

Leadership for partnership working: challenges and solutions
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Facilitators:

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*Towards leadership models for cross
agency working: from theory to practice*
Leadership Development

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3Pnetwork
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Overview

- The shift change required
- What do leaders of cross agency services look like?
- Emergent models of leadership?
- Developing our leaders
- Research as evidence for changing practice
- Professional Dialogue

The shift change required

The logo of the University of Chichester, featuring a stylized blue and green circular emblem to the left of the text "University of Chichester" in a blue sans-serif font.

2020 vision for Children's workforce for children, young people and families at the centre of excellent, integrated service that put their needs first regardless of traditional institutions and professional structures.

Requires all staff, especially leaders to work in cross agency, multi professional teams.

On the journey...

The integration of children's services, development of extended services, community involvement and multi-agency working are quickly **beginning to influence models of leadership and governance.**

Moving to distributed leadership and decision making requires the **development of different organisational and professional structures** in order to work successfully with increased complexity.

The points of influence are...



- Government and Local Authority cross / multiagency services

- Designers and Facilitators of learning

- School Leaders and multi agency leadership teams

- Teachers and multi agency professionals

- Impact on children's learning and well being

If a 19th Century Leader came back he would not recognise our organisations yet he would easily spot the leaders – can that be right?

Emmanuel Gobbilot

Connected leadership and new book Leader Shift

Four models of leadership

Source of influence

formal

real (moral)

