

HUMAN

LEARNING SYSTEMS



Human Learning Systems:

Public Service for the Real World



Centre for
Public Impact
A BCG FOUNDATION

collaborate
for social change

EASIER
INC



Institute for Voluntary
Action Research



**Northumbria
University**
NEWCASTLE



ThemPra Social Pedagogy
Community Interest Company

Contents

Introduction

The HLS Principles:

Ch1.	Human	27
	Contact the authors	
Ch2.	Learning	54
	Contact the authors	
Ch3.	Systems	76
	Contact the authors	
Ch4.	How it fits together	98
	Contact the author	

Principles into action: How change happens

Ch5.	Purposefully pursuing an HLS approach	106
	Contact the authors	
Ch6.	Enacting learning as management strategy	130
	Contact the author	
Ch7.	Enacting learning as strategy at different system scales	148
	Contact the author	
Ch8.	Managing and governing learning cycles	178
	Contact the author	
Ch9.	HLS methods and tools	197
	Contact the author	

Case Studies

Ch10.	Case study summaries	223
-------	----------------------	-----

HLS at different system scales

People’s lives as systems

Ch11.	Impacts for people and place	239
	Contact the authors	

Organisations as systems

Ch12.	Implications for workforce recruitment and selection	257
	Contact the authors	
Ch13.	Implications for workforce development	271
	Contact the authors	
Ch14.	Experimenting and learning during a crisis: A voluntary sector perspective	289
	Contact the author	

Places as systems

Ch15.	Places as systems	303
	Contact the author	

Countries as systems

Ch16.	National-level working: humble government	325
	Contact the author	

HLS themes:

Ch17.	Funding and commissioning in complexity	339
	Contact the authors	
Ch18.	Systems leadership in HLS	363
	Contact the author	
Ch19.	Human Learning Systems meets social pedagogy	375
	Contact the authors	
Ch20.	Public management paradigms	401
	Contact the authors	
Ch21.	About this report: how this report was made	413

Further questions

Ch22.	Further questions	417
-------	-------------------	-----

Authors and acknowledgements

The core group of people who have created this report are:

[Andy Brogan](#) from [Easier Inc](#)

[Gabriel Eichsteller](#) from [ThemPra Social Pedagogy](#)

[Melissa Hawkins](#) and [Hannah Hesselgreaves](#) from [Newcastle Business School](#) at Northumbria University

[Bridget Nurre Jennions](#) and [Toby Lowe](#) from the [Centre for Public Impact](#)

[Dawn Plimmer](#) from [Collaborate CIC](#)

[Vita Terry](#) from the [Institute for Voluntary Action Research](#)

[Guy Williams](#) (freelance Project Manager)

We have also had additional written contributions from:

Lowis Charfe – University of Central Lancashire

Jeremy Cox – JC Thinking

Max French – Newcastle Business School, Northumbria University

Brendan Hill – Bluestone Collaborative

Jeff Masters – Collaborate

Richard Norman – Emeritus Professor of Public Management, University of Wellington

Helen Sanderson – Wellbeing Teams

Mark Smith – Gateshead Council

Rob Wilson – Professor of Digital Business, Newcastle Business School, Northumbria University

All the learning in this report comes from the incredible work of the practitioners who have been exploring what it means to implement a Human Learning Systems (HLS) approach to public management in practice – too many to list here! Not only have they been doing all this groundbreaking work, they took the time to write case studies of their practice, and to take part in shared sense-making sessions to help us to figure out what it all means. We thank each and every one of them, and their organisations, profusely. Further thanks to the many people who took time to review the drafts of this work. Your feedback has been invaluable.

Finally, we would like to acknowledge the support of the charitable foundations who have provided resources and encouragement to continue this work. We would like to particularly thank the Lankelly Chase Foundation and the Tudor Trust in this respect. And also the National Lottery Community Fund, for supporting earlier phases of our learning.

FOREWORD

Foreword

Olli-Pekka Heinonen

Director General of the International Baccalaureate, previously Director General of the Finnish National Agency for Education

How can governments respond effectively to the complex reality of the world? How can government support people to lead flourishing lives, when each life is different? I have been wrestling with these questions for much of my career.

Almost 30 years ago, as a young minister, I thought that government and governance was about power, and power was about control and having the right answers. As the years have gone by, I have learnt that with the wicked challenges of today, that kind of thinking accelerates negative, not positive outcomes.

In Finland, we have developed an approach to government that we call Humble Government. It says that government does not know best, but that we can learn together with the people we serve, to help each person – and each place – find what is right for them.

If government, and the public service we support, is to work in this way, we

need alternative approaches to public management. It all starts by admitting to not knowing the right answers. That is the prerequisite for learning. We will find solutions by trying things out, and changing and developing ourselves in this process of interaction. It is by this never-ending process of learning together that we reach positive outcomes. The world has no shortage of well-written strategies, but the gap between strategy and implementation is huge. It is all about how we value and treat each other as humans, how we understand the systems we are part of, and how we commit ourselves to the shared journey of learning.

I am delighted to have played a part in helping to explore and develop Human Learning Systems (HLS) as such an alternative approach. Our case study explores how government can create better outcomes by supporting actors at local and national system scales to learn together in addressing complex challenges. Government can be humble by optimising for learning, not control.

When contexts keep changing, performance management is always slow to respond. Instead of trying to

control “results”, we must strengthen the competence of all actors in the system to be more resilient and adaptive in this time of flux. It can be hard for governments to say that we don’t have all the answers, and to put genuine decision-making power into the hands of the public and the workers who serve them. But brave governments do this. They can use an HLS approach to public management to transform how government and public service works. We have made a good start to our learning process. We did it. You can, too.

Naresh Singh

Ph.D. Professor, Jindal School of Government and Public Policy, and Director of the Centre for Complexity Economics, Applied Spirituality and Public Policy at OP Jindal Global University, Haryana, India

Former Director-General, Federal Government of Canada and Former Principal Adviser, United Nations Development Program, New York

It gives me great pleasure to welcome this groundbreaking work, which has the potential to catalyse a transition from the way public service is now managed, commonly known as the New Public Management (NPM), to the approach being called Human Learning Systems (HLS). This transition,

in my view, can be of the same order of significance as the other great transitions in public service management from traditional to Weberian (classic public administration) to NPM. It is useful to recall how momentous these transitions were.

Traditionally, the public realm was managed by monarchical dictates and religious doctrine, sprinkled with emotion, sentiment, magic and superstition. This was gradually replaced with Weberian “ideal type” bureaucracy, based on the centrality of the legal rational authority. This concentrated power in the hands of those who controlled the bureaucratic apparatus of the state. As Weberian public administration hardened and became overly bureaucratic, NPM was introduced to use a more business and market orientation, focusing on managers, markets and metrics. Human wellbeing – what one might expect as the basic purpose of public service – did not seem to matter.

And it now seems the time to herald the transition from NPM to the HLS approach – the subject matter of this book. HLS recognises that outcomes such as improvement in human wellbeing are not produced by managers and their organisations, but rather result from complex adaptive systems which are the communities

in which people live. The implication is that each human being is different and through interactions with others and their relationships, individual and collective wellbeing is achieved.

As such, the macro emerges from the micro through facilitation and learning and not through hierarchical control. The most important outcome seems to be the continuous process of learning and adaptation, leading to continual improvements and resilience-building. Fundamental shifts from outcomes-based performance management, for example, are called for. It is reassuring that the recommendations in the book emerge from concrete case studies rather than theoretical musings.

Desirable as it may seem, this HLS transition or revolution will not be easy. Bureaucracies such as those

of governments of OECD countries, including Canada, or of the UN and similar organisations, will feel they are losing control of financial resources and will proclaim the need to be accountable. Underlying all this will be a feeling of a loss of power.

In developing countries such as India, government reflects a mix of traditional public administration and NPM. On the other hand, civil society organisations are very active in communities. This will present opportunities for HLS in the civil society space but challenges in the governmental space. The best chances of HLS success in either OECD or developing countries might be where a marriage between civil society and local government is possible.

INTRODUCTION

Public service for the real world

Author: Toby Lowe

[Contact the author](#)

Do you believe that public service should help people to create good outcomes in their lives? To help people find useful work? To live and stay well? To care when others cannot? To connect with one another?

But do you also have a nagging feeling that something is fundamentally wrong with the way public service works at the moment? And how it is perceived?

If both of those things are true, then this report is for you.

We argue that a significant part of the problems experienced by public service are due to the way that [public management](#)¹ is conceived and carried out. (Public management is the term for how public service is organised.) We argue that the current way of organising public service creates a simplified fantasy world, divorced from the messy reality of how real outcomes are made in real lives.

We suggest that engaging with that complex reality will enable public service to help people create those outcomes as effectively and efficiently as possible, and demonstrate the true value of public service.

What do we mean by public service?

Let's begin with some definitions. In this report we use **public service as a shorthand for those purposeful activities that support human freedom and flourishing**. Public service is one human being saying to another – I support your quest to live the good life. In the last 20 years, public service has started to use the language of “outcomes” to describe specific instances of human flourishing. It seeks outcomes such as increased employment or wellbeing, reduced obesity or fear of crime.

Our definition encompasses core public sector services such as education, welfare provision, and healthcare. It also includes the vast

contribution of civil society, from the work of charities and social enterprises to mutual aid groups and community development.

We can see in this definition that public service is to be found way beyond the boundaries of state provision. This sense of public service lives in mutual aid groups and in forms of charitable action.

Organising public service: public administration/management

All the work of public service requires organisation. Whether undertaken by teachers or refuse collectors, whether in a community centre, café or office, such work needs a sense of shared purpose, and an agreed method by which to achieve that purpose. It means that decisions have to be taken regarding resource allocation and how to develop the skills and capabilities required to achieve the purpose in practice. It requires people to reflect on how the work is being done, and mechanisms to be put in place to ensure that such work continues to improve and adapt in a changing world.

How this organising work is done – how shared purpose is created and enacted, how resources are allocated and managed, how improvement and adaptation are enabled – is the task

of “public management” or “public administration”.² Currently, there is a dominant paradigm – a mutually supportive set of beliefs and practices – for how public management is done. It is called “New Public Management” (NPM). It was created in the 1980s, and is sometimes referred to as the 3Ms – [Markets, Managers and Metrics](#).

That nagging feeling

“So many people know intuitively that our current accepted ways of working don’t work, but they haven’t previously had any language to give expression to this.”

Collective Impact Agency case study

If you’ve been feeling as though there’s something fundamentally wrong in our organisation of public service, then we hope this report offers a way to make sense of that feeling.

We have found that NPM is **dehumanising**:

NPM is founded on [Public Choice Theory](#), which believes that people are fundamentally selfish and cannot be trusted. Consequently, NPM believes that public servants must be forced to serve the public through the extrinsic motivation of reward and punishment – their performance must be “incentivised”. Consequently, every aspect of public

service must be translated into a quantified performance measure, so that managers can know whether each person, team or organisation deserves punishment or reward. And people who ask for help must be assessed to see if they really need it, because they’re probably trying to grab more than their share.

This core belief, and the practices which enact it, encourage standardisation of service; care is standardised into packages or 15-minute chunks of purchased time, desired “outcomes” are predefined, irrespective of what a particular person needs or wants, and they are measured against standardised metrics and other performance indicators, which focus only on what is measurable while ignoring the diversity of human experience.

NPM is slow to learn and adapt to a changing world

Because it believes that people are fundamentally selfish, the dominant purpose of management is control. The processes and “impact” of public service are measured in order to control staff via reward and punishment. Assessments are undertaken to measure whether people meet thresholds, not to genuinely understand their lives. Regulators make judgments in order

to hand out badges for success, or shame-markers for failure, and to produce league tables that encourage competition between public servants, rather than collaboration.

The unsurprisingly frequent result of continual management attempts to motivate people extrinsically through reward and punishment is a pathological culture of [blame and defensiveness](#). As a result, [performance data is often “gamed”](#) (created by those whose job is to produce good-looking data), and so the data is next-to-useless for learning. We have created a public management approach which [routinely lies to itself](#).

Processes of learning and adaptation are further impeded by the lack of autonomy given to staff. Under NPM, the *de facto* purpose of public sector staff is to hit predefined performance metrics. Usually, these metrics change annually, making public service slow to respond to an ever-changing world. When rapid, unignorable change occurs – like a pandemic – normal performance management processes have to be turned off because they are useless, and learning mechanisms have to be [invented from scratch](#). Because, in normal times, [learning is a luxury](#).

NPM creates fragmentation

NPM encourages public service fragmentation through two mechanisms. Firstly, it disaggregates public service into component parts, so that it can write manageable contract specifications. Those contracted to deliver public services must be controlled by [SMART](#) targets – because they are selfish – and so each public service must be separated into contracts with particular specifications.

Secondly, because public servants and organisations are forced to compete with one another, NPM naturally creates a competitive rather than collaborative environment. Organisations become reluctant to share knowledge and practices. Instead, they seek to create particular intellectual property, as these offer Unique Selling Points (USPs) that enable them to win the next contract.

NPM is wasteful

Because NPM is dehumanising, slow to learn, and fragmented, it is also massively wasteful. A public service that is managed using an NPM approach expends a huge amount of resources in not helping people. It wastes time and resources by providing standardised packages that don't meet people's individual needs. It wastes resources assessing people to see if their situation is bad enough to deserve help, and then turning them away until their situation is worse (and therefore more difficult and expensive to help with). It wastes resources by running processes of punishment and reward, through duplication of effort, and by letting people fall through the cracks. The most comprehensive review by public management academics of the evidence on NPM has this to say:

“NPM... was ostensibly intended to create ‘a government that works better and costs less’... So what do we have to show for three decades or so of NPM reforms? The short answer seems to be: higher costs and more complaints.”

Hood and Dixon (2015)

A story to illustrate

Gateshead Council, a local authority in the UK, decided that it wanted to try and do something different with the way it dealt with people who had not paid their Council Tax bills. (Council Tax is a local property tax, levied by local authorities in the UK.)

Its previous approach to dealing with people who had fallen behind with their Council Tax bills was based on the assumption that they could pay but had selfishly chosen not to. Those people therefore needed to be reminded of their duty to pay, and if that failed, they had to be forced to settle their debts.

Consequently, if people failed to make their scheduled payment, a flag would be raised on the council's internal system, and this would trigger a letter saying: “you haven't paid your Council Tax. Please do so by date x, otherwise we will issue an enforcement order.”

Almost no-one paid in response to this first letter.

If people had still not paid after a set amount of time, a second letter was triggered, which said: “you still haven't paid your Council Tax debt. If you fail to contact us to arrange payment by date x, we will send bailiffs to confiscate your property.”

Quite a lot of people used to get in touch after receiving this letter, as a way to ward off the threat of bailiffs

appearing at their door. These people would arrange catch-up payment routines. Very few of them would stick to these payment schemes.

Anyone who hadn't paid by the due date would be sent an enforcement notice. Bailiffs would visit their house (the cost of the bailiff's visit was added to their debt). Most of the time, the bailiffs were unable to recover enough property to settle the debt, because it turned out that the key problem was not that people could pay but were choosing not to, it was that they didn't have enough money to pay.

The council realised that their way of responding to Council Tax debt was an expensive way to make a bad situation worse. They weren't getting the money they were owed; the families who were already in debt got further into debt; and the psychological stress of the debt-collection process created a range of other negative outcomes for people whose lives were already problematic enough.

As a result, the council decided to experiment with a more human approach. They asked the question: “what if we treated people getting into Council Tax arrears as a signal that maybe they were starting to struggle? What would happen if we took that signal as a cue to offer help, rather than making things worse?”

So, they identified a cohort of people who were due to go into the enforcement phase and instead of sending the bailiffs, the council called them to say: “we see that you’ve got behind with your Council Tax. Let’s put that aside for a minute. Would you like to tell us what’s going on for you?”

The council worker’s job was reframed: their job became to build a relationship with the person – to understand their strengths and needs – and to offer help in whatever way they could, in order to help that person get back on their feet. The case study of this work is written up in our previous report. The bespoke help they offered was very successful. It helped people to flourish in a range of different ways – from accessing the benefits they were due, finding work, improving family relationships, better school attendance and achievement, and improved mental health. Many people were able to start paying their Council Tax again. Everybody won. All it took was the simple shift from viewing people as if they were selfish individuals

who needed to be forced to pay, to human beings who needed some help.

However, that’s not the point of this story (you’ll see lots of other examples of this approach working in different contexts throughout this report). The point of this story comes with a final detail. One of the people who was in arrears and was rung up by the council put the phone down on them and rang the council switchboard. The caller told the switchboard operator that they had been contacted by a con-artist – someone pretending to be from the council. They told the operator that they knew it couldn’t be someone who was really from the council, “because they offered to help”.

This member of the public had got so used to standardised, by-the-numbers, control-based public service that anyone who was actually taking the trouble to get to know them, and was offering to help, must be a fake. This is how dehumanised public service has become.

The attraction of NPM: a magical fantasy world

NPM has been the dominant paradigm for long enough for its flaws to be clearly evident. They are highlighted in research evidence, and in the experiences of those who have been

adopting this approach. Sir Peter Housden, ex-head of the Civil Service in Scotland, wrote in 2016 about [“the unconscionably long death of New Public Management”](#) and bemoaned the absence of an alternative.

We don’t seek to assert that every problem that public service experiences is the fault of NPM. Nor would we say that some of the issues identified above (a focus on control, fragmentation, and being slow to learn) are unique to NPM; these problems loomed large in the previously dominant, patrician version of public administration. Our starting point is that NPM is the currently dominant public management paradigm, so we see these flaws manifest in that approach. And our analysis is that these flaws cannot be solved within NPM, as they are a necessary part of that paradigm’s internal logic: [“they’re not a bug, they’re a feature”](#).

If the evidence and experience of the problems of NPM are so substantial, why has it persisted? Alongside the practical realities of the time it takes for paradigms to shift, and the support provided to NPM from the broader political shift to neoliberalism, we think one explanation for its persistence is that it offers leaders of all types (e.g. politicians, civil servants, and public service managers) something precious and magical: **the illusion of simplicity and control**.

NPM encourages managers to create a simplified fantasy world based on thin abstractions – a pale imitation of

people’s lives. Instead of seeing the whole person, they [substitute proxy indicators](#). Instead of looking at the complex stories of their effects in the world, they look at dashboards and RAG (Red-Amber-Green) ratings. And worse, the data which populates these thin abstractions is produced by people who are [incentivised to lie](#). NPM then pretends that this fantasy world of dashboards and RAG ratings is real, and tells managers that their job is to create change in such data.

The problem with this approach is that the captured data bears little resemblance to the complex reality of [how outcomes are made in the world](#), and therefore to the actual challenges of organising public service so that it helps people to create positive outcomes in their lives.

Consequently, NPM creates a magical fantasy world for managers to live in: a world in which the numbers are real, and changing the numbers becomes the day-to-day purpose of the work. This fantasy world is so ubiquitous that the game of producing good-looking data has become indistinguishable from the actual task of organising the work of public service. Unsurprisingly, this approach is ultimately wasteful, demoralising and dehumanising.

Story 2: A conversation between a National Health Service (NHS) provider and an NHS commissioner

I was witness to a conversation between a senior manager of commissioning processes for the NHS in the UK, and the finance manager of a large-scale provider of NHS services. The conversation went something like this:

The commissioning manager was outlining how their team was currently doing lots of work to recalculate how NHS payments were going to work in the future. They were going to try and move away from paying for activity towards paying for outcomes. They were putting lots of effort into finding ways to price different outcomes accurately, so that the providers would be financially

incentivised to carry out the most useful health activity. They described how difficult it was proving to do this well.

The finance manager of the NHS provider organisation shrugged and responded: "you do realise that we employ teams of people to create good-looking cost information that makes it look like we're doing what you want? And you know that the cost information that your teams ask for doesn't reflect the work we have to do to keep people healthy? So, don't worry about it, whatever you ask for in future, we'll find a way to give you the figures you need."

"Yes," replied the commissioning manager. "Of course, I know that's what you do. That's the game, right?"

At this point, it is important to give some nuance to our claims about "the real world". The version of reality that public service mostly deals with is socially constructed – it is something we human beings make together, rather than something that simply exists. So, the nuanced version of reality and public service is – **it's all real**. When a government minister leans on a civil servant to produce data to say that COVID-19 testing targets have been met, that is the reality for that particular civil servant.

The question we ask from this nuanced perspective is: whose version of reality has been privileged under NPM? Our contention is that this abstracted, target-based version of reality has been unnecessarily privileged. The logic of NPM, and how it has infected political discourse and action, privileges this reality. The demands it creates on everyone at different scales to produce good-looking data has made the game real. But when that happens, we ignore the complex lived reality of the people that public service is supposed

to help, and public service becomes less human, less effective, and more wasteful as a result.

It is our claim that public service should instead privilege this reality – the complex reality of each member of the public being served. (It's a bit harder to get that onto the title of a book, though.)

An alternative: Human Learning Systems

This report offers an alternative paradigm for public management. We call this paradigm Human Learning Systems (HLS). It has been created by a set of public service workers who were fed up of pretending that the game they were playing was real, and fed up with the relentlessly dehumanising and wasteful effects of NPM. This report has been created by an action research process drawing on roughly [50 case studies](#) of HLS practice, [mostly from the UK but also from across the globe](#). It seeks to make sense of the new reality that these pioneers have been creating.

HLS is based on a different set of fundamental beliefs, and therefore has a different set of mutually supportive management practices.

The HLS approach to public management continuously explores the messy reality of how the outcomes that matter to each person might be

achieved in their unique life context. The job of public management – of organising this work – is to create the conditions whereby public service makes this possible in the most efficient and effective way. **It is public service for the real world.**

Human – our moral purpose

HLS is based on the belief that the purpose of public service is to support human freedom and flourishing.

This provides the moral purpose for public service. It also provides a view of what it means to be human in a public service context. It means that we understand human beings [intersubjectively](#) – as people who live in a web of relationships (a "system") which helps to define who they are. In other words, to understand a human being, you must understand their world.

Learning – our management strategy

If each person sets what matters to them, and each person's life context is a constantly changing system that is unique to them, how can public service help people to create their own outcomes? This question demonstrates that the task of creating public service outcomes is **complex**.

In [complex environments, learning is the only viable management strategy](#). Public service must build a learning

relationship with the public – a relationship which seeks to understand the detail of each life context, and, together, continuously explores how the patterns of results (“outcomes”) in their “life as system” might change.

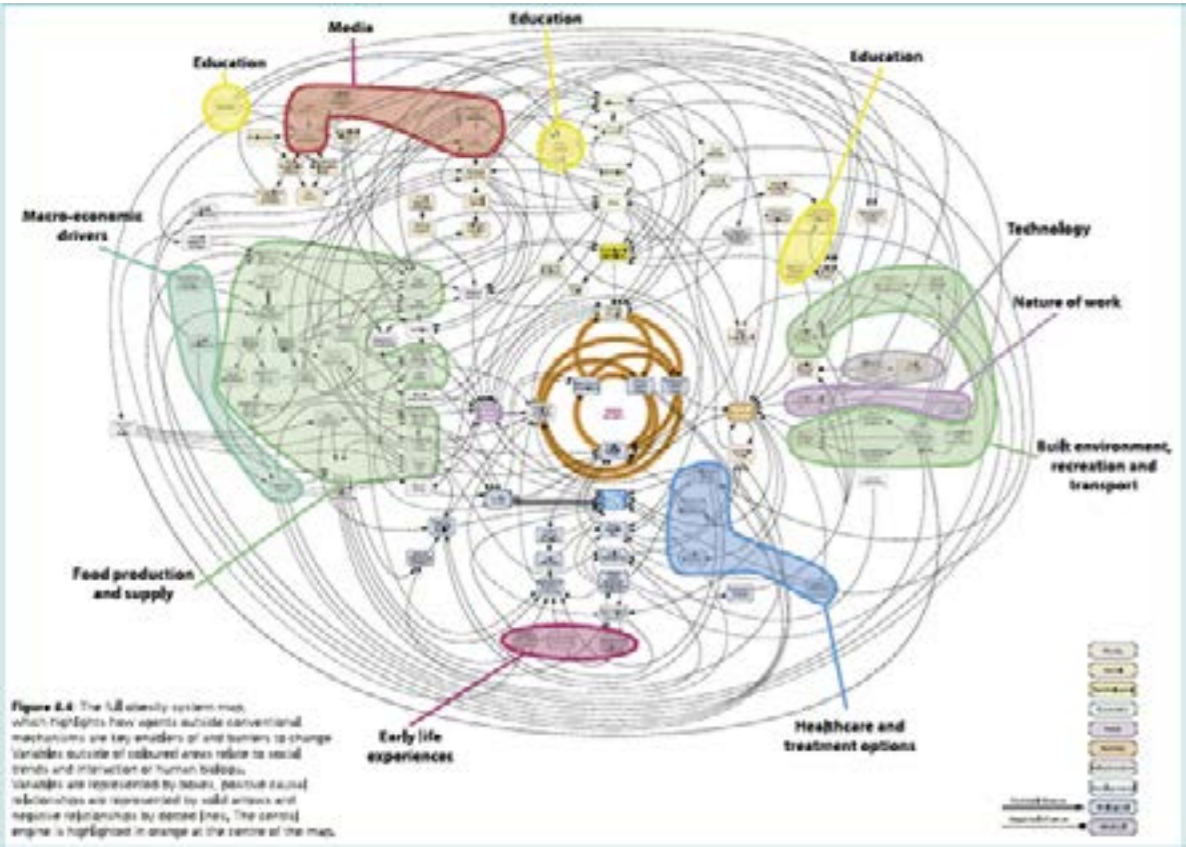
Systems – our unit of analysis

If the purpose of public service is to help people create positive outcomes in their lives, then public service needs to understand how outcomes are made. We believe (with good

evidence) that these outcomes in people’s lives are created by the workings of complex systems. In other words, **outcomes are emergent properties of people’s lives as systems**. Therefore, creating outcomes requires these complex systems to produce different patterns of results.

For example, this is a representation of “the system” (a set of causal relationships between factors) which creates the outcome of obesity (or not).

Figure 1: Systems map of obesity.



Sturmberg, JP (2018) *Health System Redesign How to Make Health Care Person-Centered, Equitable, and Sustainable*. Springer, Australia. P238

Systems are therefore the unit of analysis that is most relevant to achieving our moral purpose, and to which our method is applied. Put simply, **if we want good outcomes, we need healthy systems** – systems in which people collaborate and learn together, because this is how outcomes are made.

Better outcomes, for less money

The really good news about the HLS approach is that because it roots public service work in the real life experiences of the people it seeks to support, it is able to address some of the wastefulness of NPM. From what we have seen, it helps to create better outcomes, for less money. For example, the [Plymouth Alliance](#) was able to cut the costs of emergency accommodation for homeless families by 50% in less than six months, by creating an integrated approach to family support, based on the strengths and needs of those families. Similarly, the use of ‘Blue Light’ (police, ambulance, fire) services was cut significantly, as people’s real needs were met before they became emergencies.

From the [Wellbeing Teams](#) case study we begin to get a measure of the reduction in unplanned service use when people’s strengths and needs are

met by home care: people supported by Wellbeing Teams services in Thurrock were five times less likely to go into hospital. Staff costs were reduced too, because staff were happier. Sickness rates for Wellbeing Teams staff were a third of the national average and staff turnover was five times lower than the national average.

The Human Learning Systems approach to public management is being constantly developed by those who are doing it. There is so much that we don’t know, as each adoption of the approach is essentially a process of learning how the HLS principles can be applied in a new context. Some areas for further exploration are highlighted in the ‘Further Questions’ chapter at the [end of this report](#). You will also notice that this report has multiple authors, and that we each have our own perspective on HLS practice. We think this is a good thing.

For those doing the practice now, HLS seems to work to produce better outcomes, for less money, [whilst creating happier and more fulfilled staff](#). If this sounds like something you’d like to explore further, the following chapters seek to share what they’ve learnt.

Continuous learning

It is worth noting at this point that HLS is an emerging paradigm rather

than a unified body of knowledge. There is still far too much to uncover to begin to offer a “definitive” account of HLS practice. In any case, it is likely that such a thing is impossible. The chapters in this report have been written by various authors, all bringing different perspectives to bear on the subject. We think this is a good thing, because we think it means you will hear what “real” means from those different perspectives.

There are chapters on :

The core principles:

- Being Human: public service for real lives
- Learning as meta-strategy for public service
- Creating healthy systems

Principles into action: how change happens

- Purposefully pursuing an HLS approach
- Enacting learning as management strategy
- Enacting a learning strategy at different system scales
- System stewardship: managing and governing a learning strategy

- Methodologies and methods to support taking a Human Learning Systems approach

HLS at different systems scales:

- The impact of Human Learning Systems for people
- HLS and the workforce: implications for workforce recruitment and selection and workforce development
- Experimenting and learning during a crisis: A voluntary sector perspective
- HLS and place: transforming local systems
- National-level working: humble government

Other themes:

- Funding and commissioning in complexity
- System leadership in HLS
- HLS meets social pedagogy
- Public management paradigms
- About this report

We hope you enjoy your exploration.

References:

- Binns, D. (2014, March 26). Nurse tells bodybuilder: Lose weight and exercise more. *Metro*. <https://metro.co.uk/2014/03/26/a-picture-of-obesity-nhs-tells-bodybuilder-she-must-lose-weight-and-exercise-more-4679903/>
- Brown, A., Brogan, A., Randle, A., & Lowe, T. (2020, March 23). A Whole New World: Public Service in the time of Coronavirus. Human Learning Systems. <https://www.humanlearning.systems/blog/a-whole-new-world-public-service-in-the-time-of-coronavirus/>
- Carr, N. (2018, August 19). “It’s Not a Bug, It’s a Feature.” Trite—Or Just Right? *Wired*. <https://www.wired.com/story/its-not-a-bug-its-a-feature/>
- Crosbie, A. (2019, November 8). Gateshead place inquiry: Is learning a luxury? *Lankelly Chase*. <https://lankellychase.org.uk/gateshead-inquiry-is-learning-a-luxury/>
- Crosbie, A. (2021). *Collective Impact Agency* (Human Learning Systems Case Studies). Collective Impact Agency. [https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20\(2\).pdf](https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20(2).pdf)
- Cynefin framework. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Cynefin_framework&oldid=1015855382

Eby, K. (2021). How to Write SMART Goals. *Smartsheet*. <https://www.smartsheet.com/blog/essential-guide-writing-smart-goals>

Ferlie, E., Ashburner, L., Fitzgerald, L., & Pettigrew, A. (1996). *The New Public Management in Action*. Oxford University Press.

HLS Case Studies | Human Learning Systems. (2021). <https://www.humanlearning.systems/case-studies/>

Hood, C., & Dixon, R. (2015). What We Have to Show for 30 Years of New Public Management: Higher Costs, More Complaints: Commentary. *Governance*, 28(3), 265–267. <https://doi.org/10.1111/gove.12150>

Hood, C., & Rothstein, H. (2001). Risk Regulation Under Pressure: Problem Solving or Blame Shifting? *Administration & Society*, 33(1), 21–53. <https://doi.org/10.1177/00953990122019677>

Lowe, T., & Plimmer, D. (2019). *Exploring the new world: Practical insights for funding, commissioning and managing in complexity*. Collaborate CIC; Northumbria University; Community Fund; The Tudor Trust. http://wordpress.collaboratei.com/wp-content/uploads/Exploring-the-New-World-Report_MAIN.pdf

Lowe, T., & Wilson, R. (2017). Playing the Game of Outcomes-based Performance Management. Is Gamesmanship Inevitable? Evidence from Theory and Practice. *Social Policy & Administration*, 51(7), 981–1001. <https://doi.org/10.1111/spol.12205>

Public choice. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Public_choice&oldid=1016882990

Public management. (2015). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Public_management&oldid=644501010

Public sector porkies – 10 years of lying up the hierarchy. (2021, March 9). Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/public-sector-porkies-10-years-of-lying-up-the-hierarchy>

Rethinking public services for the future. (2016, July 26). Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/rethinking-public-services>

Sanderson, H. (2021). *Wellbeing Teams* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Wellbeing%20Teams.pdf>

Wallace, G. (2021). *Plymouth Alliance for Complex Needs* (Human Learning Systems Case Studies). The Plymouth Alliance. <https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf>

Endnotes

- 1 The discipline of “public management” is also sometimes called “public administration”. Sometimes, the different languages of public management and public administration are used to represent different paradigmatic framings of the task of organising public service. For the sake of simplicity, we won’t explore those differences here. For the purposes of this book, the terms can be used interchangeably.
- 2 See note above.

