BLMK Leading Beyond Boundaries

Building Foundations

March 2024

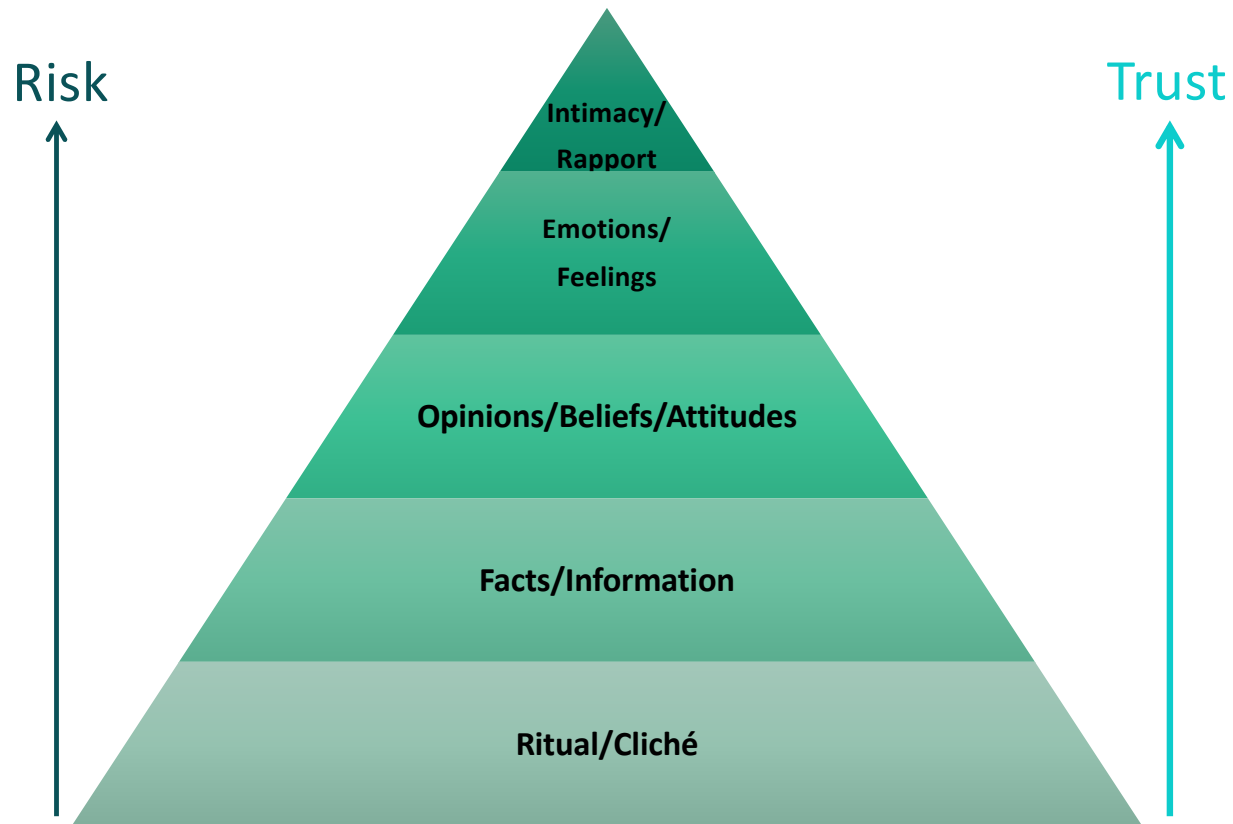**Baseline Survey**

OBJECTIVES

1) **Create connections across the group**

2) **Set expectations for the programme**

3) **Explore system leadership**

4) **Build your coach approach to leadership**

5) **Get to work on your system challenges**

Time	Content
0900	Welcome and Creating Connections
0955	Programme Detail and Ways of Working
1030	Visiting Speaker
1130	Introduction to Systems Leadership
1230	Lunch
1315	System mapping
1545	Change Challenges
1315	Community Visit
1800	Close

Time	Content
0900	Review - Preview
0920	Coach Approach
1100	Coaching Practice
1130	Meet Your ALS
1230	Lunch
1315	Systemcraft – Part 1
1600	Leadership Exchange
1630	Close

EFFECTIVE CONVERSATIONS

Risk

Trust

Intimacy/ Rapport

Emotions/ Feelings

Opinions/Beliefs/Attitudes

Facts/Information

Ritual/Cliché

CREATING CONNECTIONS I

Describe your reaction to a recent 'change' at work	**What was the most challenging learning experience you ever had?**
What are you proud of in your local health & social care system?	**When you think about the future - what excites you?**

