

Changing Lives: Leadership and Management Group
Full Day Workshop: Strathclyde Hilton, August 10, 2007
Leadership and Management Framework: its development and application

Present: Sandy Burnham, Harry Stevenson, Netta MacIver, Edith Wellwood, Jayne Dunn, David Crawford. Alexis Jay (pm), Ian Davidson, Gill Tucker, Zoe van Zwanenberg, Ashleigh Dunn, Colin Wallace.

Session 1 - Scene Setting (Sandy Burnham)

Aim of the workshop:

To have clarity, confidence and consensus about the further development and presentation of the Leadership and Management Framework and the next steps required.

Objectives of the workshop:

To have:

- agreed our purpose and have clarity about what we want to achieve through the Framework;
- considered applications of the Framework;
- considered the positioning of the Framework;
- reached agreement on the shape, content and presentation of the Framework;
- planned the next steps.

The *Changing Lives* Context of our Work

“Social Services must develop enabling leadership and effective management at all levels and across the system.”

This requires:

- a national framework for developing leadership and management;
- a leadership style that gives staff, users and managers the power to develop creative solutions;
- strengthening of strategic professional leadership;
- development of academic leadership (sits under *Changing Lives Workforce Change Programme*)
- development of effective citizen leadership (sits under *Changing Lives Practice Governance Change Programme*)

Session 2: What we want to achieve through the Framework

Key points: Harry Stevenson (including discussion) [See also Appendix 1]

- Leadership is not just a job but the actions and capabilities of people across an organisation. Too often managers are fully occupied by the day to day.
- A priority is frontline leadership: staff having the confidence and capability to take responsibility in the frontline makes a difference to service users and carers.
- Taking responsibility also requires flexibility (this is reinforced by the findings of the Sector Skills Audit, and is a gap seen particularly by service users).
- We need to empower people to be human, so that they bring their human skills to bear on a problem. Staff in social work are passionate about what they do, but they are also fearful, this needs to be considered in our work.

- Key themes in our agenda are leadership, responsibility and autonomy.
- We are not producing just a document, which like others might be shelved after implementation: we are looking to set in train a number of more than short term initiatives for sustainable change. The Framework should therefore provide techniques and models for change. It should be a resource rather than a blueprint, and leadership should be part of learning programmes.
- Do not be disheartened by the scale of the task: good leadership develops like ripples in a pond. *Leading to Deliver* is one such ripple.
- The enquiry report and performance management approach should lead to better outcomes.

Key Points: Netta MacIver (including discussion [see also PDF - NM's Diagram])

- Our purpose must concern an increased ability to change lives.
- We are brought together through *Changing Lives* to give feedback on what we can improve, and to increase the focus on outcomes.
- Commission, provide, review and monitor. For example: commissioning on an outcomes basis would mean we could focus our tender on the difference we are trying to make rather than the outputs of a tender we are preparing. An evidence base should be part of the contract monitoring. Providers and purchasers would then be partners in a shared agenda and purpose through outcomes, ensuring that systems are in place to deliver those outcomes and providing evidence that the outcomes have been achieved. This could be supported through the Framework as it gives us a shared language and shared understanding across sectors.
- Improve assessment and monitoring skills. We could then embed the ability to use fresh eyes to improve performance within organisations, along with information systems capturing evidence around impact.
- Currently we have an increased understanding of performance management related to outcomes, but ill-suited measures and poor quality data. We need better measures and systems which are related to real world situations within organisations.
- Renew the focus in professional social work on process recording as reflective practice. "Record, listen and think" (action enquiry), is what students learn and practitioners abandon. Organisations also need to review and plan, as a service review and planning mentality should inform strategy development.
- The Leadership and Management Framework could apply to: career planning and development; recruitment to Boards and senior management; governance systems; learning sets, including cross-sector sets; Voluntary Sector dissemination; focussed use as part of the improvement agenda.
- *Leading to Deliver* continues to make a recognised contribution to the leadership agenda and it should continue, but we need to plan better how to use the skills which it develops (including lifting them into governance systems).
- We will only know we have affected anything because evidence indicates that outcomes have altered. This evidence needs to be more than ticking boxes, and be qualitative not just quantitative as well as involve service users.
- Clarity of purpose, which should be annually reviewed, should be at the core of any organisation. Thus, we also need to assist the people responsible for setting this purpose at the top of organisations, namely politicians (national and local) and those with governance responsibilities in the voluntary sector (Boards and Trusts). Through the Framework we should determine how to engage with these people, and through them drive the culture that will keep the Framework alive.

Key Points: Gill Tucker (includes discussion).