Chapter 1

The HLS Principles: Human

Being Human: public service for real lives

Authors: Toby Lowe and Gabriel Eichsteller

[Contact the authors](#)

Public service and “being human”

The “Human” of Human Learning Systems (HLS) roots public service in people’s real lives. It gives HLS as public management practice its sense of moral purpose and its sense of how we see and relate to all the people involved in public service – those who provide help, and those who are helped.

By supporting practitioners to analyse and reflect on the work they have been doing to create an alternative public management paradigm, we have been able to understand more about the Human element of public management practice.

The Human element of HLS says that the moral purpose of public service is to enable **human freedom and flourishing**.

And it says that we see and understand people [intersubjectively](#) – as people who live in a web of relationships which helps to define who they are. In other words, to understand a human being, you must understand their world.

These ideas combine to say that HLS as an approach to public management recognises each person’s freedom to define what counts as flourishing in their own life. Therefore, public service needs to build strong relationships with people to understand the detail of what flourishing means in their specific life context. It is public service for real lives: real from the perspective of each and every person.

The Human element of HLS therefore provides the *why* of public service (to promote human freedom and flourishing), and provides pointers towards the *how* – seeing people as fully-rounded human beings in the context of webs of relationships. A Human approach to public management is therefore both purpose and (gives pointers towards) method.

The Human element of HLS therefore makes two kinds of claims: a moral claim, about what we value in the world; and a “how the world is” claim, about the relationship between humans and their context.

This chapter will explore what we have learnt about the humanity of public service as moral purpose and the view of human beings which connects this moral purpose to action. It will then explore what we have learnt about how these ideas translate into core principles for public management.

The moral purpose of public service

People who work in an HLS way believe that the underlying purpose of public service (as a broad umbrella term for all forms of social intervention) is to support **human freedom and flourishing**. They seek to help people's lives (or deaths) go better than they would have done without such an intervention. In other words, they care about outcomes in people's lives.

What is important is helping each and every person to live their own best life (so long as that life is compatible with flourishing for others). This applies to those working in public service, and to the public. And the two are intrinsically linked and mutually reinforcing. When public servants are treated with empathy – as fully-rounded human beings with unique strengths and needs – they are better able to be empathetic to those they serve.

This means that human freedom and flourishing are both purpose and method. Supporting positive

outcomes for people is enabled by supporting the human freedom and flourishing of those who serve. This is the revolutionary aspect of HLS public management practice – giving staff the freedom to build authentic human relationships with those they serve, and to respond to what those relationships uncover, is the most efficient and effective way for public service to support the creation of desirable outcomes.

Public service as a freedom-supporting service

The conception of freedom that underpins an HLS approach to public management is one which is strongly connected to practical notions of freedom as they are experienced (or not) in people's lives – they draw more on the "[positive liberty](#)" tradition of "freedom to" than the "[negative liberty](#)" tradition of "[freedom from](#)".

The freedom that public service supports is therefore the freedom for anyone to pursue a good life. Public service is the support that one human being gives to another to say: "I support your quest to live the good life. And because each life is different, we meet you where you are, and begin from there. You are not on a pathway designed by others, you are living the reality of your life."

We negotiate our individual and collective freedoms in both state and civil society contexts, and the manifestations of this form of public service are to be found way beyond the boundaries of state provision. This sense of public service lives in mutual aid groups, and in voluntary sector action.

Viewing public service as a way to support human freedom and flourishing means that HLS is a public management paradigm that stresses a particular set of values. It is therefore suitable as an implementation mechanism for any public policy that has those freedoms and flourishing as its goal.

It is important to note at this stage that HLS makes a different type of claim from New Public Management (NPM). Whereas NPM would claim to be an approach that can implement any public policy equally effectively, HLS does not make this claim. HLS only claims to be an effective mechanism for implementing public policy that has human freedom and flourishing at its heart. For example, it could effectively implement public policy that promotes child welfare. But if you want to implement a "hostile environment" for migrants, HLS is not the public management paradigm for you.

Public service and the complexity of human beings

"We have to embrace our complexity. We are complex."

adrienne maree brown, [Emergent Strategy](#), p. 88

The second claim that HLS makes in respect of people's humanity is that **to be human to one another requires us to understand and respond to the complexity of each person's life**. This is a claim about understanding one another as human beings. It says that a human being is not a discrete atomised individual, but rather a person who exists in a web of relationships. To understand a person is to understand them as part of their many contexts.

Another way of describing this web of relationships in which people exist is to say that this is their life viewed as a [system](#). This is similar to the way in which ecologists highlight that all living creatures are part of an ecosystem.

When applied to the world of public service, this understanding requires a fundamental change in how the HLS version of public service views people. When we understand people's lives as complex, it means they rarely have one simple, well-defined problem that the public sector can "fix" and be done with. (See the [Learning chapter](#)

for an explanation of complex and complicated.) In most (approximately) 80% examples of HLS public service in people's lives people are not viewed as having problems which [need fixing](#). Instead, HLS public service views people as individuals who are experiencing challenges in their lives – some of which can be helped by public service. These challenges can be positive – for example, someone may say “help me to build and make the most of my potential in the world” – or negative, “I’m in chronic pain, please help me”.

We should not ignore the (approximately) 20% of examples which may be amenable to “fixing” type responses. In other public service contexts, “fixing” responses are sometimes called [“transactional” public service relationships](#). These are typically viewed as either simple problems to solve (“I want to pay my vehicle tax online”) or complicated ones – “my leg is broken, please help”)¹. In either case, the view is that there is a single, well-defined problem with a known “best-practice” response. If public service is able to identify the problem correctly, and administer the “best practice” response, it will have done its job.

It is easy to understand why people arrive at the conclusion that paying vehicle tax requires a simple transaction rather than a deeper

relationship. We can imagine someone saying: “I don’t need a hug when I’m paying my car tax”.

However, we think that it is a mistake to try and categorise whether a public service requires a complex, relational response, or a simple transactional one, based on an analysis of the type of public service being performed. Whether a public service is complex or not depends on the context of the person being helped, not on the difficulty of the task. It is true, I didn’t need a hug the last time I paid my car tax. But if I were the parent of a child that was recently killed in a car crash, I might. In that instance, I might need help to navigate that system, and potentially require understanding if my payment is late.

Similarly, if a broken leg becomes more than a two-time visit to the hospital, and interferes with the care a person provides to an elderly relative, or means that their income drops to the point where they cannot feed their family, then public service has a complex problem on its hands.

Whenever we standardise our response to problems in order to make them easier to manage, we stop seeing the reality of the lives of the people public service is there to help. This matters if we care about real outcomes in the world.

“The world is a complex, interconnected, finite, ecological – social – psychological – economic system. We treat it as if it were not, as if it were divisible, separable, simple, and infinite. Our persistent... problems arise directly from this mismatch.”

(D. Meadows)

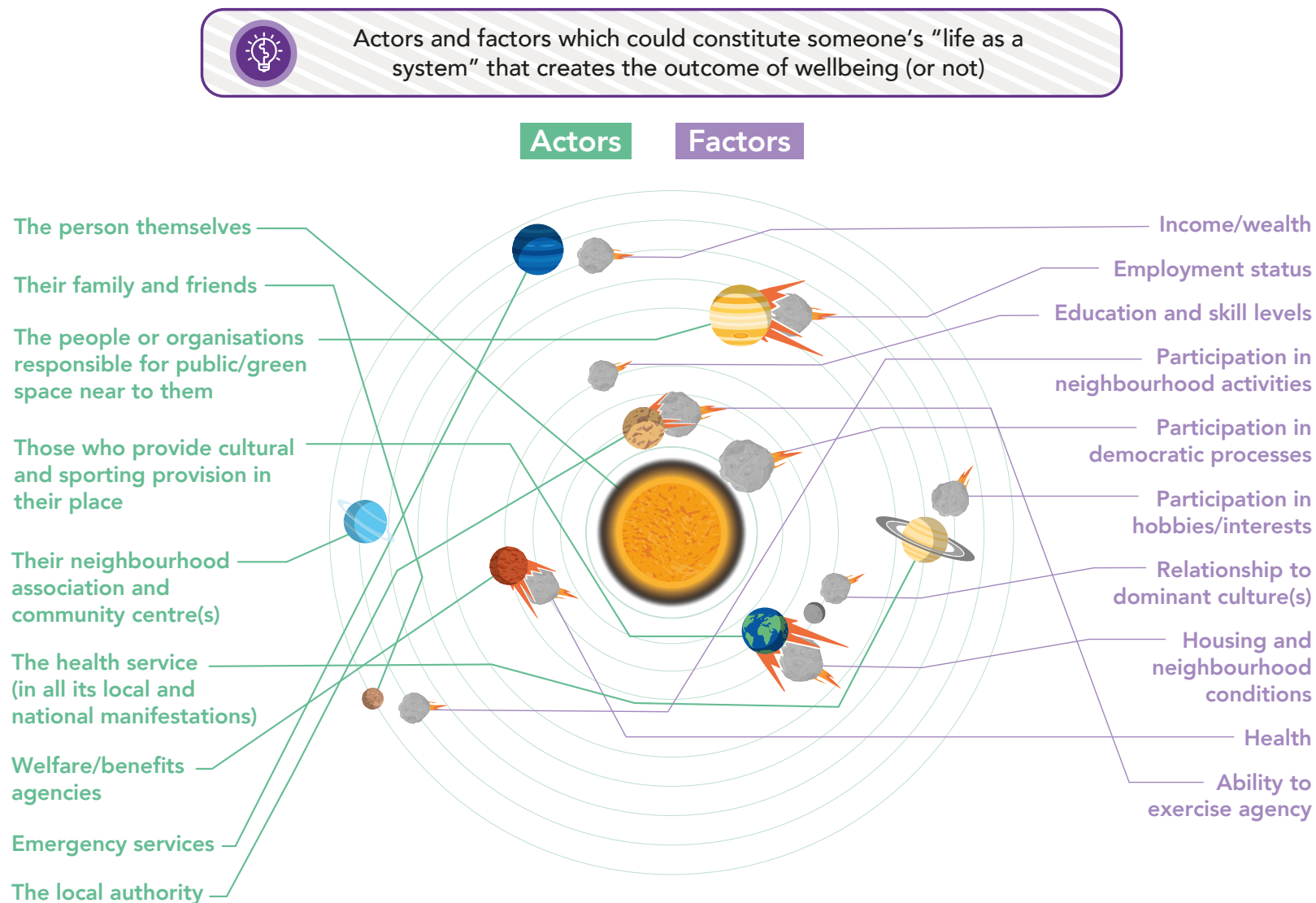
Therefore, perhaps it is wise for public managers to treat all public service problems as if they are potentially complex. HLS as a management approach is designed to enable public service to deal with these complex challenges.

A human approach to public service is based on an understanding that each person is at the centre

of their own interconnected and interdependent (complex) system, and the positive and negative “outcomes” that they experience – having their potential developed, or being in chronic pain – are the patterns of results produced by that system that is their lives.

One way of understanding the complexity of human beings is to understand that everyone is at the centre of their own unique system of actors (people and organisations) and factors (causal drivers) which are constantly interacting to make an outcome. We can imagine such a system as a solar system, with the person at the centre. The pattern of interactions between all the elements is what we call “an outcome”.

Figure 1: A person's life represented in terms of system of actors and factors which create the outcome of wellbeing



“People are encouraged to focus on what’s strong and go from there; exploring passions and interests and creating positive networks away from services. People will also be supported to overcome external and internal barriers created by the systems and processes that are in place when a person accesses services.”

(Mayday Trust case study)

What have we learnt about Human public services?

How does this moral purpose and view of what it is to be human get applied in a public service context? By bringing together the people who have been developing and undertaking HLS practice, we have seen that being human manifests itself in:

How public service sees people:

- Public service seeks to understand, appreciate and respond to the **diversity** of human beings
- Public service seeks to understand and appreciate people as whole human beings – their **strengths** as well as their needs.

How public service engages with people:

- Effective public service relies on

strong human **relationships**

- Where decision-making **power** sits in public service
- **Trust** as the foundation of human public service.

The public service skills and capabilities required for “being human”:

- Effective public service relationships require **empathy**.

What have we learnt about what it means to enact a Human view of public services? What are the key elements of serving the human freedom and flourishing of complex human beings?

(At this point, it is very important to state that we would not in any way claim that this is an exhaustive list of what it means to be human to one another. Nor would we make the narrower claim that this is what it means for public service to be human. This is simply what we have learnt thus far.)

How public service sees people

Diversity and bespoke service

Public service seeks to understand and respond to the **diversity** of human beings. It seeks to understand that each one of us is different, and that therefore we have different strengths and needs which need to be understood to serve our particular freedom and flourishing.

2. We support them to live well in their own way, as part of their community, focusing on what matters to them together.”

(Dorset Integrated Care System case study)

In order to check that they have heard people’s unique strengths and needs accurately, and that they are responding to these appropriately, the team undertake regular “shared sense-making” sessions with the people they support and their families/carers.

Seeing the whole person

Public service seeks to understand people as whole human beings. In particular, this means their **strengths** as well as their needs. It is too easy for fragmented, NPM-ised public services to see people as the bearer of whatever problem is treated by that particular service – people become “a person with mental health problems” or “a homeless person”. An HLS approach to public service seeks to understand and cultivate a person’s strengths, whatever they are – they may be a parent or a child, a dog-owner, a person who likes going for walks in the country or playing team sport. All these things are potentially relevant for developing the outcomes that we seek, because they are all part of that person’s life as system. And so, all are important to understand.

Seeing the diversity of human beings means that public service needs to move from standardised responses to **bespoke service**. Given that there are as many ways to be human as there are human beings, a more “human” public service is one that seeks to understand each person’s unique life context, and respond to that with actions and support that are appropriate to them.

An excellent example of this is seen in the Dorset Integrated Care System case study. The explicit purpose of this work was based around understanding and responding to the unique life context of each person in the last year of their lives. They expressed this in terms of a purpose for their work which says:

“In my last year of life, help me live well until I die.”

(Dorset Integrated Care System case study)

When they took this approach, “we discovered huge variety in the people reaching the end of their life”. Consequently, two of the core sets of practices they developed were:

“1. We understand what really matters to them about this; how they want to live, what they want to achieve and how they want to die.

In terms of public service practice, this is partly about well-known “[strengths-based](#)” approaches moving away from the so-called “deficit model” of public service. However, as we can see from the [Mayday Trust](#) and [Help On Your Doorstep](#) case studies people’s strengths are things to be actively cultivated by public service:

“By focusing on the individual, their strengths and unique context, people can utilise their existing skills, access the appropriate resources and build the right network to ensure they are prepared for a life away from services.”

([Mayday Trust case study](#))

“The most effective long term solutions are those that enable individuals to improve their own ability to manage their lives. These solutions build confidence and capability, work from strengths, and recognise that each person’s journey is different. A key element involves a focus on the person not just the circumstances surrounding them, but, unfortunately very few services do both”

([Help on Your Doorstep case study](#))

In these cases we can see the connection between the [Asset-Based Community Development](#) approach and HLS.

It feels important to highlight the fact that in seeing the strengths and assets in a person’s life, we are not suggesting that people are solely responsible for addressing the challenges in their lives. This is fundamentally a perspective that highlights people’s interdependence and the reality that the complex challenges that arise in complex lives frequently require a collective response.

Humanity and the effectiveness and efficiency of public service

Having explored how an HLS view of public service sees the people it is seeking to serve, we can also explore the link between public service efficiency and support for human freedom and flourishing. The experience of HLS practice is that, for public service to create positive outcomes efficiently, it is necessary (but not sufficient) for it to pursue human freedom and flourishing.

If public service does not promote people’s freedom to identify for themselves what matters to them, it wastes resources trying to impose someone else’s vision of the good onto people. For example, when “outcomes” or “results” are used as performance management tools –

when they are written into contracts or performance frameworks – then they cease to support the freedom and flourishing of the person being served. Instead, they are targets to be pursued based on someone else’s understanding of what is good for that person..

This is freedom and flourishing transmuted into standardised measures (not what matters to the person being served) and imposed through reward and punishment. The evidence from the implementation of such approaches is that they [emphasise discipline and punishment](#). Outcomes-based performance management does not support freedom and flourishing; it is standardisation and coercion. It doesn’t matter who sets such targets – they may be coproduced from the experiences of citizens who have experienced similar issues – but when they are turned into standardised measures and targets, they still direct the work of public servants away from the particular and unique strengths and needs of the person being served.

To be efficient and effective means meeting the strengths and needs of each person being served. When the work of public servants is directed by predefined targets, they are forced into doing things which are not about responding to the particular

strengths and needs of the person in front of them. As well as being dehumanising, this is also massively wasteful. We waste money when public service fails to start from the reality of people’s lives.

“‘New public management’... was ostensibly intended to create ‘a government that works better and costs less’... So what do we have to show for three decades or so of ‘NPM reforms? The short answer seems to be: higher costs and more complaints.’”

([Hood and Dixon, 2015](#))

Better outcomes, for less money

When public service engages with the whole reality of someone’s life, it can save money. For example, the [Plymouth Alliance](#) provided an example of HLS approach leading to cashable savings. Previously, housing officers would evict families because a member of that family had been exhibiting antisocial behaviour. Another part of the council then had to pay for those families to stay in emergency bed and breakfast accommodation – one of the most expensive forms of housing that local authorities are obliged to provide, and one which likely exacerbates the family problems that led to the antisocial behaviour in

the first place. It was an expensive way to make a bad situation worse.

When the housing and homelessness support services were connected as a system and budgets were pooled, housing officers massively reduced the number of evictions, because they were able to see that wastefulness from a systemic perspective. Instead, they began to work with families to help them address the underlying family problems which manifest themselves as antisocial behaviour. As a result, Plymouth Council were able to cut their emergency accommodation spending in half in less than a year. Similarly, the use of 'Blue Light' (police, ambulance, fire) services was cut significantly, as people's real needs were met before they became emergencies.

From the [Wellbeing Teams](#) case study, we begin to get a measure of the reduction in unplanned service use when people's strengths and needs are met by home care: people supported by Wellbeing Teams services in Thurrock were five times less likely to go into hospital. Staff costs were reduced too, because staff were happier. Sickness rates for Wellbeing Teams staff were a third of the national average, and staff turnover was five times less than the national average.

NPM and austerity

In the UK since 2010, public service has been subject to huge and ongoing cuts in available resources. These cuts have created different – and opposing – tensions and drivers in the system.

On the one hand, the cuts have exposed the wastefulness of NPM and created drivers for change. When there was sufficient resource in the system, the wastefulness of treating people as less than fully human – of not responding to their particular strengths and needs – could be overcome by increasing staffing and resourcing levels. Austerity-driven cuts exposed the wastefulness of NPM as never before. It created an environment in which previously unthinkable changes to management approaches became possible, as senior leaders realised that the greatest risk was continuing with the status quo. In some places, such as [Plymouth](#) and [South Tyneside](#), this opportunity was seized as a way to explore alternative approaches.

However, because of NPM's false reputation for creating "efficiency", in other contexts leaders doubled down on NPM as a way to try to manage in austerity. Thresholds for care were introduced or raised, "back office" functions were outsourced, and payment-by-results contracts were used to try to "incentivise" providers to focus on what really mattered. All these

responses have the opposite to the desired effect – [they increase costs, either directly, or through externalities that appear as costs elsewhere in society](#). Thresholds increase costs (as outlined above) through the cost of assessment and not resolving problems when they appear. Outsourced back offices break the relationships between administrative support and those doing "frontline" work, robbing both administrative and "frontline" work of the [contextual information](#) they require to do their jobs well, and payment-by-results contracts simply result in [gaming of data](#). This means that our taxes pay people to produce good-looking data, rather than helping people with their actual challenges.

What leaders have learnt through adopting an HLS approach is clear.

The dehumanising approach of NPM is not only a moral outrage, it is a needlessly wasteful, expensive moral outrage. When faced with complex challenges, public service is most efficient when it seeks to understand the reality of the lives of the people it serves, and supports them with their freedom and flourishing.

How public service engages with people

"The work of intervening in complex challenges is built on a myriad of methods,

insights, and skills, yet none of it will have real impact without attending to the quality of relationships in the system."

(Sam Rye, The Relational Field)

Relationships:

Understanding the unique real-life context of each human being relies on strong human **relationships**. Human relationships are not just a necessary context for public service to understand (people are significantly defined by the web of relationships of which they are part), but they also become [the necessary foundation](#) of an effective public service response in complex environments.

For example, without a deep relationship between a member of the public and their mental health support worker, public service cannot fully understand the strengths and needs of that person, and cannot make an effective response. Furthermore, human relationships are not just means to uncover a more effective public service response; in many cases, [a relationship is a more effective public service response](#), as can be seen, for example, in the [Wellbeing Teams](#), [Moray Wellbeing Hub](#) and [Mayday Trust](#) case studies.

“Even when we get things wrong [in relational practice], the humanity of it helps.”

(Gateshead Council, Director of Public Service Reform)

This perspective treats relationships as a fundamental resource that is required for [systems to produce outcomes](#). These relationships are the social infrastructure that is necessary to create positive outcomes.

“We are a resource not a service.”

(Moray Wellbeing Hub)

From a public management perspective, a key question then becomes – how is public service being organised in order to enable effective relationships between public servants and those they serve, and across the wider system of public service? In this respect, commissioners and team leaders need to pay particular attention to:

1. Caseloads (so that workloads allow for meaningful relationships)
2. How workflow is organised – so that those being served have a consistent relationship across their experience of receiving service, rather than being passed from person to person.

The [Melton Mowbray Borough Council](#) case study demonstrates the importance of this form of relationship, even in areas such as planning and building control, where having an end-to-end caseworker made a local authority’s planning service more efficient and effective. This also suggests (3) that we need to rethink the professional identity of public servants, to include the capacity to form authentic relationships with those being served.

The final aspect for public managers to consider is (4) building and maintaining human to human relationships amongst system actors – people in different organisations (or different parts of the same organisation) who all serve the same people or place. This work, exemplified in the [Collective Impact Agency](#) and [Collective Leadership For Scotland](#) studies demonstrates the work required, and enabling conditions thus created, through relationship-building, and particularly how different forms of leadership enable effective system relationships.

Within this work of developing human relationships across systems of interest, the [Finnish National Education Agency \(EDUFI\)](#) case study demonstrates this aspect of the importance of relationships in public service work. In their work, they discovered that – for people across different organisations

to learn together – it was not simply a matter of building the skills for learning, they had to develop learning relationships:

“The [Education Agency] mentors actively worked to rethink the relationships between different actors in the system – each person has their own pressures, fears, perspectives – people were supported to express theirs to others, and to listen to others.”

The Innovation Centre at the Finnish National Agency for Education (EDUFI)

Developing learning relationships between actors in a system also creates a virtuous circle. The [Liverpool City Region Combined Authority](#) case study found that learning together was a way to build trust between people, where it was absent previously.

Initially, enabling effective relationships may seem like a resource-intensive approach. However, the evidence from the case studies shows that, in the medium term, the opposite is true. For example, the [Wellbeing Teams](#) case study shows how an effective relationship between a home carer and a person being cared for massively reduced workload on other services, and resulted in a significant overall saving.

For work that requires a bespoke, human response in order to be effective, it is not small caseloads that are inefficient, it is large ones. With large caseloads, relational work is effectively impossible, thus scarce public service resources are spent paying for work which is unlikely to achieve the desired outcomes. Similarly, ensuring that there is space in workloads to enable effective relationships to be nurtured and maintained with colleagues in other parts of public service – who serve the same people – may appear to be a luxury. It is the opposite. Without time to connect meaningfully, scarce public service resources are wasted both in creating duplicated effort and causing people to “fall between the gaps”.

Where decision-making power sits

One of the key aspects of an HLS approach to public management is that decision-making responsibility should be “[devolved into the work](#)”. This means that decisions about the support that public service should offer – and how that support manifests itself – ought to be taken by the person (or people) being supported, with the help of a relationship with someone who knows their life context well and is able to apply knowledge that’s based on learning from other relevant contexts. This is also described as “[evidence-informed practice](#)”.

Trust as the foundation of Human public service

Effective public service relies on **trust**.

We know that trust is important for public service because it lowers transaction costs, as in the [FCDO: Adaptive Management](#) case study, and speeds adaptation times. It does this by cutting out NPM's expensive and wasteful monitoring and control systems – created within that paradigm to serve the foundational belief that public servants cannot be trusted.

However, trust plays a more fundamental role in public service than that. In complex environments, **trust is necessary to make public service work at all**.

As we have explored already, complex human environments require bespoke public service responses. For public service to be human, it is necessary to respond to the diversity of each and every human life. There are only two sets of people who have enough knowledge about the detail of that human life to decide accurately what a good outcome looks like and what the appropriate public service response is:

1. The people being served (including families, carers, etc)
2. The public service workers who have a strong enough relationship with them to genuinely understand their context and apply context-

specific evidence about what is likely to help.

No other people have enough knowledge about that context to decide what a good outcome looks like, or what form of service is required to work towards that outcome. Consequently, **public service decision-making about what outcomes are important, and the forms of service which help to create them, must be devolved into the work**, into the relationship between the people being served and those who serve them. This devolution therefore depends on trust. Those being served need to be trusted to understand their own strengths and needs; those serving need to be trusted to understand and respond to those strengths and needs.

This can be seen in the example of [Lighthouse Children's Homes](#). They realised that the diversity of the strengths and needs of the young people they support meant that standardised measures of "progress" weren't appropriate for that work. They realised that to respond to the particular needs of each and every child requires trust in their staff:

"It also means that we have to redefine how we measure success, to move away from predetermined quantitative indicators or fixed goals to

more qualitative measures with greater responsiveness and variability rather than predefined outcomes. Most of all, it requires a degree of trust in one another, in mutual intentions, with an understanding that there are multiple ways to achieve a goal. For example, one of our goals is that all young people in our home get a good education. Measures such as number of 'good' GCSEs achieved at 16 years old, or how many go on to higher education are proxies for this goal, they may not be meaningful or suitable for every young person."

(Lighthouse Children's Homes)

Trust is part of a more effective public service relationship

Effective public service in complex environments therefore requires trust. Trust also has additional benefits – it seems to make relational public service work more effectively. This can be seen in the example of the Moray Wellbeing Hub:

"We build trust much faster and more meaningfully. This then has an impact on the therapeutic benefits of peer-support – people who trust each other faster have

improved wellbeing faster."
(Moray Wellbeing Hub)

We have therefore seen that trust is a fundamental requirement of effective public service in complex environments, but how have people created this trust?

How to build trust

Dialogue and engagement with uncertainty

The work of GreaterSport to develop physical activity across the Greater Manchester city region purposefully sought to build relationships of trust.

"The local pilot was a different way of working for everyone and required the core team (within GreaterSport) to build relationships with key contacts in each of the ten boroughs in Greater Manchester, and Glossop. This took time, and required constant dialogue and engagement to reach a place of trust."

(GreaterSport case study)

Honest conversations about the complexity, and therefore inherent uncertainty, of the work also seem useful in building trust:

"Comfort with discomfort is something we see as

central to that relationship development, and we found that this was contagious. Through those difficult conversations, relationships were built where previously inaccessible commissioners and suspect competitors became friends and allies, and a tone of honesty and trust was quickly built.”

(Likewise case study)

Complexity and trust therefore seem to have a usefully symbiotic relationship. Trust is required to work in complexity, and talking honestly about the complexity of the work helps to build trust.

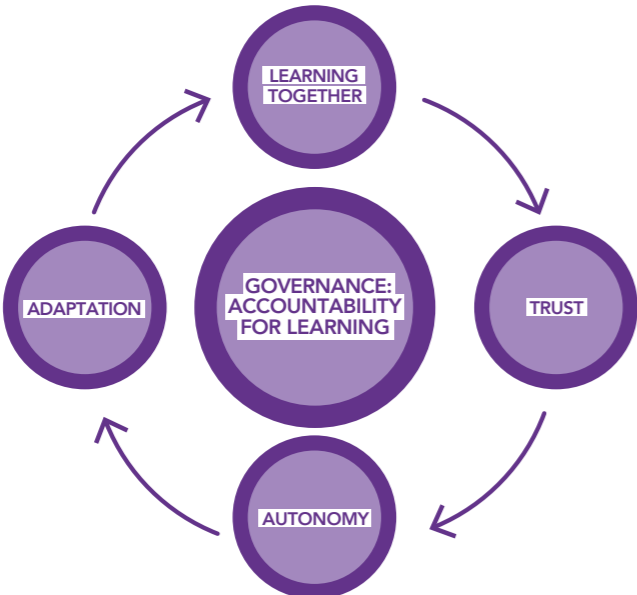
Learn together

One of the key findings from these case studies is that learning together

builds trust. We have seen this consistently across case studies from the individual level, Mayday Trust, to the local level, [Liverpool City Region Combined Authority](#), to the national level, [FCDO](#) and [EDUFI](#).

As a really simple example of this in practice, in order to develop trust between commissioners and providers where it was previously lacking, the Liverpool Combined Authority turned contract management meetings into learning meetings. The meetings transformed the relationship from previous arguments about who was to blame for the recorded performance data into “what can we all learn from this data, and our experiences of doing the work of commissioning and delivery?”

Figure 2: A virtuous cycle of learning together and trust



Being trusting – organisational structure, performance management and payment mechanisms

Another key finding from across the case studies is that building trust starts by being trusting. The way that trust (or its absence) is embedded in organisational practice – particularly performance management – seems crucial. When staff are trusted to perform well, and when this is enacted through organisational structures and performance management systems such as self-management, staff act in a trustworthy way. This can be seen in classic organisational research literature around [psychological safety](#), the [Buurtzorg](#) neighbourhood care approach in the Netherlands, and also through the [Neighbourhood Midwives](#) and [Wellbeing Teams](#) case studies.

Our case studies do not show that self-management is necessary for organisations to demonstrate trusting behaviour. For example, [Dorset Integrated Care System](#) shows that trust is possible in traditionally managed teams. What seems necessary is that decision-making responsibility is devolved into the work, building on the intrinsic motivation of staff to perform well. And so, even when traditional hierarchies are present, managers are not seeking to

control staff; rather, they are seeking to enable their capacity to use their judgment well.

In perhaps the most extreme version of this, [Vinařice Prison](#) extended trust to inmates to work in new ways to help with the country’s COVID-19 response.

The other key mechanism which seems important in building trust is whether trust is embedded in payment mechanisms and structures. This was apparent, for example, in the work of South Tyneside Alliance:

“Wishing to pursue a high-trust, low-bureaucracy system, the CCG [Clinical Commissioning Group] agreed to take a different approach to the incentive scheme. Essentially, the Executive and Governing Body agreed to automatically make the payment to practices, provide them with their individual data on various practice performance measures and ask them to undertake some improvement work. The only other requirement was to produce a poster to share their learning with practice colleagues at a GP education session.”

(South Tyneside Alliance)

Being trustworthy

The necessary flipside of being trusting is that people and organisations must strive to be relentlessly trustworthy themselves. It is continuous work, because trust is hard won and quickly lost. From the case studies we have seen, certain practices support and demonstrate trustworthiness: transparency, honesty, and living your values.

Transparency

Transparency, and particularly financial transparency provides an underlying reassurance about the appropriate use of public funds. For example, [Plymouth Alliance](#) use an open-book accounting approach for their contracting arrangements. In return for the absence of KPIs in contracts, organisations agree to total financial transparency. In addition, the organisations involved in the Alliance offer full disclosure to one another when applying for grants and other contracts.