LBB PROGRAMME AIMS

1. Develop your capacity for system leadership – skills, tools, mindset

2. Build a network – break down barriers, build trust, relationships and peer support

3. System innovation – make tangible progress on live issues

LBB PROGRAMME PRINCIPLES

1. Partnership working

2. Courage to innovate

3. Community voice

4. Compelling story for change

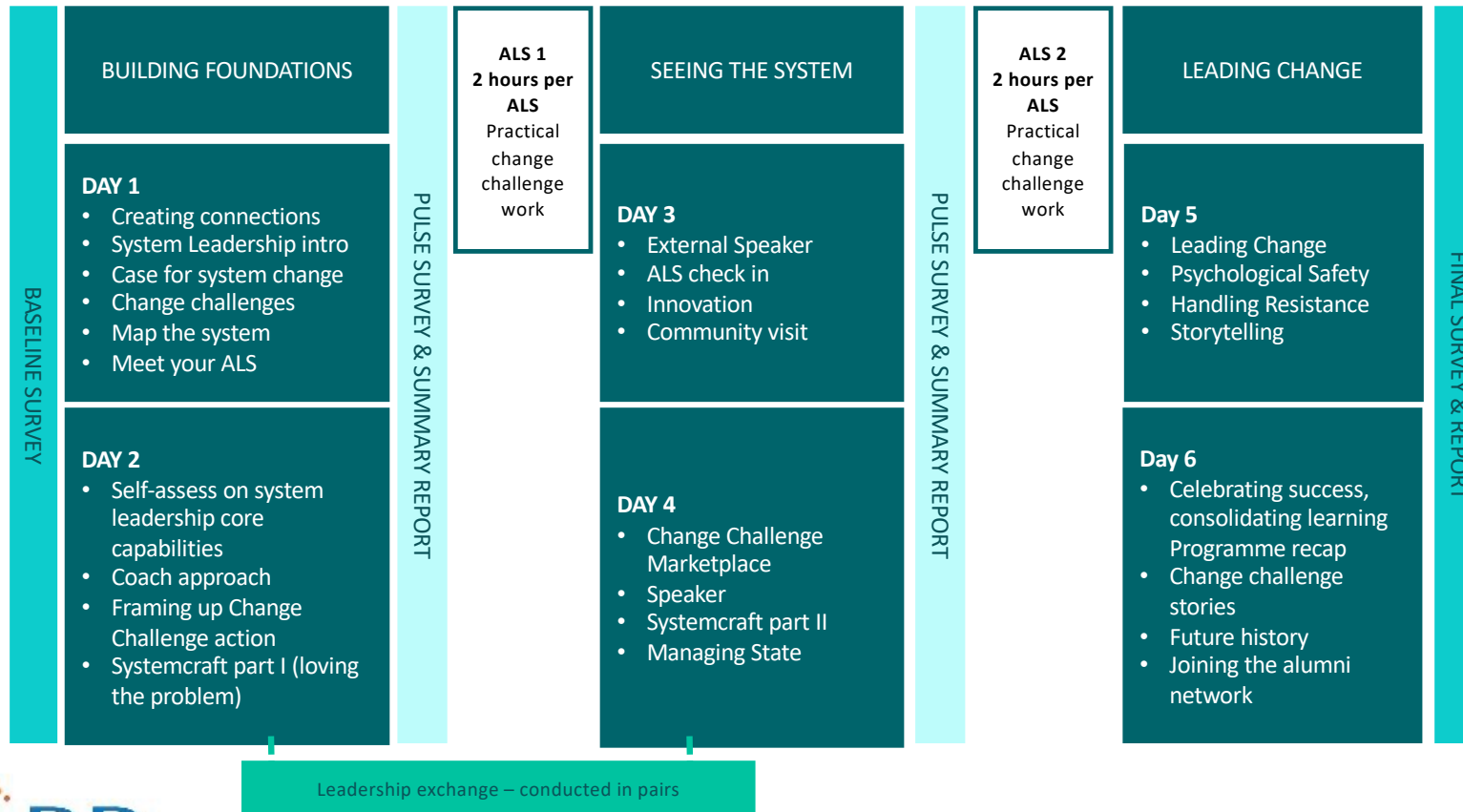5. Adaptive leadership

6. A bias for action

PROGRAMME ARCHITECTURE

Key IN PERSON

VIRTUAL

BASELINE SURVEY

BUILDING FOUNDATIONS

DAY 1
- Creating connections
- System Leadership intro
- Case for system change
- Change challenges
- Map the system
- Meet your ALS

DAY 2
- Self-assess on system leadership core capabilities
- Coach approach
- Framing up Change Challenge action
- Systemcraft part I (loving the problem)

PULSE SURVEY & SUMMARY REPORT

**ALS 1
2 hours per ALS**
Practical change challenge work

SEEING THE SYSTEM

DAY 3
- External Speaker
- ALS check in
- Innovation
- Community visit

DAY 4
- Change Challenge Marketplace
- Speaker
- Systemcraft part II
- Managing State

PULSE SURVEY & SUMMARY REPORT

**ALS 2
2 hours per ALS**
Practical change challenge work

LEADING CHANGE

Day 5
- Leading Change
- Psychological Safety
- Handling Resistance
- Storytelling

Day 6
- Celebrating success, consolidating learning Programme recap
- Change challenge stories
- Future history
- Joining the alumni network

FINAL SURVEY & REPORT

Leadership exchange – conducted in pairs

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Leading Beyond Boundaries

Our system strategic priorities

Our system priorities have been identified through engagement with staff and communities in response to the NHS Long Term Plan. They also focus on the core purpose of the ICS. They have had good engagement and buy-in since development – we expect them to form the basis of the strategy and help us to identify our system ambitions.

For each priority area we will identify:

- The **population health data** driving each priority.
- The inequality issues that this programme will seek to address.
- The **outcomes** we will be using to measure our success
- The **approach** we will use to deliver these outcomes

Our Strategic Priorities

01 Start Well	02 Live Well	03 Age Well	04 Growth	05 Reducing Inequalities
Every child has a strong, healthy start to life: from maternal health, through the first thousand days to reaching adulthood.	People are supported to engage with and manage their health and wellbeing.	People age well, with proactive interventions to stay healthy, independent and active as long as possible.	We work together to help build the economy and support sustainable growth.	In everything we do we promote equalities in the health and wellbeing of our population.

