

## Surrey Care Association Spring Conference, 24<sup>th</sup> May 2011



### Leadership for Success



**The National Skills Academy for Social Care**

**Debbie Sorkin, Director of Engagement**

## What this presentation covers



- Why leadership matters
- Why leadership matters to the Skills Academy: who we are and what we do
- Why leadership matters especially now: turbulent times and implications for social care
- How leadership and skills development can help you succeed: some practical suggestions
- Questions, feedback and views

## Why leadership matters



*Leadership is the basis of delivering excellent care,  
even in the midst of change*

“Delivering the vision demands a capable and well-trained workforce... [and increased] leadership capacity in order to deliver on those changes.”

*A Vision for Adult Social Care, 2010*

“...Social care, when done well, can transform people’s lives....this requires leadership across the sector and at all levels within it – working closely with the people who rely on social care services to make their experience liberating and affirming.”

*The Status of Social Care – A Review 2007*

## Why leadership matters to the Skills Academy:

**because leadership and management is our core remit**



- Launched October 2009, covering **adult social care** in England
- Government-backed and **employer-led** from across the social care sector – personal employers to national players
- Supporters include the NCA, ECCA, the NCF, VODG and ADASS
- We work closely with Skills for Care and specifically in the fields of **leadership, management and commissioning**
- In the **Vision for Adult Social Care 2010**, we have been charged with developing a **leadership strategy** for the sector

## The people we work with



- 
- We help social care **employers** to increase and extend the skills of their workforces
  - We help social care **training providers** to get the recognition and endorsement they deserve, and to link them with employers
  - We help and support social care **commissioners** to improve their commissioning practice

## How we help



---

### **Leadership and Management programmes**

- leadership at all levels, management beyond traditional care roles, social care as a *career* – Apprentices, Front-Line Leaders, Middle Management and Senior roles

### **Identification and Endorsement of Excellent Social Care Training**

- linking trainers, employers and commissioners - 50 Recognised Providers, 10 Centres of Excellence, all around England

### **Help with good practice in Social Care Commissioning**

- e-learning materials and case studies, plus support for Local Authorities, Personal Employers and other service users commissioning services

### **Membership of the Skills Academy**

- networking, help and advice in working towards excellence, saving time and money, being part of a movement in social care. **Surrey Care Association are a Member!**

## Our unreasonable demands



- We want: **more people** coming into the social care workforce  
**better-skilled** and better-qualified people in social care  
people **staying longer** in the social care workforce  
people feeling that social care is a **career** and a choice  
people in the social care workforce feeling **valued**
- We aim: to help **transform leadership and management** across the adult social care workforce

*"The Skills Academy...should aim for leaders in social care to be the best leaders in public service."*

*The Status of Social Care – A Review, 2007*

## Why leadership matters especially now



<b>Demand</b>	<b>growing and becoming more complex</b> - e.g. ageing population, 'the oldest old', changes in people's expectations
<b>Supply/Resources</b>	<b>reducing in relation to time and money</b> - e.g. local authority cuts, lower household income, fewer resources for training
<b>Changes</b>	<b>bewildering and far-reaching</b> - e.g. in structures, customer base, regulation, relationships
<b>Culture</b>	<b>some things aren't changing fast enough</b>

## Together, these factors put enormous pressure on staff



- Real revenue challenges and funding pressures - so **less funding for training**
- Need to **'do more – and more complex - with less'** across the board – implications for recruitment and management
- May mean **simply doing less**: service reconfigurations, narrower eligibility criteria, externalisation of services
- Or – better - **doing things differently, adapting to new markets** – self-funding, personalisation, flexible care models, new service commissioners – **implications for recruitment, people management, systems management and how you inculcate leadership behaviours**

## So how can you support staff to cope with the pressures and still deliver excellent service?



### Through leadership and skills development

- Get your **culture ready** - organisational and social care cultures are key and **management support** is crucial
- Actively **recruit for social care leadership and management skills**
- See leadership as being for **everyone**: inculcate leadership **early**, focus on **behaviours** and take a **whole-organisation** approach
- See leadership as a **craft** that can be **taught** - so people can develop
- **Workplace-** and **coaching-based** leadership development works
- **Involve** service users, staff and managers
- Bring together and **correlate training and performance re: service outcomes**

## How we know this:

### feedback, research and practice



**Research** into outstanding leadership in social care and into what kinds of development make a real impact; **feedback** from Leadership Strategy; **practice**:

Graduate Trainee Scheme, Access to Apprenticeships, Worldskills Competitions

Front-line Leaders Programme

Middle Managers Programme

Aspiring Leaders Programme

New Directors of Adult Social Care

Senior Leaders Programme

Coaching and Mentoring

## What works (1):

### culture is key: think about what leadership means in the context of social care



#### Recognise the need to build confidence and promote social care

*“There is a **unique culture within social care** ... and the culture tends to attract some into the field and shape others once they join...there is **something distinctive about social care leadership**”.*

Senior Representative, Care Home Group

*“Social care is often **positioned in the ‘shadows’ by the general public, politicians and leaders** within the service. This is disempowering for those in the front line. This has the effect of **reducing confidence** and stifling innovation”*

Social Care Academic

*Feedback from consultation on leadership strategy, May 2011*

What works (1) cont:

think about preparing your organisational culture  
before you start

---



**RiPFA research on developing learning organisations and on the impact of training on service delivery/quality**

- Two major themes:
  - Ensure a full, rounded and participative understanding of the need for training, and what it's intended that training should achieve
  - Establish the culture and structure within the organisation that enables transfer, embedding and maintenance of the skills and knowledge that are developed through the training