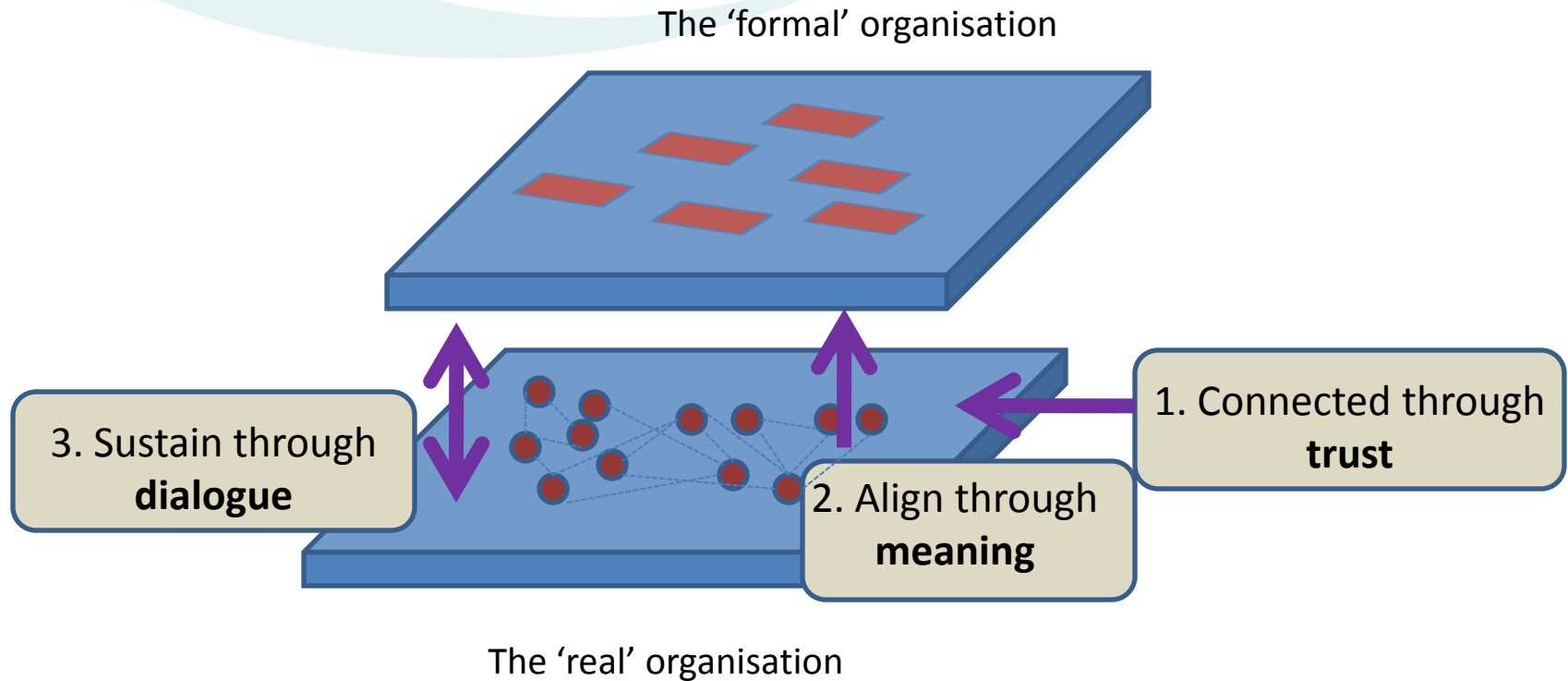
Nature of impact

formal

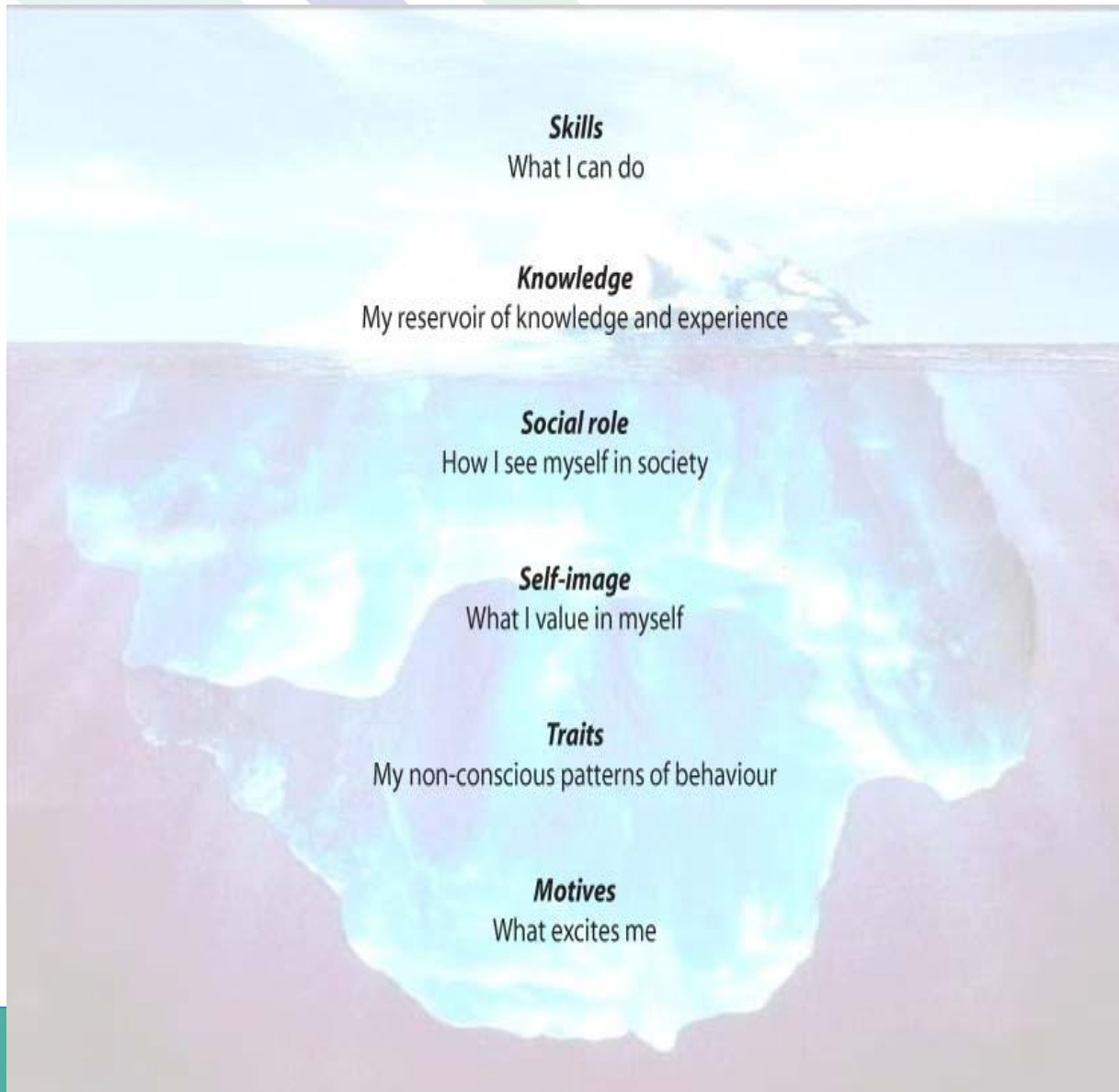
Real (social)

Personalised leadership	Authentic leadership
Distributed leadership	Connected leadership

The levers of connected leadership



What do leaders of cross agency services look like?



Knowledge and Understanding

Competences

4 quadrants

Self awareness

Social awareness

Group management

Self Management

McClenlland / Goleman

So what are the shifts in leadership models?

- For individuals
- For leadership teams
- Across cross agencies

Children and Young
People's Trust Board

Integrated Working
Programme Board



Local teams and
Forums

Local teams and
Forums

Local teams and
Forums

Innovation Unit - next practice in systems leadership



Barnsley Putting local communities and their needs at the heart of service provision through new governance and leadership models

Chichester New leadership and governance for a Nursery School and Children's Centre, providing multi-agency services for the locality

South London New leadership models and flexible leadership deployment across a federation of six academies

Winsford Whole town 'one school' provision to meet ECM and inclusion aspirations

What we know

Leadership in a modern organisation is highly complex and it is increasingly difficult – sometimes impossible – to find all the necessary traits in a single person

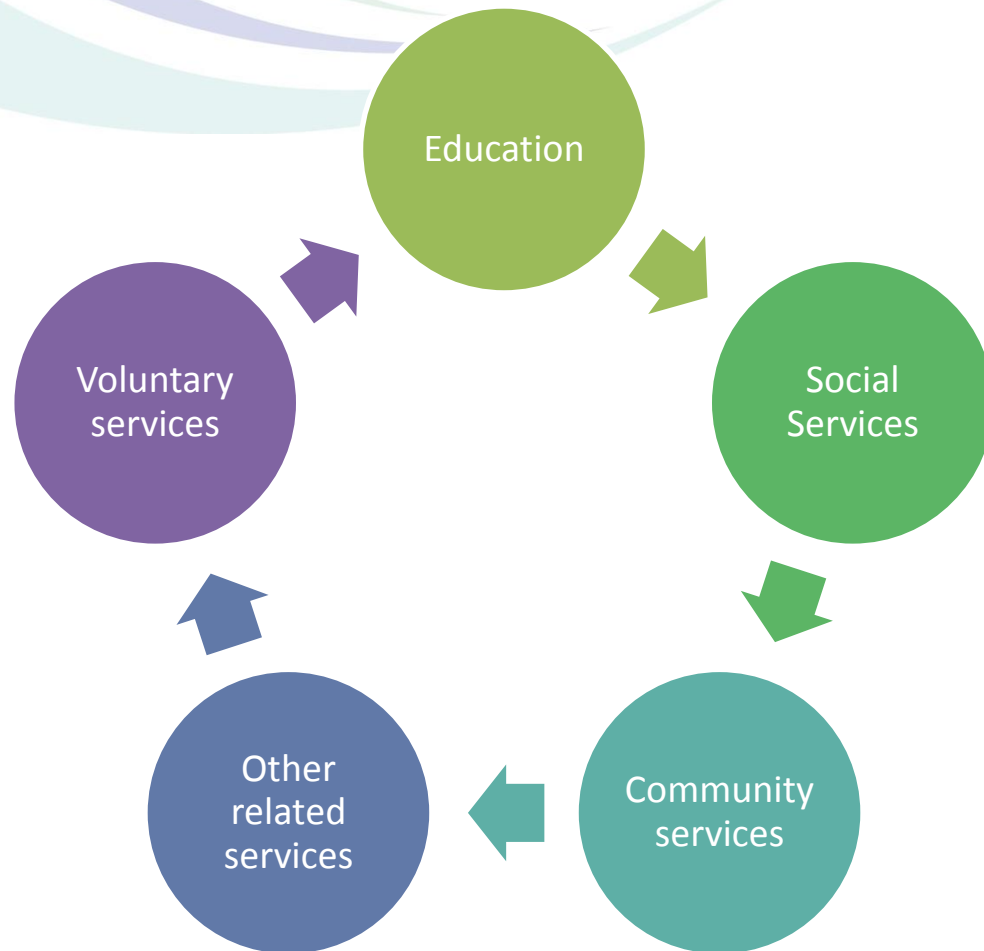
Jonas Ridderstrale (Stockholm School of Economics)

- Gobbilot asks

What if management thinking to date has been directed at the wrong problem?

- Redefining both leadership and our idea of what an organisation is, proposes a new focus and new tools to make organisations more agile

Leadership for cross agency working



Challenge for leadership in cross agency working



- Size and complexity
- Recruitment and retention
- Strong professional identities

For those developing programmes:

- Varied approaches to the challenge by LAs

In developing our leaders...