Bedfordshire, Luton and Milton Keynes Health and Care Partnership

MANAGEMENT VS LEADERSHIP

MANAGEMENT: "A set of processes that can keep a complicated system of people and technology running smoothly"

LEADERSHIP: "A set of processes that creates organizations in the first place or adapts them to significantly changing circumstances"

Day-to-day	**VS**	Direction setting
Order		Clarity of vision
Consistency		Aligning people
Planning		Motivating
Budgeting		Inspiring
Staffing		Values
Problem solving		Emotions
Hierarchical		Comes from anywhere

John Kotter, c. 1996

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LEADING IN A VUCA WORLD

Volatile	Dynamic, quick and intense changes. Unexpected, unstable
Uncertain	The event may be known, but it is impossible to predict its presence or outcomes in advance
Complex	Multiple interdependencies, constantly in flux
Ambiguous	Several interpretations, unclear, intangible, inexact

Warren Bennis and Burt Nanus, 1987

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Leadership is a capacity
we all have, and it's
realised in the moment
of action.

Impact International

DAWN OF SYSTEM LEADERSHIP

- A profound commitment to the health of the whole

- 'Leith' (to lead) - stepping across the threshold; a process of letting go

1

3 core capabilities

- See the system

- Fostering reflection & generative conversations

- Co-Creating the future

2

3 Gateways

- Redirecting attention - problems 'out there' are 'in here' too

- Re-orienting strategy - creating the conditions that can produce change

- Practice, practice, practice – all learning is doing, but doing is inherently developmental

3

3 Openings

- Opening the mind

- Opening the heart

- Opening the will

Map the System

PROCESS

1. Visually map out what you see as the system you're part of

2. Place yourself – you / your team / your organisation anywhere on the map

3. Map out the system around you – the different stakeholders

4. You may want to…

    - Use size of circles around each stakeholder group to indicate their significance as you see it (small = less significant)

    - Draw lines between stakeholder groups (thickness of the line determining the frequency of contact)

    - Use arrows to indicate the direction of communication (i.e. from who to whom)

    - Use '+' & '-' to represent the level of trust / strength of relationship between different groups

DEBRIEF

Take it in turns to talk through your map - approx. 6 mins each

- What's interesting for you in the way you've drawn your map?

- Who's central / who's peripheral / who's missing – what does this tell you?

- Looking at the map which aspects:
  - Give you energy?
  - Are the no-go areas?
  - Are you curious about?

- Which parts of your system would you like more contact with / knowledge of / better

  relationships with?

Change Challenges

CHANGE CHALLENGE

What is a Change Challenge?

1. A problem or opportunity that you:
   - feel passionate about
   - are connected to
   - can have some influence over
2. Requires working beyond your boundaries
3. Outcome will positively impact residents/patients/communities

Do not stress if…

- You don't know what your Change Challenge is yet
- Your change challenge is something different to what you put in your application

The invitation is to

- Be ambitious!
- Seek opportunities to collaborate with others in the cohort

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CHANGE CHALLENGE – SOME EXAMPLES

- Hospital discharge process between Health, Adult Social Care and Care Providers

- Long waiting times for men at risk of suicide in need of mental health specialist support services in Preston

- Ineffective social prescribing service for the patient population of East Bristol

- The respiratory outpatient service is not delivering best care and value

- Too many paramedics are leaving south central ambulance service

- We're failing to provide suitable employment opportunities for people with a learning disability in BLMK

- Lack of diverse range of roles being provided for the Health and Care Academy work experience programme

- Integrate fire and rescue into emergency response for cardiac

- Provide effective Type 1 Diabetes support for young people with eating disorders

Coach Approach

"

Coaching is unlocking a person's potential to maximise their own performance.

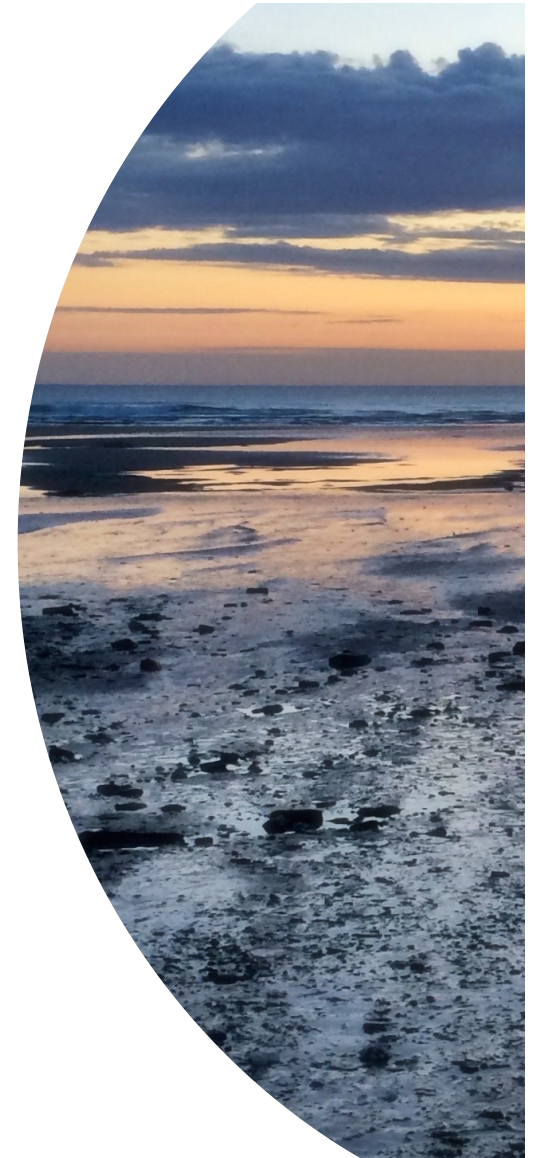It is helping them to learn rather than teaching them."