From: *Staff Training in Adult Social Care*  
Research in Practice for Adults (RiPFA) for  
National Skills Academy for Social Care, 2010

What works (1) cont:

you're not on your own: help is available for  
workforce planning and embedding a learning  
culture in your organisation

---



**Two examples from Care Provider Associations**

- **Surrey Care Association: Surrey Care Advice Service:** help with workforce planning and development; identifying skills gaps; accessing funding for training; planning training and development activities
- **Hertfordshire Care Providers Association: Learning Champions Programme:** learning champions programme developed via Open College Network; trained in learning techniques, understanding learning styles and workforce development, to work within care organisations to help them develop

### What works (2):

#### you can actively recruit for social care leadership and management skills



##### **MacIntyre's recruitment approach: *The MacIntyre Profile***

[www.macintyre.org.uk](http://www.macintyre.org.uk)

- national charity working with adults and children with learning disabilities: Skills Academy Founder Member
- starting point was to define: 'what makes a great care worker?'
- answers led to a personality profile for people who consistently deliver high quality, personalised care, and a competency-based framework for recruitment
- same approach shapes overall workforce policy – all employees responsible for standard of their own practice: all line managers responsible for standard of practice within their teams: supervisors encouraged to take on lead roles

### What works (3):

#### see leadership as for everyone - and a coaching approach can yield great results



##### **Skills Academy Front-Line Leaders Programme**

- Applied leadership development practice to first-line/first-time managers in six employers based around England – single care homes to national groups
- Cohorts included shift supervisors, team leaders, deputy managers
- Workplace-based, peer coaching/reflective practice approach
- Focused on attitudes and behaviours: identified what leadership meant in different situations – in relation to service users, colleagues and organisations – and formed basis for action

What works (4):

focus on behaviours and reflective approaches to enable continuous improvement

---



**Learning from Front-Line Leaders Programme**

*"People do not experience our values, they experience our behaviours"*  
Participating employer, Front-Line Leaders programme

*" I am now **constantly assessing my own practice and have the means to better myself** which in turn creates a happier smoother workplace which most importantly improves the quality of service we offer."*  
Participant, Front-Line Leaders programme

What works (5):

see leadership is a craft that can be taught: people can develop

---



**Seminar Series for Senior Leaders**

Seminar: *Perspectives on Leadership from the Royal Navy*  
Speaker: Commodore Jake Moores  
Head of Royal Naval College, Dartmouth: previously with responsibility for command of nuclear submarines

*"...there are certain aspects that must be there in any leader: intelligence and emotional intelligence are two aspects, but you can teach skills, you can give people opportunity to develop leadership confidence. So while you do need some basic core principles and values and intelligence, you can teach leadership".*

**What works (6):**

**you can correlate training and performance and assess progress in ways that link to outcomes**



**Glasgow Adult Mental Health Services, as reported at Social Care Association Conference, March 2011**

- clear correlation made between training and qualifications, on the one hand, and expected management styles and service outcomes, on the other
- links training and performance
- performance in terms of behaviours and service outcomes used to assess progress

**What works (7):**

**think about leadership and management in broad terms**



**Learning from Front-Line Leaders and Aspiring Leaders Programmes, and feedback from consultation on leadership strategy**

- More than care leadership – consider systems leadership, professional leadership and business/commercial/entrepreneurial leadership
- People management, especially where there have been peer relationships before or people are unused to management
- Marketing and promotion but in the context of care
- Knowing your market – strategic management
- Cost management in the context of care
- Management as intrinsic to delivering excellent service, not inimical to it

### What works (7) cont:

#### broad thinking: a potential Leadership Qualities Framework

---



#### Suggestions for Framework as part of Leadership Strategy

- Effective working:** goes beyond strict limits of task to ensure excellent care  
demonstrates care, warmth and respect  
works effectively with others to meet care needs  
does things quickly and effectively, is reliable/consistent
- Values into action:** advances people's rights, dignity and social integration  
is brave and prepared to be personally responsible  
does not shy away from conflict or risky situations
- Standards into practice:** identifies poor practice and works to end it  
manages own personal and professional conduct  
champions needs of others and values of social care

### What works (8):

#### you can raise the status of social care in your own communities

---



- **Commissioning:**
  - build links with new commissioning bodies – e.g. GP consortia, local implementation networks
  - understand what good commissioning looks like – i.e. not procurement by another name – Skills Academy commissioning support materials available online
  - cite the evidence base – service transformation depends on commissioners and providers working together – *Gain without Pain*, Voluntary Organisations Disability Group, 2010
- **Communicating/Lobbying:**
  - value yourselves – entrepreneurial, competitive, key driver of local economies
  - lobby your local MPs/Councillors/sector bodies

## Conclusions



- Leadership is for everyone, at all levels of an organisation
- Leadership is a *craft* and can be taught
- Self-management and self-leadership can make a real difference to services
- Inculcate leadership early: take a whole-organisation approach and think about skills broadly
- Organisational and sector culture is key – get your culture ready
- Involve service users, staff and managers in co-production
- Create confident, knowledgeable and assertive practitioners, who can operate in a variety of conditions and a range of teams
- You can get your workforces to value themselves, stay with you and help you deliver excellent care

## The National Skills Academy for Social Care



[www.nsasocialcare.co.uk](http://www.nsasocialcare.co.uk)

[debbie.sorkin@nsasocialcare.co.uk](mailto:debbie.sorkin@nsasocialcare.co.uk)