- Redefining the role(s)
- Analysis of development needs
- Where are the opportunities
- What are the gaps
- Design programmes that can lead to transformation of our services

Transformative learning components

Impact (self, others, community)

Transformative Learning, Transformational Leadership

New sense of agency

Praxis

Bespoke programme design

First awakenings

TRUST



Research evidence



- Brathay and Leeds University
- Chichester University
- York Consulting
- NCSL
- CWDC
- NFER

Development of a model that captures the key elements of multiagency team leadership and how this is distinct in other contexts.

Key factors emerging:

- Facilitative style and approach
- Ability to demonstrate collaborative behaviours
- Ability to influence without authority

- Values and understanding
- Developing a common language
- Needs for transformational leadership skills
- Managing conflict
- Empowerment and transforming capability :
managing change
- Interprofessional reflection on action
- Resilience in leadership and leadership teams

Dr Janet McCray and Dr Coleen Jackson

York Consulting



- Integration
- Commissioning
- Pooling budgets
- Different approaches to leadership
- Outcome based management
- Improved co ord
- Access to coaching

Professional Dialogue



- What might a leadership development framework look like?
- What are the critical processes that will lead to transformation of our cross agency services?
- What might the content be?

Resources



- Preparing teachers for Leadership and Management of Multiagency - DCSF
- MATD – National College
- Toolkit for Managers of Multiagency services - DCSF
- Multiagency team toolkit – ECM Leadership development – NC
- Leadership to develop social capital – NC
- Collaborative Leadership in Extended Schools; Leading in a multi agency environment - NC

The Children's Services Leadership Provision

Overview

Anton Florek
Principal Adviser

As part of the 2020 Children and Young People's workforce strategy NCSL, in December 2008, was asked to:

- Lead on a development programme which will offer structured training and support to every DCS and those close to stepping up to that role in partnership with the ADCS, CWDC and the Virtual Staff College;
- Chair a group of partners to develop proposals for a more coherent offer of support for senior and middle managers throughout the workforce.

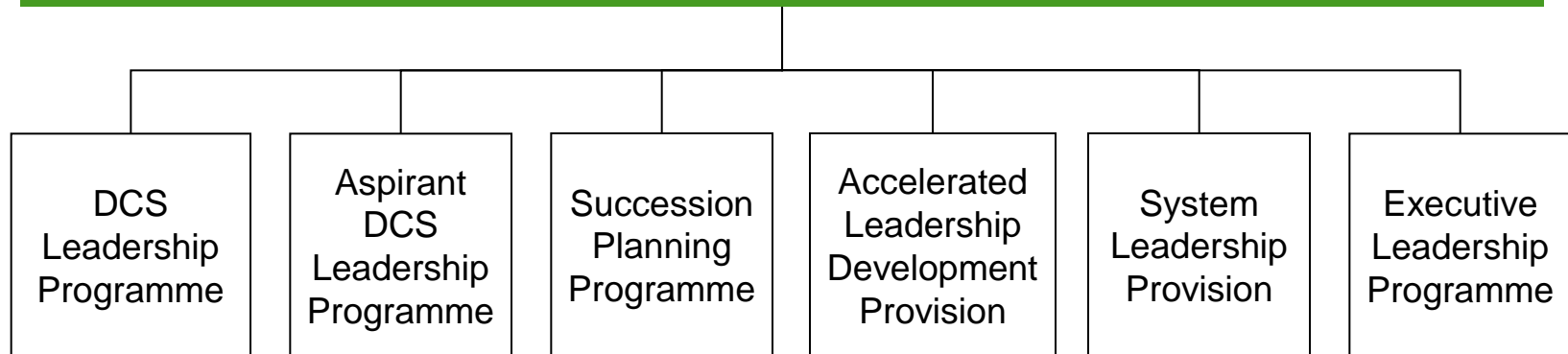
DCS view on the role and what they expect from the College

- The role of DCS;
Job is challenging and complex but manageable if:
 - surrounded by a strong and capable team;
 - access to expertise and advice of other Directors of Children's Services when needed;
 - strong and robust performance management systems are in place; and
 - there is strong corporate and political leadership and support;
- Almost every DCS said that they loved their job;
- The opportunity to have access to high quality leadership development and access to mentors and coaches, and time for reflection was welcomed;
- Support for succession planning is vital.

Hallmark of NCSL provision

- A focus on partnership and collaboration – working with others in the interests of children and young people and the wider system;
- Ensure our work is informed by the needs and expectations of leaders so that it is grounded in best practice and the realities of their work;
- Using the best leaders to help to lead the system – so the professions lead themselves and leadership development is sustainable;
- A ‘local solutions’ approach, where context matters, the solutions to challenges are jointly developed with the people in localities, and capacity is developed to support continuing improvement;
- An overriding commitment to moral purpose - making a difference to children, young people and their families.

Directors of Children's Services Leadership Provision



At the highest level, the purpose of the DCS programme is to improve outcomes for children, young people and their families. It aims to do this by developing the capacity of DCSs to understand and manage the complexity and accountability of the role and be truly inspirational and highly effective leaders.

Specifically, this programme aims to:

- Help DCSs **identify what great leadership of children’s services looks like**, and understand how this could help address the challenges in improving outcomes in their own local context.
- Challenge and support DCSs to **strive for and acquire excellent leadership skills, knowledge and behaviours**, based on their own learning and development needs.
- Increase the **impact of organisations/ teams** working in the children’s services sector through higher quality and more effective leadership.

Learning outcomes

By participating in the programme, each DCS will develop their own effectiveness and confidence as a leader, manager and commissioner of children's services. The programme will also help participants to become better learners as they continue to grow in their role.

Specifically, each DCS participant will aim to develop:

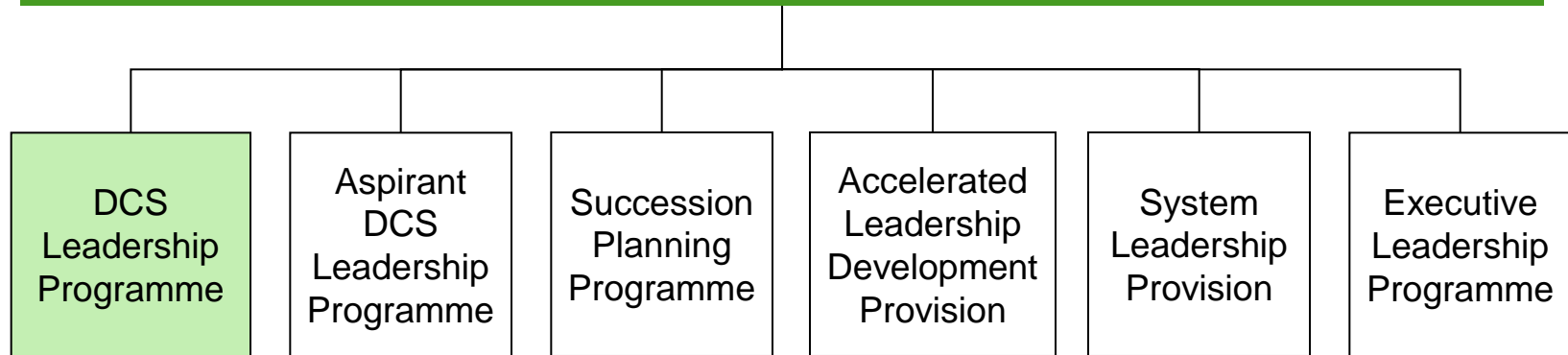
- Excellence in leadership, reflecting an understanding of the behaviours and attitudes of highly effective leaders, and specifically highly effective DCSs, and how those behaviours and attitudes are best adjusted to their context.
- Enhanced self-awareness of their leadership capabilities and potential, and ability to adapt this to differing contexts.
- Enhanced ability and confidence (building from enhanced self-awareness) to effectively lead across the broad remit of the DCS role (including statutory duties and the corporate role).
- Enhanced ability to understand the strengths/ weaknesses of the organisations and partnerships that they lead, as well as the knowledge and confidence required to secure improvement.
- A recognition of how they should continue to build on strengths and improve on weaknesses, as they continue on a path of lifelong learning, and a set of peer relationships and learning tools that will help them along this path.

The DCS Provision

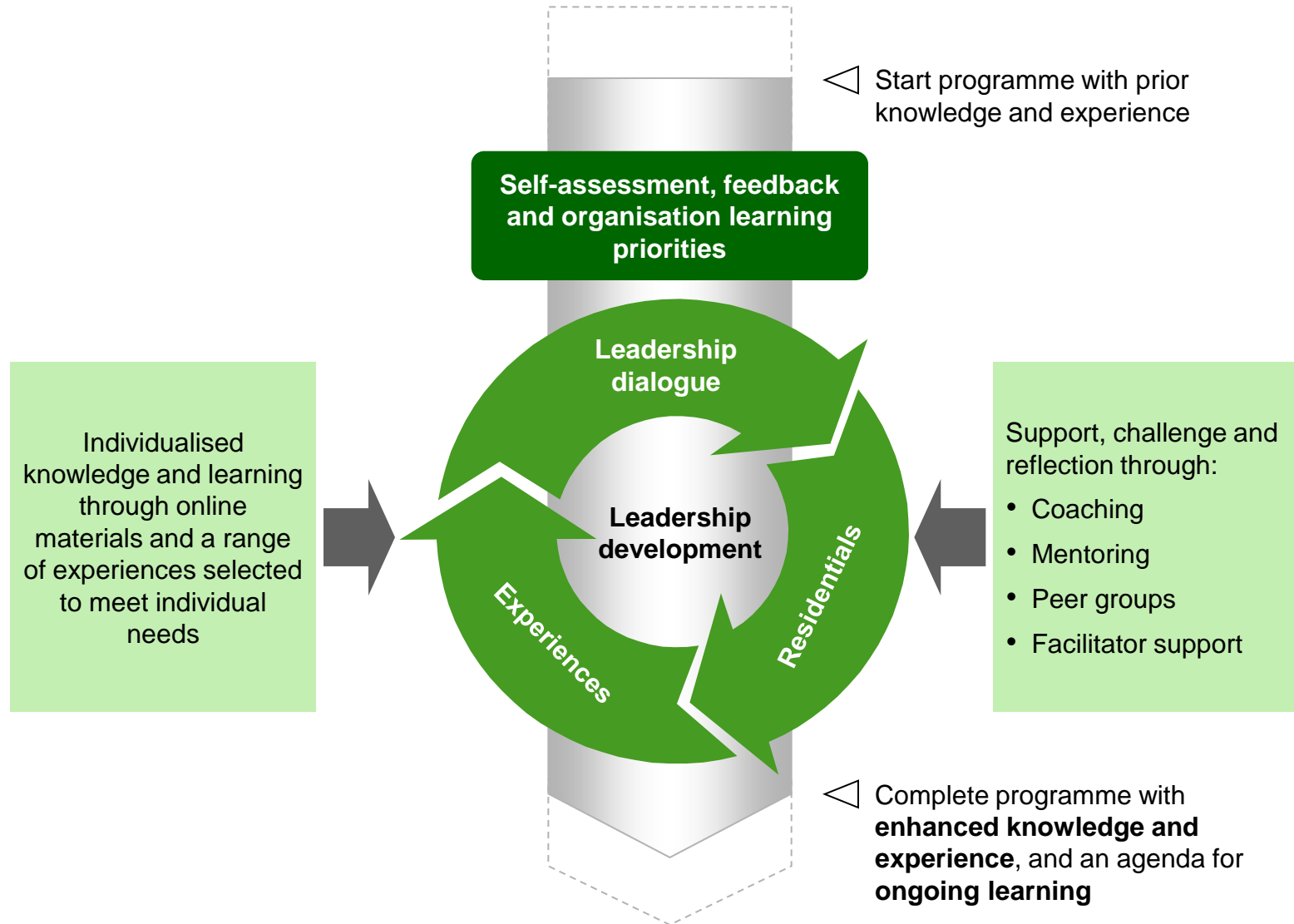
The provision is based on a set of core principles which characterise our approach:

- Personalised – bringing prior knowledge and experience
- problem solving approach – ‘wicked issues’;
- learning on the job – real work;
- develop DCSs and their team;
- executive coaching;
- peer support.