LEADER AS COACH

In various studies Coaching has been linked to:

- **39%** increase in customer service

- **32%** increase in employee retention

- **529%** Return on Investment for Executive Coaching

- **86%** productivity increase when coaching is added to training

- **67%** increase in teamwork

- **52%** reduction in conflict

- **77%** improvement in relationships with direct reports

- **71%** increase in relationship with immediate supervisor

- **61%** increase in job satisfaction

From a variety of sources including McGovern, Lindemann, Vergara, Murphy, Barker & Warrenfeltz with Manchester, Inc

COACH APPROACH

GOOGLE'S STUDY INTO
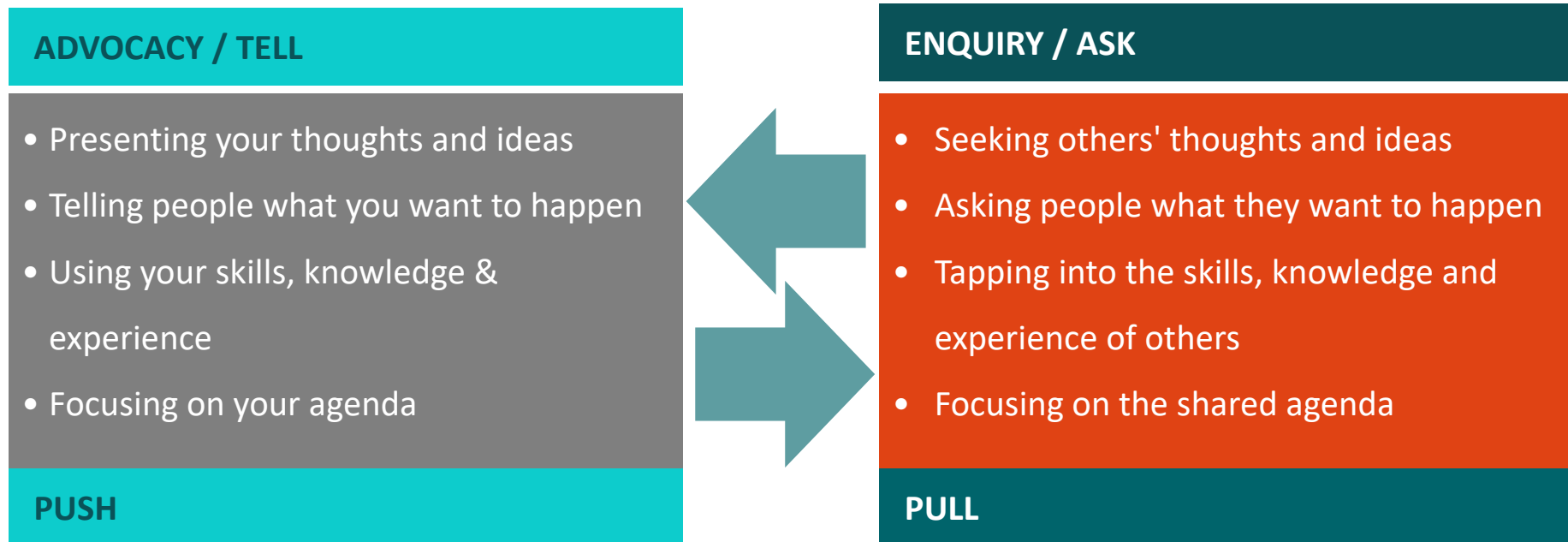EFFECTIVE MANAGEMENT
FOUND COACHING WAS NO.1

1 Is a good coach

2 Empowers team and does not micromanage

3 Expresses interest/concern for team members' success and personal well-being

4 Is productive and results-oriented

5 Is a good communicator

6 Helps with career development

7 Has a clear vision/strategy for the team

8 Has important technical skills that help him/her advise the team

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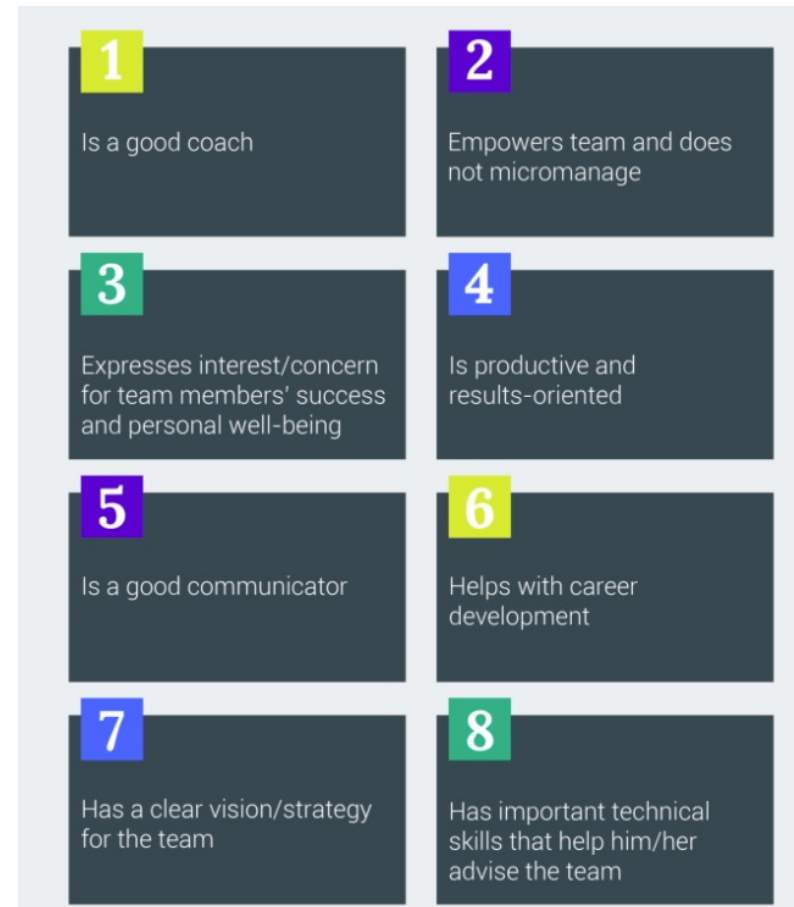
SYSTEMS LEADERSHIP

