Leading Systems Change

Residential 2: Sustaining Effective Systems Change

May 22nd – 23rd 2018

Westerwood Hotel
Cumbernauld

Welcome Back
Review and Reflection
Session 5 - Adaptive Leadership

Anton Florek
Think of a leader........................
Leadership

“Leaders need to create a climate where the organisation learns, effectively using information and questions and ensuring that honest mistakes are not punished”
Leslie and Canwell (2010)

“Managers and leaders aim to reduce anxieties – their own and others – in a world of disorder and uncertainty. Everyone wants there to be someone, somewhere in control”
Zwanenberg (2010)
Adaptive work is required when our deeply held beliefs are challenged, when the values that made us successful become less relevant, and when competing perspectives emerge.

Adaptive Leadership

Beliefs behind Heifetz’s work:

• problems are embedded within complex systems
• much of human behavior reflects an adaptation to circumstances they are in
• people adapt more successfully to their environments by facing painful circumstances and their fears and developing new attitudes and behaviors rather than ignoring or avoiding them
• leading change involves loss.

Slide taken from a presentation by Dr Val Ulstad
The Seven Principles for Leading Adaptive Work

Get on the balcony

- A place from which to observe the patterns in the wider environment as well as what is over the horizon (prerequisite for the following six principles)

Identify the adaptive challenge

- A challenge for which there is no ready made technical answer
- A challenge which requires the gap between values, beliefs, attitudes and behaviours to be addressed

Create the holding environment

- May be a physical space in which adaptive work can be done
- The relationship or wider social space in which adaptive work can be accomplished

Cook the conflict / regulate distress

- Create the heat
- Sequence and pace the work
- Regulate the distress

Maintain disciplined attention

- Work avoidance
- Use conflict positively
- Keep people focussed

Give back the work

- Resume responsibility
- Use their knowledge
- Support their efforts

Protect the voices of leadership from below

- Ensuring everyone's voice is heard is essential for willingness to experiment and learn
- Leaders have to provide cover to staff who point to the internal contradictions of the organisation

Adaptive leadership recognises there are basically two kinds of problems that people confuse when trying to find solutions. First, there are “technical problems” where an adequate response has been developed; there are one or more experts with general credibility and an established procedure will suffice i.e. there is an established procedure to follow, etc. The problem is more mechanical and someone can “fix” it.
The second kind of problems are “adaptive problems” where there are no set procedures, no recognised experts, and no adequate responses developed. In practice, the problem definition is not clear cut and technical fixes are unavailable.

It calls for adaptive leadership where the leader does not have the answers. Instead, for adaptive problems, change must come from the collective intelligence of employees at all levels. Together they learn their way towards solutions.
Adaptive versus technical problems

Martin Linsky

Ron Heifitz
Adaptive versus technical challenges

<table>
<thead>
<tr>
<th>Technical</th>
<th>Adaptive</th>
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</thead>
<tbody>
<tr>
<td>What’s the work?</td>
<td>What’s the work?</td>
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<tr>
<td>Applying current know how</td>
<td>Learn new ways of being/</td>
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<tr>
<td>Who does the work?</td>
<td>acting</td>
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<tr>
<td>Experts who have learned</td>
<td>Who does the work?</td>
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<tr>
<td>how to apply it</td>
<td>The people with the problem</td>
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Working out your adaptive challenge...

Adaptive work diminishes the gap between the way things are and the way things need to be to create a better future.

The most common cause of leadership failure is treating an adaptive problem with a technical fix.
Getting on the balcony and watching the dance floor

• reflect on the action you are part of
• get perspective, leave the dance floor
• step back in the midst of the action
• look at what you are doing as well as what the others are doing
• unpick your emotions
• look at authority figures for clues
• listen to the song beneath the words
• ask – what is really going on here?
An example of getting on the balcony

William Ury is an American author, academic, anthropologist, and negotiation expert
Using Adaptive Leadership

• Observing events and patterns around you

• Interpreting what you are observing and developing multiple hypotheses for what is going on

• Designing interventions based on your observations

• Move back and forth between the dance floor and the balcony making interventions and observing their impact.
The Seven Principles for Leading Adaptive Work

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Technical vs. adaptive Work

Disequilibrium

Adaptive challenge

Limit of tolerance

Work Avoidance

Productive range of distress

Technical problem

Work Avoidance

Threshold of learning

Tension of change

Time

Keeping work in the zone of tolerance

I can’t cope with any more change
I have too many priorities
Don’t tell me to change anything more
I’m really stressed

I am learning and getting my work done
I look to you for coaching and support
I know what I need to do

I don’t feel stretched
I’m getting bored

Limit of tolerance

Productive Range

Threshold of learning

When the heat was too high:

• One person in the group identifies a time when the heat was too high

• How did you know?