Directors of Children's Services Leadership Provision



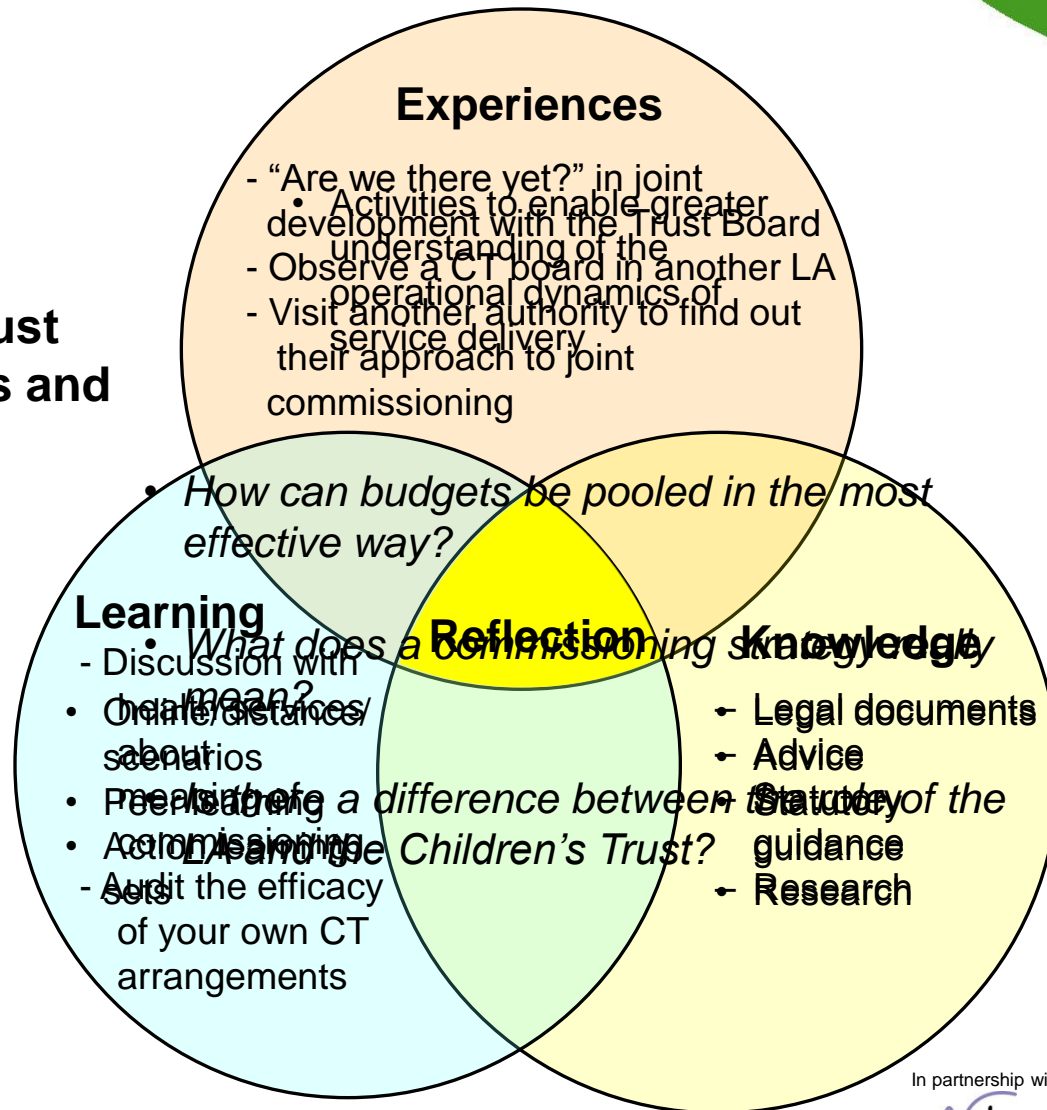
A high-level design for the learning process has been created