3 Core Capabilities:

1) See the system

2) Foster reflection and generative conversations

3) Cocreate the future

CONVERSATIONAL AGILITY – BALANCING PUSH & PULL

ADVOCACY / TELL

- Presenting your thoughts and ideas
- Telling people what you want to happen
- Using your skills, knowledge & experience
- Focusing on your agenda

PUSH

ENQUIRY / ASK

- Seeking others' thoughts and ideas
- Asking people what they want to happen
- Tapping into the skills, knowledge and experience of others
- Focusing on the shared agenda

PULL

COACHING

Core skills…

- Active listening

- Active reflection

- Powerful questions

Belief in…

- the ability of the other person / people to achieve and progress

- the positive intentions of the other person

- psychological safety - honest, non-judgmental, confidential

DEFINITIONS OF LISTENING

"Allowing the other person to *hear themselves* more clearly and perhaps understand themselves differently"

"*Really listening* is being willing to change"

An absence of interrupting

LISTENING LEVELS

1

They are talking.

You are not hearing them because of other internal and external input.

2

You start off listening but that sparks your thinking about something else.

You follow that train of thought instead.

3

You are fully engaged in the conversation - waiting for a gap so that you can jump in with your own "tell".

You are listening to reply.

4

You are listening, placing what you hear within your own existing frames of reference.

You are listening for confirmation and are relatively un-changed by the conversation.

5

You are listening without applying the filters of experience, judgement, values and needs.

You are hearing what it means in 'their world'

You are changed by what you hear.

Multi tasking   Selective   Active

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WHAT WE'RE LISTENING FOR (AT LEVEL 5)

- Values / beliefs / feelings / emotions

- Assumptions, limiting beliefs, patterns

- Contradictions

- What is not said / what is left out

- Pauses & Silence

Whilst also observing…

- Body language, energy, tone

- Reactions to what's said – in you, in others

The activity of interpreting might be understood as listening for the 'song beneath the words'.

Ronald Heifetz

AN ABSENCE OF INTERRUPTING

Interrupting suggests:

- My ideas / opinions / proposals are more important than yours

- I can end your sentence in a better way than you can

- You cannot do this work without my input

- My input will save you time

(Nancy Kline, Time to Think)

1. DEMONSTRATING "ACTIVE LISTENING"

Clean language ie using only the coachee's words for their evaluation

- When you say "stuck in a rut" what is that for you?

Using Analogy

- I'm imagining it is like you have jumped straight in and realised the water is too cold.

Acknowledging

- This seems to be tough for you?

Clarifying

- So, are we talking about this relationship, or all working relationships?

2. ACTIVE REFLECTION

Research shows that active reflection correlates with perceived empathy and rapport, accuracy of understanding.

Benefits of reflecting back:

- **Create space** to broadens and deepen awareness before rushing on

- **Paraphrasing / "Bottom-lining" -** ' So it sounds like you've got an opportunity

  there? Is that right?'

- **Show respect,** empathy, care

- **Builds understanding** and trust in the relationship

POWERFUL QUESTIONS

- Minimal encouragers - say more, what else…

- Open questions - what, how, where…

- Single questions (not multiple / layered questions)

- Provocative or a little unsettling

- Avoidance of leading phrases - usually containing advice - don't you think that….

- Questions that serve them, not you

PRACTICE

◎ Listening (pull)

◎ Actively reflecting back (pull)

◎ Minimal encouragers (pull)

◎ Single, open questions (pull)

◎ Giving your thoughts / opinion (push)

Pull vs push – what's the right balance for this conversation? What's needed now?

wasafiri

SystemCraft

How to Tackle our Toughest Problems.

Certified
B
Corporation

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1. **Share Systemcraft - a tool for creating system level change**

