity: Strategy, management, organization, competencies, and culture. For each dimension are a series of reflection questions that you can use for inspiration.

You can advantageously choose to use the tool for a joint process with managers and employees, where you discuss and reflect on the five dimensions together.

Finally, you can use the reflections to identify development points that you need to work on afterwards.

Once you have been through this booklet and worked with the different focus points, you have a picture of your strengths and challenges in relation to working to develop your praxis. In booklet 2 you can read about how you as a management create a good framework for success with this work.

Figure 6: Help questions to discuss management, strategy, organization, competencies and culture





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