Honesty

Being trustworthy obviously requires telling the truth, as the [FCDO](#) case study demonstrates. However, this goes beyond simply not lying to one another – it demands that organisations tell one another hard truths. For example, the [Empowerment](#)

case study shows the use of practice and tools that enable people to have “difficult conversations”. This requires a level of maturity and adult-to-adult relationship which is difficult to achieve.

Living your values

Finally, being trustworthy requires that actors in a system live the agreed values and principles. One way that organisations achieve this is through the use of [confirmation practices](#) as micro-scale continual reflection on whether people are living up to the values they espouse. Embedding values or principles into the governance of partnerships is another mechanism. The organisations in the [Plymouth Alliance](#), for example, use eight agreed principles as the primary mechanism by which to hold one another to account.

People fear that systematically using trust is somehow naive, and is therefore not real. Again, this runs counter to the evidence that we have seen. Those doing this work have found that systematically developing and using trust creates a reality in which trust is an asset for the system. It is important to note, however, that being trusting does not mean that violations of trust are ignored. On the contrary, those who cannot be trusted cannot be part of public service delivery.

The capabilities and skills required for Human public service

Empathy

Effective public service relationships require **empathy**. To understand the life of another person – whether a person that a public servant is seeking to serve, or a public servant elsewhere in the system – requires empathy. Public managers have found that this is a capacity that can be cultivated, both through training and by the systematic collection, distribution and shared sense-making of information. The material for this sense-making is often life stories – data that encourage us to see one another as fully-rounded human beings, rather than as the thin abstractions presented by quantified data. Management processes should systematically build empathy between all the people involved.

An exemplar for this can be seen in the Plymouth Alliance case study. The Plymouth Alliance have adopted [appreciative inquiry](#) – a strengths-based way to collect stories about people’s lives, which are relevant to achieving particular outcomes. They use it as a mechanism for building empathy across the system, supporting adults who have experienced homelessness, mental health problems, substance misuse issues, and similar challenges in the

It is no surprise that James M. Buchanan, a key proponent of Public Choice Theory (the intellectual foundation of NPM), deliberately sought to undermine the trust between those who provide public service and those they serve, as discussed in Nancy Maclean’s book [Democracy in Chains](#). Buchanan understood that trust was necessary for effective public service. And so, to meet his desired goal of delegitimising public service, he knew that it was necessary to create the public management conditions in which trust was absent. The task of public service leaders and managers who want public service to thrive in complex environments is to do the opposite – to create the conditions under which trust is an effective organising principle for public service systems.

From a public management perspective, the key questions become:

1. What are good reasons for trust? (Who can be trusted, why, and under what conditions?)
2. How can that trust be built and cultivated as a key asset on which the public service system depends?

city. They train members of the Alliance in the use of appreciative inquiry, and they collect the stories of everyone involved – leaders, managers, workers and the people being served – and then undertake shared sense-making processes, whereby different groups of people come together to turn this data into meaning. They describe purposefully using this approach to discourage “othering” in their systems – the practice of viewing colleagues or the public as a “them” who is fundamentally different to “us”, people who are less-than-complete humans, people who need to be controlled and “done-to”.

Furthermore, as with other factors associated with more human public management practice, empathy is not just a method by which to enable better communication, it becomes a useful aspect of the public service relationship itself. The Vinařice prison case study highlights this:

“I can only help another person by being human and empathetic to him, I don’t have to be an expert, like a psychologist to help another.”

(Vinařice Prison case study)

It is important to highlight the fact that empathy is a capacity that can be nurtured through training, and the use of practices such as [appreciative inquiry](#). Because empathy is an act of imagination – of placing yourself in the life of another – [there is a danger of doing so](#) without real access to that person’s life or to the complex nuances of diversity. To empathise without this is [to run the risk of erasing difference](#).

We have explored what we have learnt about the Human element of the HLS principles. We will next explore [Learning](#).

References:

A multi-perspective evaluation model as a support for experiment and development work. Summary of the pilot carried out in 2019-2020. (2020). The Innovation Centre at the Finnish National Agency for Education (EDUFI).

ABCD Institute / DePaul University, Chicago. (2021). Asset-Based Community Development Institute. <https://resources.depaul.edu/abcd-institute/Pages/default.aspx>

Boyce, N. (2021). *Lighthouse* (Human Learning Systems Case Studies). Lighthouse Children’s Homes. <https://www.humanlearning.systems/uploads/Lighthouse.pdf>

Brogan, A. (2018, May 18). *Rethinking Performance Management—Part 3*. Easier Inc. <https://www.easierinc.com/blog/rethinking-performance-management-part-3/>

brown, adrienne maree. (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. AK Press. <https://www.akpress.org/emergentstrategy.html>

Buurtzorg: The Dutch model of neighbourhood care that is going global. (2017, May 9). *The Guardian*. <http://www.theguardian.com/social-care-network/2017/may/09/buurtzorg-dutch-model-neighbourhood-care>

Cooke, G., & Muir, R. (Eds.). (2012). *The Relational State*. Institute for

Public Policy Research. https://www.ippr.org/files/images/media/files/publication/2012/11/relational-state-Nov2012_9888.pdf?noredirect=1

Cooke, J. (2017). The Violations of Empathy. *New Formations*, 89/90, 153–169. <https://doi.org/10.3898/NEWF:89/90.09.2016>

Crosbie, A. (2021). *Collective Impact Agency* (Human Learning Systems Case Studies). Collective Impact Agency. [https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20\(2\).pdf](https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20(2).pdf)

Crossley, N. (1996). *Intersubjectivity: The Fabric of Social Becoming*. SAGE Publications Ltd. <https://us.sagepub.com/en-us/nam/intersubjectivity/book204688>

Crowther, M. (2021). *Empowerment* (Human Learning Systems Case Studies). Empowerment. <https://www.humanlearning.systems/uploads/Empowerment.pdf>

Dorman, S. (2021). *Dorset Health and Social Care Case Study: Results through relationships* (Human Learning Systems Case Studies). Dorset Health and Social Care. [https://www.humanlearning.systems/uploads/Dorset%20Health%20and%20Social%20Care%20Case%20Study%20Results%20through%20relationships%20DONE%20with%20pictures%20\(2\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/Dorset%20Health%20and%20Social%20Care%20Case%20Study%20Results%20through%20relationships%20DONE%20with%20pictures%20(2)%20(1).pdf)

Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>

Exploring the role of dignity in government AI Ethics instruments. (2020). Centre for Public Impact. <https://www.centreforpublicimpact.org/partnering-for-impact/cultivating-a-dignity-ecosystem-in-government-ai-ethics-instruments>

Francis, A. (2021). *Neighbourhood Midwives* (Human Learning Systems Case Studies). Neighbourhood Midwives. <https://www.humanlearning.systems/uploads/Neighbourhood%20Midwives.pdf>

Hambleton, D. (2021). *South Tyneside Alliances* (Human Learning Systems Case Studies). South Tyneside Alliance. [https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20\(1\)%20\(1\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20(1)%20(1)%20(1).pdf)

Hood, C., & Dixon, R. (2015). What We Have to Show for 30 Years of New Public Management: Higher Costs, More Complaints: Commentary. *Governance*, 28(3), 265–267. <https://doi.org/10.1111/gove.12150>

Illing, S. (2017, January 19). *The case against empathy*. Vox. <https://www.vox.com/>

[conversations/2017/1/19/14266230/empathy-morality-ethics-psychology-compassion-paul-bloom](https://www.humanlearning.systems/uploads/conversations/2017/1/19/14266230/empathy-morality-ethics-psychology-compassion-paul-bloom)

Introduction to Appreciative Inquiry. (2021). *The Appreciative Inquiry Commons*. <https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/>

Kammerling, S. (2021). *Likewise* (Human Learning Systems Case Studies). Likewise. <https://www.humanlearning.systems/uploads/Likewise.pdf>

Kanu, K. (2021). *Help on Your Doorsteps Human Learning Systems Journey* (Human Learning Systems Case Studies). Help on Your Doorstep. [https://www.humanlearning.systems/uploads/Help%20on%20Your%20Doorsteps%20Human%20Learning%20Systems%20Journey%20Final%20DONE%20\(1\)%20\(3\).pdf](https://www.humanlearning.systems/uploads/Help%20on%20Your%20Doorsteps%20Human%20Learning%20Systems%20Journey%20Final%20DONE%20(1)%20(3).pdf)

Kvaca, V. (2021). *Vinarice Prison: Partnership of Prison, charity and company: A call centre in Vinarice Prison, Czech* (Human Learning Systems Case Studies). Vinarice Prison. <https://www.humanlearning.systems/uploads/Vinarice%20Prison%20-%20Case%20Study.pdf>

Lowe, T., & Wilson, R. (2017). *Playing the Game of Outcomes-based Performance Management*. Is Gamesmanship Inevitable? Evidence

from Theory and Practice. *Social Policy & Administration*, 51(7), 981–1001. <https://doi.org/10.1111/spol.12205>

MacLean, N. (2018). *Democracy in Chains*. Penguin Random House. <https://www.penguinrandomhouse.com/books/533763/democracy-in-chains-by-nancy-maclean/>

Meadows, D. H. (1996). Whole Earth Models and Systems. *Whole Earth Review, Special Inaugural Reprint Issue: Information Environment Tools*. http://www.oss.net/dynamaster/file_archive/040324/48c97c243f534eee32d379e69b039289/WER-INFO-73.pdf

Mortimer, J. (2020). *Melton Mowbray Statutory Service* (Human Learning Systems Case Studies). Melton Borough Council. <https://www.humanlearning.systems/uploads/Melton%20Mowbray%20-%20%20Case%20Study.pdf>

Mumford, L. (2021). *Mayday Trust* (Human Learning Systems Case Studies). Mayday Trust. <https://www.humanlearning.systems/uploads/Mayday%20Trust.pdf>

Negative liberty. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Negative_liberty&oldid=998429762

Nelson, R. (2020, July 16). *People Just Do Nothing*. Mayday Trust. <https://maydaytrust.org.uk/people-just-do-nothing/>

One of many Jims. (2019a, July 19). No 18 – Common problems and problems in common. *The Tangled and the Trapped*. <https://tangledandtrapped.wordpress.com/2019/07/19/no-18-common-problems-and-problems-in-common/>

One of many Jims. (2019b, October 20). No 20 – Last One. *The Tangled and the Trapped*. <https://tangledandtrapped.wordpress.com/2019/10/20/no-20-last-one/>

One Thing at a Time (Human Learning Systems Case Studies). (2021). Collective Leadership for Scotland. <https://www.humanlearning.systems/uploads/One%20Thing%20at%20a%20Time.pdf>

Orr, D. W., Gumbel, A., Kitwana, B., & Becker, W. S. (Eds.). (2020). *Democracy Unchained*. The New Press. <https://thenewpress.com/books/democracy-unchained>

Owen, K. (2020). *Liverpool Combined Authority Case Study* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20LCRCA%20Case%20Study%20v2.pdf>

Positive liberty. (2020). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Positive_liberty&oldid=995362064

Promoting evidence-informed practice. (n.d.). Practice Supervisor Development Programme Repository. Retrieved May 19, 2021, from <https://practice-supervisors.rip.org.uk/maximising-impact/promoting-evidence-informed-practice/>

Rautiainen, A., & Tyrvaenen, P. (2021). *Enhancing learning systems through experimentation* (Human Learning Systems Case Studies). Finnish National Education Agency (EDUFI). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20Finnish%20Innovation%20Centre%20Case%20v2.pdf>

Rising to the New Challenges of Transactional Services in the Public Sector. (2012). Capgemini. https://www.capgemini.com/wp-content/uploads/2017/07/Rising_to_the_New_Challenges_of_Transactional_Services_in_the_Public_Sector.pdf

Rye, S. (2017, May 13). *The Relational Field*. Sam Rye | Fieldnotes on Social & Environmental Regeneration. <https://www.samrye.xyz/the-relational-field/>

Sanderson, H. (2021). *Wellbeing Teams* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Wellbeing%20Teams.pdf>

Sandu, R., & Little, M. (2019). *Fixing and Connecting: The Changing*

Response of Public Systems. Ratio. https://www.dropbox.com/sh/kl6v0h59ofreirp/AACNS_NDVEvmcJOBWXorOtpya?dl=0&preview=Fixing+and+Connecting_The+Changing+Response+of+Public+Systems.pdf

Saving money by doing the right thing. (2014). Localilty & Van Guard Consulting. <https://locality.org.uk/about/key-publications/saving-money-by-doing-the-right-thing>

Soss, J., Fording, R., & Schram, S. F. (2011). The Organization of Discipline: From Performance Management to Perversity and Punishment. *Journal of Public Administration Research and Theory*, 21(suppl_2), i203–i232. <https://doi.org/10.1093/jopart/muq095>

Strengths-based approach: Practice Framework and Practice Handbook. (2019). Department of Health and Social Care, UK Government. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/778134/strengths-based-approach-practice-framework-and-handbook.pdf

Sweeney, L., & Skinner, E. (2021). *Adaptive Management Practice in the UK Government* (Human Learning Systems Case Studies). Foreign & Commonwealth Development Office. <https://www.humanlearning.systems/uploads/7685%20CPI%20-%20FCDO%20case%20study%20V2-%20>

[TL%20proof%20read%20version.pdf](#)

The Tangled and the Trapped: Reforming public services a citizen at a time. (2020). The Tangled and the Trapped. <https://tangledandtrapped.wordpress.com/>

Tweedie, H. (2021). *Moray Wellbeing Hub* (Human Learning Systems Case Studies). Moray Wellbeing Hub CIC. <https://www.humanlearning.systems/uploads/Moray%20Wellbeing%20Hub.pdf>

Vanguard Consulting Ltd. (n.d.). *Front-office, back-office designs drive costs up*. Vanguard. Retrieved April 20, 2021, from <https://vanguard-method.net/library/command-and-control/front-office-back-office-designs-drive-costs-up/>

Wallace, G. (2021). *Plymouth Alliance for Complex Needs* (Human Learning Systems Case Studies). The Plymouth Alliance. <https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf>

Woodward-Esseen, E. (2021). *GreaterSport case study* (Human Learning Systems Case Studies). GreaterSport. <https://www.humanlearning.systems/uploads/GM%20Sport.pdfarchive/040324/48c97c243f534eee32d379e69b039289/WER-INFO-73.pdf>

Endnotes

- 1 I have heard medical practitioners make persuasive arguments that things like fixing broken legs are also complex tasks – but let us say, for now, that they are complicated.

Chapter 2

The HLS Principles: Learning

Learning as meta-strategy for public service

Authors: Toby Lowe and Hannah Hesselgreaves

[Contact the authors](#)

If the Human element of HLS as a public management approach provides the moral purpose, and we view people as essentially interconnected, the “Learning” element provides the management strategy by which we can enact that purpose and perspective.

The Learning element of HLS is therefore concerned with *how* public service gets better. It makes claims about:

- The way that positive, purposeful change happens in complex systems
- The purpose and focus of management activity
- The role that learning mindsets and practices play in enabling positive human relationships.

This chapter will explore:

- The core principle of learning as management strategy
- Why learning is required as a strategic response in complex environments
- The challenges and enablers of this strategy.

We will then explore how to enact learning as management strategy, at different system scales, in the “Principles into action” chapters .

Learning as management strategy – how positive, purposeful change happens in complex systems

One of the key challenges that complexity poses to public management is that complex systems are unpredictable. In complex environments, we cannot reliably say that if we do x, then y will happen.

How can public managers pursue purposeful change in an environment like that? This is one of the reasons why, when we accept the complex reality of the world, it demands that we adopt a different approach to public management. To begin, let us remind ourselves of [the realities of working in complex environments](#).

Complex systems are context-specific and dynamic. This means that “what works” in public service in complex environments is:

- Highly localised – what works in one place will not necessarily work in another
 - Constantly changing – what works at one point in time won't necessarily work when it is repeated.
- This is one of the key points articulated by the [Cynefin framework](#), developed and refined by Dave Snowden:

Figure 1: Cynefin framework, Dave Snowden



Cynefin usefully demonstrates that in order to find answers to any complex public service challenge, we need to undertake a process of action-research. This action-research approach requires actors in a complex system to operate a continuous learning cycle in which they seek to get involved with, and undertake action in, the systems in which they work. This learning cycle starts with a learning mindset (probe),

makes collective sense of what people learn from these probes (sense) and then encourages people to continue to adapt their actions to what they find (respond). The appropriate strategy is therefore *emergent* – it cannot be known in advance, but is determined instead by what we find from ongoing learning. Thus the management strategy for public service leaders in complex

environments is a **learning strategy**:

We can't be certain what will work in order to achieve our desired purpose in any context, so we need to learn about the context and try things out. Our perspective within our system is partial, so to build a more expansive understanding, we need to bring people together to learn about each other's view of the world.

We can't be certain that what worked yesterday will work tomorrow, so we need to keep learning as part of a continuous process.

How is an outcome created?

We can apply this understanding to our purpose – of enabling human freedom and flourishing – by asking: "how is an outcome created?" From our understanding of complexity, we can see that an outcome is created by the combination of people and causal factors (a "[system](#)") that make up a person's life, interacting in a certain way. An "outcome" is what we call the pattern of results of that system at any particular point in time.

The work of purposefully creating a desired outcome is therefore an attempt to get all of those relationships (between people and factors) to combine to produce a different pattern. Learning is required to understand the unique

system that is each person's life: their relationships, their strengths, their needs, the outcomes they prioritise, and how those outcomes are created. Experimentation is required to explore how public service can respond to all of those things, and how different people and organisations can collaborate in conditions where nothing is static or reliable.

From a management perspective, this is the reality of how an outcome is made. Outcomes cannot be purchased or "delivered", they have to be explored. If we care about outcomes, then the purpose of our management practice is to enable this learning and exploration to happen effectively.

Learning as management strategy – a different version of strategic planning and performance management

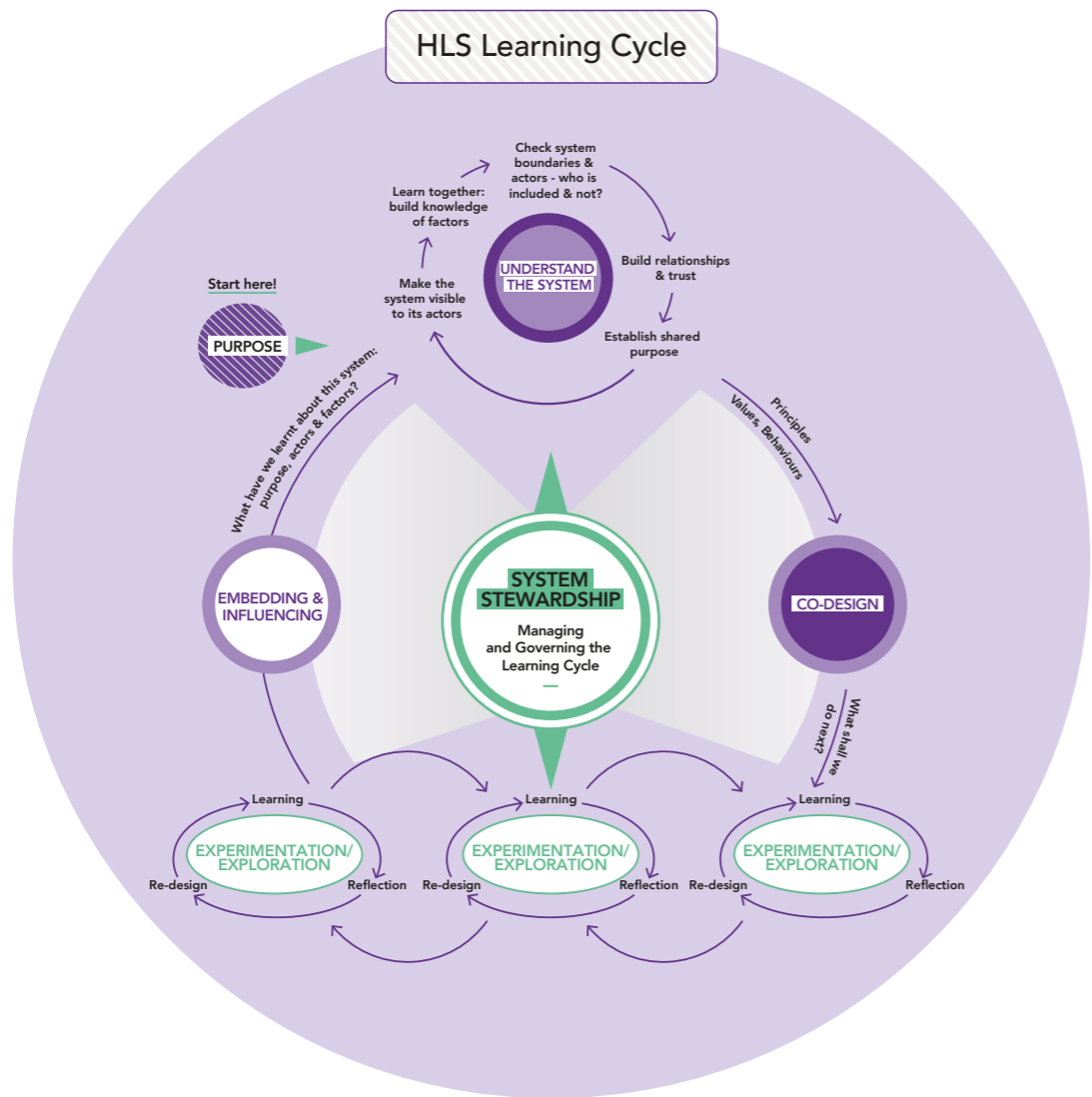
Learning as management draws on the principles of Henry Mintzberg's [emergent strategy](#) approach for businesses (interestingly recontextualised in the social justice space by [adrienne maree brown](#)) and Ralph Stacey's work on [Complex Responsive Processes](#) in organisations. Its core idea is that public service in complex environments is not a process of implementing a programme which has been shown to "work" in other places. Instead, public service

is a process of continuous, ongoing learning. **It is everyone’s job to learn, all the time**, at whatever scale of public service system they work. The organisational strategy is to enable that learning to happen effectively.

Learning Cycles

From work across the case studies, we think that a learning strategy requires a Learning Cycle that looks something like this:

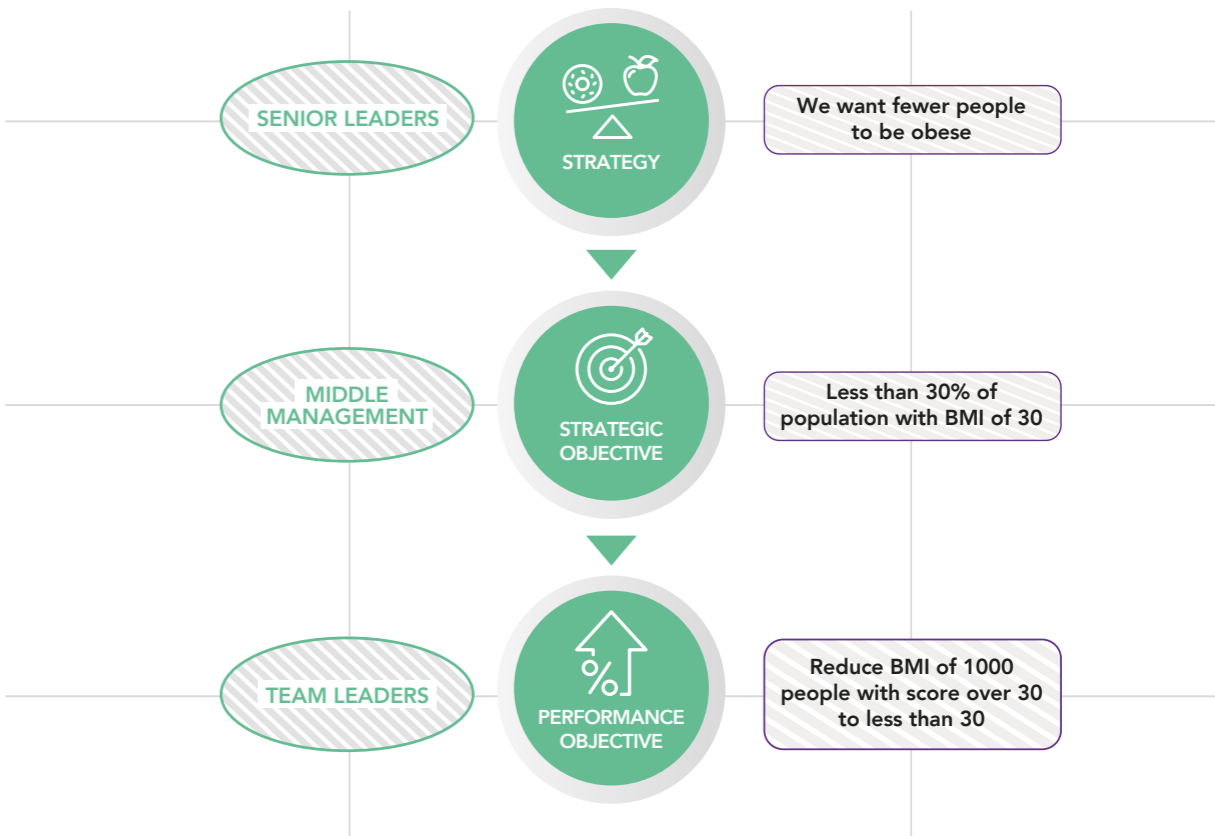
Figure 2: The HLS Learning Cycle



Adopting learning as meta-strategy draws on a very different kind of draws on a very different approach to strategic planning from the one currently dominant in public management, which rests on a symbiotic relationship between strategic management and performance management. Senior leaders set the strategy – a big picture vision. And then this strategy gets translated into ever more specific

performance objectives as it cascades down through an organisation – each layer of management being responsible for defining and monitoring the objectives of the layer below. In other words, those at the top set the strategy and then seek to control the action of those below, extrinsically motivating them to follow the strategy through the use of performance management’s reward and punishment mechanisms.

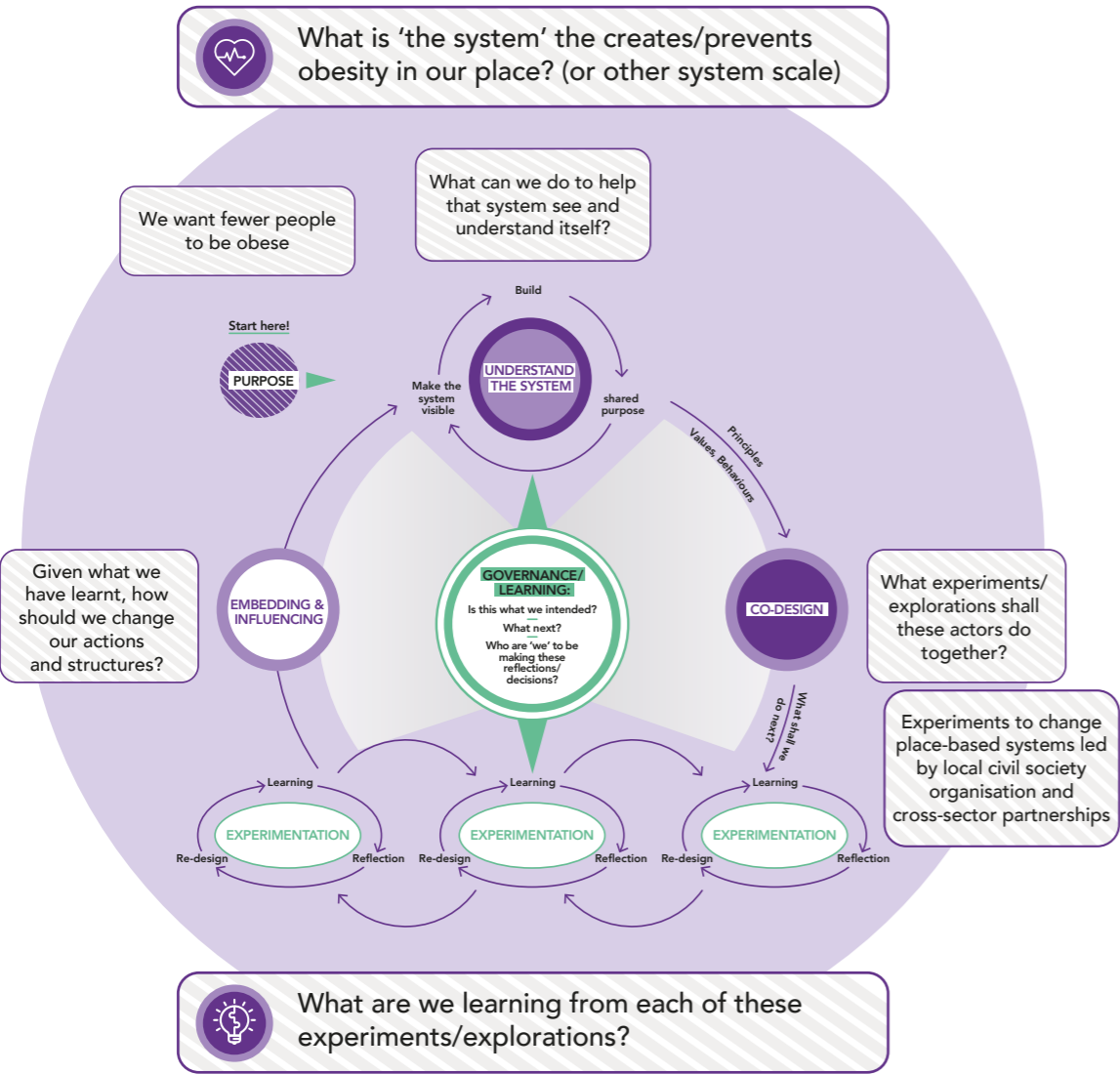
Figure 3: A traditional approach to strategic planning and performance management for tackling obesity



In learning as meta-strategy, apart from the initial definition of purpose – which sets boundaries and guardrails for the learning process – it is the ongoing learning process that determines the content of the work, and so the task of leadership and management, at all levels.

The overall strategic task is to ensure that a context-appropriate version of something like this HLS Learning Cycle happens effectively and authentically. Translating our “obesity” example into a Learning Strategy, it might look something like this:

Figure 4: An HLS approach to emergent strategy for tackling obesity



Learning in every interaction

The core idea of learning as management strategy, then, is that management cannot know in advance what the correct course of action should be for work in any given area. Therefore, it is impossible for management to set targets that guide the work effectively. Consequently, the work of every person and team requires a learning process. All aspects of an organisation’s work – from each worker’s encounter with a person they serve to the administrative practices of payment mechanisms – potentially fall within the gaze of self-reflection, learning and adaptation.

“The learning process is governed by everyone within Mayday who lives the learning culture of constant reflection and ‘challenge and be challenged’. The process of listening, reflecting, challenging and changing is continuous and underpins all of our work.”
(Mayday Trust case study)

It is no surprise that those who have adopted this approach emphasise the amount of effort required to maintain the practice of learning in every interaction. Essentially, this approach means potentially taking any aspect of routinised practice and changing it to become thoughtful and considered.

We see learning as management strategy implemented throughout the case studies that inform this report. For example, we can see it at the level of national government in the strategy of [the Finnish Education Agency](#) to support educational attainment and child welfare. We see it in and in COVID-19 response strategies in [Healthcare Improvement Scotland](#). We also see it at the local level, including the case studies of the [Plymouth Alliance](#), [Likewise](#), and [GreaterSport](#) in Greater Manchester.