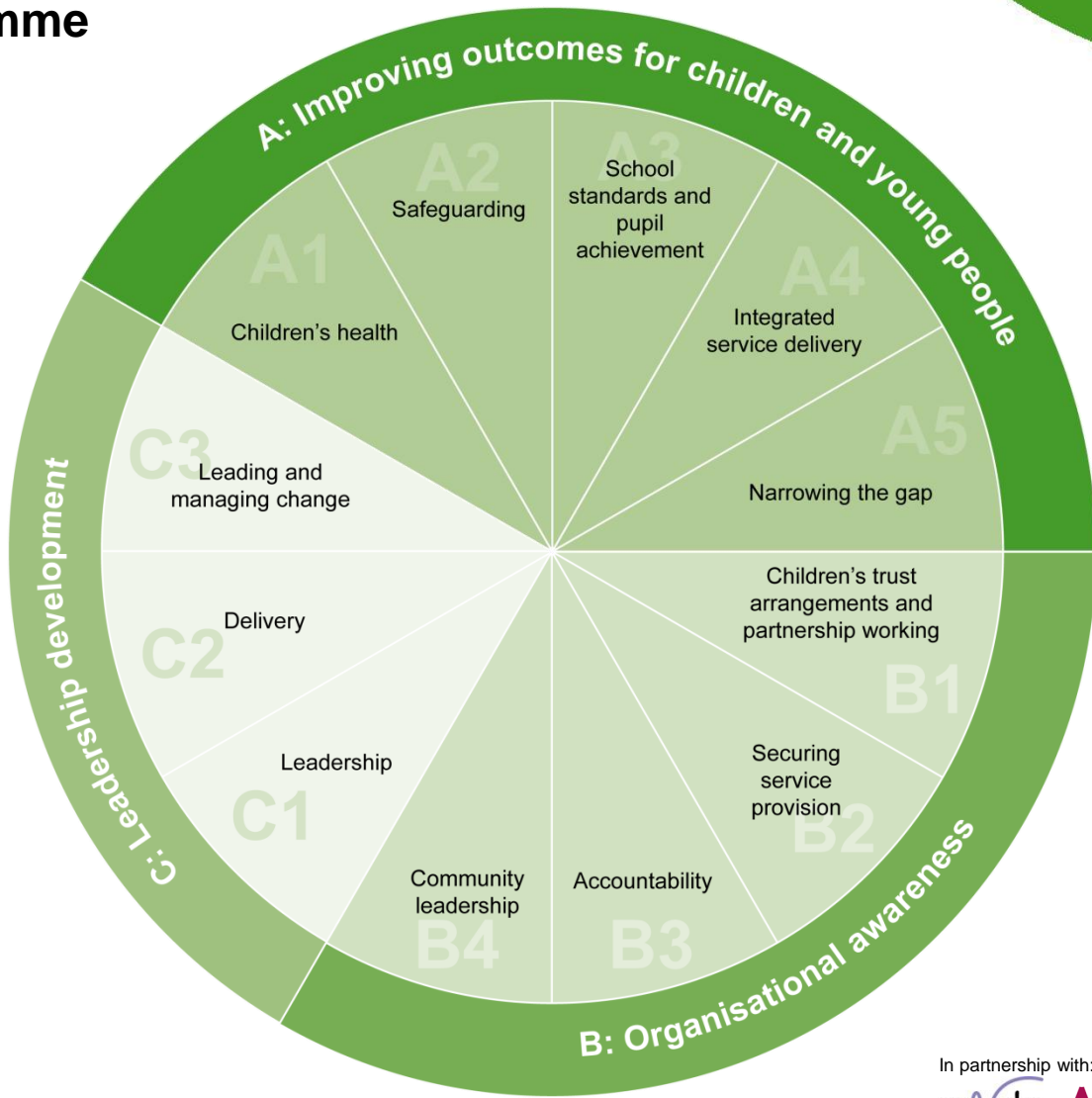


The DCS Provision

Children's Trust arrangements and partnership working



Proposed Content Modules for the DCS programme



Developing senior leadership in Children's Services

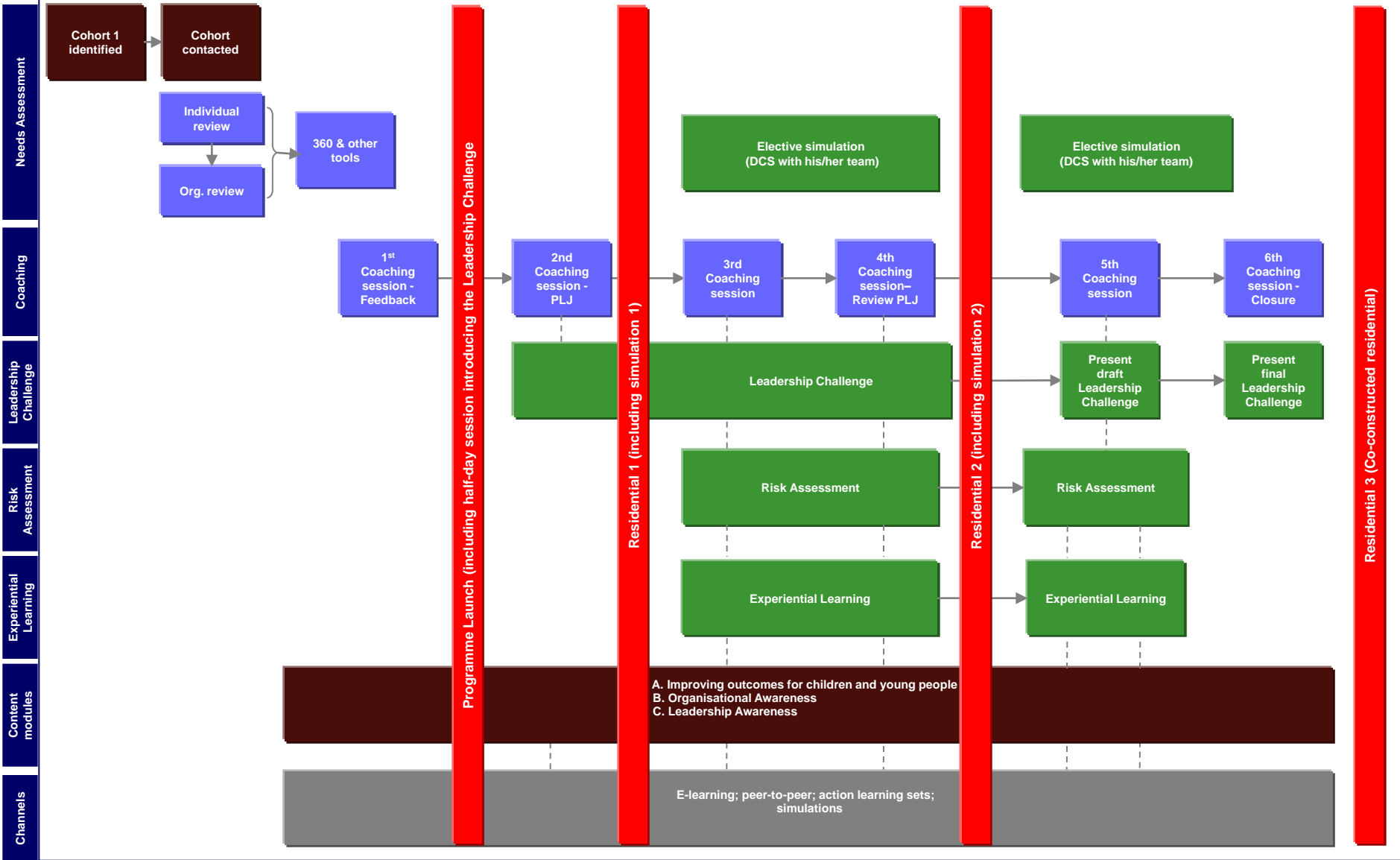
In partnership with:



Supported by:

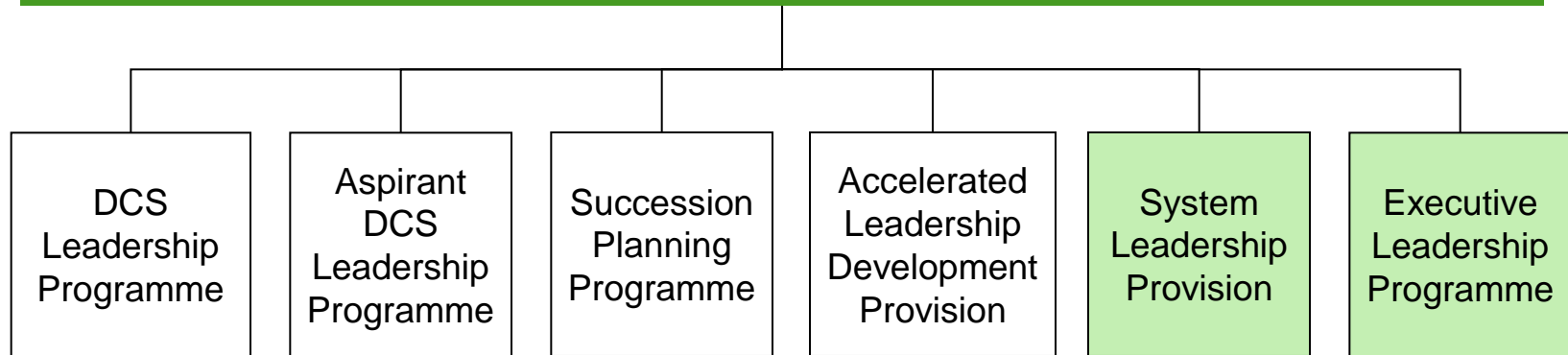


June July Aug Sep Oct Nov Dec Jan Feb Mar Apr May Jun July Aug Sep Oct



Content Modules Individual activity Small group activity Cohort activity Channels

