

Leading system-wide change through complexity and wicked issues

Introducing the Systems Thinking Practitioner
Level 7 Apprenticeship

PSTA Conference

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Chair of Trailblazer Committee

If this is your context...

- Facing and responding to complex – and sometimes even ‘wicked’ – problems that cannot be addressed by any one organisation or person, but which require cross-boundary collaboration within and between organisations.
- These challenges require multi-disciplinary, multi-organisational responses with sensitive attention to diverse viewpoints, behaviour, culture and politics.

You are not alone...

1) From the news on 24 April – one recent example

“It is **clear** we need **systemic** industry **reform** which is driven by principles and a **whole-system redesign**.”

Patrick McCall, senior partner at Virgin Group, referring to the current rail transport system

2) Alternatively, see pretty much every session in this conference, and ditto the major news headlines.

Wiltshire Council – a systemic approach

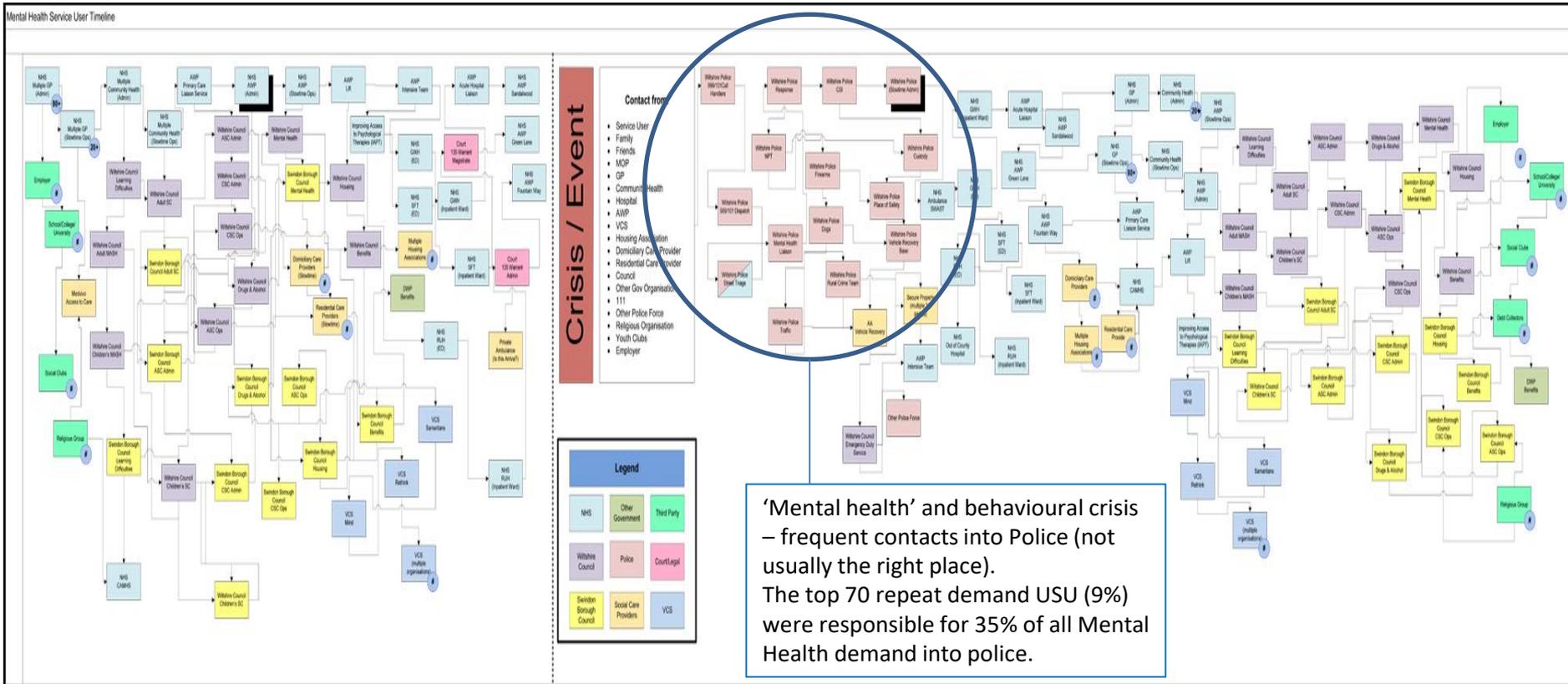
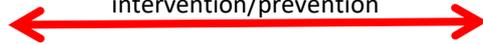
- Approx 65% of Wiltshire Council budget is allocated to social care, housing, benefits and related services.
- These are used by about 10% of the population.
- Of that 65% of spend, the majority provides services to less than 5% of the population.
- Their system is complex, partly-connected, and shared by numerous agencies.

