



Section 1: Project overview

Project title	Capacity and Skills Leadership and Innovation
Lead authority	Peterborough City Council
Lead officer contact details	Denise Radley DASS, Peterborough City Council denise.radley@peterboroughpct.nhs.uk
Partner authorities involved	SHA engaged from the beginning through the Innovation Unit ADASS via JIP Core group Department of Health East of England IE / RIEP Regional Public Health SCIE Care Quality Commission NHS East of England IDeA Skills for care CSED
Project description, purpose and outcomes	<p>The Joint Improvement partnership in the East of England (with funding from Improvement East) finalised plans for a substantial package of support for leadership development to be rolled out in adult social care over 14 months, These plans were consistent with the JIP priorities for 2008/09 and Improvement East's three-year Regional Improvement and Efficiency Strategy (RIES). The work programme has been developed following discussions between the Deputy Regional Director for Social Care, ADASS and the EOE NHS. The work plan has been developed by Denise as the Lead Director for this JIP work-stream.</p> <p>The programme was inclusive of all local authorities in the East of England with Adult Social Care Responsibilities and was specifically targeted to support existing and aspiring Directors of Adult Social Services. It was designed to nurture creative and innovative approaches and to support succession planning at a time when senior posts have proved difficult and expensive to fill.</p> <p>The programme had three components:</p> <ul style="list-style-type: none"> ○ A series of six Innovation Master-Classes. presented by leading figures, and conducted in company with health, voluntary sector and other senior executives in the region,

	<p>the Master-Classes will share leading-edge thinking on innovation and engage us in its application to our sector,</p> <ul style="list-style-type: none"> ○ Two Learning Sets of eight sessions, each for 12 people. The expectation, subject to interest, is that one learning set will focus on innovation at DASS level; the second is targeted at second tier managers, and third tier from larger LAs to support succession planning ○ Individual and bespoke mentoring support to DASSs and exceptionally to second tier managers in adult social care in the Region. <p>Ann James CBE was commissioned in the role of Consultant to lead the programme.</p>
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Section 2: Final status

Original budget	<p>Funding from IE was £191,000 This was divided between the parts of the Capacity and Skills project) £116,000 for Part One and £75,000 for Part Two (see separate evaluation sheet for part two).</p> <p>The Department of Health also contributed £24,000 to the project.</p>
Actual total cost	<p>Due to the time of submission of this paper we are only able to make an estimate of final costs as all of the invoices have not yet been submitted but we expect that all of the funding will be spent.</p>
Cost savings and efficiencies achieved	<p>Additional work conducted under the contract, see below.</p>

Original estimated end date	<p>April 5 2010</p>
Actual end date	<p>Anticipated end May 2010. Permission agreed until end June 2010. January Master-Class delayed one month because of snow, and other Master-Classes therefore moved on one month. Mentoring sessions need to fit mentees' diaries</p>

Section 3: Achievements and learning

Were the original objectives achieved?	<p>DASS Learning Set Early hesitation about time off-site was confirmed. With only nine members, the Set was only just viable and could not tolerate any absence.</p> <p>While all welcomed reflection and joint problem-solving, for most the learning set mode of learning is too consuming of time. It was clear that DASSs are under intense pressure to deliver solutions quickly and in the</p>
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here and now – indeed two of the DASSs were newly appointed to new authorities. Others were unable to leave the site due to AD shortages or forced to withdraw at the last moment due to member meetings or inspection pressures. Later sessions were small with intense and focussed learning, but the return on investment remained dubious for all concerned. This is a group of people that see each other already and in different settings, so adopting a confidential Learning Set style is maybe not appropriate.

A meeting of the Consultant with the DRD and Lead Director on 8 September 09, after four of the eight meetings, agreed to close the Set and reinvest the funding in more productive ways.

Evaluation:

1. The applications identified the following concerns to be addressed in the Set: workforce (1); peer support (1); WCC/Integrated Commissioning (1); Managing politicians (1); Exchanging learning and experience (1), swapping staff (1); evidence of effectiveness (1); integration across LA (1); what can unitaries and counties learn from each other (1); recruitment (1); community leadership (1); cultural change (1); judgement (1)..The breadth and coverage of the list is indicative of the wide range of experience and job descriptions of the DASSs. It indicates a limited common development agenda.
2. The draft ADASS/SCIE list of DASS Competencies was selected as a possible Personal Development and programme evaluation instrument for both the Learning Sets. In the absence of any known Training Needs Analysis of DASS requirements, despite an extensive search by the consultant, it was hoped the Set could trial the SCIE/ADASS instrument. A national discussion was set up in London by the consultant to facilitate this. But the draft DASS competency list quickly proved to be an unsatisfactory tool for Personal Development purposes as it is too general. We now know in the Region that no two DASS jobs are the same. The list has not been pursued nationally.
3. The experience of members varied widely. While members were keen to include two ADs who were/are acting up as DASSs, and very able, it was hard to see just what learning very senior DASS members could get from the group.