Directors of Children's Services Leadership Provision



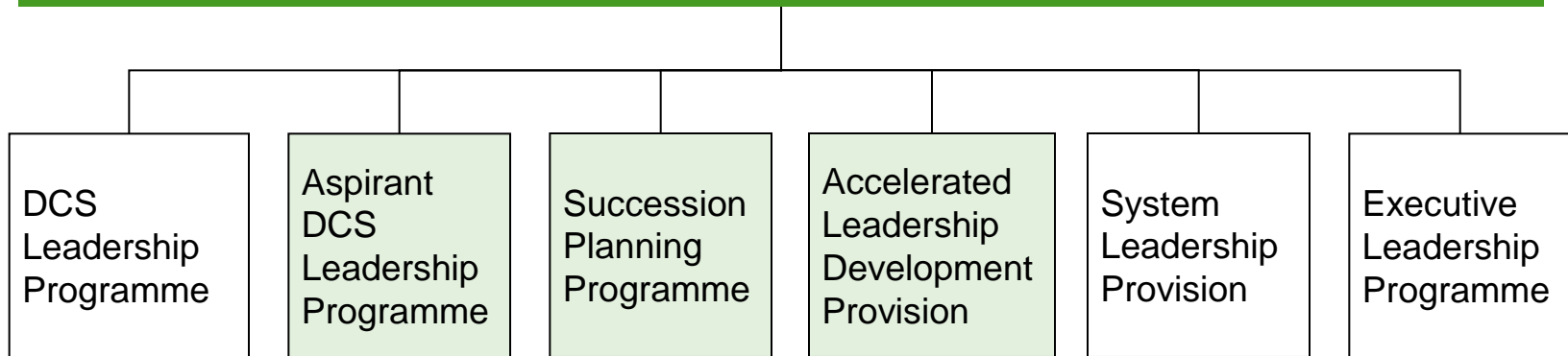
System Leadership Provision

- A mentor for every newly appointed DCS from September 2009;
- Support the identification of Directors of Children's Services who, with their teams, have the capacity and expertise to help Children's Services Leaders in other authorities who might need their help and value their expertise.

Executive Leadership Programme

- Development of an executive leadership programme for the most experienced Directors of Children's Services with the aim of;
 - supporting continuous improvement
 - improving retention; and
 - enabling DCSs to drive system improvement

Children's Services Leadership Provision



The Children's Services Leadership Provision *Additional Elements (continued)*

Aspirant DCS Leadership Programme

- Programme for those close to stepping up to the role, due to commence in 2010; Will be informed by 4 NCSL / Virtual Staff College Leadership Academy seminars in 2009.

Succession Planning Programme

- Development of a systematic approach to talent management and succession planning in children's services at local level;
- NCSL intends to work closely with partners across other sectors including; LGA, IDeA, Health to draw on the experience of these partners in creating a broader "funnel" of succession.

Accelerated Leadership Development Provision

- A programme to help identify and develop people early in their careers from within and beyond Local Authorities in readiness for senior roles in Children's Services;
- Development of this programme will be dependent upon effective networking and partnership working across the sector in order to consider proven models of accelerated progression.

Research background

The DCSF report in 2008 undertaken by York Consulting LLP on the *Training and Development Needs of Leaders of Children's Services* was instrumental in pressing the case for more attention to be given to the development needs of current and aspirant DCSs.

These messages reinforced the conclusions in a piece of research from the Hay Group, commissioned by the CWDC, on 'The Training and Development of Middle Managers in the Children's Workforce' (2008) which noted the size and complexity of the Children and Young People's Workforce and identified important barriers to leadership development.

In order to achieve a more detailed understanding of the issues, the College, in partnership with the CWDC, commissioned a further piece of research by McKinsey and Co into the 'leadership development requirements for the DCS role'. Although this research covered a wide range of issues associated with succession planning, some of the findings are relevant to the design of the aspirant programme.

The report found that:

- The average age of DCSs is **53 years**

The average age of Tier-2 managers is 51 years

The average age of those who said the option of becoming a DCS appeals to them is slightly younger at 50 years

The average age of Tier-3 managers is 50 years

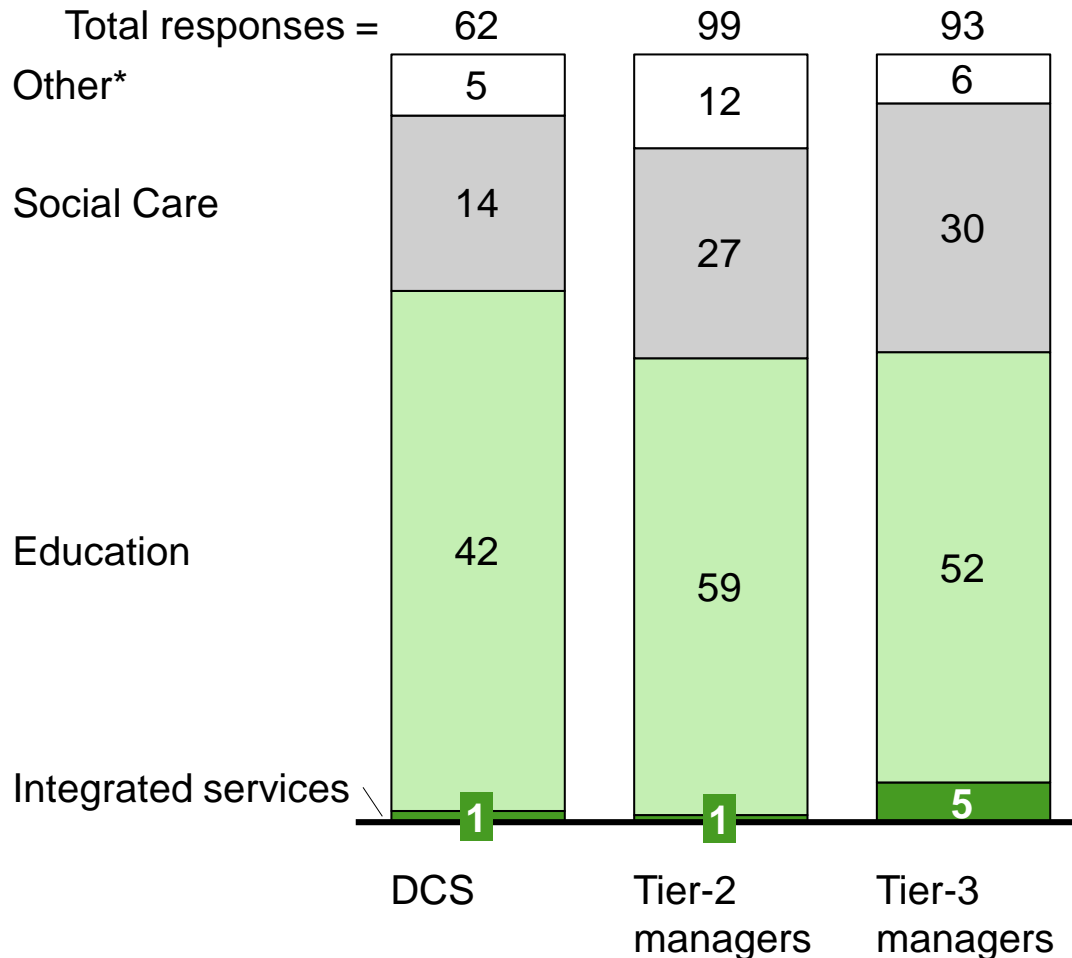
The average age of those who said the option of becoming a DCS appeals to them is younger at 47 years

Currently, DCSs are primarily drawn from either Education or Social Care ... and there is scope for broadening the range of backgrounds (professional and personal), expertise and experience

The DCS role is very challenging with a big step up from Tier-2

The vast majority of DCSs and Tier-2 and Tier-3 managers see themselves as coming from an Education or Social Care background

Survey responses to “In which service area would you say the majority of your experience is?”