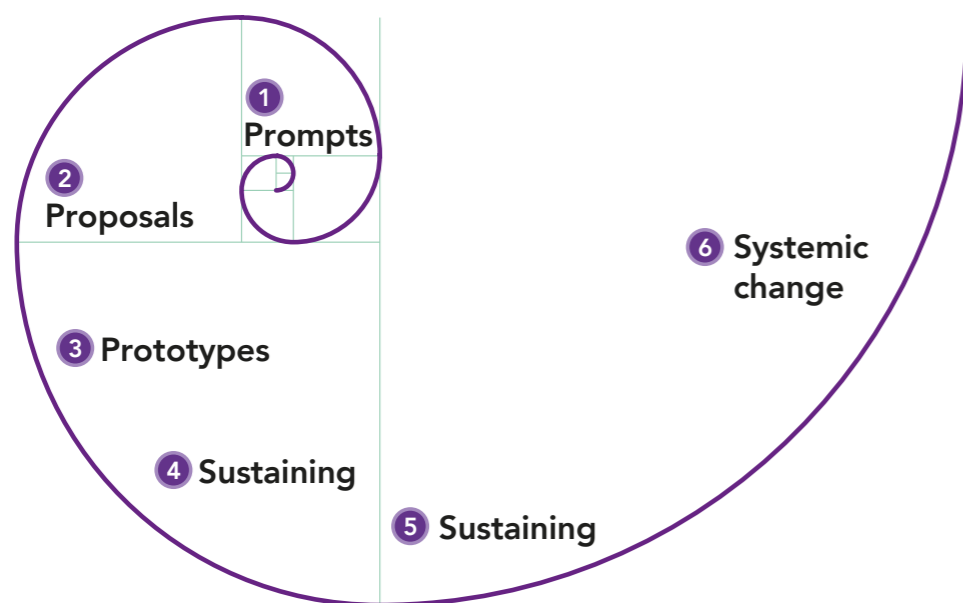
Difference with previous strategic approaches to learning

Before we explore why public service organisations and systems would go about enacting learning as management strategy, we should pause to consider how this is different from the perception of learning within current strategic approaches.

Scaling

One key difference can be seen in the way that the HLS and NPM approaches to learning understand “scaling”. We can see this difference in the way that [social innovation strategy](#) incorporates learning: a problem occurs in the world (Prompt – stage 1). Proposals are created (2) to address that problem, and prototypes are tested (3). Those proposals that work are then sustained (4) and scaled (5), and this creates systemic change (6).

Figure 5: The Life Cycle of Social Innovation



Simon, J. et al, [Life Cycle of Social Innovation](#) (2014)

This differs from learning as management strategy that we have outlined, because in the social innovation version, the type of “learning in every interaction” we describe happens only at stages 2 and 3. It is at these stages that people are responding to the uncertainty of the world, and trying out responses to see what happens. Beyond that, when people have found “what works” then social innovation moves to an implementation phase – we know what works, we need to scale it up – to get everyone to do that, in all places. Any “learning” that occurs in these phases is didactic: it is training on how to effectively undertake the routinised practices which have been shown to

work in other places and other times.

We know that this approach to learning will not work in complex environments, because what works is localised and time-bound.

Consequently, one of the key differences between the HLS approach of learning as management strategy and other approaches to learning is that in the HLS approach, learning is not a discrete phase but the ongoing underpinning of all work. One of the key implications of learning as a meta-strategy in complexity is that the purpose of learning is not to find “what works” and then take that to scale. [That strategy has repeatedly failed in complex environments.](#) As

we explored above, knowledge about “what works” cannot simply be taken from one context and applied to another. We see the recognition of this in the work of [the Finnish Education Agency’s Innovation Centre](#):

“Let’s forget scaling”

**Olli-Pekka Heinonen, Director
General of EDUFI, the Finnish
National Agency for Education**

Instead of the purpose of experimentation and innovation being to find the “right answer” the organisational strategy is to enable sense-making of that data in new contexts. **What is scalable, therefore, is not the content of what is learnt in any given context, but the capacity for learning itself – to scale the capacity to undertake the Learning Life Cycle in different systems¹.**

It is easy to understand how creating the ongoing capacity for learning in each context could appear wasteful to those used to thinking about innovation in a centralised way: “why do we have to duplicate learning capacity in each system of interest?” And the answer to this is pretty straightforward – because that’s how the complex world works. Pretending that the world is simple, and that learning can be done centrally and exported to others, is what creates

waste. It wastes everyone’s time implementing approaches that cannot be reliably assumed to work. By placing learning centrally, rather than close to the work itself, we waste everyone’s time and resources.

**Spreading learning, not
scaling content**

It is important to highlight that the HLS approach to learning does not say that what is learnt in context is useless for another. Rather, the HLS approach says that what is learnt in one context may be spread to another. In other words, information about principles, practices and processes can be shared between systems to inform their learning journeys. Knowledge from one context can provide a useful starting point for the learning of another – so that each place does not have to start from scratch. But the crucial point is that it remains an exploration in the new context, not a process of implementation.

One of the benefits of this “spreading approach” to learning is that it [addresses the “not invented here” problem](#) (in which places are resistant to solutions imposed on them from the outside). By developing curiosity between places, and enabling each place to learn from another, practice spreads through curiosity rather than coercion.

Who gets to learn?

The other key difference in the HLS approach to “learning as management strategy” is revealed when we explore the question: who gets to do what type of learning? HLS emphasises the importance of learning as exploration – seeking to develop new knowledge about what works, and how, in any given context. In current strategic approaches, this type of learning is a discrete organisational function; it is done by researchers or evaluators. Or, in really forward-thinking organisations, by those lucky enough to be involved in design processes. These are the people who get to do learning-as-exploration.

It is also likely that managers – from team through to senior level – get to do a restricted form of learning. It will be their role to interpret performance data and make necessary adjustments to practice.

Everyone else implements what is learnt by others. Rather than genuine learning, these people receive training: you do this, and this is how you do it.

In the HLS approach, everybody learns, alongside the people being served. Learning is a curiosity-based mindset by which we continue to reinvent both ourselves and our work:

“We have curiosity about our own lives as learning labs for

our values and figuring out what it means to be human at this point in time. And we have curiosity about each other’s lives, about why we do what we do, about the roots of our behaviours.”

adrienne maree brown, *Emergent Strategy*, p 194

The role of evidence in enabling learning: humility and “evidence-informed practice”

Another key way in which the HLS approach to learning is different is the role that “evidence” plays in the learning process. Many parts of the public sector have clung onto “evidence-based practice” and policy as their gold standard, but if complexity means we cannot rely on consistency or predictability, where does that leave the role of evidence in helping those who do public service to learn? If “what works” changes from place to place and time to time, what is the role of evidence in helping us to learn about what to do in any given context?

The problem that policymakers, managers and other practitioners encounter when seeking to use evidence created in one context in a different context (different in either space or time) is that there is no way of knowing whether that evidence is true enough in the new context to be

of value. This is the case because of the nonlinear way in which complex systems produce results – tiny differences in context can produce wildly different outcomes, and thus render all previous evidence useless; or the differences in context can produce no difference in outcomes at all. And there is no reliable way of predicting which will apply. This makes the task of management difficult. But this is the truth of the task of managing in complex environments, and until we face this truth, we will be unable to respond to it.

It is for this reason that complexity-theorists such as David Byrne and Gillian Callaghan describe the necessity of “being humble” about our knowledge claims in complex environments. So what does humility mean for learning as management strategy?

Firstly, as we described in the “spreading” section above, it

means being modest when applying knowledge derived from other contexts. Given that there is no reliable way of telling whether evidence from other times and places holds true for our system of interest, the best role for that evidence is as a starting-point for learning. Where should we start when seeking to answer the question: what will work in this time, in this place, to achieve our purpose? We do not have to start afresh each time, we can draw on knowledge from other times and places.

This is the approach of evidence-informed practice (as distinct from evidence-based practice or policymaking). Evidence-informed practice treats knowledge from other places as useful material to inform practitioners’ ongoing learning, rather than as “best practice” to be applied, and it has similarities to forms of learning practised by indigenous Australians.

Figure 6: A representation of the relationship between abstract and concrete learning.



Yunkaporta, T (2019), *Sand Talk*, Text Publishing, Melbourne. Reproduced with the permission of the artist.

“The circle on the left represents the abstract world of mind and spirit, and the circle on the right represents the concrete world of land, relationships, and activity... There needs to be an interaction between abstract (spirit) and concrete (physical) worlds of knowledge for this kind of complexity [of neural systems] to develop fully. Without closing the loop between abstract knowledge and reality, and without making connections between different ideas and areas of knowledge, true learning cannot occur.”

Sand Talk, pp. 97-99

Secondly, humility means recognising the partiality of our own perspectives, and the limitations of the abstractions we create. In complex environments, (1) there will always be other legitimate perspectives, and (2) our measurements are thin abstractions of reality, rather than reality itself, so this requires us to be humble about the demands we make of this knowledge.

If we are humble about what measurements tell us, we should not use them to decide whether people or organisations have adequately fulfilled their purpose, and deserve reward or punishment. Instead, we can subject our data to collective sense-

making – bringing all the relevant actors together to ask: these are our measurements, what do these measurements mean for us? We can use them to model scenarios to help inform our judgements. We can use it to correct our cognitive biases. But we should always remember that our data can mislead us in exactly the way that any other partial picture of the world can do.

Measuring to learn

One of the key differences of learning as management strategy is the choice that it creates regarding the purpose of measurement. As we will explore in the ‘Enacting learning as strategy’ chapter, it is necessary for managers to choose the purpose of measurement. It is widely acknowledged that we want to use measures to learn, but doing so requires a parallel choice: to stop using measures for the purpose of performance management (to administer reward and punishment).

It is possible to measure for either the purpose of learning or the purposes of reward or punishment. But is impossible to use the same measures for both purposes, because – as Campbell’s Law highlights – measures used for the purposes of reward or punishment “tend to distort and corrupt the processes they are intended to monitor”. Research evidence strongly suggests that once

people choose to use measures as part of performance management systems, the data becomes untrustworthy. Such measures are therefore of little use for learning. This is the reality that public management must confront if it is to learn effectively.

“When a measure becomes a target, it ceases to be a good measure.”

Charles Goodhart (1975)

Why pursue learning as strategy?

If learning as management strategy requires this much work, why have the organisations in our case studies adopted this approach? In their experiences, we can see that Dave Snowden’s insights (outlined above) – on learning as a necessary response to complexity – manifest themselves very clearly:

“In our complex reality, development work is a reflection of uncertainty. What works in this context? Am I capable of examining this topic from all perspectives? And where do the boundaries of my agency and expertise lie?... Working with uncertainty requires boundaries to be broken. On the one hand, this destabilises our positionality as an expert and hence the

authority of our perspective in relation to other parties in a multilevel system, and on the other hand, questions the operating culture and existing structures.”

The Innovation Centre at the Finnish National Agency for Education (EDUFI)

Once we recognise that a situation is complex, then learning becomes a necessary strategic choice. Routinised practice has the illusion of being more efficient because it requires less time for thinking and reflection, but will inevitably lead to inefficiencies because the conditions which made that practice appropriate will at some point change.

The action research process of undertaking experiments or explorations in systems is necessary for developing the bespoke responses that a human approach to public management entails. A bespoke response requires ongoing learning about each and every context, and the changes that occur when purposeful interventions are made in that system. We see this in the experimental approach developed by the Finnish National Agency for Education (EDUFI)

“Our change objective is to develop a flexible model

for pre- and primary school education where individual learning paths are in focus. No student should be pushed forward on their learning path before they have the required knowledge and skills to advance, and advanced students should also not be prevented from advancing at their own pace. In our experiment, everyone is allowed to learn at their own pace better than before."

(The Innovation Centre at the Finnish National Agency for Education (EDUFI))

The way that a learning strategy is required to enact a human approach also manifests itself in the way in which experiments and explorations seek to understand change in patterns produced by the life of that person-as-system. This change is partly provoked by the actions of the experiments and explorations themselves:

"To test new ways of working, we listen to people to identify the right problem and create an autonomous, curious, and learning environment where prototyping something different is possible and meaningful. Through consistent reflection, we listen to what the

'doing' is showing us and either run with it and continue or fail quickly to try something else."

(Mayday Trust case study)

The shift towards a more thoughtful, continuous learning approach for all workers therefore enables problems to be seen and addressed more rapidly. It also helps to work against the development of "well, that's how we've always done it" cultures.

Learning as strategy – learning in every interaction – isn't just an approach to ensure effective and efficient adaptation to dynamic and uncertain environments. It is an approach to addressing injustice. Our case studies have emphasised that the ongoing learning approach enables those voices and perspectives that have been marginalised by current practice to be heard.

"Learning and experimentation is a core feature of our work and reflective practice is a key part of this. There are different levels of comfort with reflection in the team, so we need to make a conscious effort to build reflective practice into everything we do – through personal responsibility and through structures at every level of the organisation. This acts as a key anti-stigma and

employability tool – people have to question and process what is going on, be mindful in their actions."

(Moray Wellbeing Hub)

This connects learning back to the principles of equal human worth and empathy outlined in the Human chapter, and the fundamental characteristic of healthy systems (equality of voice) described in the Systems chapter. Learning requires learning from everybody's perspective:

"This phase is essentially about learning through listening and we learned that almost everybody – staff and people using the system – felt ignored or rejected or constrained by the then current approach."

(Plymouth Alliance case study)

Bespoke, adaptive responses, lower costs

The benefits of this strategy appear in terms of being able to provide **bespoke** (and therefore less wasteful) responses to particular strengths and needs, the ability to rapidly adapt as these strengths and needs – evident in Wellbeing Teams – and the context in which they manifest themselves, change, and reduce transaction costs for each of these adaptations.

"Wellbeing Teams have demonstrated an ability to learn and adapt rapidly. Our self-managed model, emphasis on bringing the whole person to work, focus on self-care and use of technology to support and spread learning has made it possible for this to happen and for significant changes to roles and structure to be introduced quickly and effectively. Our handbook was rewritten six times in its first eighteen months to reflect the learning over that period."

(Wellbeing Teams case study)

The UK Government's [Foreign and Commonwealth Development Office \(FCDO\)](#) have also found that learning for bespoke and rapid adaptation can reduce transaction costs for each of these adaptations.

"So we don't need to necessarily call in the lawyers for every agreement that we have with them because.... there's a lot of trust already there."

(FCDO case study)

We see therefore that the meta-learning strategy enables more rapid adaptation at lower cost.

Challenges

What challenges have people experienced when seeking to adopt and enact learning as meta-strategy?

Shifting to measurement for learning is hard

Shifting to a learning strategy rather than a control strategy may be the most difficult aspect of the shift to an alternative public management approach. Measuring for accountability is so ingrained in the practice of so many organisations, and is such an integral part of NPM, that it takes a concerted, collective effort to make this switch.

At local level, even where commissioners have been able to signal the switch to learning as strategy by commissioning differently, they still find themselves with some national reporting requirements based on NPM philosophy and practices. In the case of the [Plymouth Alliance](#), for example, they are still required to report to central government using national performance measures, such as completion rates for drug treatment programmes. Their solution to this challenge was to continue to collect the data they were required to collect for national reporting, but not to use it as a local performance management instrument. In other words, they

disconnected the measurement from reward and punishment mechanisms. They were then able to report the figures which were demanded of them without the corrupting influence of [Campbell's Law](#).

Professional identities

As the [EDUFI](#) case study demonstrates, the professional identities of many public servants have been bound up with the requirement that they are experts – that they know the answers to whatever problems they are likely to encounter.

The challenge of shifting such identities is both difficult and nuanced. Subject-based expertise is still relevant as part of learning journeys, but it does not provide a readymade answer. Enabling public service workers to feel that their knowledge is valued, while at the same time enabling them to view each and every encounter and challenge as a learning opportunity, requires nuanced development work.

EDUFI addressed this challenge through a programme of coaching and mentoring. Treating this as a development opportunity for public service workers seems to help people to shift from simple “expert” identities towards a position where they are able to deploy their knowledge in more nuanced, complexity-sensitive ways.

Enablers:

Strategic learning support – the Learning Partner role

How do public managers bring actors in a system together, and enable them to design and run explorations which enable them to learn together ways for that system to produce better outcomes? What roles are required to do this and how can learning be shared to show new practices and approaches as viable alternatives to the status quo?

Some of the case studies referenced in this report have developed a specific role to guide themselves along this learning journey. The [Lankelly Chase Foundation](#) developed a specific brief for a [Learning Partner](#) to support them and the organisations they fund to go on a learning journey. Researchers from Newcastle Business School at Northumbria University have begun to explore what [this Learning Partner role entails](#).

A Learning Partner provides support for organisations (or systems) to undertake each stage of the learning

process, and to progress around the cycle. The Learning Partner can also play a crucial role to connect the first and second loops, ensuring that these learning processes remain connected.

In brief, a Learning Partner helps organisations to build their own capacity to learn, typically by adopting action learning and action research (ALAR) approaches to moving through the HLS Learning Cycle as an inquiry, which includes experimentation, data gathering, sense-making, reflection and reflexivity. The Learning Partner can help organisations to record an account of their learning for improvement and for governing purposes, and can also perform convening roles to build relationships between people, organisations, and systems, so that shared learning can take place. In other words, Learning Partners help keep learning central when the work itself can draw people in.

We explore how managers can enact this learning strategy in the “Principles into action” chapters.

References:

- A multi-perspective evaluation model as a support for experiment and development work. Summary of the pilot carried out in 2019-2020.* (2020). The Innovation Centre at the Finnish National Agency for Education (EDUFI). brown, adrienne maree. (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. AK Press. <https://www.akpress.org/emergentstrategy.html>
- Burgoyne, J., & Lloyd, J. (2020, May 29). Measurement for Learning Part 1: A different approach to improvement. Nesta. <https://www.nesta.org.uk/project-updates/measurement-and-learning-in-local-government/>
- Byrne, D., & Callaghan, G. (2013). *Complexity Theory and the Social Sciences: The state of the art*. Routledge. <https://www.routledge.com/Complexity-Theory-and-the-Social-Sciences-The-state-of-the-art/Byrne-Callaghan/p/book/9780415693684>
- Campbell's law. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Campbell%27s_law&oldid=1002054169
- Claremont Management Consultants Ltd. (2020). *Complexity – Embracing Complexity*. <https://www.embracingcomplexity.com/>

complexity/

- Cynefin framework. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Cynefin_framework&oldid=1015855382
- Dr Toby Lowe in Conversation with Olli-Pekka Heinonen. (2021, February 21). <https://vimeo.com/514992425>
- Goodhart's law. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Goodhart%27s_law&oldid=1016540301
- Hekerem, D. (2021). *Healthcare Improvement Scotland* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Healthcare%20Improvement%20Scotland.pdf>
- Hesselgreaves, H., French, M., Hawkins, M., Lowe, T., Wheatman, A., Martin, M., & Wilson, R. (2021). New development: The emerging role of a 'learning partner' relationship in supporting public service reform. *Public Money & Management*, 0(0), 1–4. <https://doi.org/10.1080/09540962.2021.1909274>
- Hood, C. (2006). Gaming in Targetworld: The Targets Approach to Managing British Public Services. *Public Administration Review*, 66(4), 515–521.
- Kammerling, S. (2021). *Likewise* (Human Learning Systems Case

Studies). *Likewise*. <https://www.humanlearning.systems/uploads/Likewise.pdf>

Lankelly Chase. (2021). *Our Knowledge Journey so Far*. <https://lankellychase.org.uk/our-work/knowledge/learning/>

Lowe, T. (2020, June 1). Made to Measure: How measurement can improve social interventions. *Medium*. <https://medium.com/centre-for-public-impact/made-to-measure-how-measurement-can-improve-social-interventions-2212a6ed6138>

Mintzberg, H. (1994, January 1). The Fall and Rise of Strategic Planning. *Harvard Business Review*. <https://hbr.org/1994/01/the-fall-and-rise-of-strategic-planning>

Mumford, L. (2021). *Mayday Trust* (Human Learning Systems Case Studies). Mayday Trust. <https://www.humanlearning.systems/uploads/Mayday%20Trust.pdf>

Nabatu, H. (2020). *Lankelly Chase* (Human Learning Systems Case Studies). Lankelly Chase Foundation. <https://www.humanlearning.systems/uploads/Lankelly%20Chase.pdf>

Rautiainen, A., & Tyrvaïnen, P. (2021). *Enhancing learning systems through experimentation* (Human Learning Systems Case Studies). Finnish National Education Agency (EDUFI). <https://www.humanlearning.systems/uploads/Enhancing%20learning%20systems%20through%20experimentation.pdf>

systems/uploads/7549%20CPI%20%E2%80%93%20Finnish%20Innovation%20Centre%20Case%20v2.pdf

Riddell, D., & Moore, M.-L. (2015). *Scaling Out, Scaling Up, and Scaling Deep*. The J.W. McConnell Family Foundation. https://mcconnellfoundation.ca/wp-content/uploads/2017/08/ScalingOut_Nov27A_AV_BrandedBleed.pdf

Sanderson, H. (2021). *Wellbeing Teams* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Wellbeing%20Teams.pdf>

Simon, J., Millard, J., Lauritzen, J. R. K., Carpenter, G., Schimpf, Gudrun, & Leszek, P. (2014). *Doing Social Innovation: A Guide for Practitioners* ("The Theoretical, Empirical and Policy Foundations for Building Social Innovation in Europe" (TEPSIE)). European Commission, DG Research. https://youngfoundation.org/wp-content/uploads/2015/04/Practitioner-Report_FINAL-FOR-WEB.pdf

Stacey, R. (2001). *Complex Responsive Processes in Organizations: Learning and Knowledge Creation*. <https://www.routledge.com/Complex-Responsive-Processes-in-Organizations-Learning-and-Knowledge-Creation/Stacey/p/book/9780415249195>

Staempfli, A. (2020). *PSDP – Resources and Tools: Enabling evidence-informed practice*. Practice Supervisor Development Programme. <https://practice-supervisors.rip.org.uk/wp-content/uploads/2020/01/KB-Enabling-evidence-informed-practice.pdf>

Sweeney, L., & Skinner, E. (2021). *Adaptive Management Practice in the UK Government* (Human Learning Systems Case Studies). Foreign & Commonwealth Development Office. <https://www.humanlearning.systems/uploads/7685%20CPI%20-%20FCDO%20case%20study%20V2-%20TL%20proof%20read%20version.pdf>

Tweedie, H. (2021). *Moray Wellbeing Hub* (Human Learning Systems Case Studies). Moray Wellbeing Hub CIC. <https://www.humanlearning.systems/uploads/Moray%20Wellbeing%20Hub.pdf>

Wallace, G. (2021). *Plymouth Alliance for Complex Needs* (Human Learning Systems Case Studies). The Plymouth Alliance. <https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf>

Whittington, R. (2018). Emergent Strategy. In M. Augier & D. J. Teece (Eds.), *The Palgrave Encyclopedia of Strategic Management* (pp. 490–493). Palgrave Macmillan UK. https://doi.org/10.1057/978-1-137-00772-8_577

Woodward-Esseen, E. (2021). GreaterSport case study (Human Learning Systems Case Studies). GreaterSport. <https://www.humanlearning.systems/uploads/GM%20Sport.pdf>

Yunkaporta, T. (2021). *Sand Talk: How Indigenous Thinking Can Save the World*. Harper Collins. <https://www.harpercollins.com/products/sand-talk-tyson-yunkaporta>

Endnotes

- 1 This idea has some connection to the idea of “scaling deep” from the McConnell Foundation: https://mcconnellfoundation.ca/wp-content/uploads/2017/08/ScalingOut_Nov27A_AV_BrandedBleed.pdf

Chapter 3 The HLS Principles: Systems

Creating healthy systems

Authors: Toby Lowe and Max French

[Contact the authors](#)

Introduction

So far, we have explored the Human moral purpose of public service, and how the Human Learning Systems (HLS) approach to public management sees human beings in the complex web of relationships that is their lives. We then explored Learning as the management strategy that enacts these beliefs. We can now turn to Systems as the unit of analysis – the things to which our purpose and strategy are applied.

This chapter will explore what we mean when we talk about “systems”, and outline why we think systems are the important unit of analysis for public service: **systems create the outcomes that we seek (or are trying to avoid).**

We will then explore this idea further – how can public management enable the complex systems that describe people’s real lives to produce positive outcomes more frequently? We will express this using the principle that **“healthy systems tend to produce positive outcomes”**. We will go on to

explore the characteristics of healthy systems, and the means by which healthy systems can be created and nurtured through the role of **System Stewardship**.

What do we mean by a “system”?

Work on HLS sits within a vast and multifaceted history of [systems thinking](#) and [complexity theory](#). This history and tradition gives HLS a language and set of ideas to draw on. The unifying idea behind the variety of systems thinking and complexity is that relationships matter very much. In order to understand anything fully, you should not take it out of its context and break it down into its component parts. Instead, to understand something, you must understand the web of relationships and interactions within which it exists.

Systems thinkers call this web of relationships and interactions “a system”.

“Systems of interest” and the language of systems thinking

The default position of systems thinkers is therefore that the things we want to make sense of in the world exist as part of complex webs of relationships, interactions and interdependencies. The core challenge of any form of systems thinking is that pretty soon we find that everything is connected to everything else. This is true, but not helpful for our ability to understand and act in the world! How am I supposed to make sense of this thing in front of me, if I need to understand all of the things it exists in relation to?

The question therefore becomes – “how can we identify the bits of the interconnected universe that we need to understand in order to improve the things we care about?” To answer this question, when people talk about actual systems they create a boundary around a particular set of relationships they feel are important, and they call that a “**system of interest**”. We borrow this language from Michael C. Jackson’s excellent book: [Critical Systems Thinking and the Management of Complexity](#). (see also the section on system boundaries below).

When we talk about “systems” in the world of HLS, we are referring to this kind of created “system of interest”.

People create these systems of interest at different kinds of scale – a person’s life can be seen as a system (e.g. all the relationships they have with people and things) and a place can be a system (e.g. the relationships between people and organisations in a place). (See the section on system scales below.)

Given that this is what we mean when we say “system”, we can see the way in which the language of systems thinking can be confusing in a public management context. Sometimes, people talk about themselves and their organisation as being different from “the system”; this is particularly true of independent community or voluntary sector organisations (VSOs) that don’t receive state support. In this context, when people say “the system” what they often mean is “the state”, or an “establishment” set of relationships, cultures and processes – a set of relationships of which they are not part. This is **not** what we mean by “system” in an HLS context.

Systems thinking is therefore a mindset and a way of framing the world that can be learned. This learning requires work. But the payoff for doing this work is the ability to describe and understand the set of relationships and interactions that makes the outcomes we care about both possible and real.

Boundaries and purpose of systems of interest

A “system of interest” is therefore that bit of the interconnected universe that someone or a group of people have agreed is important in order to make some particular thing that they care about happen (in a better way).

This is important, because it means that:

1. A system of interest is defined in relation to a purpose. A system of interest is always a system which makes x or y happen. In order to define a system of interest – to say who and what is part of that system – you have to start by saying what the purpose of that system is: what is it for?
2. A system of interest is a human construct. The boundary of that system is an artificial line that human beings draw around a set of interactions that are happening in the world. It is a map, not the territory.
3. We draw this boundary in order to make useful work possible – because otherwise every person in the world has to come to every meeting about everything.
4. A system of interest is a particular representation of the world. It is subject to the same partialities,

blindnesses and biases as any other human creation. We will return to this point later in this chapter.

We can see immediately that **who gets to define the boundaries of a system, and on what basis they make those decisions, becomes a crucial set of decisions**. We have seen from many of our case studies that a significant amount of work is being done to challenge these decisions and how they are made. We see organisations such as [Likewise](#), [Help on Your Doorstep](#) and [Wellbeing Teams](#) seeking to challenge the idea that outcomes are delivered by particular service silos, and instead to draw the boundaries of systems of interest in a local, place-based way. We also see case studies such as the [Plymouth Alliance](#) which are constantly seeking to challenge and redraw the boundaries of systems that they have created.

Systems of interest and outcomes

From an HLS perspective, **the relationships and interactions we care about are those that help to produce particular outcomes in people’s lives**. So, if a person or organisation has any kind of relationship that impacts on relevant outcomes in someone else’s life, then that person or organisation can be considered a part of their

system of interest. For example, this set of people and organisations could be considered as part of a system of interest around a person’s mental wellbeing (not an exclusive list!):

- The person themselves
- Their family and friends
- Their employer (if they have one)
- The people or organisations responsible for public/green space near to them
- Those who provide cultural and sporting provision in their place
- Their neighbourhood association and community centre(s)
- The health service (in all its local and national manifestations)
- Welfare/benefits agencies
- The local authority.

The most important part of a system of interest from an HLS perspective is the person, family or group whom the outcome is for. From an HLS perspective, the people being served are the core of “the system”; they

are not viewed as separate from “the system”.

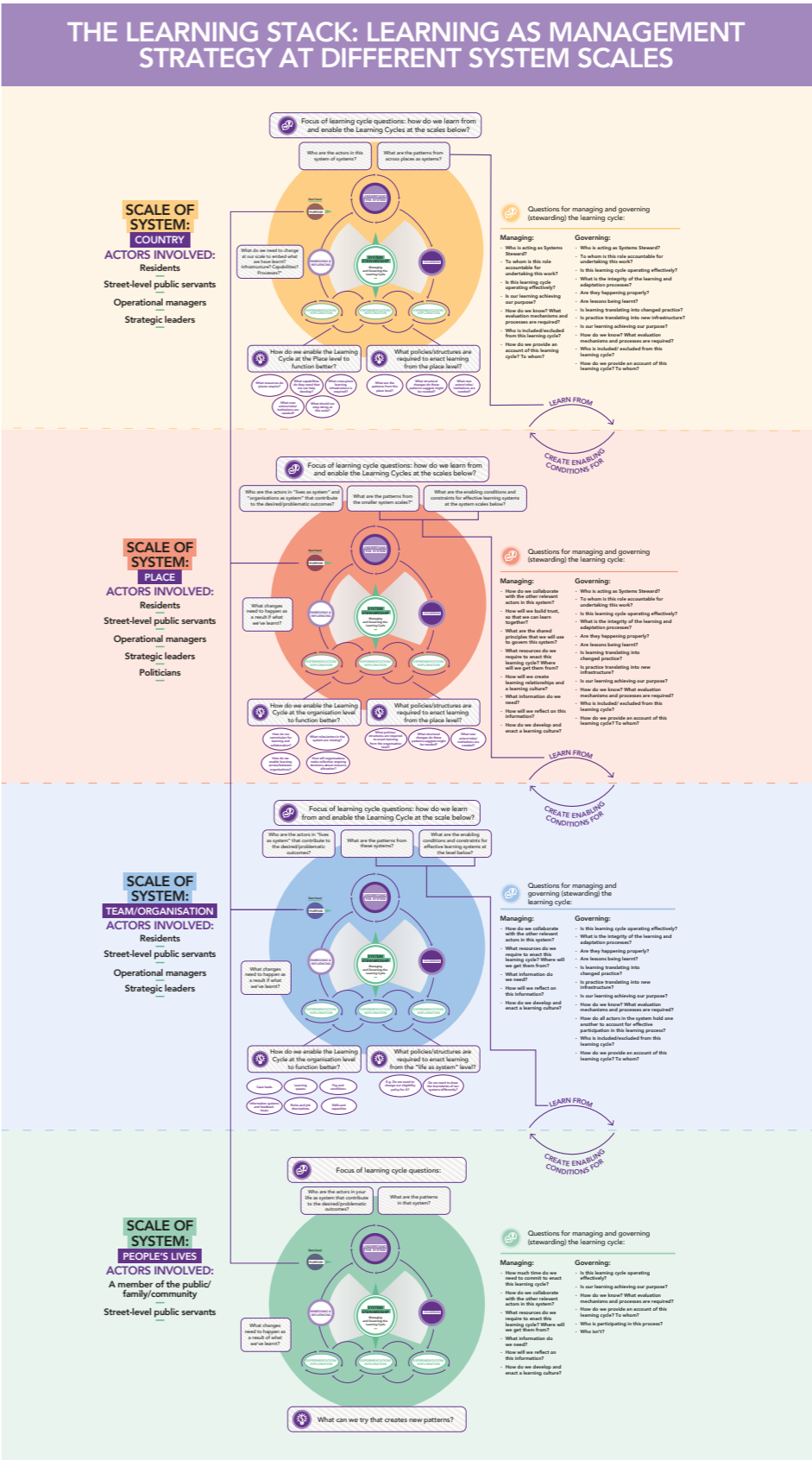
Scales of systems of interest and their fractal nature

When we remember that every time we talk about a system of interest it is simply a partial representation of reality that we have created, it is useful because it also reminds us that we can create such representations at different scales. In the same way that we use different scale maps for different purposes – we use a large-scale map to see the assets in our neighbourhood, and a small-scale one to plan a cross-country car journey – we can see systems at different scales.