• What did you do to bring things to a productive level of tension so progress could be made?
Lowering the heat:

• Validate feelings, acknowledge loss

• Simplify and clarify
  - address the technical aspects
  - break problem into parts.

• Restore, add, or reallocate resources
  - temporarily reclaim responsibility for tough issues
  - give your attention
  - take stock of what is available
  - allot more time, enrich knowledge and skills.
When the heat was too low:

- One person in the group identifies a time when the heat was too low

- How did you know?

- What did you do to bring things to a productive level of tension so progress could be made?
Raising the heat:

• Raise the standards

• Increase accountability

• Change the task to something more motivating

• Refocus on higher, more widely shared and yet compelling purpose.
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Characteristics of Adaptive Leadership

Adaptive leadership reflects the actions of leaders who:

- think and act to exert strategic influence on their environments. They act to assure that their organisations are well positioned competitively
- are proactive, foresee opportunities and put the resources in place to go after them
- employ a broad-based style of leadership that enables them to be personally more flexible and adaptive
- entertain diverse and divergent views when possible before making major decisions
- can admit when they are wrong and alter or abandon a non-productive course of action
- are astute students of their environments.
Activity

In trios identify a collective adaptive challenge and consider what a true collective approach to addressing this might look like?
Session 6 - Service Design: an overview

Anton Florek
THE OBJECTIVES

• Consider the role of service design in leading change
• Identify ways of gaining insights into the key challenges
• Try out some service redesign tools
SERVICE DESIGN

“The single most important skill and most undervalued capacity for exercising adaptive leadership is diagnosis”
Ron Heifitz (2009)

Design is one of the most important drivers of the quality of experience for users of services. For governments to remain credible to their citizens, they must treat the design quality of their services as seriously as the best businesses.
Tim Brown, CEO and president, IDEO
Increasingly, the public sector has to deal with uncertainty rather than risk, and it is good at managing risk but bad at managing uncertainty. Design offers the capacity to engage with user needs and social needs, and to take a prototyping approach to solutions. This is a way to build a bridge between uncertainty and risk.

– Marco Steinberg, government innovator and founder, Snowcone & Haystack, strategic design practice for government
SERVICE DESIGN

THE DOUBLE DIAMOND

DISCOVER
Insight into
The problem

DEFINE
The area to
focus upon

DEVELOP
Potential
solutions

DELIVER
Solutions which
work

PROBLEM

PROBLEM
DEFINITION
USER INSIGHTS

DISCOVER
- Insight into the problem

DEFINE
- PROBLEM
- DISCOVER THROUGH USER INSIGHTS
  - Helps us understand the culture and context
  - Makes us more empathetic with their experience
  - Helps us to clarify the question we want to answer
  - Creates relationships we can build on

DEVELOP

DELIVER
USER INSIGHTS

TWO USER INSIGHT STRATEGIES

• Mini ethnographic research
• Service blueprinting
Most anthropologists today point to Bronislaw Malinowski, author of such landmark ethnographies as Argonauts of the Western Pacific (first published in 1922), as a kind of founding father to ethnographic fieldwork, the practice of “participant-observation.”
USER INSIGHTS

DISCOVER THROUGH USER INSIGHTS

• To suspend all your assumptions and see things from your users’ perspective
• To find out about their lived experience without influencing their answers
• You are looking at them in a very holistic way
• To understand their daily lives including routines, activities and interface with their communities and any support they receive
• To understand their priorities, hopes, and fears
• You don’t need large samples
Ethnography is most useful in the early stages of a user-centred design project. This is because ethnography focuses on developing an understanding of the design problem. Therefore, it makes more sense to **conduct ethnographic studies at the beginning of a project** in order to support future design decisions (which will happen later in the user-centred design process).

Ethnographic methods (such as participant observation) could also be used to evaluate an existing design – but their true value comes from developing an early understanding of the relevant domain, audience(s), processes, goals and context(s) of use.
**USER INSIGHTS**

WHEN IS IT USED AND WHY IS IT RELEVANT TO PUBLIC SERVICES?