2. **Work on live 'issues' to work out what to do next**

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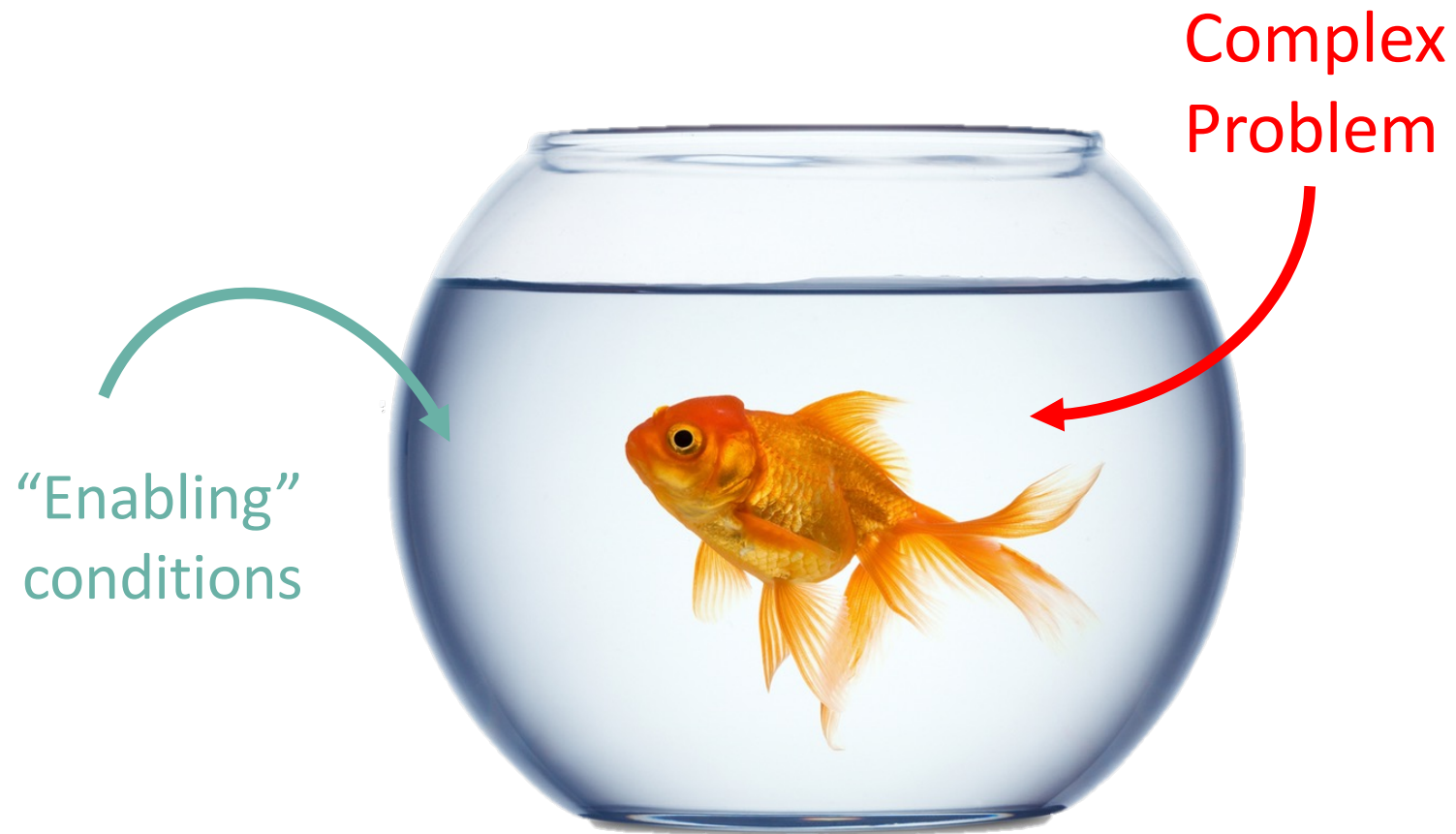
How do you tell the
complex
from the **complicated?**

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DAVE SNOWDEN, IBM, (1999) | CYNEFIN – HABITAT

COMPLEX
PROBE-SENSE-RESPOND
EMERGENT PRACTICE <

COMPLICATED
SENSE-ANALYZE-RESPOND
> GOOD PRACTICE

DISORDER

CHAOTIC
ACT-SENSE-RESPOND
NOVEL PRACTICE <

OBVIOUS
SENSE-CATEGORIZE-RESPOND
> BEST PRACTICE

> **CYNEFIN FRAMEWORK** by Dave Snowden   WWW.NEOMOBILE.COM | WWW.NEOMOBILE-BLOG.COM

Further reading on Cynefin:
https://hbr.org/2007/11/a-leaders-framework-for-decision-making

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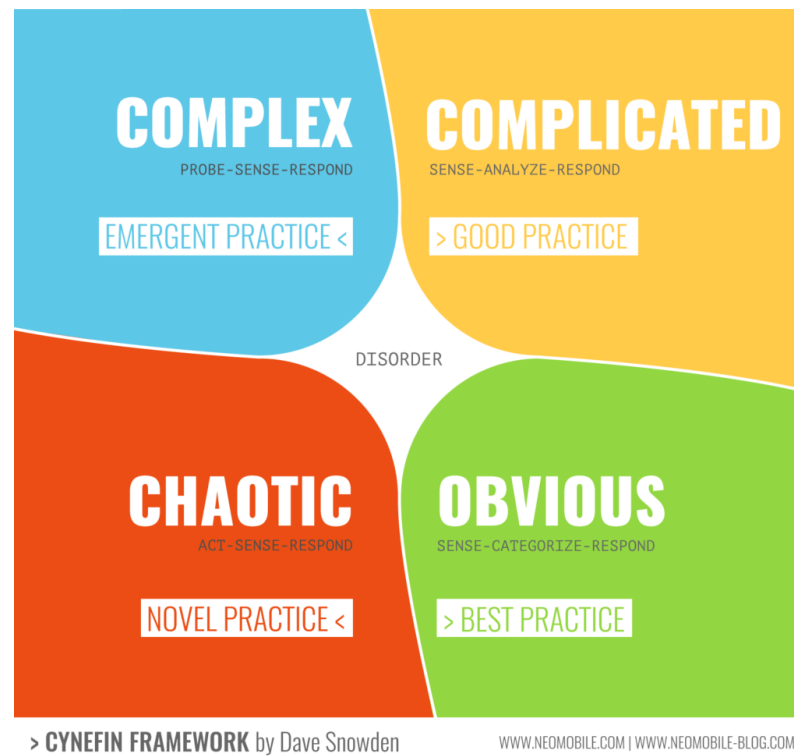
Leading Beyond Boundaries