Impact Assessment: Lessons for the Region

The important learning for the Region is not about the Learning Set but rather about the role of the DASS and how to support that role, namely

- No two DASS roles are the same
- The diversity of roles and levels of responsibility makes for a wide diversity of skills and abilities across the Region
- The DASS role is likely to change with pressures for integration and is therefore probably not the preferred model for AD succession-planning

- This suggests any one single programme for succession-planning at DASS level is unlikely to succeed on its own – notably use even the very flexible format of a self-generated learning set was limited – and will need a strong PD element.
- The Region is unable prepare ADs not for a single DASS role but can prepare for top management

AD Learning Set

The AD Learning Set got off to a flying start. The selection of only 11 ADS for succession-planning from 20 interviewees produced highly motivated participation – and was key to its success! Members were also chosen to work together as a peer group. The absence of any other AD meeting forum has proved to be a major factor in the Set’s success, with members now exchanging information extensively outside the set.

The Set wishes to go on meeting in some amended form and would want to extend this service to other ADs, possibly in the form of a network. It is not clear how this might happen, but members are currently preparing their case.

Evaluation

1. All members completed their application and secured release for attendance from their DASS. The applications identified the following concerns to be addressed in the Set: workforce (1); peer support (3); succession planning (3); Managing politicians/influence(2); Exchanging learning and experience/take a wider view (4), feedback/challenge (3); integration across LA (1); cultural change (2). This made for a reasonably common agenda
2. The quality of membership of the set is consistently high, covering a range of styles and contributions. There is considerable eagerness to identify and address individual and organisational development issues as well as more strategic and long-term concerns. There is peer support for local case-studies that makes the set extremely productive and there is contact outside the meeting. Attendance levels are high – two ADS have asked to attend when on leave.
3. Members are actively seeking personal learning and career development eg they are keen to plan sessions, to invite guests and to use them well. Time is very well used.

Impact Assessment: Lessons for the Region

The important learning for the Region is not about the Learning Set but rather about the role of the AD and how to support that role, namely

- No two AD jobs are the same and there is no template for training but there is capacity for peer support/learning where ability is broadly similar and skills diverse
- It is not clear how the Set links to succession planning – notably to AD appraisals and relations with DASSs – this needs addressing in the next round of AD development.
- Operational Management is not well-articulated professionally, yet

it is at this level that transformation will either succeed or fail. There is therefore a leading case to be made for supporting Operational Leadership across the Region at AD level. E Region could lead on this agenda:

- To pursue contemporary agendas on a regional basis eg integration.
- To be efficient in use of time and resource, given spend on consultants reinventing local solutions
- A group to invite experts and hold collective knowledge eg HM Treasury visit
- To promote ownership of whole system change and regional identification across the workforce
- to model taking personal responsibility for professional development in succession planning

Mentoring

Mentoring has proved to be a very efficient use of time both for DASSs and for ADs where a key problem is already identified by the mentee and can be jointly tackled e.g. new appointment, exit, promotion, poor line-manager relations, under-performance etc.

Arrangements to secure external mentors has been investigated but in practice mentees have stayed with the Consultant during this period.

There are two cases of internal mentoring, both set up through the DASS – one experienced DASS is mentoring a new DASS and one AD is mentoring another AD. The latter has been set up specifically to use NLP.

The excess time on this part of the project was used, with agreement, to give ADs an individual session around career development. These sessions have been enthusiastically taken up.

Evaluation

Applications indicated requests for help with managing up (1), promotion (1), induction (2), exit (1)

1. Mentoring requires a clear framework and is efficient of time
2. Where it has been taken up it has worked well, with good attendance and clear results e.g. promotion and exit

Master-Classes

Given problems over dates, it was agreed to delay the Master-Classes until later in the programme. The agenda for the Master-Classes has been emergent. Early thoughts were to recruit complete outsiders to social care to challenge thinking. However the environment has itself become so challenging and so immediate with recession and transformation, that a more supportive approach is needed.

The organic approach of the Master-Classes suits the environment – though it does make planning events very difficult and time-consuming.