Compared to DCS and Tier-2 respondents, Tier-3 managers were more likely to have experience of integrated services

This proportion is expected to grow as integration continues

* “Other” includes Health, Youth Justice, Youth Work and Psychology
 Source: Survey of DCSs, Tier-2 and Tier-3 managers across England, Feb & Mar 2009

A small scale survey of the voluntary sector suggests that:

- other Children's Services professionals are interested in the DCS role;
- one third of respondents said the option of becoming a DCS in the future appealed to them.

- The average tenure would be 5 to 7 years as system currently operates
- This equates to an annual turnover of 19% or ~30 DCSs
- This is slightly higher but fairly consistent with historical data – there was a 15% turnover of DCSs in 2008

Implications

- There may be a need, before long, to 'jump a generation' in the recruitment of DCSs, which means that participants on the aspirant programme may be highly talented but relatively inexperienced.
- There are talented and aspirational children's services professionals without experience of local government who may be interested in joining the programme but lack breadth of experience.
- Second tier officers are increasingly being expected to provide operational leadership for a range of specialist services.
- This may not prepare them well for the more strategic role that the DCS is expected to play.

It concluded that the key task is ‘to give aspirant DCS the prerequisites for fully understanding the role and its statutory requirements, and becoming capable of performing the role on a day-to-day basis with particular focus on understanding all the services, the corporate environment and the political environment’.

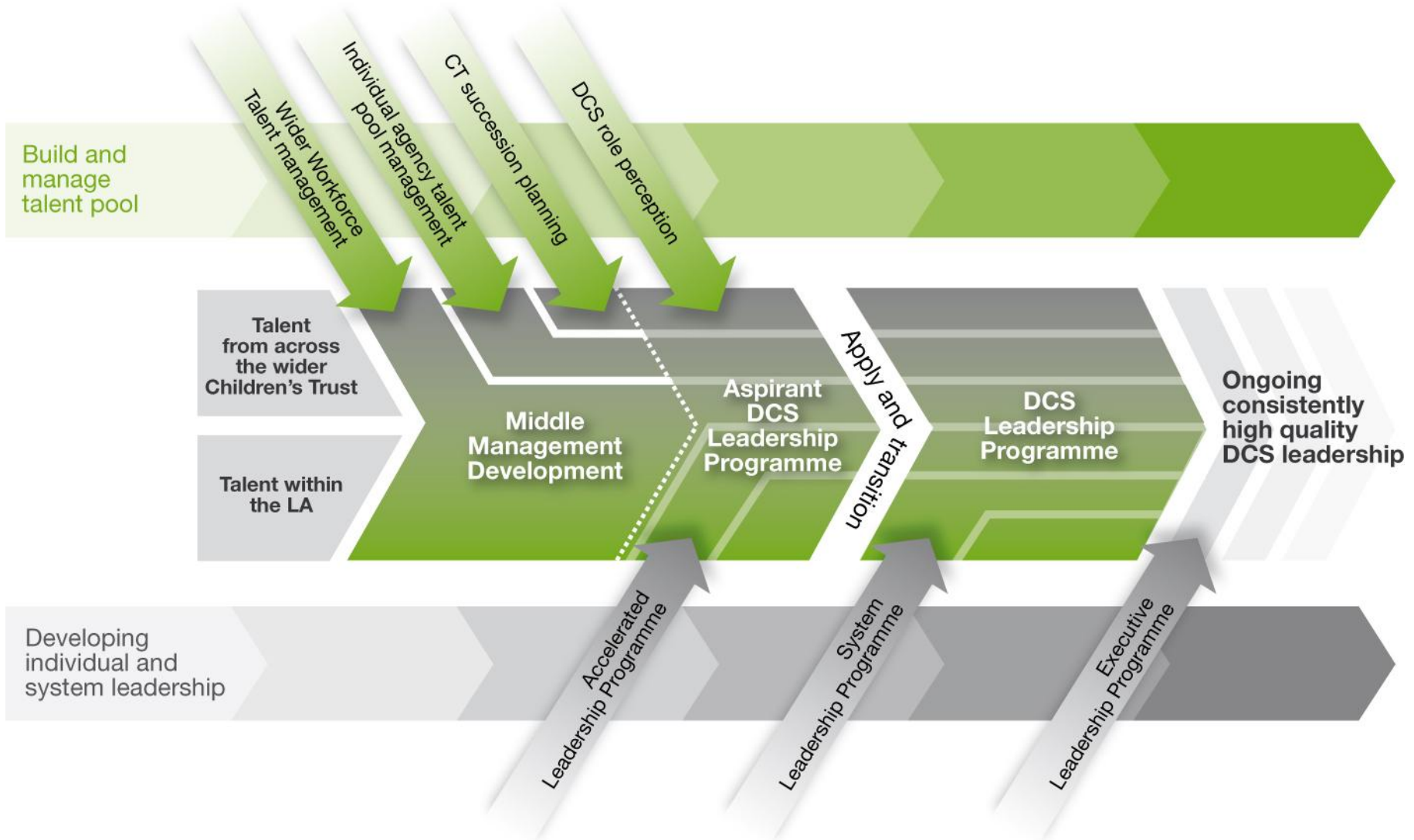
Who is the Programme for?

The target group for the programme should be senior children's services leaders and managers drawn from the children's services workforce and beyond who are working at Assistant Director or equivalent level and who are within 18 months to 2 years of their first DCS application.

These design principles suggest that:

- Access to the programme should depend upon a rigorous assessment of the applicant's skills, knowledge and aptitude for becoming a DCS;
- The programme should be highly personalised with the opportunity for placements of varying length, job shadowing opportunities and mentoring and coaching at different levels of intensity;
- The aspirant programme should include many of the same elements as the programme for serving DCSs, including content, residentials, P2P work, simulation, and coaching/mentoring;
- Whilst the content and on-line content provided for the Aspirant programme will have significant overlaps with the content and on-line content for the DCS programme, there will need to be some clear distinctions between the two;
- In addition to the initial assessment, the programme should include a much greater emphasis on continuous assessment for suitability for appointment as a DCS.

Towards an integrated approach to tackle succession and leadership development in services for children, young people and families



Professional Dialogue



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The Children's Services Leadership Provision

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