CARROT CAKE RECIPE

INGREDIENTS

- 2 cups all-purpose flour
- 2 cups granulated sugar
- 2 teaspoons ground cinnamon
- 2 teaspoons baking powder
- 2 teaspoons baking soda
- 1 teaspoon salt
- 4 Eggs
- 1 cup vegetable oil
- 4 cups peeled grated carrots
- 1 cup raisins

Known knowns
x + y (always) = z

Follow the **standardised approach**
Works the same way every time
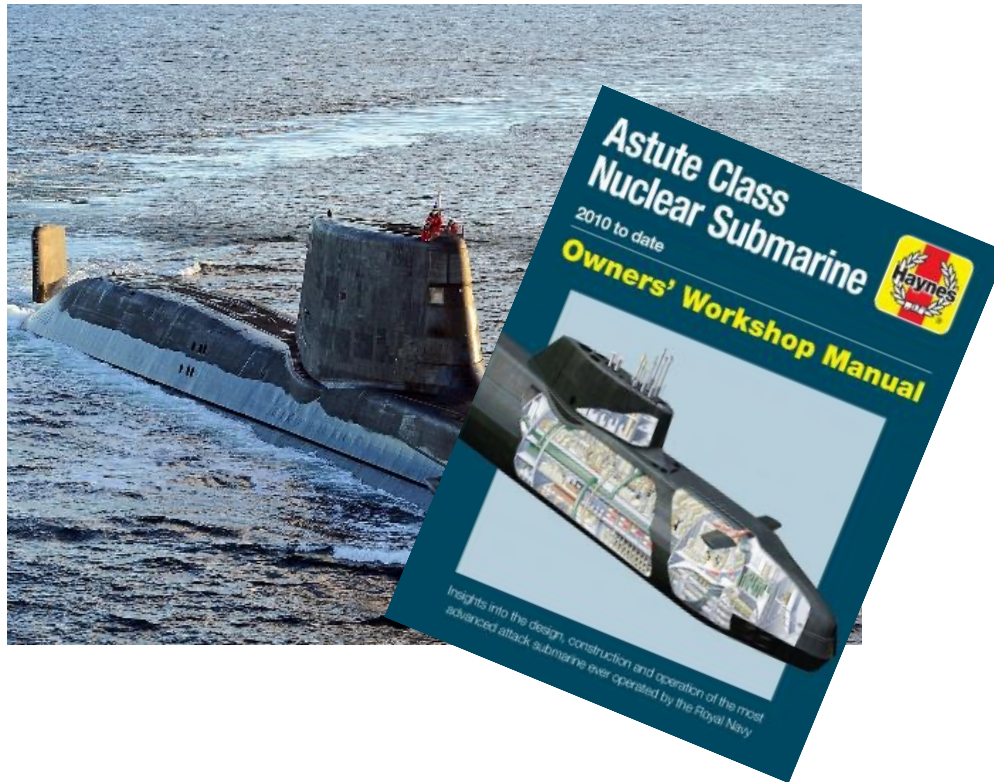
Known unknowns

Analyse cause and effect

(If x, what would y do?)

Work step-by-step towards the solution

Expertise is the primary currency for navigating the complicated

COMPLEX PROBLEMS

Non-linear cause and effect
Constantly changing
No right answers

Adaptation *is the primary currency for navigating the complex*

UNDERSTAND THE PROBLEM

The four characteristics of a complex problem:

1. No single owner

2. No root cause

3. Constant evolution

4. The system is working (for some)

No single owner

US Government, ageing labourers, pharmaceutical companies, young people, community doctors, policy makers, drug users, pharmacists, individuals with mental health problems, people in pain, homeless people, cartels, ports, transport systems, customs, shipping and air cargo companies, police, drug investigators

Multiple root causes

Coal seams dried up, Closure of mines, and other traditional industries, big pharma seeking profits, poor support for people out of work, bribery, poverty, drug marketing rules, lack of regulation and testing, lack of good pain relief before Oxycontin