	<p>The first Master-Class was a double one, partly for this reason.</p> <p>Evaluation The first Master-Class (1&2) was evaluated formally but delays meant few returns were received. Informal evaluation is very positive. The third Master-Class received outstanding participant evaluation. These events are extraordinary by nature, highly innovative in the material they tackle, and probably under-used. They are growing by reputation.</p>
Were the end users/clients satisfied with the project?	As captured above this varied across the projects with good satisfaction levels for the AD programme and the master-classes.
Lessons learned: project planning	<p>Project was well-supported by Dyllis Faife, who retained oversight despite change of job.</p> <p>Admin assistance for the Master-Classes provided on an ad hoc basis with the help of several contributors. It was excellent quality, but a more formal set-up would be preferable in future.</p>
Lessons learned: effectiveness of project	<p>Extracts from the Interim Report</p> <p>More Lessons for the Region</p> <ul style="list-style-type: none"> • Regional meetings are perceived to be task-focused and highly relevant. But on the issue of development there is wide variation with counties well provided for and unitaries not. Consideration could be given to further targeting of development resources on needy LAs. • There is a wide range of experience, training, skills and abilities at AD and DASS levels, with little consensus on what makes a good DASS or AD. • There is a big gap between the job of DASS and AD and DASS, with induction inconsistent. New DASSs need support. <p>Conclusions</p> <ul style="list-style-type: none"> • This is an organic programme and needs to be responsive to Regional requirements. • The need for a development programme varies locally. Some of the counties already have extensive management development, leadership development and mentoring programmes. Unitaries don't • All interventions must be efficient in use of time. Extensive preparation is therefore important. • The support of the Region has been a significant factor in the success of the programme so far • The case for articulating and growing Operational Leadership through an ongoing AD group is strong and could help profile the Region, particularly with an integrated agenda and the possibility of additional SHA funding. • A more formal programme of mentoring is worthy of consideration

	<p>across the Region.</p> <ul style="list-style-type: none"> • Much of the work on Regional and national development has gone unremunerated within the contract . Similarly, the Master-Classes have taken much more research and preparation time than anticipated for all concerned, but have been hugely inspirational and timely of transformation within huge financial constraint <p>Recommendations for Action</p> <ul style="list-style-type: none"> • The two big achievements of the programme from a Regional perspective are the AD development/Operational Leadership capacity and the Regional positioning with the SHA and nationally. To ensure sustainability <ul style="list-style-type: none"> - Consideration to be given to ongoing AD, including an integrated agenda, and specifically to link the existing group with a succession-planning process. - Consideration to be given to an ongoing project joining the JIP and the RIF at the SHA
<p>Were any unexpected opportunities identified and realised?</p>	<p>The involvement of the SHA in the Master-Classes has led to substantial progress in linking the Region and the SHA as follows</p> <ul style="list-style-type: none"> • Participation of health partners in the Master-Classes • Financial contribution made by the SHA to the Master-Classes • Participation by the consultant and the DRD in Regional Innovation Fund activities has led to social care areas all being invited to bid for 2M of funding in current financial year. Consultant has assisted with application process and web access to facilitate this • Similar invitation planned for next year with up to 5M to bid for. DRD invited to join RIF Board and AD learning set invited to technically assess social care bids • Proposal for a joint bid for 2010/11 combining RIF and JIP funding to work in the integration agenda <p>Other unexpected opportunities include:</p> <ul style="list-style-type: none"> • The opportunity to share Regional Findings with David Behan at DH and inform policy development and exchange plus profile for the Region • Use of Ann James’ platform at the annual National Adults and Children’s Services Conference in Harrogate to float Social Care Transformed, scenario-planning for social care 2020 – findings of which coincide strongly with the Downing St list now circulating • Opportunity to invite key national contributors to programme events, notably Treasury at the point when preparing the mid-term statement; LAG/IDeA; Cabinet Office; Innovation Exchange etc. Opportunity to meet with other key opinion-formers and inform them of the Region’s work eg Jonathan Kestenbaum, Nesta • Use of a Master-Class to prepare regional guidance on Integration • Film made of Master-class 1&2, circulated nationally and on Improvement East web-site • Engagement and briefing with David Brindle, Public Services Editor,

	The Guardian, as Chair of NCASC platform
What went right?	<ol style="list-style-type: none"> 1. Master-Classes 2. AD Learning Set 3. SHA relations 4. Relations with Improvement East 5. Contract management
What went wrong?	<ol style="list-style-type: none"> 1. DASS learning did not pan out as expected 2. Participation for some authorities was under-represented at what were some very progressive events for the Region - which could have helped them with problem-solving eg Radical Efficiency
Were risks identified and mitigated?	<p>Yes; DASS learning set ended and remaining few days reallocated to work on SHA relations as above</p> <p>Yes, DASSs circulated from Region; SHA participation extended – but still room for improvement</p>
What could have been done to improve the project?	Covered in above sections.

Section 4: The future

Would the project merit evaluation in the future?	There is already an Interim Report. There will be a closing report.
Has learning been shared? How will it be?	<p>Each of the Learning Sets has been written up and shared with participants</p> <p>Each of the Master-Classes has been written up and shared nationally and regionally</p> <p>Individual products have been produced for each Master-Class eg Newspapers and film for Master-Classes 1&2; Regional Guidance on Integration from Master-Class 3</p> <p>The Master-Classes are a rolling programme which will take us into the agenda for the next Administration, so it picks up as it continues</p>

Section 5: Improvement East performance

Please comment on the effectiveness of Improvement East	<p>Very good relations with Improvement East.</p> <p>A very rewarding project for the Region, demonstrating interest in</p>
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throughout the project	leading edge thinking and activity
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Section 6: Cluster evaluation

Comments from the Cluster:	<i>This section to be completed by the relevant Improvement East Cluster Group.</i>
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