As we will explore in the ‘[Enacting a learning strategy at different system scales](#)’ chapter, it may be useful for HLS practice to represent systems at four different scales:

- Person’s life as system
- Team or Organisation as system
- Place as system
- Country as system

Figure 1: “The Learning Stack” – Learning Cycles at different system scales



Person as system

For our purposes, the most zoomed-in version of a system of interest that is likely to be useful is “person’s life as system”. What are the factors and relationships in an individual person’s life that contribute to their experiencing a poor or a good outcome? For example, if they are a person who is experiencing chronic pain, do they feel that pain more when they’re at work or in their leisure time? Do they experience it around particular (groups of) people? Or at a particular time of day or night? Is it brought on by a particular movement or set of actions? All these elements would be relevant parts of seeing that person’s life as a system of interest.

This representation of a system is therefore likely to be most useful for public service workers who are working directly with members of the public.

Organisation as system

Organisations are obviously key actors in any representation of how public service works, and there is much excellent existing work which explores how organisations can operate more effectively when systems thinking is applied – for example, [Stafford Beer’s work on the Viable Systems Model](#) has proved useful to many organisations, likewise the [Vanguard Method](#) (and

various adaptations) have helped to develop thinking and practice. (An excellent overview of systems thinking in public sector contexts can be found [here](#).)

From an HLS perspective, the key question is: how do organisations function as learning systems? How do different workers and teams share knowledge? How is the importance of learning signalled and valued? How do organisations recruit people with the motivation for curiosity?

These questions are explored further in chapters on workforce, learning and development in organisations. Further exploration of the role of HLS practice for VSOs in the pandemic is explored here.

Place as system

Many HLS practitioners find it useful to think of systems at a place level – neighbourhoods, towns and cities, counties or regions. We see examples of all of these “places as systems” in the case studies. For example, [Help on Your Doorstep](#) and [Plymouth Octopus Project](#) look at neighbourhoods as systems of assets which can help produce positive outcomes in people’s lives. Both the [Plymouth Alliance](#) and [South Tyneside Alliance](#) view systems from the geography of a local authority – which organisations

Systems of actors and factors

The other important point which arises from understanding that systems of interest are partial representations, created by people, is that there are different ways to represent a system of interest. These different representations serve different purposes. In terms of HLS practice, the two most common representations of systems of interest are “actors in a system” and “factors in a system”. Actors are the people and organisations in a system who undertake actions. Factors describe the causal relationships between identified variables in a system.

Actors

The most common representation of systems that we see in HLS practice is the actors that constitute it – the people and organisations whose relationships and interactions make up the system.

For example, [the Plymouth Alliance’s](#) system work began by asking the question: which organisations in the city support positive outcomes for people who experience homelessness, substance misuse, mental health problems, and involvement in the criminal justice system? They used this list of actors as the starting point for “understanding the system” (see

in this place support people to create particular outcomes in their lives? What are the relationships between those organisations, and how can they learn and act together?

At this scale, much of the work of developing these as effective systems of interest to create positive outcomes concerns building effective relationships between the people and organisations involved – developing empathy and trust, and cultivating curiosity as the basis for learning relationships.

This topic is explored further in the “HLS and place: transforming local systems” chapter.

Country as system

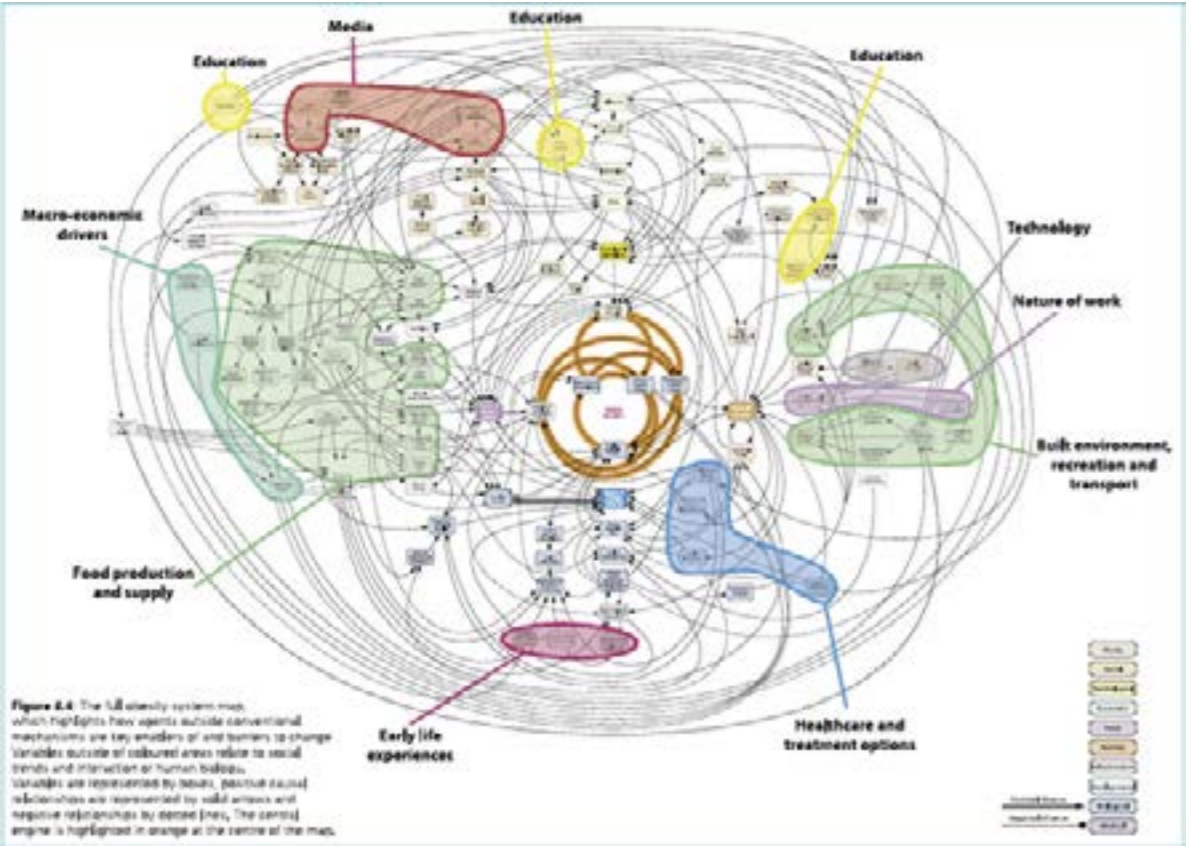
The scale of “country as system” seems to introduce another dimension to the idea of place as system. We see from case studies such as [Collective Leadership for Scotland](#) and [the Finnish National Education Agency](#) that understanding of systems at this scale are not simply trying to replicate and expand the relationship-building from the local place scale. Instead, the work seems to take a “[system of systems](#)” approach, in which the focus of relationship-building is building empathy and learning relationships between “places as systems”.

below). This involved understanding the relationships (or their absence) between those actors and undertaking shared systems leadership training (and other work) to develop the relationships between them.

Factors

The other common representation of

Figure 2: Systems map of obesity



Sturmberg, JP (2018) *Health System Redesign How to Make Health Care Person-Centered, Equitable, and Sustainable*. Springer, Australia. P238

This systems map – a form of [causal loop diagram](#) – shows 108 different factors and the relationships between those factors, which together contribute to the outcome of obesity

systems of interest in HLS practice is through the relationships between the structural factors that contribute to the creation of a particular outcome. The classic representation of a system of interest in this way is the “obesity systems map” produced by the UK Government in 2007.

(or its absence). These factors are grouped and named as things like “early life experiences”, “technology”, and “healthcare and treatment options”. The relationship between

these sorts of factors constitutes a system from this perspective.

In the HLS case studies, we see the UK Government’s [Foreign and Commonwealth Development Office \(FCDO\)](#) programmes making significant use of this type of mapping. We can also see this kind of factors analysis at play in the work of [The Children’s Society](#), [Lighthouse](#) and [Mayday Trust](#). In all of these cases, the organisations sought to “understand the system” by looking at the relationships between structural factors which help create particular outcomes (or the absence of those outcomes). For example, [the Children’s Society](#) wanted to explore the factors leading to child exploitation, and see where such a system could be disrupted. [Lighthouse](#) looked at the factors contributing to poor outcomes for children in care, and found that elements such as poor pay and conditions in the children’s care sector were significant.

When working to nurture systems of interest that create better outcomes, it is likely that both of these kinds of representation will be important. The interaction between the relational agency of the actors involved in systems of interest and the structural factors (and their relationships) operating in that system is how outcomes are really made.

The core knowledge underpinning the HLS approach is that outcomes are produced by whole systems. In technical terms, they are emergent properties of complex systems. Which means that [outcomes are not “delivered” by organisations](#). This is why systems of interest are important to HLS practitioners – because it is from these systems, and the behaviour of the actors within them, that positive outcomes can emerge. **If we want better real-world outcomes, we need to create the conditions whereby those outcomes emerge from such systems more frequently, for more people.**

How can we help systems to produce better outcomes?

If systems create outcomes, the obvious question is: what actions can public managers take to enable those systems to produce better outcomes?

From the HLS case studies, we have seen two types of approach taken by public service leaders and managers:

- Nurturing “healthy” systems
- Disrupting systems that produce negative outcomes.

“Healthy” systems produce better outcomes

A key piece of learning from HLS practice is that “healthy” systems produce better outcomes. Which raises

the obvious question: what does it mean for a system to be “healthy”? The most concise answer seems to be: **a healthy system is one in which actors learn together and act collaboratively, in order to achieve human freedom and flourishing.**

This answer arises from two places. Firstly, from the experience of the case studies. At all system scales – from a person’s life as system through to countries as “systems of systems” – the case studies indicate that public services are able to help people to lead flourishing lives more effectively. They do this by helping actors in a system to learn about that system and collaborate on purposeful experiments and explorations to make that system produce a more desirable pattern of results more frequently.

Secondly, the answer comes from the logical consequences of our understanding that outcomes are created by complex systems. Given the evidence of how complex systems behave (see Learning chapter), how else could we create positive real-world outcomes more often except by collaborative learning and experimentation? If we want public service for the real world, what else could we do?

We will now explore the different aspects of what makes a healthy system.

The behaviours seen in healthy systems

The most complete articulation we have seen of what a healthy system entails comes from the work of the [Lankelly Chase Foundation](#). They have worked with the organisations and people they support to identify nine behaviours that one would expect to see among actors in systems that are working to serve the interests of those who experience severe and multiple disadvantage.

These behaviours are about perspective, power and participation. More detail about each behaviour can be found [here](#).

Perspective

- People view themselves as part of an interconnected whole
- People are viewed as resourceful and bringing strengths
- People share a vision

Power

- Power is shared, and equality of voice actively promoted
- Decision-making is devolved
- Accountability is mutual

Participation

- Open, trusting relationships enable effective dialogue
- Leadership is collaborative and promoted at every level

- Feedback and collective learning drive adaptation

Looking across the range of HLS case studies, we can see public managers undertaking work to address a number of these factors. These combine to give us three significant areas of understanding for what constitutes a healthy system.

Healthy systems are learning systems

The most obvious aspect of healthy systems that we see from across the range of case studies is that healthy systems are learning systems. In other words, they are systems in which the actors continuously learn together about the ways in which that system operates.

As outlined in the Learning chapter, this learning process is necessarily active – actors learn by doing in the world. Actors in the system explore and experiment together, on an ongoing basis, to understand how their individual and collective actions interact with the broader factors in the system to produce emergent results.

“Some of the wicked problems are so [complex], that usual management approaches don’t solve these problems. We need everyone in the system, whom the problem concerns, to be part of the solvers. As we don’t know all the answers,

we have learnt to fail and take a new direction. This changes the working culture and even the change is slow, it happens by doing... There is a need to reinforce the system’s ability to learn together.”

(The Innovation Centre at the Finnish National Agency for Education (EDUFI))

Another way of saying this is that it is the actors in the system of interest becoming conscious of the behaviour of that system, and their own part in creating that behaviour.

“We are trapped in beliefs and habits that harm the people we want to support. By using artistic or participatory methods, we can bring our unconscious habits to our conscious attention, so that we can air them and possibly chip away at them.”

(Lankelly Chase Foundation case study)

The [FCDO](#) case study demonstrates two aspects to a learning system:

- Firstly, the actors within the system have a **learning relationship** with one another. They learn together, and treat data as information which requires an act of collective sense-making. This act of collective

learning is a recognition that they are actors in a system together, and that change occurs as they learn together.

- Secondly, a learning system is one which purposefully gathers data about the causal factors operating within that system of interest, and makes those a subject for reflection and learning among the actors in that system.

These two aspects of creating a learning system are aspects of enabling “the system” to see itself – to reflect on and learn about both the **actors and factors** which constitute it, and therefore to make conscious choices about how the relationships between actors and the relationships between factors should operate.

Healthy systems cultivate and make use of trust

If collaborating and learning together are the key features of healthy systems, we can easily see why trust is so crucial an asset for such systems. We have seen from the Learning chapter that a virtuous circle exists between learning together and trust. Learning together helps build trust, and trust helps people to learn more effectively – because they are willing to be more honest, and more open to changing together.

“Team members note the team is less prone to ‘blaming’ other parts of the system than might be usual within such a service. Given licence to collaborate with peers in the system to change things for the better, they encounter first-hand the dilemmas and barriers that others encounter, allowing for greater empathy and trust. Work is approached with a mindset of curiosity, rather than simply seen as a ‘delivery challenge’.”

(The Children’s Society case study)

Healthy systems are diverse systems

As we have seen from the Human chapter, understanding the diversity of human experience is crucial for enabling effective outcomes – because outcomes, and how they are created, look and feel different in each person’s life. Consequently, the systems of interest by which outcomes are produced must reflect that diversity of experience.

Healthy systems address inequalities of power

We also see from the case study work that tackling power inequalities is a necessary part of enabling the diversity, and therefore health, of systems. The genuine participation of diverse voices

in a system requires addressing the structural power inequalities that have meant some voices are unreasonably valued over others.

Disruption of systems producing negative outcomes

In some of the case studies, we have seen another aspect of systems work which enables systems to produce better outcomes for people. This is work which disrupts the systems that produce negative outcomes in people’s lives.

For example, [The Children’s Society’s](#) work on child exploitation begins by seeking to understand the systems in which children are exploited – the relationships and social processes by which this exploitation occurs. Having understood the relationships and processes that perpetuate child exploitation, they then seek to assemble groups of actors who can intervene to disrupt these relationships and processes at crucial points (such as the relationships children experience when they are in a police station).

The recent work of the Lankelly Chase Foundation’s action inquiry into the systems that [perpetuate severe and multiple disadvantage](#) is similarly focused on disruption. Lankelly Chase’s system behaviours have been used as a benchmarking and sense-making framework to help chart this process

of disruption. It will be interesting to continue exploring the relationship between systems working which seeks to create healthy systems in order to produce positive outcomes, and systems working which seeks to disrupt the systems that create negative outcomes.

Creating healthy systems and disrupting those that produce negative outcomes are related – they are not binary strategic choices. However, understanding how those different strategies relate to one another is an area for further exploration.

System Stewardship: how does a system become healthy?

The most important lesson from across our case studies is that it is very rare for healthy systems to develop spontaneously. In all the circumstances we have encountered, creating healthy systems requires **purposeful work**.

Borrowing the language of the Institute for Government, we have come to call the purposeful work of creating healthy systems “[System Stewardship](#)”. The case studies themselves use many different variants of this language. Some explicitly describe themselves as [Systems Stewards](#). Others call themselves “[systems servant](#)” “[systems noticer](#)” or “[orchestrator](#)”

of the ecosystem". The role of Systems Steward also contains strong connections to the role of [Systems Convenor](#), as articulated by the Wenger-Trayners.

What have we learnt about System Stewardship?

When we articulated the role of Systems Steward in our [previous report](#), we observed that:

- It was the person (or people) who took responsibility for bringing about desired [System Behaviours](#)
- Commissioners seemed to play a particularly important role in System Stewardship
- It required brave leadership, as it required leaders to assume responsibility for systems without seeking power over them.

We think that this basic understanding of System Stewardship still holds broadly true, with the following additions to our understanding

System Stewardship requires legitimacy

Systems Stewards are essentially seeking to improve the quality of relationships and interactions between actors in a system of interest. Undertaking this role requires those actors to believe that the person(s) playing the stewardship role have

legitimacy in doing so. Therefore, the System Stewardship role requires some form of (at least tacit) consent and agreement. We can see this in the way that EDUFI negotiated relationships between local and national actors in the Finnish education system, and in the experiences of different actors who have sought to undertake System Stewardship roles in different places within the Lankelly Chase Foundation's [action inquiry](#).

In the Foundation's action inquiry, Systems Stewards seek out voices ordinarily excluded from decision-making, yet whose perspective – from living with or working closely with severe and multiple disadvantage – gives them a unique insight into the system and the possibilities that exist for change. [Lankelly Chase Foundation's action inquiry into place as systems](#) is finding that the legitimacy of a Systems Steward is connected to their ability to enable diverse participation. Ultimately, however, legitimacy is a quality that can only be conferred by those from whom it is sought. Effective systems stewards require legitimacy, and their legitimacy depends on being perceived as such by those within the system.

The role(s) of System Stewardship need to be resourced

System Stewardship requires considerable work. The necessary convening, relationship-building, and coordination requires considerable effort. This work needs to be recognised as important, and funded accordingly.

"Our primary role as a service provider can also mean that funding for the resources that we need to 'steward' a system involving over 150 different services can be overlooked by commissioners and funders. They can sometimes value our networks and the relationships but struggle to appreciate the human and monetary investment that goes into developing and managing this."
([Help on Your Doorstep case study](#))

System Stewardship is a leadership role – which can be undertaken through distributed leadership

As is further explored in the [Systems Leadership](#) chapter, the role of Systems Steward is a leadership role. However, this does not mean that it must be a single person or organisation who plays this role. Indeed, the style and type of leadership required seems

to share many characteristics with ideas of [distributed leadership](#). As such, the Systems Steward role can be distributed among many actors in the system. This has been a key area of exploration for the Lankelly Chase Foundation, who have explicitly sought to develop collective approaches to System Stewardship.

System Stewardship can be enacted by coordination teams, which consist of local actors committed to place-based system change. However, in many cases system stewardship is more distributed, enacted through a number of interlinked core teams, or through a range of other interconnected local actors.

"HLS requires letting go of the illusion of control and instead focusing on taking collective responsibility for creating the conditions for healthier systems."

([Lankelly Chase Foundation case study](#))

The potentially distributed nature of System Stewardship highlights the shared responsibility for work to change how a particular system behaves, and underlines a key piece of systems change learning that has been made in a number of places – **system change is self-change**. Changing the

behaviour of a system is not something that one person or organisation does to another, it is a journey that everyone must go on for themselves:

“The HLS approach has therefore helped us move from a position of raging against the machine to recognising that by working together we can achieve lasting change – a change which must begin with ourselves.”

(Aberlour case study)

“This way of working feels like no one person has the answers or is in control. It feels messy and emotive. It requires a focus on how we work, not just what we do. It means people need to give up some privileges and open themselves up to new possibilities generated by collective intelligence.”

(Lankelly Chase Foundation case study)

Values and behaviours promoted by Systems Stewards

The [EDUFI](#) case study highlights some of the key values and behaviours that Systems Stewards display and help to develop when they play a role which they describe as “orchestrator of the

ecosystem”. These include increasing transparency in the system, and acting as an enabler of others.

Systems Stewards and Learning Partners

One of the emerging questions around the role and practice of Systems Stewards concerns the relationship between being a Systems Steward and a Learning Partner. Given our understanding that “a healthy system is a learning system”, and the role of Learning Partners in guiding and supporting actors to undertake a shared learning journey, there would seem to be a strong similarity, or mutual support, between elements of these roles.

For example, the [EDUFI Innovation Centre](#) acted as Learning Partner to local education systems, and – in performing this role – began to expand beyond the traditional boundaries of “learning” work:

“The promotion of the abovementioned [system] values implies rethinking the relationships, status and connections between the different actors in the system. The mentors actively worked to “rethink the relationships between different actors in the system – each person has

their own pressures, fears, perspectives – people were supported to express theirs to others, and to listen to others.”

(The Innovation Centre at the Finnish National Agency for Education (EDUFI))

Similarly, in the [Wallsend Children’s Community](#) case study, one of the key roles of the Systems Stewards is to help bring together knowledge about how their place functions as a system. In this context, the Systems Stewards undertake lots of work to “understand the system”.

In the Lankelly Chase [action inquiry](#), learning partners often work closely with Systems Stewards to build critical reflection into their working practices. Methods like action learning cycles and reflective practice can formalise and routinise learning practices among participating actors and build a dynamic approach to collaboration and shared experimentation.

Understanding the relationship between these roles would seem to be a useful area for further exploration. One potential way to differentiate the roles is that Learning Partners support systems actors in their journey around the Learning Cycle, while Systems Stewards take

responsibility for the management and governance of the Learning Cycle as part of their overall responsibility for system health. Significant further exploration is required to help build our understanding in this area.

Creating healthy systems in practice

We will explore the ways in which people have created a healthy system in the “Principles into Actions” chapters.

At this stage, we will explore one of the key challenges that public managers in the case studies have experienced in the shift to System Stewardship letting go of the idea of control.

The illusion of control

One of the key challenges experienced by public managers who work in this “systems” way concerns the requirements it makes of public managers to “let go of the illusion of control” (in the language of the Lankelly Chase Foundation). This is a significant challenge, because people’s professional identities may be entangled with expectations that they will have control. And this (illusion of) control probably came with particular power and privilege. There is a risk of leaders seeing that working in this way:

“means that we lose some of our privileges. We can lose our identity, privilege, status, income, security, position. We don’t always know what we will gain and we don’t know if it will have the same value as that which we stand to lose.”

(Lankelly Chase Foundation case study)

From the perspective that they have been used to occupying, the illusory nature of the control that comes with traditional styles of leadership may either not be apparent or not offer

any comfort. If we are to support our leaders in changing, we should be aware that we are making this kind of demand.

We see similar fears expressed by public servants of various types in the [EDUFI](#) case study. The requirement that public officials experiment alongside peers and citizens meant that they had to divest themselves of professional identities which were historically based on knowing the answers to difficult questions. Overcoming this fear required significant mentoring support.

References:

A multi-perspective evaluation model as a support for experiment and development work. Summary of the pilot carried out in 2019-2020. (2020). The Innovation Centre at the Finnish National Agency for Education (EDUFI).

Barr, D. (2021). *Aberlour Child Care Trust* (Human Learning Systems Case Studies). Aberlour Child Care Trust. <https://www.humanlearning.systems/uploads/Aberlour.pdf>

Bell, M. (2021). *Plymouth Octopus Project* (Human Learning Systems Case Studies). Plymouth Octopus Project. https://www.humanlearning.systems/uploads/POP_1.pdf

Boyce, N. (2021). *Lighthouse* (Human Learning Systems Case Studies). Lighthouse Children’s Homes. <https://www.humanlearning.systems/uploads/Lighthouse.pdf>

Causal loop diagram. (2020). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Causal_loop_diagram&oldid=988189824

Distributed leadership. (2020). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Distributed_leadership&oldid=997398919

French, M., & Lowe, T. (2019, January). *Place Action Inquiry, our learning to date.* [https://lankellychase.org.uk/resources/publications/place-action-](https://lankellychase.org.uk/resources/publications/place-action-inquiry-our-learning-to-date/)

[inquiry-our-learning-to-date/](#)

Groves, A. (2021). *The Children’s Society* (Human Learning Systems Case Studies). The Children’s Society. <https://www.humanlearning.systems/uploads/The%20Childrens%20Society.pdf>

Hallsworth, M. (2011). *System Stewardship: The future of policymaking?* [Working Paper]. Institute for Government. <https://www.instituteforgovernment.org.uk/sites/default/files/publications/System%20Stewardship.pdf>

Hambleton, D. (2021). *South Tyneside Alliances* (Human Learning Systems Case Studies). South Tyneside Alliance. [https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20\(1\)%20\(1\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20(1)%20(1)%20(1).pdf)

Hobbs, C. (2019). *Systemic Leadership for Local Governance: Tapping the Resource Within.* Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-08280-2>

Jackson, M. C. (2019). *Critical Systems Thinking and the Management of Complexity* | Wiley. Wiley. <https://www.wiley.com/en-gb/Critical+Systems+Thinking+and+the+Management+of+Complexity-p-9781119118398>

Jenkins, R. (2021). *The Tudor Trust*

(Human Learning Systems Case Studies). The Tudor Trust. https://www.humanlearning.systems/uploads/Tudor%20Trust_1.pdf

Kammerling, S. (2021). *Likewise* (Human Learning Systems Case Studies). Likewise. <https://www.humanlearning.systems/uploads/Likewise.pdf>

Kanu, K. (2021). *Help on Your Doorstep's Human Learning Systems Journey* (Human Learning Systems Case Studies). Help on Your Doorstep. [https://www.humanlearning.systems/uploads/Help%20on%20Your%20Doorsteps%20Human%20Learning%20Systems%20Journey%20Final%20DONE%20\(1\)%20\(3\).pdf](https://www.humanlearning.systems/uploads/Help%20on%20Your%20Doorsteps%20Human%20Learning%20Systems%20Journey%20Final%20DONE%20(1)%20(3).pdf)

Kim, D. (2016, March 9). *Introduction to Systems Thinking*. The Systems Thinker. <https://thesystemsthinker.com/introduction-to-systems-thinking/>

Leading a revolution in management practice. (n.d.). Vanguard. Retrieved May 14, 2021, from <https://vanguard-method.net/>

Lowe, T. (2016, July 5). #Soapbox: The sorry tale of 'Outcome-Based Performance Management.' Slugger O'Toole. <https://sluggerotoole.com/2016/07/05/soapbox-the-sorry-tale-of-outcome-based-performance-management/>

Lowe, T., & Plimmer, D. (2019). *Exploring the new world: Practical insights for funding, commissioning and managing in complexity*. Collaborate CIC; Northumbria University; Community Fund; The Tudor Trust. [http://wordpress.collaboratei.com/wp-content/](http://wordpress.collaboratei.com/wp-content/uploads/Exploring-the-New-World-Report_MAIN.pdf)

[uploads/Exploring-the-New-World-Report_MAIN.pdf](http://wordpress.collaboratei.com/wp-content/uploads/Exploring-the-New-World-Report_MAIN.pdf)

McCormack, P. (2020). *Wallsend Children's Community* (Human Learning Systems Case Studies). Wallsend Children's Community. <https://www.humanlearning.systems/uploads/WCC.pdf>

Mumford, L. (2021). *Mayday Trust* (Human Learning Systems Case Studies). Mayday Trust. <https://www.humanlearning.systems/uploads/Mayday%20Trust.pdf>

Nabatu, H. (2020). *Lankelly Chase* (Human Learning Systems Case Studies). Lankelly Chase Foundation. <https://www.humanlearning.systems/uploads/Lankelly%20Chase.pdf>

One Thing at a Time (Human Learning Systems Case Studies). (2021). Collective Leadership for Scotland. <https://www.humanlearning.systems/uploads/One%20Thing%20at%20a%20Time.pdf>

Place action inquiry. (2021). Lankelly Chase Foundation. <https://lankellychase.org.uk/our-work/place/>

Rautiainen, A., & Tyrvaïnen, P. (2021). *Enhancing learning systems through experimentation* (Human Learning Systems Case Studies). Finnish National Education Agency (EDUFI). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20Finnish%20Innovation%20Centre%20Case%20v2.pdf>

Sanderson, H. (2021). *Wellbeing Teams* (Human Learning Systems Case Studies).

<https://www.humanlearning.systems/uploads/Wellbeing%20Teams.pdf>

Sweeney, L., & Skinner, E. (2021). *Adaptive Management Practice in the UK Government* (Human Learning Systems Case Studies). Foreign & Commonwealth Development Office. <https://www.humanlearning.systems/uploads/7685%20CPI%20-%20FCDO%20case%20study%20V2-%20TL%20proof%20read%20version.pdf>

System Behaviours. (2021). Lankelly Chase Foundation. <https://lankellychase.org.uk/our-approach/system-behaviours/>

System of systems. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=System_of_systems&oldid=1020702458

Systems convening. (n.d.). Wenger-Trayner. Retrieved April 25, 2021, from <https://wenger-trayner.com/systems-convening/>

Systems Innovation. (2017, May 17). *Complexity Theory Overview*. https://www.youtube.com/watch?v=i-ladOjo1QA&ab_channel=SystemsInnovation

Viable system model. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Viable_system_model&oldid=1002818403

Wallace, G. (2021). *Plymouth Alliance for Complex Needs* (Human Learning

Systems Case Studies). The Plymouth Alliance. <https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf>

Woodward, C. (2017, October 30). *Elephants in the box: How can we work together to tackle severe and multiple disadvantage across Greater Manchester*. Lankelly Chase. <https://lankellychase.org.uk/elephants-in-the-box/>

Chapter 4

The HLS Principles: How it fits together

How it all fits together: the relationship between “Human”, “Learning” and “Systems”

Author: Toby Lowe

[Contact the author](#)

Human Learning Systems (HLS) is emerging as a public management paradigm – a coherent and mutually supportive set of foundational beliefs and practices that enable public service to better support human freedom and flourishing.

In order to present and explore the core ideas and practices in this report, we have presented separate chapters on “Human”, “Learning” and “Systems”. In these chapters we have explored particular questions relevant to each: how can we be more “human” in public service? How do we embed learning as the strategic approach? How do we enable systems to produce better outcomes?

However, as well as learning more about each of these topics, we have also learnt more about the relationship

between the Human, Learning and Systems elements – how they combine to create a whole paradigm.

Three different types of claim

The first thing we have learnt about the different elements of H, L and S is that each is making a different type of claim.

Human – our moral purpose and how public service sees people

The Human element of HLS makes two claims. Firstly, it is a statement of the moral purpose of HLS as a public management paradigm. It articulates our foundational belief that the moral purpose of public service is to promote human freedom and flourishing.

Secondly, it makes a statement about what we mean by “being human”

in a public service context. It means that we understand human beings [intersubjectively](#) – as people who live in a web of relationships (a System), which helps to define who they are. In other words, to understand a human being, you must understand their world.

Learning – our management strategy

The Learning element of HLS makes a claim about how public service improves, and therefore what the orientation of management strategy and practice should be. We think that management of public service should [optimise for learning, not control](#). Learning is the meta-strategy for public management practice. It is both how public service improves and how paradigm shift in public management practice comes about.

Systems – our unit of analysis

The Systems element of HLS makes a claim about the unit of analysis that is most relevant to achieving our moral purpose, and to which our method is applied. Each person has the freedom to translate flourishing into desirable outcomes in their own life. It is the role of public service to help with creating these outcomes, in whatever ways are useful, for whomever asks for help.

We believe (with good evidence) that

these outcomes in people's lives are created by the workings of complex systems. In other words, outcomes are emergent properties of people's lives as systems. To create outcomes, therefore, requires these complex systems to produce different patterns of results, and so these systems become the focus of our purpose and method: healthy systems produce good outcomes.

These different claims come together to form a whole in this way:

We believe that the purpose of public service is to promote human freedom and flourishing. Because we recognise and respect their freedom, each person gets to choose what “flourishing” means for them (so long as it is compatible with flourishing for others). We call the choices they make about what flourishing means for them the “outcomes” that public service seeks to help develop in the world.