Constant adaptation

Break down of community, population collapse media talking about it more, new substances entering legal and illegal drug market, reduction of opium production increasing need for synthetic opiods, children learning about drugs from parents – new generation
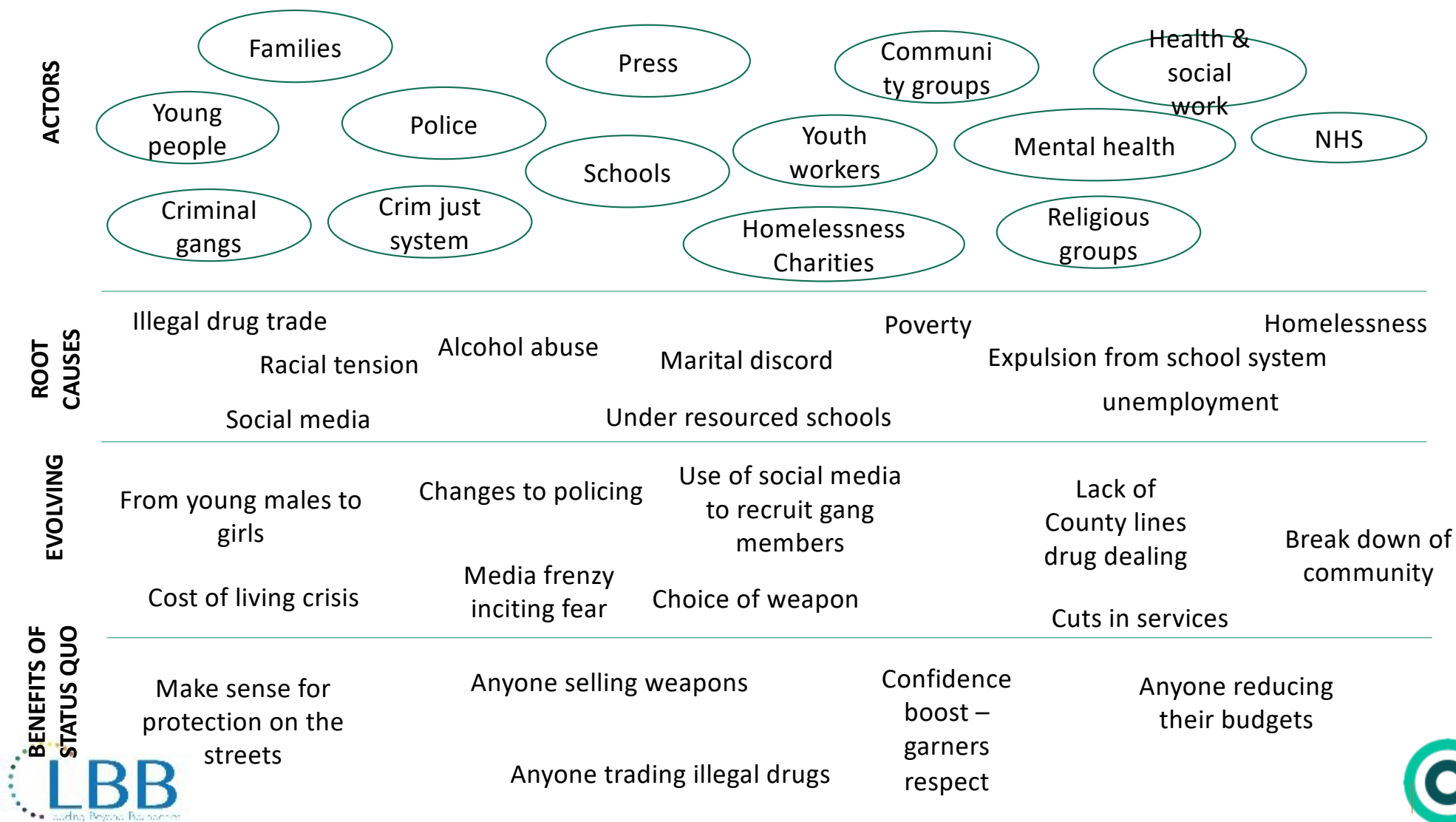
System is working

Pharma companies (profit), drug dealers (profit), people in pain, government (taxes from Pharma), people employed in production, support organisations, lawyers , hospital corporations, health insurers

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"" Why despite our best efforts have we so far been unable to….."

David Stroth,
Systems Thinking for Social Change

**Why, despite our best efforts
have we been unable to
tackle the problem of knife crime in the UK?**

1. Who is involved?

2. What are the root causes?

3. What is adapting/changing in relation to this problem?
   How is it dynamic?

4. **Who** is the current system working for and **how** is it
   working for (i.e. benefitting) them?

ACTORS

Families

Young people

Press

Community groups

Health & social work

Police

Youth workers

Mental health

NHS

Schools

Criminal gangs

Crim just system

Homelessness Charities

Religious groups

ROOT CAUSES

Illegal drug trade

Poverty

Homelessness

Racial tension

Alcohol abuse

Marital discord

Expulsion from school system

Social media

Under resourced schools

unemployment

EVOLVING

From young males to girls

Changes to policing

Use of social media to recruit gang members

Lack of County lines drug dealing

Break down of community

Cost of living crisis

Media frenzy inciting fear

Choice of weapon

Cuts in services

BENEFITS OF STATUS QUO

Make sense for protection on the streets

Anyone selling weapons

Confidence boost – garners respect

Anyone reducing their budgets

Anyone trading illegal drugs

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Leading Beyond Boundaries

Unpack your problem

Love your problem

Understanding complexity
and how to work with it

TASK – UNDERSTANDING THE COMPLEXITY OF YOUR PROBLEM

In trios – 15 mins per person

Create messy map / rich picture considering the following questions:

1. Who is involved, who has influence over this problem?..... Who else?
2. What are the key drivers / root causes?
3. How is the problem changing / adapting / evolving?
4. Who is the current system working for and how is it working for (i.e. benefitting) them? Who may lose what through change?

Problem owner concludes with

• What am I learning about the problem?

ATTENTION!!

• Objective is to help your colleague explore their problem (not solve it)
• At this stage there should be no solutions - no advice - no 'favourite questions'
• Drill in to the problem using the specific questions given plus follow up questions
• Follow the structure - set a timer for each person

Leadership Exchange

LEADERSHIP EXCHANGE

OBJECTIVES

- System learning – to gain a rich insight into the someone else's worlds – another part of the system, the organisation they represent, the challenges they face, how they operate, how they work with other system partners, the culture, etc.
- Leadership development – an opportunity to:
  - Receive feedback from peers on your own leadership style
  - See another leader in action
  - Gain fresh insight / new thinking on specific challenges / current priorities

PROCESS

1) Preparation (to host and to observe)
2) Observation
3) Reflection

Your feedback