- We are not starting with a blank sheet of paper, we have already initiated work that is about building and sustaining leadership capacity.
- *Leading to Deliver* is delivering the adaptive leadership that we are seeking, e.g. through our *Leadership Community* project which is being led by a self-selected group of *Leading to Deliver* graduates. Their purpose is to create and support a community of connected, open minded and motivated leaders who share ideas, knowledge and experiences, and who seek to be the best that they can at delivering social services in a way that meets the needs of the users.
- The project group felt that they required the overt support of the Leadership and Management Group to give their work validity and authority. This point has relevance in respect of the empowerment of individuals within organisations.
- We should be cautious in placing too many expectations on this leadership community too soon. As *Leading to Deliver* has shown, it takes time for change to gain critical mass.
- This is perhaps an example of the way we might sustain change through engaging with the communities which we are trying to affect, getting them to own the change agenda and supporting them in their projects and initiatives to implement change.

Session 3: Material from the Thinking Environment - The Purpose of the Framework

***Changing Lives* provides an opportunity to start a leadership conversation that inspires others across Scotland.**

The Framework could be called, *Approaches to Leadership and Management*. It should sit at the resource, rather than the blueprint, end of the spectrum.

It should:

- allow different levels of engagement to trigger and enable change;
- have maximum impact through wide ownership;
- provide a common purpose across different services;
- inspire through its images and story telling narratives;
- stand the test of time, one example could be embedding itself in training and skills development;
- be based on sound principles and values (people, environments, fundamentals);
- provide ideas, not dogma;
- argue against rejection without an alternative;
- make clear that it is a point in a journey rather than a point of arrival;
- introduce new ways of thinking;

Session 4: Positioning the Framework

The Context

- The Framework is a piece in a jigsaw. Whichever piece you start with it should lead you into other pieces to create a coherent picture. It must be consistent with other pieces of *Changing Lives*, particularly other Frameworks, and we must also make clear the connections with SWIA, HMIe, Quality Scotland and the underpinning EFQM model. Its core principles should also be one with those underpinning public sector leadership.

- The Framework must be consistent with the SWIA 6 quality indicators of the Performance Improvement Model. It should not replicate but add value, and make clear what we are adding and doing differently.
- Perhaps this is an opportunity to develop a tool that makes EFQM more accessible in language.
- We must be clear about our target audience, which is the Social Work Services sector.

The Framework and Inspection

- Inspection can encourage the use of the Framework, by asking how organisations and people are using it in their work.
- AJ can provide SWIA's help to get connectedness with the Framework at the level of the key factors underpinning the key questions in the well-used Performance Improvement Model.
- We need to establish a reasonable time-frame for the influence of the Framework. There is some lead time, as the first round of inspection still needs to be completed (over the next 2 years).
- The Framework should also apply to governance and elected members, as accountability needs to apply both up and down in an organisation: SWIA could also help with this.

The Framework and Changing Lives

- There needs to be a commonality of language, reference points and style between the different *Changing Lives*' Frameworks.
- Going public with any one piece of work needs careful attention, as there must be clarity about how all the implementation pieces fit together. We might even delay the publication of any one Framework so that it could be published as part of a logical sequence. This requires the input of all the Chairs of the Change Programmes, and thus each Framework needs to be thoroughly understood by the Chairs Group.
- As the Frameworks are published they need to make sense one with the other to their target audience. The Leadership and Management Framework needs to make these connections explicit.

The Framework and Public Sector Reform

- Our work must be consistent with the wider public sector reform leadership work.
- Our work should inform and feedback into the public sector leadership agenda and we should ensure that the linkage is explicit and endorsed within the Framework.

Session 5: The Further Development of the Framework

The Nature of the Framework

The nature of the Framework that we develop should:

- tell real and attributed stories, so that it has meaning in the real world of Social Work Services;
- inspire our audiences, so they feel the Framework has something to say to them and thus they engage with it;
- make and clarify connections so that people can make sense of the Framework, and find it adds value in the wider context of their work (particularly across *Changing Lives* and with Inspection, the Audit and Quality agenda, and the Public Sector Reform agenda);

- be widely owned because people recognise what they read and find it applicable and pertinent to the challenges they face;
- set in train lasting change, so that we achieve more than short term initiatives;
- be a dynamic Framework: it must be much more than a document and recognised as tools, actions and processes rather than merely words;
- be developmental: its application should not be compulsory. However it should challenge organisations or people who reject it to justify their actions.