These outcomes are not “delivered” by public service. Rather, the outcomes emerge (or not) as a result of the ongoing interactions between all the relationships and causal factors in that person's life. This requires public service to see each person as being at the centre of their own unique system of relationships and causal factors.

The most effective and efficient way

for public service to understand and respond to the unique and ever-changing nature of the complex systems that create outcomes in people's lives is to adopt learning as both meta-strategy and management practice. Public servants must develop learning relationships with those they serve, relationships that enable public servant and citizen alike to see and understand that particular “life as system”. It is the job of this learning relationship to understand the ever-changing detail of each person's life context, and to explore ways to intervene in this system in order to produce desirable patterns of results (“outcomes”) more frequently.

It is the job of public management practice to enable this learning relationship between public servant and citizen. It can learn to do this by treating all system scales (for example, “person's life as system ” or “place as system”) as complex systems that can be stewarded towards learning and adaptation through resource allocation, governance, and capacity planning, if all three are focused on enabling learning and adaptation.

[Holons – the whole in the part](#)

Another aspect of what we have learnt about the relationship between the H, L and S of Human Learning Systems

is that, while we can see the different types of practice that exemplify each element, it is a mistake to see them as separate practices.

When we dig into any given area of HLS practice, we frequently find that whole is exemplified in the part. This may have something to do with the fractal nature of complex systems, or maybe it's the nature of this as an emerging paradigm – a mutually supportive, interdependent set of beliefs and practices.

The L and S in the H

We have learnt that effective public service has at its heart the moral purpose of human freedom and flourishing, and that in order to recognise that everyone in public service – from the people being served to all the public servants – should be understood as human beings in a complex web of interdependent relationships.

We see this manifest in “bespoke by design” approaches to public service, which build relationships with people and respond to whatever strengths and needs they find. We see it in management practices that purposefully and systematically use empathy to build trust.

And when we peer into the practice of the H, we find the L and the S.

Learning:

How else can you provide a bespoke response to strengths and needs, if you don't start with learning? The process by which public service comes to understand people's life context is a learning process – a learning process both for those who do public service and those they are supporting. And the bespoke interventions that are created in the relationship between public servants and those they serve are experiments based on learning. How else can public service understand the effects of those bespoke interventions?

Systems:

We have already explored how HLS public management practice views human beings as living at the centre of their own complex systems. We also see a systems perspective in understanding humans. A systems perspective helps us to see that there is no single point of truth from which a "life as system" can be seen. A person may simultaneously be a parent and a child, a victim of crime and a perpetrator of crime, a good neighbour and a terrible spouse. Seeing a person's life from the perspective of the various actors in their "life as system" helps us to see the multiple truths of a human life.

Finally, a systems perspective helps public service to recognise that a bespoke response usually requires collaboration. The range of interventions that may need to be explored and experimented with in order to create alternative outcome patterns are likely to require a range of expertise and relationships. For outcomes with the most complex set of entanglements, this may require collaboration between family members, community organisations and other civil society groups, healthcare professionals, social workers, and police and other justice professionals. A systems perspective naturally helps with recognising all these actors as relevant to an outcome, and enabling effective collaboration between them.

The H and S in the L

We have discovered that learning is the primary method for public management. Creating learning environments is the primary task of public managers, and change happens by enacting learning as meta-strategy.

And when we peer into the L, we find the H and the S.

Human:

When we have explored how learning happens in public service systems – at

all system scales – we find that learning relationships are crucial to effective learning practice. Learning in complex systems is an exploration that human beings do together; incorporating the unique subjectivity of each person is crucial to the quality of the learning process.

And in a beautiful example of a virtuous cycle, we have found that the process of learning together is a great way to build trusting relationships between actors in a system. When people are able to view working together as a process of shared discovery, relationships of trust are created. This includes viewing the people being served as an intrinsic part of this shared learning process – people, and the public servants who support them are on a shared learning journey.

Systems:

Systems are the unit of analysis in which the learning method is applied. In order to enable people's lives as systems to continuously produce the best possible outcomes in the face of an ever-changing world requires collaborative learning – learning between all the actors who are involved in creating that outcome. Consequently, learning is required, not just within organisations, but across systems.

The H and L in the S

We care about systems, because systems create the outcomes that matter to people. And so it is within systems that we explore the interventions that create different patterns in people's lives, and we seek to nurture healthy systems, so that those desired patterns happen more often.

And when we peer into the S, we find the H and the L.

Human:

The first scale at which HLS practice creates a view of a system is that of a human life. And any scale of system that we choose to imagine into being is populated by human actors. It is therefore unsurprising that key elements of what we have seen as "healthy" systems are qualities of human relationships, such as trust. Similarly, we have seen that the work to create healthy systems seeks to build human to human relationships between the actors involved, breaking down hierarchy and the siloed perspective that comes from viewing people only as the bearer of a role.

Additionally, the diversity of human beings helps us to understand that a healthy system must hear a diversity of voices, and ask questions about who is included and who is not.

Learning:

We have also discovered that a healthy system is a learning system. One of the key leadership tasks that we have described with the label “System Stewardship” is to help the actors to experiment and learn together. Without learning and adaptation, collaboration becomes stagnation.

The learning element of HLS also continually reminds us not to assume that we have access to “the truth”. We know our own truths, we need to learn those of others in the systems we create.

References:

- Crossley, N. (1996). *Intersubjectivity: The Fabric of Social Becoming*. SAGE Publications Ltd. <https://us.sagepub.com/en-us/nam/intersubjectivity/book204688>
- Holon (philosophy). (2021). In *Wikipedia*. [https://en.wikipedia.org/w/index.php?title=Holon_\(philosophy\)&oldid=1018002449](https://en.wikipedia.org/w/index.php?title=Holon_(philosophy)&oldid=1018002449)
- Our Vision for Government*. (2020). Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/research-and-conversations/a-new-vision-for-government>

Chapter 5 Principles into action: How change happens: Purposefully pursuing an HLS approach

Purposefully adopting an HLS approach

Authors: Toby Lowe, Hannah Hesslegreaves and Rob Wilson

[Contact the authors](#)

The first section of this work has outlined the Human Learning Systems (HLS) principles. The next question is: how might you put these into practice?

This chapter will explore the overarching process of change, and how to purposefully plan and enact the kind of learning-based emergent change that a shift towards HLS represents.

The chapter will outline the Learning Cycle model as the method for enacting change. It will then explore the nature of creating a paradigm shift in public management, and some of the key enabling factors that we have seen make such a shift possible.

HLS and the process of change

As we outlined in the [Introduction](#) chapter, the change that we're describing is a change of public management paradigm. That can feel like a very daunting prospect! The good news is that this paradigm shift

can be enacted at lots of scales, and the desired change is an example of itself – it is enacted by adopting the learning strategy that you are trying to create. So, by taking a learning approach yourself, you help to create paradigm shift.

"Emergent strategy is about shifting the way we see and feel the world and each other. If we begin to understand ourselves as practice ground for transformation, we can transform the world."

adrienne maree brown, [Emergent Strategy](#), p 191

The case studies have shown that people have used the HLS principles to support change in their approach to public management in two ways. Some people have used the HLS concepts and language to help them understand and articulate a range of practices that they had already (at least partly) developed. Others have

used HLS principles to purposefully plan and enact change in the way their organisations and systems operate. These chapters are for those who want to use HLS to plan and enact change in their approach to public management, or who have adopted elements of HLS practice already and are looking to expand those to make a paradigm shift in public management.

The challenge – change is emergent

From the experience of those who have taken this journey, one of the key points of learning is that adopting an HLS approach needs to be an example of itself. This means it needs to be a process of exploration and learning, pursued with humility and curiosity, without an overly prescribed goal.

What does an appropriate goal for change look like?

From the experience of those who have undertaken these journeys, we can see that the large-scale change goals they set are at the level of principles or high-level goals, e.g. “we want to treat everyone as fully-rounded human beings”, “we will optimise for learning, rather than control”, and “we want trusted relationships between actors in our system, which provide

bespoke service for those who are being served”. These principles are the kinds of high-level change goals that seem to work.

Therefore, it would likely be a mistake to treat any of the particular manifestations/processes by which other places/organisations have achieved aspects of these as your goal. For example, while [the Plymouth Alliance](#) have used alliance contracting as a mechanism for resource distribution and governance, it’s not necessarily the right vehicle for every circumstance. Creating an alliance contract shouldn’t be the goal.

This fits the pattern of all the examples in this report. We think that they serve as inspiration and illustrations of what is possible, rather than recipes to follow or practices to copy. The way that these principles manifest themselves in your context will be emergent and unique to your circumstances. The expression that sums this up nicely is “**principles travel, practices adapt**”.

Learning as management strategy

As we’ve seen in previous chapters, [learning](#) becomes the management strategy by which organisations can pursue emergent goals.

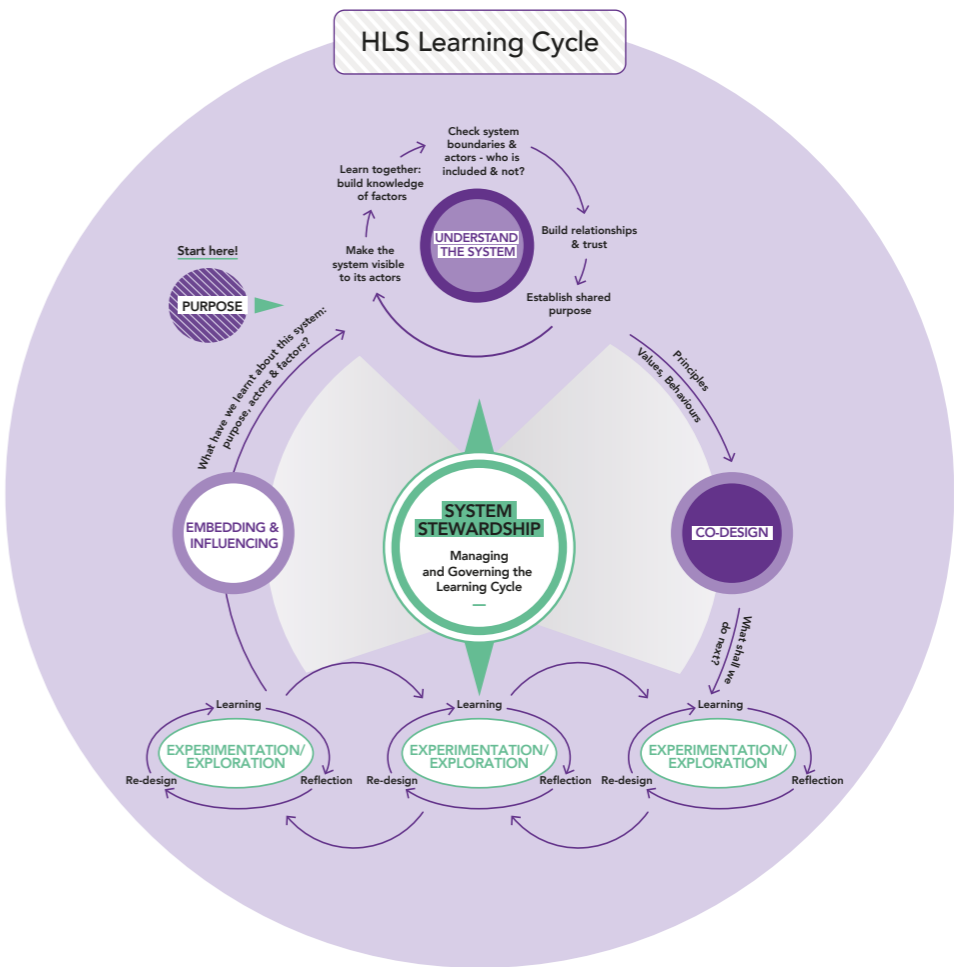
A Learning Cycle: a guide for your learning journey

As we described in the [Learning](#) chapter, we have a model to represent our current best understanding of the likely direction for a learning journey – a journey that enables you to find

what works in your context. We call this model the Learning Cycle.

However, we should be very clear – this will not be what your journey looks like! This diagram represents a simplification and abstraction of a journey that will be much messier than this.

Figure 1: The HLS Learning Cycle



This diagram is a model of a journey, and like all models, [it is wrong](#). The danger with a representation

like this is that it disaggregates and sequences practices that are usually interdependent, messy and fractal.

So the model is wrong, but is it useful?

We think the value in this model is that it offers an explanatory guide to the overall public management approach to producing positive outcomes in complexity. Because if you want to create positive outcomes in the complex reality of people's lives, then it's hard to imagine that you won't need to:

- Understand the system(s) by which those outcomes are created
- Codesign and conduct experiments or explorations into the forms of intervention which change the patterns of results in those systems
- Learn from the results of all those experiments
- Continuously repeat this learning cycle as the world continuously changes.

(What we have learnt about undertaking each of these stages well will be explored in the [next chapter](#).)

Essentially, this model serves two purposes:

1. For those who are comforted by having a picture of the overall approach, this provides comfort. It is a "[certainty artefact](#)". The uncertainty of working in complexity is challenging, particularly for personality types who like certainty. For the person

who needs to see what the plan looks like, this provides the shape of a plan.

2. It provides a useful set of reference points for those following similar learning journeys. The identified elements of this journey are those that others have found useful. They may well be useful for you too. And if they are likely to be useful, you can allocate resources and schedule workload so as to enable these things to happen.

Sequencing

The visualisation of this model as a sequence of steps is a simplification that will not be applicable or appropriate in all contexts. However, the visualisation of sequencing allows us to highlight where sequencing may be useful.

Learning from existing knowledge

There is likely to be useful prior knowledge about how a particular system of interest works and who its actors are. It would seem to be a sensible course of action to draw on existing knowledge as a starting point for "understanding the system", while at the same time recognising that it could be out-of-date or incomplete.

Furthermore, it feels very likely that there are pre-existing relationships between actors in a system of interest, and these relationships will have

specific power dynamics. This history will be important in understanding how a system works (or doesn't). The collective work of constructing a shared understanding of the system is likely to need to reference this history in some way (even if that referencing is framed as "a fresh start").

However, as with all knowledge construction processes in complex environments, there are significant limits as to what prior knowledge can tell you. It is important to remember that "understanding" is an active process – a process of action inquiry, of building relationships and trust (coming from learning together), and developing shared purpose. It is a process whereby a set of relationships and behaviours is becoming explicitly known to those who exhibit them. This cannot just be a process of study, it is a developmental process.

Understanding before codesign

Placing "understanding the system" prior to "codesign" highlights the fact that it may be useful for actors in a system of interest to understand themselves as a system – as a set of people and organisations who are in an interdependent relationship – before they start to purposefully intervene in the operation of those relationships and interactions.

Furthermore, it suggests that before actors can most meaningfully engage in codesign of experiments and explorations, they should have some sense of shared purpose, i.e. they should have a shared sense of the purpose of their explorations. This sequencing also suggests that developing trust between actors enables that codesign process to operate more effectively, as they are more likely to be honest with one another in that design work.

Limits to sequencing

However, as with all complex things, we should beware the simplicity of this kind of disaggregation and sequencing. It is possible that people can create a sense of shared purpose through conducting action-experiments together. Micro-scale experiments, such as those that emerge from a [Trojan mice](#) strategy, can have this quality. But if people are thinking about a purposeful change strategy, designing experiments without strong prior knowledge feels a higher risk manoeuvre than beginning with a process that seeks to "understand the system".

Learning Systems

As we saw in the [Systems](#) chapter, the **Learning Cycle applies to systems**. In other words, it is a collective

endeavour between the actors of any given system. This applied from the smallest scale (e.g. a person’s life as system) through to the largest (e.g. a country as system).

The Learning Cycle is a process by which a system comes to know itself as such, and the actors within it begin to consciously explore, experiment and learn together as a way to enable that system to produce different patterns of results – which we call “outcomes”.

What this model is and isn’t

It is:

- An attempt to understand how learning can be enacted as a management strategy for public service
- Taken from elements of practice across different case studies.

The crucial words in the statements above are “attempt to understand”. This is an early attempt to build a more detailed framework which can provide scaffolding for how these learning practices and relationships are enacted, managed and governed. No doubt it will be improved significantly as knowledge about HLS practices increases.

It is not:

A description of what happened in total in any of the case studies

A description of what must happen in any given context – there will be elements of this model that are not right for any given context.

In the following chapters, we will expand on the model to outline the relationships between Learning Cycles at different system scales. For now, we will begin to explore how learning as an approach to public service can become learning as an approach to public management

Changing the public management paradigm

Paradigm shift as a learning journey

As previously highlighted, the adoption of an HLS approach has to be an example of itself. In other words, changing how public management is done is in itself a learning journey that actors in a system must undertake together.

This can be thought of as a “double-loop” learning process. Double-loop learning enables reflection not just on what is being learnt, but also on the mindsets and structures that enable learning to take place. In this way, we can see how double-loop learning enables the potential for paradigm shift.

Figure 2: Single and Double Loop Learning

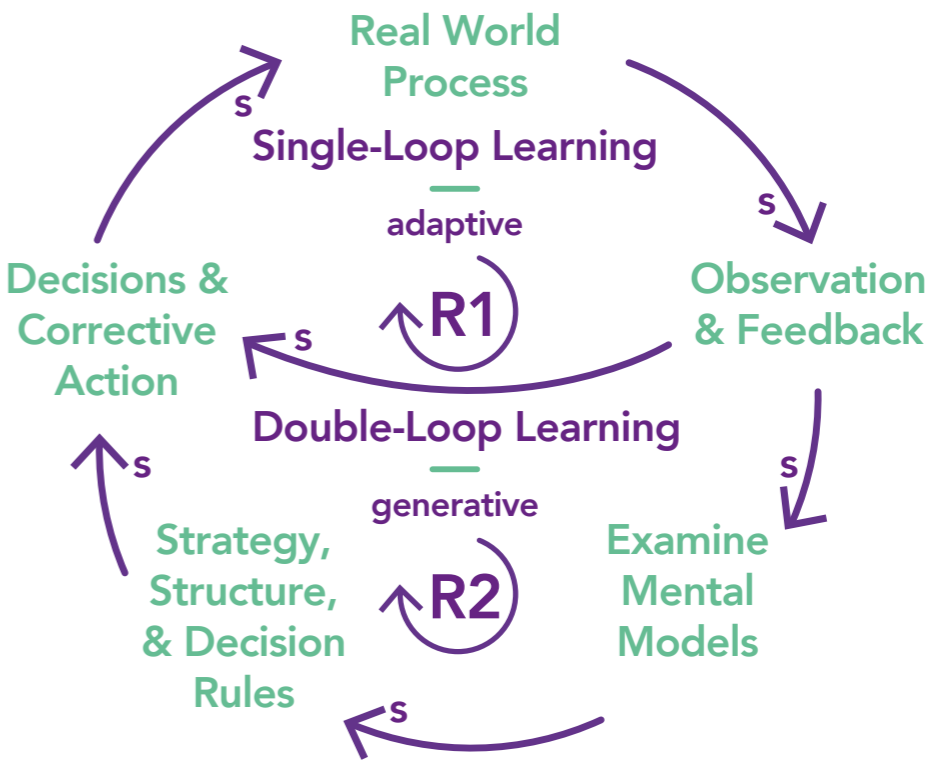


Image adapted from Exponential Improvement: <http://www.exponentialimprovement.com/cms/causingstress.shtml>

As we explored previously, NPM is a public service paradigm because it has a set of foundational beliefs, mindset and practices which are mutually supportive and interdependent. Double-loop learning brings into focus the relationship between the mindset, practices and structures that enact and enable the current way of doing things. It makes those mindsets, practices and structures the subject of learning and adaptation themselves. This is what it means to enact learning as the meta-strategy for public management. When we describe the shift towards the HLS approach as paradigm shift,

it is important to understand why we describe the change in this way. What is a paradigm, and how does one shift? A paradigm is a mutually reinforcing set of foundational beliefs and practices. The classic example of paradigm shift is the change from the Ptolemaic view of the cosmos (the belief that the earth is the centre of the solar system) to the Copernican (that the sun is the centre of the solar system). These different paradigms shaped the questions that were asked about how the planets and stars moved, and how the observational data that was recorded was interpreted.

Over time, the accumulated observational data could not be made to fit with the Ptolemaic view, and so a new overarching explanatory story – a new paradigm – was required. At this point, enter [Nicolaus Copernicus](#) to provide one – and to cause a bunch of trouble for ruling power structures, who had invested significantly in the Ptolemaic view.

We suggest that [New Public Management](#) (NPM) is a paradigm in the same way as the Ptolemaic and Copernican views of the cosmos¹. It is a complete and internally coherent set of beliefs and supporting practices and cultures: people are inherently selfish, so they need to be controlled by performance management rewards and punishments; competition creates efficiency, so we should create marketplaces in public service. We also think that the version of reality that it presents is flawed, and these flaws create many of the problems that are experienced by public managers.

There is a significant implication for viewing public management as a paradigm. It means that you can't just change some of the practices of NPM. Because each practice is mutually reinforcing – and justified by foundational beliefs – you can't change one thing without the necessity of changing the things that

are dependent on it, and on which it depends.

For example, within an NPM frame, you can't simply decide to change the purpose of measurement to focus it on learning. Within an NPM frame, measurement is required to know whom to reward or punish (has this person/team/organisation met their targets or not?). So, if you change the purpose of measurement, performance management systems become inoperable. And if you can't reward or punish people, how will they be incentivised to do the right thing? And how will we know whom to choose among the competitors for contracts, if we can't compare their performance?

Therefore, to achieve the changes that a wide variety of people have recognised are necessary (for example, [making measurement serve the purpose of learning](#)) requires paradigm shift in public management.

It is also worth highlighting another important point about the beliefs that underpin paradigms. When we describe the beliefs that underpin NPM, **we are describing the underlying logic and beliefs of the paradigm, not the underlying beliefs of those who work within it.** So, when we say that the foundational belief of NPM is that people are selfish, we

don't mean that everyone who uses management tools of NPM believes that people are selfish.

Instead, we are seeking to bring to people's attention the underlying logic of the paradigm. When we use the tools of NPM, we are buying into a set of practices designed around the idea that people are selfish, and need to be controlled. By using those tools, we manifest that underlying logic in the world – we make it real, whether that's what we personally believe or not. The argument of this report is this: if that's not what you believe about people, you can now choose not to manifest that logic. You can create a world that works differently.

If you want relationships of trust, if you want to enable learning and adaptation, it is immeasurably harder to create this reality using practices that were built on a belief in untrustworthiness and the necessity of control. This is the reality of paradigms, and the essence of the choice faced by public managers. If these things are valuable, choose to enact a paradigm that enables them. There is little value in complaining about a lack of trust and learning while using a paradigm that is designed to enact distrust and control.

This idea has been expressed in similar ways in a different context:

"The master's tools will never dismantle the master's house"

[Audrey Lord](#)

Paradigm shift as emergent – Three Horizons

One of the implicit dangers of describing change in terms of paradigm shift is that it makes it sound as though change is binary – either we have this paradigm or that one. However, this needn't be the case. We know that change is emergent: that changing one aspect of the world can lead to unexpected change in another. But to ignore the interconnected, whole nature of paradigm – to say that we can change just this practice without changing its underlying beliefs, and the other practices that support it and are dependent on it, is to pretend that the world is other than it is. And we're fed up of pretending.

One way to see the emergent nature of paradigmatic change, and to visualise the overlapping and contested shift towards paradigm change, is through the [Three Horizons](#) model.

Figure 3: The Three Horizons model

Three Horizons Variant One: Challenge & Transformation

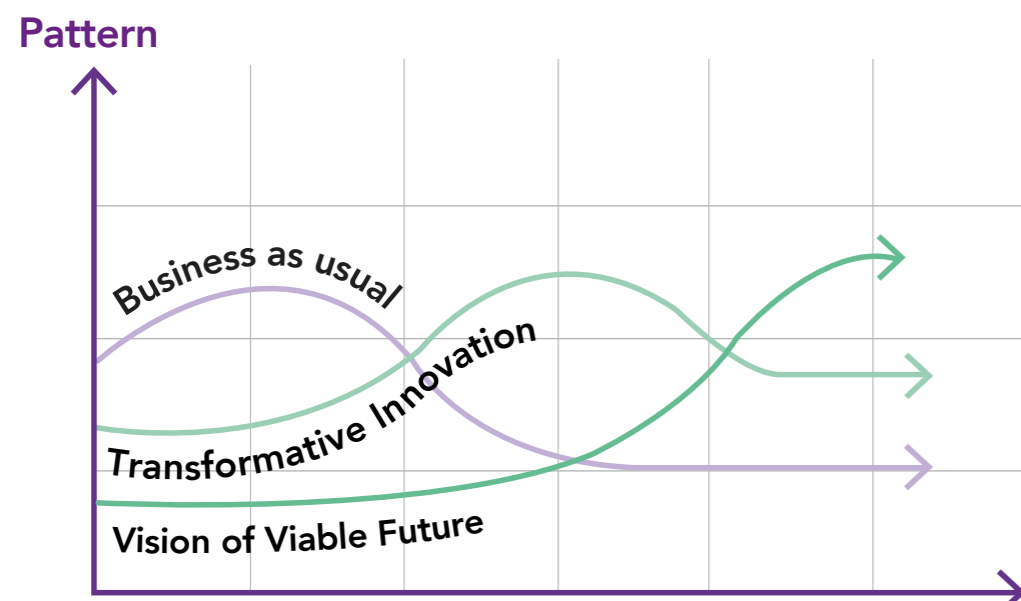


Image from www.H3Uni.org

We can see examples from the case studies of people taking a Three Horizons approach. We can see it explicitly in the [Collective Leadership for Scotland](#) study and in the work of [Neighbourhood Midwives](#):

“The challenge is to work out how to offer women and midwives another option, without having to dismantle the entire system. A new approach that can start by sitting alongside the current model to offer a different way of delivering care which provides

assurance, doesn’t compromise on safety and which doesn’t rely on unmanageable caseload sizes to maintain it.”

(Neighbourhood Midwives case study)

The Three Horizons framing usefully highlights the fact that paradigm shift doesn’t happen overnight – it isn’t a single point in time. There will be transition points when practices of new and old paradigms sit alongside one another, and there is a valuable role in keeping the previous system running while transformative change occurs

elsewhere. As part of experimentation and exploration, alternative public management practices can be tried out and movements emerge around them, building from collective courage to collective commitment.

Where/how do I start to create change?

One of the challenges of taking a “systems” approach to anything is that it can feel as though you need to change everything in order to change anything. This can feel paralysing if you’re not careful.

Fortunately, those who have led processes of change towards HLS working have found that the converse is true – that change somewhere can lead to change everywhere. Change in any one part of the system can be infectious, and can lead to all sorts of other changes.

The key lesson from this is that you can start anywhere you find energy for change. Returning to our understanding of different [system scales](#) we have seen change begin at all of these levels. It can start with a single practitioner adopting a learning strategy with the person they serve. Or it can start with an organisation that wants to have a learning relationship with the people they serve. Or it can start with a commissioner in place,

who recognises that they want to make that place work as a learning system in order to create better outcomes. Or it can start as a national initiative, helping places to create themselves as learning systems.

Given that change can start anywhere, how will you locate the energy for change?

Dissonance is the energy for change – find it

The generalisable experience from many of the HLS case studies is that dissonance and dissatisfaction provide the starting energy for change. This is the key point about paradigm shift. Like Copernicus, the desire to change our worldview starts when that worldview cannot adequately explain our experiences. This sense of dissonance – the dissatisfaction people feel with the overarching explanatory stories – provides the initial energy for change.

Wherever you turn you will likely find people engaged in public service who are experiencing a dissonance with NPM – because it is wasteful and dehumanising. If you have made it this far through this book, maybe you feel that dissonance too! How will you recognise it in others? Who is complaining about the lack of truth-telling in the system? [Who is struggling with the emotional](#)

consequences of pretending that managing against abstracted data is the same as making real change? How does that dissonance show up in the shared meetings/conversations you have? How does it manifest itself in the informal conversations you have about work? What kind of intentional conversations can you host which allow people to voice dissonance with the existing public management approach?

Validate, amplify and make sense of that dissonance

Once you have found others who are experiencing dissonance, how can you collectively validate and make sense of that dissonance? Creating platforms in which people can express countercultural, “heretical” perspectives can be useful in this respect. This helps to create a sense of collective bravery in your context.

The experiences which have helped to create people’s sense of dissonance are likely to be quite varied. How can you connect people’s varied dissonant experiences to the ideas and practices of the dominant NPM paradigm, or an HLS experience? A key question in this respect: does the HLS framing help people to make sense of their dissonant feelings? Those for whom the answer is “yes” make up your initial allies and partners in change.

Learning is the strategy, experimentation/exploration is the method

As we have explored above, adopting an HLS approach is an example of itself. People learn their way to HLS practice. Learning is the meta-strategy.

With whatever allies you can collect, how can you enact this learning strategy? What experiments and explorations can you design together? Where is the space for trying a whole new approach? The most likely places to look in your context are those that experience the most intractable problems – the “wicked” problems. These are problems where people will be looking for new approaches, and given that wicked problems are usually expensive, the chances are that resources can often be found for addressing these.

Many of our case studies have successfully managed a difficult balancing act. On the one hand, they have created as large a permission space for experiments as possible – in order to provide the opportunity for the kind of change that is noticeable – while on the other, they have created a safe enough space to permit failure. Because some of the experiments and explorations will necessarily fail. Where might you be able to create spaces that have those characteristics

in your context? What problem is big or expensive enough to require a new approach, but one in which experimentation and exploration is going to be possible?

Be infectious

If you’re doing something different, others will be curious. You can develop that curiosity into an alliance by creating opportunities to share your experiences across organisational boundaries. Think of this as growing a network of allies by infecting people with your experiences. Remember – there is little value in trying to convince people. If what you’re doing is interesting and useful, others will likely find it so too. All you need to do is share generously.

Making the money behave differently

As described above, to make lasting change in the public management paradigm in your context, at some point you will have to change the structural processes by which resources are allocated and accounted for; at some point you will have to make the money behave differently.

How can you cultivate allies in that space? How can you enable them to experiment with or explore different commissioning, contracting or grant-making practices? The relationship

between charitable foundations and public service is particularly interesting in this respect, as charitable foundations can act as a force for change by offering seed funding, and otherwise de-risking alternative approaches.

When you encounter resistance, you can...

In any kind of change journey, you will necessarily encounter those who want to resist that change. At this point, some of the tactics deployed by our case studies include:

Don’t try to convince sceptics

One of Donella Meadows’ key insights is that you can’t talk or “evidence” people into paradigm shift. It is the nature of a paradigm that those operating in one paradigm ask different kinds of questions, and value different kinds of answers, from those who are operating in another one.

When you encounter sceptics, you do not have to try and convince them – in fact, seeking to convince them in advance may well be impossible, and is likely to be a waste of your energy. So, don’t waste time or energy trying to talk sceptics around by means of evidence or reports.

If you’re not trying to convince such people, what can you do instead?

Involve them in the learning process

“Don’t report to people, engage them in the learning process” is one of the repeated lessons from across the case studies. For those you want to bring on board, how can you make them part of the experimentation and exploration process? (How are they part of “the system” that you want to behave differently?) How can they experience what “different” looks like at first hand?

Show and build empathy

It is worth remembering that very few people joined public service because they wanted to be obstructive. Almost all people in public service want to make positive, purposeful change in the world. How can you find people’s sense of purpose, and offer an opportunity to explore that purpose through learning? Remember, everyone in the system is human.

Go around them

If people don’t want to be involved, go around them. Change happens at different speeds in different places. It is useful to remember that [“the future is already here, it’s just unevenly distributed”](#). No-one in an organisation or system is powerful enough to control all the spaces. Use your network of allies to construct an alternative space where the blockers’ power is less apparent.

Meet resistance with accountability

If there is someone whose support (or at least acquiescence) is required to create an effective permission space for experimentation and exploration, then if all else fails, you can ask them to account for their resistance. For example, if the problem is that people insist on using particular performance management or commissioning mechanisms (such as Payment by Results), you could ask them to provide an account of why they believe that the evidence supports such a position, and ask them to sign off on that account. Then, when evaluators ask why such an approach was followed, you will be able to provide them with that explanation.