Symptoms of a fragmented system

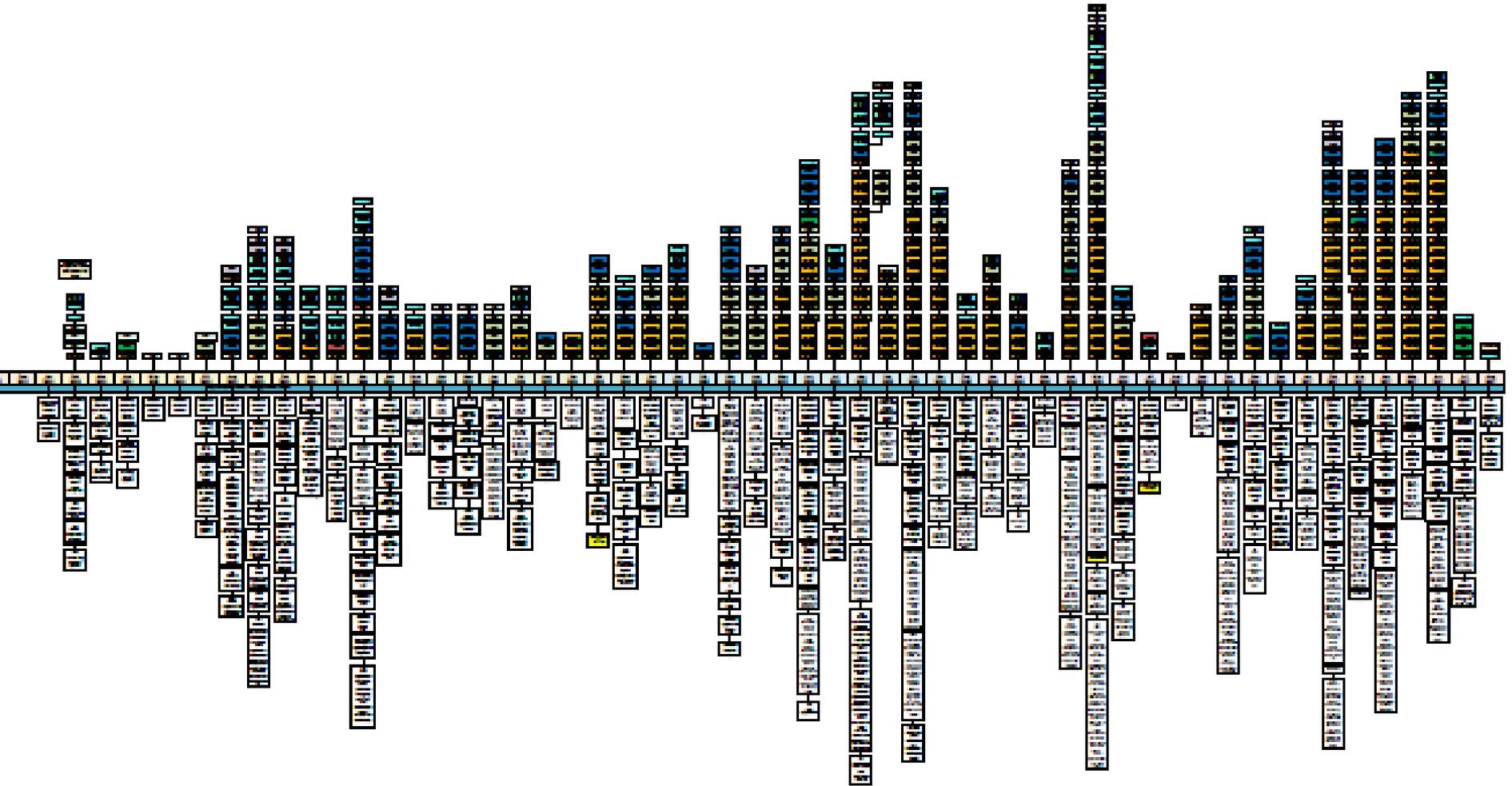
Mental Health Service User Timeline

Opportunities for early intervention/prevention

Opportunities for improved outcome' based response



Case study (portion)



Case study: synopsis

- Female age 26
- SEN statement age 7 (BESD)
- Looked After Child from age 10; ten x fostering and residential placements in six years
- Sexual assaults x 2 as minor
- Terminated pregnancy age 16
- Four children (three in care, eldest with biological father)
- Several attempts at training and employment
- Recurrent abusive relationships
- Victim and perpetrator of crime including assault and criminal damage
- Three overdoses, aged 20 x 2 and 24 (analgesics and anti-depressants)
- Absconded twice when pregnant
- Recurrent debt and arrears; frequent LWP's
- One eviction (at least).