Engagement with key groups and individuals from the Social Work Services communities

- The further development of the Framework should aim to engage with Social Work Services communities, through structured conversations. In this way they might feel more involved in its development so that they become its joint owners and champions.
- We need to identify the key groups and individuals who should be involved in these conversations. Included should be *Leading to Deliver* graduates and participants, Chairs of the *Changing Lives* change programmes, the ADSW executive, voluntary sector chairs of Boards and Trusts, Chief Executive Officers and targeted individuals and groups from the public and voluntary sector as well as the agencies and the Scottish Executive's Public Sector Reform leaders. We should perhaps also seek conversations with some colleagues in health and education and other partners in multi-agency delivery. We need to reach a geographic cross-section of Social Work Services in Scotland. .
- We should set out the core of the model in four or five pages, which clarifies its purpose and potential. This core should be used to provide the background to structured conversations with target communities and individuals. We should seek not only their advice, and feedback but also their engagement and commitment.. To get the most benefit from these conversations we must be clear about the questions for which we are seeking answers.
- The engagement with the communities and individuals should be carefully planned. We should perhaps use a combination of techniques to facilitate the structured conversations: focus groups, individual interviews, seminars and events. We could also get some members of the Social Work Services Communities to help us with this (for example the core development group of the *Leadership Community* project).
- It is important that we locate the Framework back to its roots in *Changing Lives* when beginning the conversations. We should also not forget the post-Report evidence-base on leadership from the Inspection round.
- We need to ensure consistency with the wider public sector leadership work and so this wider public sector linkage needs to be an explicit part of the “engagement” project plan.
- We might learn from the approach taken regarding the development of the Learning Framework: using a reference pool; drawing on four focus groups through the Learning Networks, and another focus group purely of practitioners; trialling the document in practice (generating case-studies); and on-line posting of a draft, seeking comments.

Next Steps

- Draft the core document (SLF).
- Approve the Core Document (L&M Group)
- Trawl evidence base and ensure up-to-date, e.g. latest SWIA inspection evidence etc. (SLF)

- Develop an “engagement” project plan, which could take account of the Learning Framework approach (JD sends GT details of Learning Framework approach; first steps in developing an engagement plan SLF to meet with ID/GT).
- Make sure that this engagement includes public sector reform colleagues, e.g. through a reference group. (ID)
- Approve the “engagement” project plan (L&M Group)
- Cancel the proposed meetings 17 September, 22 October (All)
- Seek a joint meeting or, if this proves impractical, some other means of coordinating the Workforce and Leadership and Management Change Programmes for a joint exploration of the two Frameworks (late Sept/early Oct):
 - to understand better how they should connect and impact on each other;
 - to plan a joint approach for their further development, publication, presentation, launch and communication; (ID/GT);
- Develop a means of sharing this work across the Change Programmes and get clarity about its fit with both other Frameworks and work programmes of the other groups (ID/GT with other SE officers) ;
- Identify a member of SWIA to help develop the connections between this Framework and the PIM (AJ);
- Keep the Leadership and Management Group informed and seek appropriate authority and approvals through the website (GT)

Gill Tucker/Colin Wallace

15 August 2007

[with two corrections (consequent) from Netta MacIver, 17 August]

1. Why do we need a framework?
 - 'Changing Lives' consultation provides the impetus
 - Academic and organisational interest in leadership
 - Build confidence in public services, social work and social care
 - More complex environment, structures and relationships
 - Audit and inspection
 - Political confidence in services
2. Management Challenges
 - Managing within a framework of integrated services at all levels
 - Improve performance and monitor the quality of services
 - Strategic management and effective implementation of priorities
 - Resources - scarce and targeted
 - Public expectations
 - Managing change
3. Leadership Challenges
 - Build confidence and maintain social work values
 - Complex partnerships and collaborative arrangements
 - Lead change and emphasise the importance of a learning culture
 - Maintain service standards and improve
 - Forecast and prepare for the future
 - Take care of personal and organisational learning
 - Be prepared to challenge the status quo – risk take
4. What do we need to do?
 - Continue to develop self evaluation and quality improvement
 - Embrace performance improvement as a means of changing culture
 - Build capacity
 - social work
 - service providers
 - carers and service users
 - Promote learning opportunities and learning cultures
 - Publicise good practice
 - Confirm everyone is a leader
 - Include trade unions
5. What the framework should deliver
 - Support organisations with different levels of capacity
 - A resource and not a blueprint
 - Focus on the role of the individual – everyone is a leader
 - Build confidence and support change
 - Long term investment
 - Must start with learning programmes
 - Need to understand use of self and own defaults/style
 - Engage staff meaningfully, listen and act
 - Enquiry and performance approach to better outcomes
 - Should provide examples of useful techniques/models
 - Transfer learning (learning to effective action)

Harry Stevenson 10 August 2008