The whole point of this report is to help people to understand that they have a choice about which public management paradigm they will use. You can help people to see and understand the choice they face – by making it explicit, and by collecting and sharing information relevant to that choice (for example by the way that you frame evaluations).

Scale

The really good news is that the work to create and enact the HLS Learning Cycle can be undertaken at any system scale. It can be enacted in one-to-one

work between a public servant and the person they serve, right up to a national and international scale.

The key to making sustainable change is to ensure that you connect your Learning Cycle with a Learning Cycle at the scale above (we will explore this idea further in subsequent chapters). This larger scale takes what you have learnt from the context of your practice into the broader public management system that enables (and constrains) it. This connects with the point we have observed about “scaling” that we have seen in the [Learning](#) chapter – what is scalable is the capacity for learning.

Enablers

If the HLS Learning Cycle is the method for change, what are the enablers of change that we have seen from among the case studies that enable that Cycle to be successfully enacted?

The right team

Successfully enacting learning as a meta-strategy for public service requires participation from a range of types of role/actors in the system:

The public (those being served)

We have seen from case studies such as the [Plymouth Octopus Project](#), [Plymouth Alliance](#) and [Mayday Trust](#) that HLS works best when those who

are being supported are a core part of the learning process. If you get this involvement right, it can be a significant enabler in addressing any other barriers, because the authentic voices of the people being supported carry significant weight.

[“Street-level” people \(deliverers of service\)](#)

You need a range of people who work directly with those you are seeking to serve. These people will be the prime experimenters and explorers. It is their energy and drive to work differently by which the work will be different (or not).

Operational managers and team leaders (Learning legitimisers)

You need the involvement of those who manage the street-level people – those who are responsible for allocating workloads and other resources. These are the people who will be primarily responsible for creating and maintaining effective learning spaces, and for making connections across and between those spaces.

Resource allocators and monitors

At some point, you will need the involvement of those whose primary function is resource allocation and monitoring, e.g. grantmakers, commissioning and procurement people, performance management

people, finance and accounting people. Following the Learning Cycle will likely involve working quite differently for them and it may take them significantly out of their comfort zone. How can you support them on that learning journey?

Senior leaders (permission-givers)

At least initially, the Learning Cycle will require a permission space to operate in that will need to be protected from “business as usual” and from those with a vested interest in the status quo. Senior leaders are required to both protect the permission space for people to act in and communicate the value of working in this way to others outside that space. They are also the ones who are likely to be responsible for maintaining the focus of the large-scale learning systems – for example, by giving permission for the money to be managed differently, and by changing performance management structures.

Perhaps the most important role that senior leaders can play is signalling the importance of the change to the public management approach, and maintaining this signalling when things go wrong. Protecting the learning space as a safe space to fail is crucial if it is to achieve its goal.

Politicians (Connection to democratic processes)

Politicians can be extremely useful allies in developing an HLS approach. For example, by engaging with successive Cabinet Members, the [Plymouth Alliance](#) have experienced a supportive political environment even while political control of the Council has changed hands.

Learning from the Plymouth experience, engaging politicians does require a different form of dialogue. For example, an HLS approach does not sit well with campaign promises which make (inevitably random) target-based claims. However, the HLS approach does have two aspects which seem attractive to politicians: it enables a better experience of public service for voters (and generates large numbers of engaging, positive human stories) and it seems to enable public services to be delivered more efficiently.

Infection vectors

These are people who can spread the learning as a meta-strategy across boundaries through their contagious enthusiasm and their ability to share their experiences in a way which connects with others. Crucial to this role is authenticity – sharing experiences, warts and all.

If you and your allies are planning to embark on a learning cycle, it could be useful to check that you have all these roles covered. If you haven’t got all of these people on board initially, how can you use your expanding network of allies to get them on board as you go?

Tools for action learning and sense-making

To enact learning as meta-strategy will require tools for codesign, action learning, and sense-making. Fortunately, there are a wide variety of tools and [methods](#) available.

Information systems to support learning

In the same way that NPM has shaped our service environment, it has shaped the way computer systems structure the design and use of the data in management and service delivery practices – for examples of this see [Wilson et al \(2013\)](#), [Lowe and Wilson \(2017\)](#), [Lowe et al \(2019\)](#), and [Jamieson et al \(2020\)](#). Currently, judgments about services are based on the principle that measurement can be used to make assessments of quality. In this logic, it follows that organisations providing the services can be held accountable, and sorted, ranked and/or resourced according to such a principle.

At the heart of this process is the use of data as the source for managing performance and assessing outcomes, which has been described as tantamount to being paid for the production of data. Here what counts as an “outcome” is a given, and the role that information systems play (be they paper records, spreadsheets, or service records systems) is to become the mechanisms by which data and information are collected, collated, compared and presented – on an industrial scale.

The widespread use of these tools creates and then reinforces the social reality (“what gets measured gets done”). This current approach to data and information in services, at the practice, management and commissioning levels, where new interventions and targets lead to new data requirements, often on top of existing ones, belies the complexity of the relationships that enable public service to function.

So, as well as a new approach to service delivery and governance, we need to think about how we use information systems differently to produce and use data in order to inform our learning and reflection. One idea for doing this is to take the opportunities offered by the new generation of information systems

to move away from organisation- or service-specific systems to shape and build shared ICT infrastructures as a “community commons”.

An example of this is how we manage the identity information of people, communities and services. At the moment, there are two scenarios. The first is large social media and e-commerce firms monopolising the ways in which people access services and services make themselves visible for profit. The second is individual organisations and services collecting information about people and recording it in their systems. This means that people often cannot easily access information about themselves, and sharing information is problematic.

An alternative approach which would be to help people have more control over who they shared their identity data with, via innovations such as Data Trusts (where a dedicated organisation holds the data safely and provides tools to help people share their data when they need to). For organisations and services it might be the cocreation of a local civic register (or list of services), which could then be used to create personalised lists of services relevant to people’s needs.

It follows that a key enabler for HLS practice is the creation of appropriate information systems and architectures.

The key questions for HLS practitioners are therefore: who is going to build those for you? How can these shared ICT services be designed and made sustainable? You will need some people who are able to build different types of information infrastructures with the purpose of supporting ongoing learning, rather than build systems that are tied to the delivery of particular programmes or organisational aims and hence need replacing every time the policy changes.

Opportunities

One of the key enabling factors for enacting an HLS approach is that NPM is so unsuited to operating in complex environments that it repeatedly creates opportunities for a better alternative. For example, when COVID-19 struck, NPM was so unsuited to operating in such a patently uncertain and dynamic environment, that when the virus first took hold in the UK, [the initial public management response](#) was to turn off almost all the instruments and practices of NPM.

Control-based approaches, using targets or KPIs as a way to extrinsically motivate public servants, will always fail in complex environments sooner or later. They fail because they deny a fundamental truth about the complex reality of the world – that we cannot know now what the right public service

approach will be in a year’s time to create positive outcomes in the lives of citizens. The [Windrush scandal](#), the [Mid-Staffordshire Hospital scandal](#), the [Baby P scandal](#), and repeated scandals involving private providers such as [G4S](#) and [Serco](#) demonstrate that the next high-profile failure of NPM is never far away.

The next time our public management approach becomes news, we can be ready with an alternative. Have your explanations and accounts ready; have a network of allies ready to work differently.

References:

- All models are wrong. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=All_models_are_wrong&oldid=1003185818
- Bell, M. (2021). *Plymouth Octopus Project* (Human Learning Systems Case Studies). Plymouth Octopus Project. https://www.humanlearning.systems/uploads/POP_1.pdf
- Blanes, A. (2019, August 1). *Why 'trojan mice' are the best-kept secret of successful teams*. Medium. <https://medium.com/swlh/why-trojan-mice-are-the-best-kept-secret-of-successful-teams-a3da02d03d48>
- Brown, A., Brogan, A., Randle, A., & Lowe, T. (2020, March 23). *A Whole New World: Public Service in the time of Coronavirus*. Human Learning Systems. <https://www.humanlearning.systems/blog/a-whole-new-world-public-service-in-the-time-of-coronavirus/>
- brown, adrienne maree. (2017). *Emergent Strategy: Shaping Change, Changing Worlds*. AK Press. <https://www.akpress.org/emergentstrategy.html>
- Burgoyne, J., & Lloyd, J. (2020, May 29). *Measurement for Learning Part 1: A different approach to improvement*. Nesta. [https://www.nesta.org.uk/project-updates/measurement-and-](https://www.nesta.org.uk/project-updates/measurement-and-learning-in-local-government/)

[learning-in-local-government/](https://www.nesta.org.uk/project-updates/measurement-and-learning-in-local-government/)

- Copernican heliocentrism. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Copernican_heliocentrism&oldid=1017948566
- Cornford, J., Wilson, R., Baines, S., & Richardson, R. (2013). Local governance in the new information ecology: The challenge of building interpretative communities. *Public Money & Management*, 33(3), 201–208. <https://doi.org/10.1080/09540962.2013.785705>
- Francis, A. (2021). *Neighbourhood Midwives* (Human Learning Systems Case Studies). Neighbourhood Midwives. <https://www.humanlearning.systems/uploads/Neighbourhood%20Midwives.pdf>
- G4S fined £44m by Serious Fraud Office over electronic tagging. (2020, July 10). *The Guardian*. <http://www.theguardian.com/business/2020/jul/10/g4s-fined-44m-by-serious-office-over-electronic-tagging>
- Geocentric model. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Geocentric_model&oldid=1017464018
- Jamieson, D., Wilson, R., Martin, M., Lowe, T., Kimmitt, J., Gibbon, J., & French, M. (2020). *Data for outcome payments or information for care? A sociotechnical analysis of the*

- management information system in the implementation of a social impact bond. *Public Money & Management*, 40(3), 213–224. <https://doi.org/10.1080/09540962.2020.1714306>
- Lorde, A. (2013). *The Master's Tools Will Never Dismantle the Master's House*. https://collectiveliberation.org/wp-content/uploads/2013/01/Lorde_The_Masters_Tools.pdf
- Lowe, T., Kimmitt, J., Wilson, R., Martin, M., & Gibbon, J. (2019). The Institutional Work of Creating and Implementing Social Impact Bonds. *Policy & Politics*, 47(2), 353–370. <https://doi.org/10.1332/030557318X15333032765154>
- Lowe, T., & Wilson, R. (2017). *Playing the Game of Outcomes-based Performance Management. Is Gamesmanship Inevitable? Evidence from Theory and Practice*. *Social Policy & Administration*, 51(7), 981–1001. <https://doi.org/10.1111/spol.12205>
- Lowe, T., Wilson, R., & Pell, C. (Eds.). (2016). *Kittens are Evil: Little Heresies in Public Policy*. <https://www.triarchypress.net/kittens.html>
- Meadows, D. (1999). *Leverage Points: Places to Intervene in a System*. The Sustainability Institute. http://donellameadows.org/wp-content/userfiles/Leverage_Points.pdf

- Mumford, L. (2021). *Mayday Trust* (Human Learning Systems Case Studies). Mayday Trust. <https://www.humanlearning.systems/uploads/Mayday%20Trust.pdf>
- Munro, E. (2011). *The Munro Review of Child Protection: Final Report—A child-centred system*. Department for Education.
- New Public Management. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=New_Public_Management&oldid=1018665629
- Nicolaus Copernicus. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Nicolaus_Copernicus&oldid=1018858547
- One Thing at a Time* (Human Learning Systems Case Studies). (2021). Collective Leadership for Scotland. <https://www.humanlearning.systems/uploads/One%20Thing%20at%20a%20Time.pdf>
- Public sector porkies – 10 years of lying up the hierarchy*. (2021, March 9). Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/public-sector-porkies-10-years-of-lying-up-the-hierarchy>
- Serco fined £22.9m over electronic tagging scandal. (2019, July 3). *The Guardian*. <http://www.theguardian.com/business/2019/jul/03/serco-fined-229m-over-electronic-tagging-scandal>

Snow, T. (2021, May 8). Certainty artefacts: The constructs we create to make sense of the world. *Medium*. <https://medium.com/centre-for-public-impact/certainty-artefacts-the-constructs-we-create-to-make-sense-of-the-world-607e95f6cc33>

Stafford Hospital scandal. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Stafford_Hospital_scandal&oldid=1012419158

Street-level bureaucracy. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Street-level_bureaucracy&oldid=1011760106

Studdert, J. (2021, February 23). Escaping the Community Power Evidence Paradox. *New Local*. <https://www.newlocal.org.uk/articles/evidence-paradox/>

The Donella Meadows Project. (n.d.). The Academy for Systems Change. Retrieved April 25, 2021, from <http://donellameadows.org/>

The Future Has Arrived—It’s Just

Not Evenly Distributed Yet – Quote Investigator. (n.d.). *Quote Investigator*. Retrieved April 25, 2021, from <https://quoteinvestigator.com/2012/01/24/future-has-arrived/>

Three Horizons I H3Uni. (n.d.). A University for the Third Horizon. Retrieved April 25, 2021, from <https://www.h3uni.org/practices/foresight-three-horizons/>

Wallace, G. (2021). *Plymouth Alliance for Complex Needs* (Human Learning Systems Case Studies). The Plymouth Alliance. <https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf>

Wicked problem. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Wicked_problem&oldid=1019409365

Windrush scandal. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Windrush_scandal&oldid=1013670097

Endnotes

- 1 This is by no means an uncontroversial view. Thomas Kuhn, the person who drew our attention to the nature of paradigms in scientific discourse, suggested that it was more difficult to apply the idea of a “paradigm” to social science.

Chapter 6 Principles into action: How change happens: Enacting learning as management strategy

Enacting learning as management strategy

Author: Toby Lowe

[Contact the author](#)

Introduction

Whatever your role and whatever scale you work at, to enact HLS is to undertake a learning strategy, one that enables those involved in a complex system to see and understand the dynamics of that system, and to explore and experiment with that system, so that it better enables human freedom and flourishing.

Across the case studies that form the backbone of this work, we have seen that the model of a [Learning Cycle](#) can be a useful guide for people to

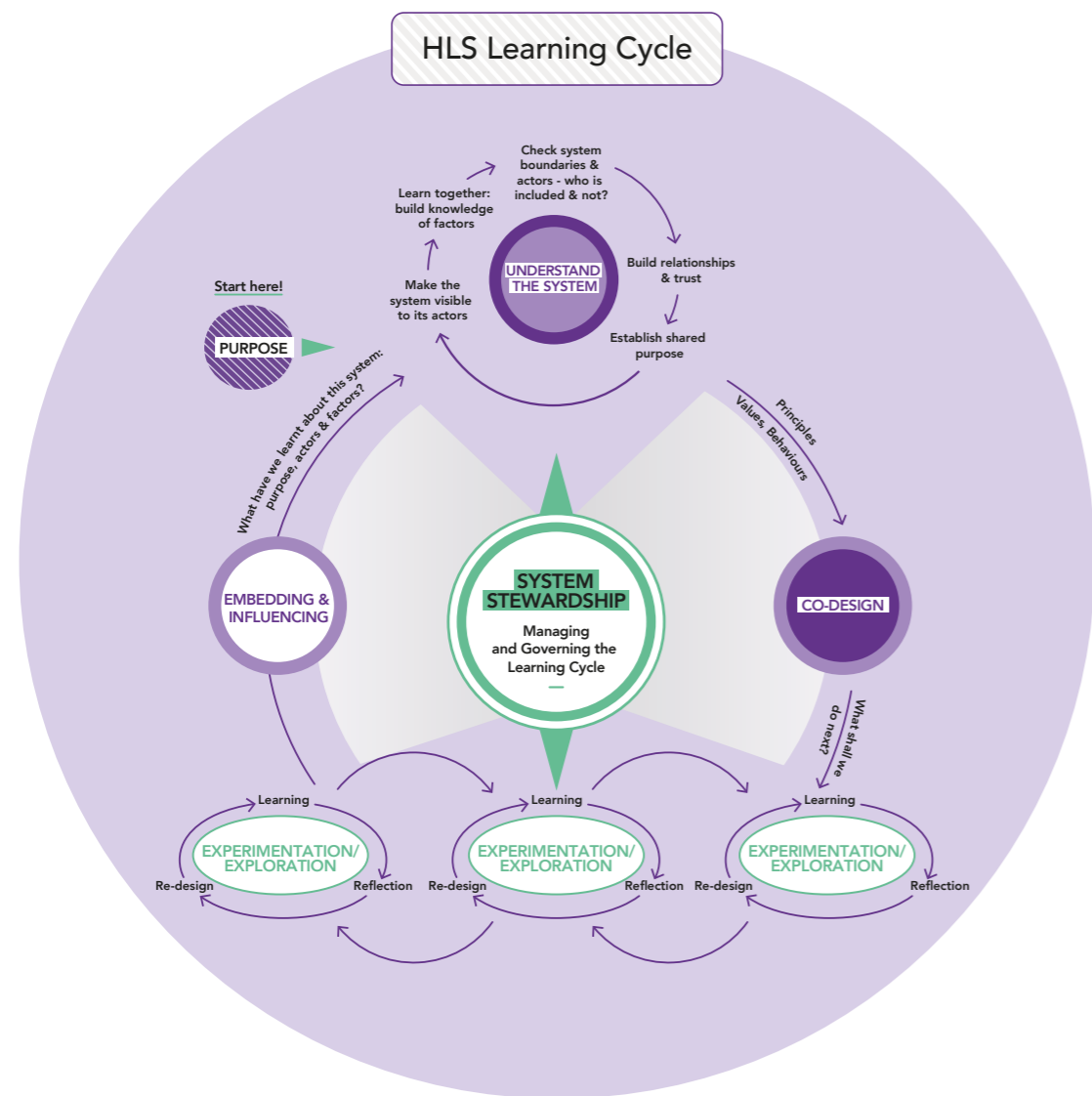
think about the way in which a learning strategy can be enacted.

In this chapter, we will explore what we have learnt from the different case studies about the detail of what action at each stage of the Learning Cycle entails.

The next chapter will then explore the relationship between [Learning Cycles at different system scales](#). And in the last chapter of this section, we will explore what it means to manage and govern this [Learning Cycle](#).

Undertaking the Learning Cycle

Figure 1: The HLS Learning Cycle



What are the practices that enable those doing public service to undertake this kind of Learning Cycle journey?

Fortunately, there is no shortage of practical advice and examples for creating learning organisations. The work of [Peter Senge](#) is the obvious place to start, given his role in

developing the concept of the learning organisation. The [Social Pedagogy](#) chapter of this book explores how to embed learning as a principle for public service. Research in Practice also have an [excellent guide](#), which contextualises learning organisations for public service.

The key to operationalising a learning strategy within a particular public service practice is the switch of management focus to “[optimising for learning, rather than control](#)”.

We can see two sets of practices in our case studies:

- Undertaking the Learning Cycle at a particular system scale – what do we need to learn in order to achieve our desired purpose?
- [Managing and governing](#) (“stewarding”) that learning cycle – planning and allocating the resources, and checking whether it is working appropriately.

We will explore the question of how to Manage and Govern the Learning Cycle in the final chapter in this section. At this point, we will focus on what we have learnt about the practices that actors use in order to enact each stage of the Learning Cycle.

Purpose

The act of defining a system’s purpose is crucial, because that enables the boundaries of a system of interest to be drawn, and thus the actors within that system to be provisionally identified. For example, [Plymouth Alliance](#) identified and created a system of interest whose purpose was helping people with multiple and complex needs to live the lives they

would want to lead. This enabled those acting as Systems Stewards to identify a *de facto* list of actors in the city who contributed to meeting that purpose.

Understand the System: actors and factors

The first element of the learning journey is learning about the system of interest. This can contain [elements of ‘traditional’ social science research practice](#), in which previous observational or experimental research is used to build a picture of the outcomes that such systems create, and the identified causal factors underpinning such results.

But “understanding” is also a process of action inquiry – it is a process of building relationships and trust (coming from learning together) and developing shared purpose. It is a process by which a set of relationships and behaviours becomes explicitly known to those who exhibit them. This cannot just be a passive process of study, it is a developmental process whereby the actors in a system come to see and understand it as such.

From the case studies, we can see two aspects of helping the system to see and understand itself: the actors and factors in a [system](#) (see Systems chapter).

The first aspect brings actors in the system together to enable them to see and recognise themselves as a system working to achieve the stated purpose, and to build the relationships of trust and sense of shared purpose which are the foundations of a healthy system. We see can see this role as a form of [systems convening](#) – a social learning process where actors uncover a sense of shared purpose and learn about the relationships that enable them to enact it. This is the most common type of System Stewardship seen at this point in the cycle. It is evident in the work of [Aberlour](#), [Plymouth Octopus Project](#), [Plymouth Alliance](#), [EDUFI](#), [South Tyneside Alliance](#), [Wallsend Children's Community](#), and many others.

Cultivating trusting relationships between actors

We see from a number of the case studies that those seeking to enable healthy systems are working to actively cultivate trust between the actors. For example, the [Plymouth Alliance](#) use Appreciative Inquiry widely to build empathy across actors in the system, as a means of developing trust. They also ensure that their commissioning mechanisms – the way they allocate and distribute financial resources – cultivate trust. They do so by removing competition between actors for finances as much as they can, and by

requiring open-book accounting from all parties.

We see similar purposeful trust-building between actors at the national scale in the EDUFI case study. In their work they seek to build “intimacy” between national and local systems within the overall education system in Finland, and develop approaches to learning together which both build and rely on trust.

The second form of understanding the system is a learning process in which actors explore the current knowledge about the factors that contribute to the system achieving (or not) the desired outcomes. For example, we see this type of causal loop/[system dynamics](#) analysis undertaken in the [FCDO](#) and [The Children's Society](#) studies. As we will explore in the next chapter, this also means learning about the factors that influence “the system” from the scale below, and from scales above.

Deep listening – actors and factors together

One important aspect of the practice of understanding systems that we can see from the case studies is that understanding the actors who comprise a system, and the causal factors operating in that system, are not two separate tasks. Many of the case studies emphasise that it is only

by listening deeply to human lives in context that we build up a richer picture of the factors at play in a system. The Mayday Trust again serves as an interesting example:

“How we listen is critical – it’s about intelligent listening, not just creating literal responses to what people say which can create a perverse incentive. An example of this is when people experiencing homelessness didn’t access medical help as they felt uncomfortable in the waiting rooms and other people felt uncomfortable too, the sector response was to create ‘the homeless GP’ surgery. This may have solved an immediate discomfort but had the long term impact of further segregation and exclusion of people from their communities.

This radical redirection [of Mayday Trust practice] was reached by listening to people and hearing individuals defining their own problems, not assuming what the problem was on their behalf. It gradually became apparent that when we listened to people, that currently the most significant problem in their lives were

system barriers which got in the way of their ability to transition themselves out of their situations. These system barriers presented themselves in many ways such as structural (e.g. Housing allocations policies and welfare reform) or economic (e.g. the gig economy) or psychological (e.g. the deficit informed system not listening to their stories)

These systemic barriers, instead of being recognised and removed, were becoming further hidden and deflected as charities and providers increased the focus on pathologising people’s experiences and making these the problem of the individual and not of the system.”

(The Mayday Trust case study)

This combination of deep listening as a way to pay full attention to context, and using this to analyse the structural factors underlying the behaviour of systems, seems to help address the problem of learning and adapting from “[first order](#)” analyses. Looking at actors and factors together, therefore, seems to be an important way to understand the **power dynamics in a system** – how power manifests itself

in terms of the relationships between actors and in terms of the structural forces that shape the patterns of results that the system creates. Understanding and (where necessary) addressing these power dynamics is a crucial part of creating a healthy system (see [Systems](#) chapter).

Developing shared purpose: a guiding star

Building a shared understanding of a system of interest is a process in which the actors involved learn together. This understanding can then be used to build a sense of shared purpose for that system – moving from the *de facto* purpose given by whoever is acting as a Systems Steward to a sense of shared purpose articulated by all the actors involved. This sense of shared purpose provides the guiding star for all those working in the system – it enables people within it to ask the question: this thing that I am doing, does it help to achieve our purpose? If so, how does it do that?

Shared purpose becomes shared values and principles

How is this shared purpose operationalised, so that it can function effectively as a way to prioritise and coordinate action? In the case of [the Plymouth Alliance](#) and [Dorset Integrated Care System](#), this shared

purpose was articulated as a set of guiding principles for the Alliance. These principles then manifest themselves in the governance mechanisms for the alliance, and serve as the basis for collective reflection and decision-making. A published set of principles served a similar purpose in the work of Sport England and GreaterSport in Greater Manchester:

“People could see that the core team were being true to principles set out in the beginning, therefore it was useful to have a list of guiding principles which were being checked against.”

(GreaterSport case study)

Other cases articulate a shared purpose through agreements on shared values. For example, [Wellbeing Teams](#) uses a shared values agreement to govern their work.

These shared principles and values are used as the reference point which enables ongoing prioritisation and decision-making. These principles and values perform the coordinating function, and the basis for accountability, that Key Performance Indicators do for NPM. People use techniques such as [confirmation practices](#), and [Principles-Focused](#)

[Evaluation](#), as ways to help one another to account for the way in which they are living up to those principles and values (and challenge them if they are not).

Codesign

By now, [codesign](#) is well established across a range of practice disciplines. The question for this element of HLS practice is therefore: how does codesign work as part this learning cycle?

What is being codesigned?

An important starting point is the question: what is being designed? A crucial difference between the learning approach in HLS and other contexts in which codesign might be applied is that what is being codesigned are not programmes to be delivered. What is being designed are the processes of action research that people refer to as “experimentation” or “exploration”. In other words, **it is the learning process that is being codesigned.**

This is highlighted in the Plymouth Alliance case study:

“We then began to generate prototypes and experiments to test our learning and try new things. We were consciously trying to create a permissive atmosphere which encouraged

and supported thoughtfulness, experimentation and learning. Lessons were gathered and shared and better ways of doing things were embedded in practice. Experiments might be very small – perhaps two workers in different agencies agreeing to work in a more integrated way, or structural e.g. abolishing ‘staged’ approaches to housing and moving to a bespoke approach or financial, or devolving a rehab budget to a group of providers. We gathered learning about these approaches through AE but also through the use of data.”

(Plymouth Alliance case study)

Through the work of the case studies, we can begin to see knowledge which could help others to shape these codesign processes. For example, the [EDUFI Innovation Centre](#) developed some parameters for what an experiment is and isn’t, and a set of tools to support the design of experiments:

“An experiment is:

- I am purposefully and curiously gathering feedback on whether my idea is good or not

- If successful, my experiment will further my broader goal
- I am not sure what the outcome of my experiment will be
- My experiment is to try something on a small scale before I expand
- My experiment has a clear beginning and ending
- The success or failure of my experiment can be clearly ascertained through evaluation

An experiment isn't:

- I will start calling my idea an experiment after it fails
- My experiment is so innovative that it is separate from other realities and goals
- I know for sure what will happen in the experiment, and I already presented the results in the project plan
- I'm experimenting at the same time in the entire country, or just for the sake of it for all users at once
- My activity is forever
- If my plans do not get realised, I will end up in trouble. This is why I hide my failures from others, often to be sure of myself." (The Innovation Centre at the Finnish National Agency for Education (EDUFI))

Other case studies provide useful examples of the kinds of questions

which help to shape experiments. We can see this in the questions that [Wellbeing Teams](#) asked:

"We expressed the design as a number of questions that guided our experiments and learning:

People:

- Can we deliver home care that gives as much choice and control as possible to people who receive it?
- Can we work in ways that reflect what matters to people and support them to have better days?
- Can we intentionally connect people within their communities?
- Can we use technology to support people to be safe and well, and to connect people?
- Can we use a "reablement" and prevention ethos?

Team members:

- Can we deliver home care through self-managing teams, paying above the living wage, on salaries?
- Could people work in shifts, rather than being only paid for contact time (which usually leaves people with hours during the day when they are not required)?
- Can we recruit people for values, instead of experience or qualifications?

- Can we support people to bring their whole selves to work?
- Can we support people to grow and develop at work?
- Can we work in teams that feel like teams, where people feel connected?

Providers and Commissioners

- Could we deliver care through self-managed teams in a way that Care Quality Commission (CQC) accepted?
- Can we deliver our service within the same commissioning process, e.g. price per hour?" (Wellbeing Teams case study)."

Codesign and trust

Nicely illustrating the limitations of the linear presentation of the Learning Cycle, we can see that building trust doesn't stop at the "Understanding the System" part of the Learning Cycle. The codesign element has also been used by the case studies to develop **relationships** and **trust**. For example, in the [FCDO](#) case study we see that managers purposefully used participatory codesign processes to create key programme resources, such as a Theory of Change, and programme strategy documents. These participatory processes were designed to build relationships of trust between different programme actors.

Codesign and diversity

The codesign stage also seems to be crucial in enacting the principle of diversity that we have seen in the [Human](#) and [Systems](#) chapters. The participation of diverse voices in codesign processes is a way to ensure that the experiments and explorations created through codesign start from a recognition of the [variety of human life contexts](#). Similarly, the focus on encouraging **diversity** in authentic human **relationships**, in which people bring their whole selves, is important in codesign processes, as this [mitigates the danger of groupthink](#). Drawing on diverse experiences encourages a broader perspective, and provokes more creative responses.

Experimenting and exploring

Experimentation is at the heart of the learning cycle. [EDUFI](#), [The Children's Society](#) and [Moray Wellbeing Hub](#) refer to experimentation as "their method":

"Carrying out experiments enables ideas, services and the like to be developed in collaboration with those for whom the solution is intended. Those involved in experiment activities at schools include children, young people, families, teachers, school staff,

and external operators at the schools.

With experimentation, the solution is put forward for others to see and test at an early stage, allowing the testers to become developers of the solution. In other words, 'professionals' do not develop the solution in a disconnected bubble, but rather in dialogue with the target groups and stakeholders."

(EDUFI case study)

The language that different organisations use to refer to this kind of "experimentation" varies. Organisations also use the language of "[prototyping](#)" and "[reflective practice](#)". This variation in language highlights an important point about the nature of the action inquiry that organisations are pursuing as part of their HLS approach.

It is important to note that the goal of this action inquiry is not necessarily to mimic the methodology and approaches of the natural sciences. Natural science experiments require controlled conditions, which almost certainly don't exist in complex, real-world environments. People

conducting "experiments" did not try and artificially recreate these controlled conditions in their action research.

The language of "explorations" therefore seems equally applicable. When conducting an exploration in a complex, ever-shifting landscape, those undertaking exploratory action develop fast-paced feedback and reflection loops, asking the question: **what happens if we try this?**

"We use strength-based reflective practice sheets which take an appreciative inquiry approach to explore what worked well and what could be better next time. We ask the same questions of ourselves as facilitators, supervisors and coordinators as we ask of the people we work with. We look across the insights gathered and the different perspectives to see connections and themes in what's working and what's not. We've found that reflective practice is an important self-management tool. How we evaluate this complex system is something we are still working on as we have so much data!"

(Moray Wellbeing Hub case study)

Measuring in the experimental/exploratory process

One of the crucial parts of experimentation or exploration is that it is undertaken rigorously. As exemplified by the [EDUFI](#) case study material above, it is easy to claim to be doing an experiment in retrospect. Rigorously undertaking an experiment or exploration requires the collection and analysis of information that helps those conducting the experiment or exploration to know what is happening, and to adjust as they go.

What information do people need to gather in order to understand what is happening with their experiments and explorations? This is an important question, because we know that measurement is important because it is [a crucial part of learning together](#). To learn together requires data. And we get a significant part of that important data by measuring well. When we reflect on our practice, we can't simply rely on recollecting our experience of our work, because we know that they will be subject to cognitive biases – we will likely place undue importance on the most recent or positive events, and we may select those recollections which best fit our pre-existing worldview. Measures help us to learn, and the act of deciding about measures helps us to question if what

we are measuring is really the change that we want.