Case analysis: agencies accessed

- Children's services: safeguarding, children's centres, early help, LA youth services (196)
- Housing services (488)
- Benefits (90)
- Ambulance and hospital (7)
- Primary health (not identified and quantified)
- Mental health: interactions with AWP (5)
- Police (238) references as victim, witness, suspect or perpetrator: includes 57 missing person episodes, 76 attendances at location, 50+ intel reports; partner currently in custody for breaches of non-molestation order
- Refuges, housing associations, DWP, Splitz, Pause (not identified and quantified).

Questions for the stakeholders

- If we do nothing, what will happen? Is it reasonable to say that the system (as a whole) results in (ie produces) people with similar lives / circumstances?
- How many similar people might be in the system (several hundred or more)?
- When might we have intervened earlier/ differently? How would we have been able to spot this, or decide what to do? What would be the financial risks and benefits?
- **How could we change the Wiltshire system to improve the outcomes?**

Questions for us

- Does this resonate/sound familiar?
- Who else here is taking a systemic approach?
- What are some of the challenges you face?
- Do you have enough people with the right skills to be able to tackle these complex challenges with your citizens, communities and key stakeholders?

DISCUSSION

Part of the solution....

- Building a bigger collective capability in high-calibre systems thinking practice: **Systems Thinking Practitioner Apprenticeship**.
- Rol from apprenticeship is through the pace, accuracy and scope of system redesign that can be delivered from practitioners of this level.
- Developed for: middle-level practitioners, seniors of the future.
- Qualification: **Level 7** apprenticeship. *May* be bundled with a Masters degree.

An emerging occupation, a proper collaboration

Who is involved (sample from c 40-50 organisations)?

Local government: Wiltshire Council, Kent CC, Camden Council, Barking and Dagenham Council, Greater Manchester CA; interest from Cornwall Council.

NHS: Royal Devon and Exeter; interest from PHE, South Central and West CSU.

Other public sector: OECD, DSTL, HMRC; interest from DEFRA.

Private sector: Lloyds Bank, Aviva, BT; Talik and Co, Fractal, consultancies....

3rd sector and industry bodies: OECD, Lankelly Chase, Practical Action, PSTA, Soc Environment; interest from IGD (food and grocery industry body).

I find this a really exciting development, having called myself a systems thinking practitioner for many years. I find it massively reassuring to read this material and find that we can agree on a set of core skills. I would like to thank those people who have developed this.

It is amazing how much work and thoughtfulness goes into twelve pages of text. Huge thank you to you and colleagues for driving this over the last 18 months and your enthusiasm, tenacity and leadership.

Employers/found in

Examples of likely ST Practitioner employers include:

- central and local government, multilaterals, defence, education and innovation/research, and the health service;
- globalised corporations with complex supply chain and partner relationships;
- international banks and financial services;
- NGOs and social enterprises addressing social challenges;
- consultancy service providers working with any of the above.

What will the apprenticeship cover?

- Context
 - Role
 - Duties
-
- Knowledge
 - Skills
 - Behaviours

These comprise the Occupation Proposal – approved.

These comprise the Apprenticeship Standard – submitted.

Estimated duration 24-30 months; minimum 12 months.
End Point Assessment Plan submission: Q3 2019.
Live by Q4 2019. First apprentices... early 2020?

Apprenticeship content

Knowledge	Skills	Skills (cont)	Behaviours
Systems Thinking	Applying system knowledge	Intervention design	Develops self and practice
Systems approaches	Approach design	Change implementation	Courage and constructive challenge
Intervention and engagement	Systems modelling	Developing self	Curious and innovative
Ethics	Interpretation	Leading, communicating and influencing	Professional
Assessment and evaluation	Engagement and collaboration	Assessment and evaluation	Adaptable and cognitively flexible
	Inquiry, information gathering and analysis		Practical
These have been defined and are part of the Apprenticeship Standard (awaiting the verdict of the Institute), ref: ST0787 https://www.instituteforapprenticeships.org/apprenticeship-standards/systems-thinking/			Resilient
			Collaborative
			Open-minded

Questions/discussion

- Thank you to the PSTA for offering this platform.
- If you would like to be added to the news circulation list, please contact me on john.rogers@wiltshire.gov.uk