- It can be used to understand what is happening in the status quo
- It uncovers unknown unknowns
- It develops deep insights into people’s lives which have significant implications for service delivery
- It enables the expression of voices not normally heard
- It uses practitioners as researchers
- It is a good starting point for co-design of new solutions
CO-CREATION TOOLS

- User journey
- Service blueprinting
- Making a storyboard
CO-CREATION TOOLS

USER JOURNEY

AWARE  JOIN  USE

CONTINUE

LEAVE
The 5 Key Steps: Customer Journey Mapping

01. Allies and Aspiration
   A. Define the scope and goal
   B. Educate and engage stakeholders

02. Internal Investigation
   A. Gather existing research
   B. Perform internal stakeholder interviews

03. Assumption Formulation
   A. Synthesize internal insights
   B. Create a draft framework

04. External Research
   A. Use the draft framework to shape external research
   B. Perform qualitative, primary research

05. Narrative Visualization
   A. Collectively map out a visual narrative that shares the story of your research
   B. Use it to drive change
CO-CREATION TOOLS

STORYBOARDING
CO-CREATION TOOLS

STORYBOARDING

1. INTRODUCE YOUR CHARACTERS

2. CREATE A SCENE THAT SHOWS THE PROBLEM

3. SHOW ONE OF THE CHARACTERS USING YOUR IDEA

4. SHOW WHAT HAPPENS AFTER THE CHARACTER USES IT
Wigan: an example of practice
The story so far…

Since 2010

we have saved £115m

whilst continuing to improve outcomes for the people in the borough
Our part

- Keep your Council Tax as one of the lowest
- Help communities to support each other
- Cut red tape and provide value for money
- Build services around you and your family
- Create opportunities for young people
- Support the local economy to grow
- Listen, be open, honest and friendly
- Believe in our borough

Signed: [Signature]

Lord Peter Smith of Leigh, Leader of Wigan Council

Your part

- Recycle more, recycle right
- Get involved in your community
- Get online
- Be healthy and be active
- Help protect children and the vulnerable
- Support your local businesses
- Have your say and tell us if we get it wrong
- Believe in our borough

Signed: [Signature]

wigan.gov.uk/thedeal
Achievements So Far in Children’s …..

- Start Well – Phase 1 launched
- Positive LGA Peer Review of Social Care Services
- Educational attainment – 91% good/outstanding schools, improvements in school readiness
- Reduction in looked after children
- Cohesive response to recent tragedies
- Managing strong relationship with schools and partner organisations
- Pilot site for 30 hours childcare rollout
- ‘Good’ Ofsted rating
- Implementation of Wigan Education Partnership (WEP)
- £20m of efficiencies since 2011/12
- 10 schools chosen to pilot a national scheme to improve mental health
- 2 innovation projects, under the national Social Care Innovation Programme
Achievements So Far in Adult’s ……

- Reducing demand for formal services. 8,818 people (13/14) to 7,782 (16/17)
- £26m (equivalent to 40% in real terms) of efficiencies have been delivered since 2011/12
- Healthy life expectancy in the most deprived areas has increased by seven years
- Over three quarters of people supported by our ‘Outstanding’ Reablement service require no further ongoing social care support

Radical workforce redesign, value based recruitment and selection achieving unprecedented levels of staff satisfaction and positive feedback

Reducing of permanent admissions into residential or nursing care - over 65s

Ethical framework - asset based commissioning market focusing on quality and sustainable care

Community Book - innovative online community matching tool for diverse range of community based activities, co-designed with the community.
Different conversations

• A blank mind - ethnography
• Conversation about what is important
• Considers the whole person, their life story, family, social networks, environment, health and wellbeing
• Move away from formal assessment and pre-conceived ideas
• Asset model – exploration of gifts and talents
CO-CREATION TOOLS

QUESTION:

• Where might we use this in-depth research in our system?
• What makes this kind of detailed research useful now?
Session 7 - Towards a model of excellence through equity

Anton Florek
You wake up and the school system in Scotland is perfect....

What does it look like?
• For children?
• For Families?
• For schools?
• For you?

How does it feel?
• For children?
• For Families?
• For schools?
• For your staff?
• For you?
Learning Groups review and reflection
Leading Systems Change

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Sustaining Effective Systems Change

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Safe journey home!