There are a range of excellent [guides](#) for [principles and values](#) and [toolkits](#) to enable organisations and systems to use measurement for learning. The methods used by different case studies can be seen in the [Methods](#) chapter. Whatever the chosen method and framework for data capture, the crucial point is that the data is used for learning rather than accountability. In other words, it should be used for "improving" rather than "proving". The reasons why it is important to choose between "proving" and "improving", and why it's not possible to choose "both", were explored in the [Learning](#) chapter.

Collective sense-making

The collection of data – whether through measurement or other methods – is only half the story, however. By itself, data is meaningless. Meaning is given to data by processes of [sense-making](#). We have seen throughout the case studies that a crucial element to the learning process is collective sense-making – where data that has been collected is put on the table and the partners work together to make sense of what it means. For example, we see this in the [Lankelly Chase Foundation](#), [FCDO](#), [EDUFI](#), [Plymouth Alliance](#) and [Liverpool City](#)

[Region](#) case studies. In each of these, the collective sense-making practices are crucial, not just because of the instrumental value of what is learnt, but also because they are vital for building the trust upon which learning relationships are built. As a specific example, [this](#) is what happened when the Plymouth Alliance placed the data collected from 400 Appreciative Inquiry interviews onto tables at an open access event and asked public officials, public service delivery managers and staff, and members of the public to make collective sense of what it meant.

Who gets to experiment/explore?

One interesting point to note is that the potentially distributed nature of [System Stewardship](#) is that there are many different people and organisations that can support and enable these kinds of explorations. For example, the [Aberlour](#) case study serves as an excellent reference for a voluntary sector organisation leading places through this kind of Learning Cycle.

Embedding and influencing:

The final stage in the Learning Cycle (before it starts again) is the act of embedding knowledge gained from the experiments and explorations in the system. This means changes to the

actions and mindsets of actors in that system, and changes to the processes and structures by which that system operates.

We see this at the scale of “person’s life as system” in the reflective practices coached by [Mayday Trust](#) and that the people they serve undertake together. At the place scale, we can see this kind of embedding and influencing at work in the Lankelly Chase Foundation case study.

“We introduced reflective practice to learn about ourselves and the work. We used Systems Coaching to understand the systems (or nested systems) we were part of and our shared purpose. We used Deep Democracy to have better dialogue, build trust, make decisions based on collective insights, and address conflict. These methods were helping us to embed the learning from the experimental action we were supporting into our own individual practice and the organisation, and then taking the learning back into the experiments.”

(Lankelly Chase Foundation case study)

The final point concerning the practice of “embedding and influencing” is that it is required to operate between system scales. Some of the learning from experiments and explorations requires action at a greater system scale. For example, if a member of the public and their support worker find out together that moving house would be a helpful part of a person’s flourishing, but they are ineligible for rehousing because of a Housing Association’s allocations policy, then this learning requires embedding

at a higher system scale, in order to influence change and lead to adaptation.

Next steps

We have explored what we have learnt about enacting the Learning Cycle from the case studies. Our [next chapter](#) dives deeper into this practice, and explores how Learning Cycles operate at different scales of “system”, and the relationships between Learning Cycles at different scales.

References:

A multi-perspective evaluation model as a support for experiment and development work. Summary of the pilot carried out in 2019-2020. (2020). The Innovation Centre at the Finnish National Agency for Education (EDUFI).

Barr, D. (2021). *Aberlour Child Care Trust* (Human Learning Systems Case Studies). Aberlour Child Care Trust. <https://www.humanlearning.systems/uploads/Aberlour.pdf>

Bell, M. (2021). *Plymouth Octopus Project* (Human Learning Systems Case Studies). Plymouth Octopus Project. https://www.humanlearning.systems/uploads/POP_1.pdf

Bennett, J. (2015). *Big Buzz Event Report—Hearing All the Voices in the System.* <https://www.humanlearning.systems/uploads/Big%20Buzz%20Event%20Report%20-%20Hearing%20All%20the%20Voices%20in%20the%20System%20-%202015.pdf>

Brogan, Andy. (2018, May 18). *Rethinking Performance Management—Part 3.* Easier Inc. <https://www.easierinc.com/blog/rethinking-performance-management-part-3/>

Burgoyne, J. (2020a, May 29). *Measurement for Learning: A Different Approach to Improvement.* Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/measurement-learning-different-approach-improvement>

[centreforpublicimpact.org/insights/measurement-learning-different-approach-improvement](https://www.centreforpublicimpact.org/insights/measurement-learning-different-approach-improvement)

Burgoyne, J. (2020b, June 12). *Measurement for Learning: Values & Principles.* Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/measurement-learning-values-principles>

Burgoyne, J. (2020c, June 26). *Measurement for Learning: Methods & Tools that Enable Improvement.* Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/measurement-learning-methods-tools-enable-improvement>

Crosbie, A. (2021). *Collective Impact Agency* (Human Learning Systems Case Studies). Collective Impact Agency. [https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20\(2\).pdf](https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20(2).pdf)

Dorman, S. (2021). *Dorset Health and Social Care Case Study: Results through relationships* (Human Learning Systems Case Studies). Dorset Health and Social Care. [https://www.humanlearning.systems/uploads/Dorset%20Health%20and%20Social%20Care%20Case%20Study%20Results%20through%20relationships%20DONE%20with%20pictures%20\(2\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/Dorset%20Health%20and%20Social%20Care%20Case%20Study%20Results%20through%20relationships%20DONE%20with%20pictures%20(2)%20(1).pdf)

Enabling a Learning Organisation. (n.d.). Practice Supervisor Development Programme Repository. Retrieved April 25, 2021, from <https://practice-supervisors.rip.org.uk/landing-page/learning-organisation/>

French, M., Gaffney, C., Ward, M., & Crompton, K. (2020, May 14). *Collective sense-making in this new world.* Lankelly Chase. <https://lankellychase.org.uk/collective-sense-making-in-this-new-world/>

Groves, A. (2021). *The Children's Society* (Human Learning Systems Case Studies). The Children's Society. <https://www.humanlearning.systems/uploads/The%20Childrens%20Society.pdf>

Hambleton, D. (2021). *South Tyneside Alliancing* (Human Learning Systems Case Studies). South Tyneside Alliance. [https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20\(1\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20(1)%20(1).pdf)

Lowe, T. (2020, June 1). *Made to Measure: How measurement can improve social interventions.* Medium. <https://medium.com/centre-for-public-impact/made-to-measure-how-measurement-can-improve-social-interventions-2212a6ed6138>

Lowe, T., & Bulholz, B. C. (2021, March 10). *Learning as a strategy to*

improve national education – insights from the Finnish National Agency for Education's Innovation Centre. Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/learning-as-a-strategy-to-improve-national-education-insights-from-the-finnish-national-agency-for-education-s-innovation-centre>

McCormack, P. (2020). *Wallsend Children's Community* (Human Learning Systems Case Studies). Wallsend Children's Community. <https://www.humanlearning.systems/uploads/WCC.pdf>

Mumford, L. (2021). *Mayday Trust* (Human Learning Systems Case Studies). Mayday Trust. <https://www.humanlearning.systems/uploads/Mayday%20Trust.pdf>

Nabatu, H. (2020). *Lankelly Chase* (Human Learning Systems Case Studies). Lankelly Chase Foundation. <https://www.humanlearning.systems/uploads/Lankelly%20Chase.pdf>

Our Vision for Government. (2020). Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/research-and-conversations/a-new-vision-for-government>

Owen, K. (2020). *Liverpool Combined Authority Case Study* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Liverpool%20Combined%20Authority%20Case%20Study.pdf>

[systems/uploads/7549%20CPI%20%E2%80%93%20LCRCA%20Case%20Study%20v2.pdf](https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20LCRCA%20Case%20Study%20v2.pdf)

Participatory design. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Participatory_design&oldid=1006241037

Principles-Focused Evaluation The GUIDE. (2017, October 26). BetterEvaluation. <https://www.betterevaluation.org/en/resources/guide/principles-focused-evaluation>

Rautiainen, A., & Tyrvaenen, P. (2021). *Enhancing learning systems through experimentation* (Human Learning Systems Case Studies). Finnish National Education Agency (EDUFI). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20Finnish%20Innovation%20Centre%20Case%20v2.pdf>

Sanderson, H. (2021). *Wellbeing Teams* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Wellbeing%20Teams.pdf>

Senge, P. (2006). *The Fifth Discipline*. Penguin Random House. <https://www.penguinrandomhouse.com/books/163984/the-fifth-discipline-by-peter-m-senge/>

Sensemaking. (2020). In Wikipedia. <https://en.wikipedia.org/w/index.php?title=Sensemaking&oldid=955747233>

[title=Sensemaking&oldid=955747233](https://en.wikipedia.org/w/index.php?title=Sensemaking&oldid=955747233)

Smith, A. (2018, June 28). First Order And Second Order Change: Understanding The Difference. *Coaching Leaders*. <https://coachingleaders.co.uk/first-order-change/>

Sweeney, L., & Skinner, E. (2021). *Adaptive Management Practice in the UK Government* (Human Learning Systems Case Studies). Foreign & Commonwealth Development Office. <https://www.humanlearning.systems/uploads/7685%20CPI%20-%20FCDO%20case%20study%20V2-%20TL%20proof%20read%20version.pdf>

System dynamics. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=System_dynamics&oldid=1000484242

Systems convening. (n.d.). Wenger-Trayner. Retrieved April 25, 2021, from <https://wenger-trayner.com/systems-convening/>

Tweedie, H. (2021). *Moray Wellbeing Hub* (Human Learning Systems Case Studies). Moray Wellbeing Hub CIC. <https://www.humanlearning.systems/uploads/Moray%20Wellbeing%20Hub.pdf>

Wallace, G. (2021). *Plymouth Alliance for Complex Needs* (Human Learning Systems Case Studies). The Plymouth Alliance. <https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf>

[systems/uploads/Plymouth%20Alliance.pdf](https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf)

Woodward-Esseen, E. (2021). *GreaterSport case study* (Human Learning Systems Case Studies). GreaterSport. <https://www.humanlearning.systems/uploads/GM%20Sport.pdf>

Chapter 7

Principles into action: How change happens: Enacting learning as strategy at different system scales

Enacting a learning strategy at different system scales

Adopting learning as the meta-strategy for public management

Author: Toby Lowe

[Contact the author](#)

Introduction

We have seen how a learning strategy can be enacted via the model of a Learning Cycle. This is a way to enact the Human Learning Systems (HLS) principles as a public management strategy.

We will now explore what it means to enact this Learning Cycle at different system scales. This exploration will cover:

- The content of the Learning Cycle at each system scale, and the types of question that frame learning
- The horizontal and vertical relationships between Learning Cycles

It is worth highlighting at this point that our understanding of Learning Cycles at different system scales is a new area of exploration for HLS. As such, it is

one of the areas of knowledge that is likely to require significant further refinement, as all of the case studies develop and new ones are created.

System scales¹

From the work of the case studies, we can identify four scales of viewing a [system](#) at which this type of learning strategy is developed and implemented:

- [Person's life as system](#)
- [Team/organisation as system](#)
- [Place as system](#)
- [Country as system](#).

What we have seen from across the different case studies is that the Learning Cycles at each of these scales are connected. The job of the Learning Cycle at the larger scale is to create the enabling environment for a Learning

Cycle to operate successfully at the scale below. Thus any two adjoining scales can form dyads – a pair of system scales where the job of the larger scale is to explore the public management practices that enable learning at the smaller scale, and to enact and coordinate learning from that scale.

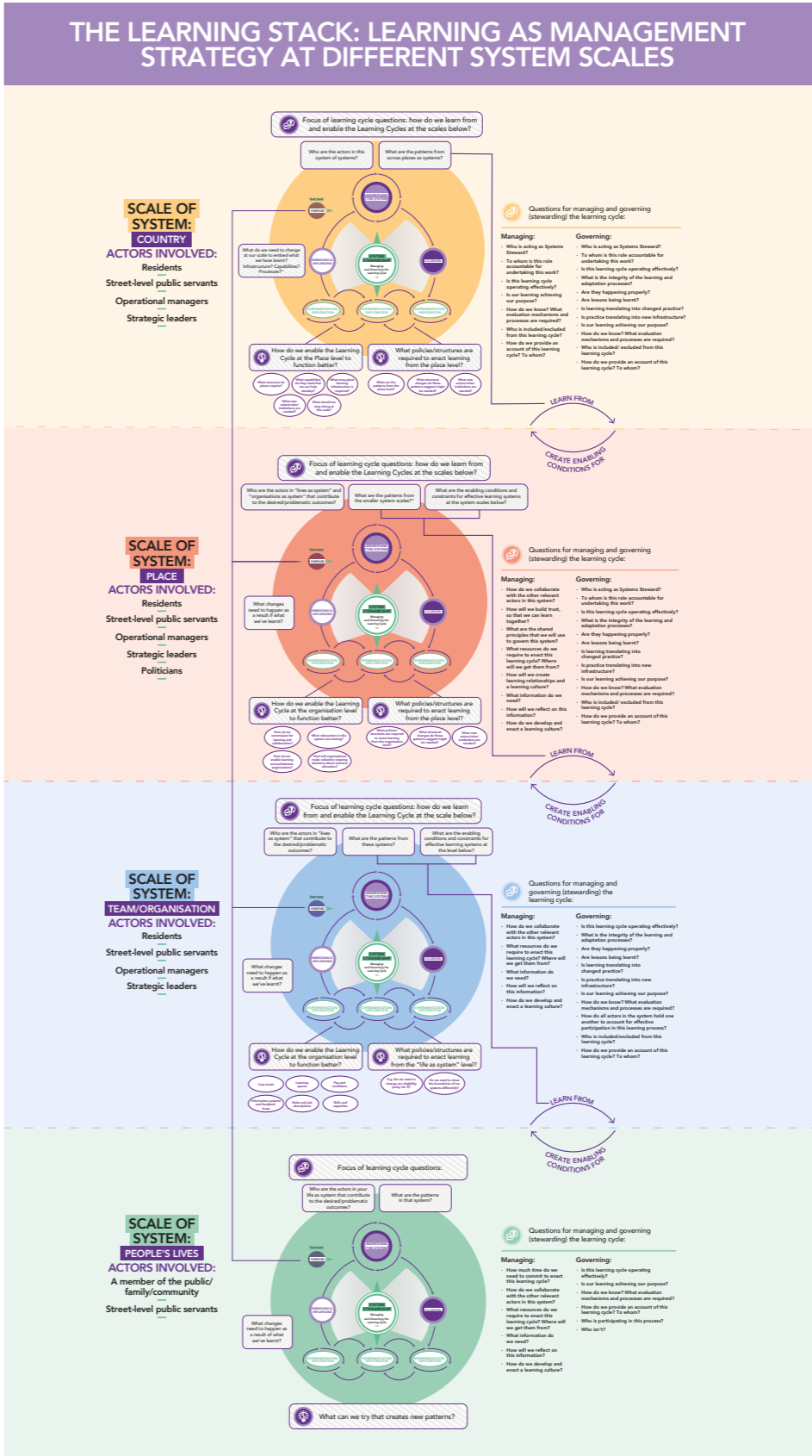
At each system scale above “person’s life as system”, we can therefore see two sets of practice:

- 1. Undertaking the Learning Cycle at a particular system scale. The content of the Learning Cycle is informed by two questions:
 - How can we learn from the patterns in the system below?

- How can we enable that learning cycle (below) to function effectively?
- 2. **Managing and governing** (“stewarding”) that learning cycle – planning and allocating the resources, and checking whether it is working appropriately.

In this way, learning as a management strategy can be enacted as a set of strategic choices at any and all scales of a system. This creates an interdependent set of Learning Cycles which can be represented in this way:

Figure 1: “The Learning Stack” – Learning Cycles at different system scales



We will explore the first of those practices in this chapter, and the second in the next chapter.

Devolved power

The relationship between the different system scales highlights a fundamental point about power in an HLS version of public management. In an HLS approach, power is devolved into the work – into the relationship between the public and the workers who serve them. The purpose of all the other management layers is to enable that relationship to function well.

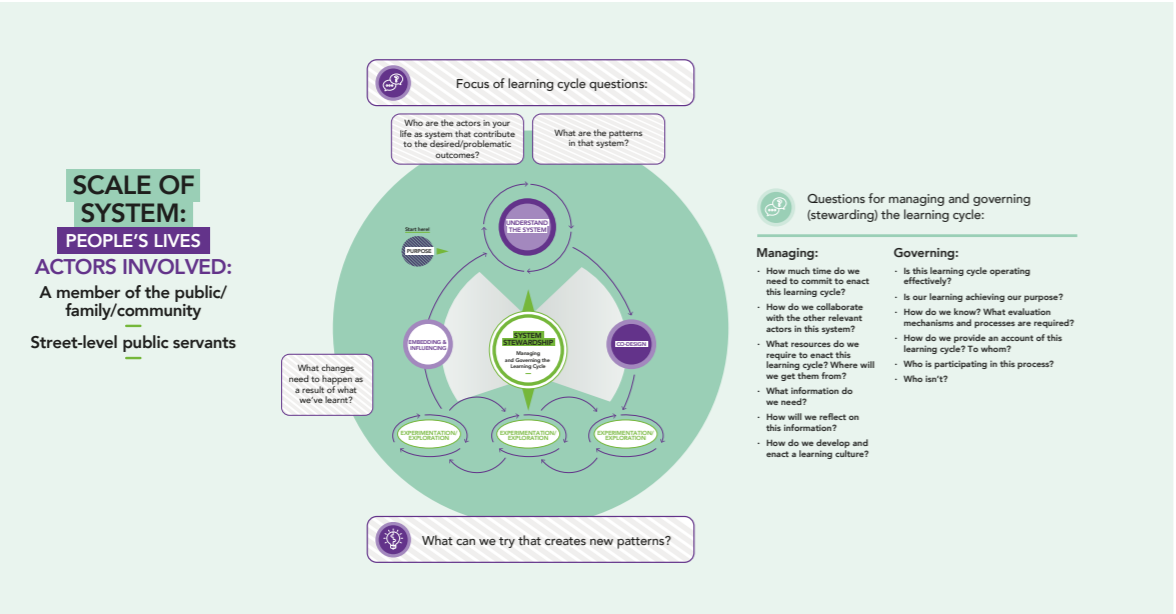
This is the foundation of the claim that HLS makes – to be public service for the real world. It is public service grounded in the real lives of those it seeks to serve.

Adopting a learning strategy at a particular system scale

Let us explore what adopting learning as a meta-strategy looks like at one of these scales: the scale of seeing a **person’s life as a system** – as the web of relationships in which they exist.

We can see that this involves undertaking a Learning Cycle focused

Figure 3: The HLS Learning Cycle at the scale of “life as system”



on understanding the system that creates a particular set of desirable or problematic outcomes in a person’s

life – who are the actors in that system, and what are the structural and causal factors that produce the

patterns of results that exist? We call this phase of the Learning Cycle “Understanding the System”. Note that this phase will necessarily involve looking at factors that arise from many different scales – the global level will manifest itself as a factor in someone’s life as system through issues such as climate change, while national scale systems could impact on people in the form of welfare or immigration policies. Looking at someone’s life as system means understanding their relationships with the wider world. This happens at lots of different scales at once.

Actors undertaking this Learning Cycle then codesign and conduct experiments and explorations which affect the pattern of results of that system. They then embed what they learn from these experiments in the form of change to their actions and to the structures of that system.

Relationship between system scales: creating the enabling conditions and constraints, and enacting structural change

It is not possible to manage and govern how a learning cycle operates, and to enact necessary changes on the basis of what is learnt, solely at one system scale.

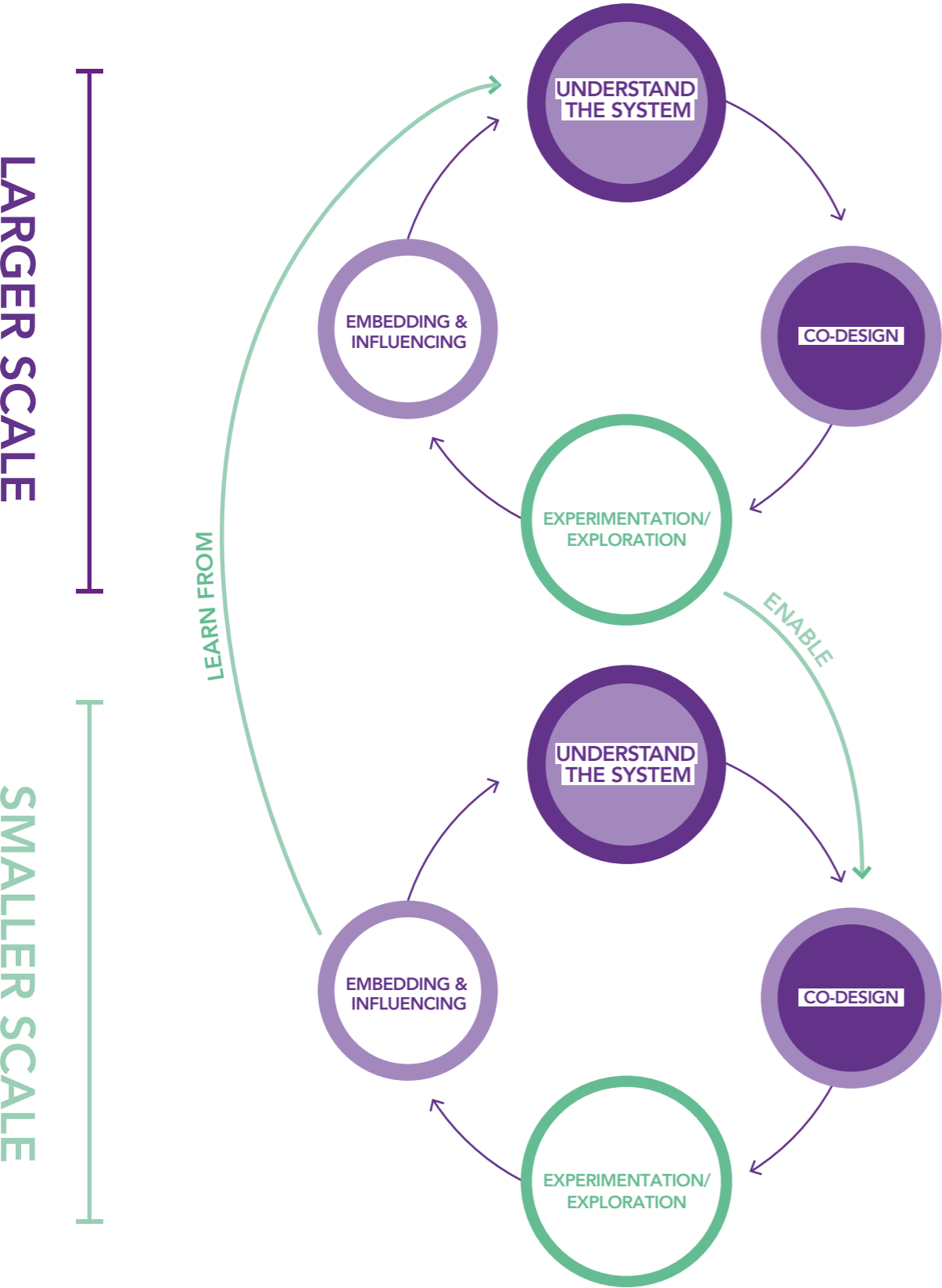
For example, a worker at the scale of “person’s life as system” cannot

enact an effective Learning Cycle with someone they serve if they have a caseload that does not give them time to do this. In order to run that cycle well, they need enabling conditions to be created from the scale above – in this example, their organisation needs to operate caseloads which give them the capacity to engage authentically with each person they serve in a Learning Cycle. They also need the organisation to create effective constraints for their work – for example, by saying that the role of the particular worker is to support people who live in place x, but not place y.

Similarly, some of the things that are learnt from the experiments and explorations into change in life outcomes will require change at a scale beyond the capacity of either worker or person to affect directly. For example, if the person needs to be re-homed, but does not fit with the re-homing criteria of a Housing Association, then this requires change in housing allocation policies at the organisational or place system scale.

We can represent the relationship between two system scales in this way:

Figure 4: A a dyad (pair) of Learning Cycles



Public management through a learning lens

When we look at the [case studies](#) and explore the “enablers” of learning-based public service practice, we see that for public service workers to pursue learning as a strategy, it requires the practices, processes and cultures of public management practice to be aligned.

This means that at all system scales larger than “person as system”, enacting a learning strategy means the content of the Learning Cycle what people are experimenting with – is public management practice.

People are experimenting with [alternative versions of public management practices](#), such as evaluation, contracting, and performance management. From the experiences described in the case studies, it does not seem possible to graft a learning approach onto contracting or performance measurement, management processes that focus on hitting predefined service specifications, or other forms of target.

“There is a strong project evaluation working culture in development work which focuses on the evaluation of results... The change and effects achieved by development work are left in the dark. Current evaluation

models are inadequate for new understanding of creative processes.”
(The Innovation Centre at the Finnish National Agency for Education (EDUFI))

This is a reflection of the paradigmatic nature of previous choices around evaluation, contracting, and performance management. The reason that these operational mechanisms are done in a particular way is not that they are the “right” way to do evaluation or contracting. These mechanisms were chosen because they enable NPM to function – they are internally consistent with, and mutually reinforcing of, the underlying beliefs and practices of that approach. We should not be surprised, then, that a different paradigmatic approach needs to be operationalised in different ways.

“To do things in a different way which prioritises human relationships, potential, learning and empowerment requires rethinking how we do everything in the organisation, which is sometimes challenging and exhausting. It also requires that we explain why we need to do things differently to stakeholders – funders, commissioners and others who may not share or be familiar with our approach and may not

recognise the value of it.”

(Lighthouse case study)

The Collective Impact Agency's work

in Gateshead explored attitudes to learning among organisations in the system of support for people in the borough. They found an overwhelming belief that “[learning is a luxury](#)” and that this belief stemmed from funding and commissioning practices which did not explicitly value learning. [The Children's Society](#) found a similar effect within their work to create more systemic responses to the problems of child exploitation – that the use of traditional target-based performance measurement and management tools impacted negatively on the capacity to create effective learning systems, even when the targets were self-imposed by staff.

“The decision to self-impose targets... probably also reflects anxiety that a future funder might wish to see quantitative data to consider follow-on funding – and the recognition that some strategic partners may use such data to judge our credibility. In practice, having numeric based outputs has potentially driven the team to think in a more traditional way, driving attention away from the qualitative impact of the work

being done and incentivising quicker, less systemic activities.”

(The Children's Society)

The experiences of our case studies match 50 years of research evidence in this field. These findings are neatly captured in Campbell's Law:

“The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor.”

(Donald T. Campbell, 1979)

A systematic review of research into the effects of target-based performance management systems found that over 80% of studies find evidence of gaming and 74% find evidence of people deliberately lying ([Franco-Santos and Otley, 2018](#)).

“the most salient unintended consequences of directive performance management systems are gaming, information manipulation, selective attention, illusion of control and relationships transformation.”

(Franco-Santos and Otley 2018)

This helps contextualise the choice to pursue learning as a meta-strategy. The tradeoff is not increased learning versus decreased control; it is increased learning versus sacrificing the *illusion* of control. Existing target-based performance management arrangements are subject to high-levels of gaming. Thus, the control that managers thought they had was simply control over the production of good-looking data.

Change the structural drivers – fund, commission and performance-manage for learning

One of the striking lessons to emerge from many of the case studies is the importance of changing how money and performance management works, in order to create the enabling conditions for Learning Cycles. Thus, learning how to commission and performance-manage differently becomes a key part of exploring how to create healthy systems.

The resource allocation and control mechanisms in NPM are built on distrust. The core belief of [Public Choice Theory](#), which provides the intellectual foundation of NPM, is that public servants are rational, self-interested, utility maximisers, and therefore cannot be trusted to use resources in a way which pursues the public good. The performance management and accountability

mechanisms that NPM deploys are therefore built on [Principal-Agent Theory](#), in which the “owners” of resources (Principals) have to constrain the autonomy of those who use them (Agents) in order to prevent them from using those resources for their own selfish ends.

The lesson from across a wide range of our case studies is that such resource allocation and performance management is inimical to the trust required to create healthy systems. Consequently, case studies such as the [FCDO](#), [Plymouth Alliance](#), [South Tyneside Alliance](#) and [Plymouth Octopus Project](#) use alternative resource allocation and performance management mechanisms as a necessary part of creating healthy systems.

As an example, [Plymouth Alliance](#) uses an alliance contracting mechanism to manage resources collectively across a system of organisations that support adults who have experienced homelessness, mental health problems, and substance misuse in the city. The Alliance Leadership Team makes collective decisions about resource allocation and management according to the principles developed and agreed by all partners. Different combinations of teams and organisations use these resources to experiment with new forms of service provision, collaborative working

arrangements, and skills development. The results of the experiments then guide reallocation of resource in real time.

These alternative resource allocation and performance management mechanisms both require and cultivate trust, and focus accountability on learning together effectively.

Competition between actors in a system for financial resources also seems to be similarly corrosive of trust. The [Neighbourhood Midwives](#) case study provides a powerful example of how competitive behaviour undermines the collaboration between actors required to make systems healthy.

This highlights and reinforces the key role that **commissioners have as Systems Stewards. Healthy systems, where Learning Cycles function effectively, require the money to work differently**, and that means changing practice for those whose function is to allocate and distribute financial resources to achieve social purpose.

“Changing the commissioning of home care requires systemic changes that Wellbeing Teams were of course not able to make, despite the success of the model.”

(Wellbeing Teams Case study)

One of the most important lessons that we see from across our case studies is that to enact learning as management strategy, organisations change the structural drivers of workers’ behaviour. For example, if you have System Stewardship responsibility at the scale of place as system, then you need to fund, commission and performance-manage organisations for learning.

In the [South Tyneside Alliance](#) study, this was framed as creating a trust-based payment mechanism for health and social care services:

“Creating experiments in working differently – trust-based payment mechanisms. [We created]... a series of experiments to try to embed a different approach, focusing on building trust and ‘learning to say yes’.”

(South Tyneside Alliance)

This was also the approach taken by the [Liverpool Combined Authority](#) in their commissioning and contract monitoring of homelessness outreach services.

We can see the same approach within [Sport England’s](#) funding of work to develop physical activity in Greater Manchester (GM):

“Each of the eleven localities within GM was given a

considerable budget to ‘test and learn’ whether a sustainable increase in physical activity could be achieved by bespoke changes depending on the structure, relationships and geography of a place. Over the last 2 years each locality has experimented with approaches to get people more physically active, working with different partners, using insight in different ways, approaching commissioning differently, adjusting marketing techniques and testing different ways to engage communities... rather than submitting metrics and measures to be assessed against key KPIs, localities join a reflection session every 3 months to feed in learning.”

GreaterSport case study

These case studies are significant for two reasons. Firstly, they demonstrate that it is perfectly possible for public services in the UK to be funded on the basis that organisations will learn together, rather than funding on the basis of service specifications or other forms of targets or KPIs. **If public service commissioners want to do this, they can choose to do so. A precedent has already been set.** Furthermore, it is not simply at a local

scale that this is possible. We see the same approach to funding for learning at a UK Government level in the [FCDO’s LearnAdapt programme](#).

Changing the purpose of evaluation – from “proving” to “improving”

One of the common public management changes we see across a number of the case studies is decisions to change the purpose of evaluation. Across a number of the studies, we find examples of evaluation being used as a learning and improvement tool for those undertaking the work, rather than as a mechanism which seeks to create accountability. In evaluation language, this entails a change from summative evaluation to formative or developmental evaluation.

“The adaptive management programmes also sought to transform the role of Monitoring and Evaluation teams, shifting their role towards learning.

Reframed as mechanisms to support learning, the Monitoring & Evaluation and Learning (MEL) teams were able to support the programmes to reflect on their core purpose: “are we making a difference to young women’s lives? And is this happening in the way that we expected it to and that we

wanted it to?”

(FCDO case study)

Similarly, the [EDUFI](#) case study found that previous forms of evaluation were not fit for purpose, and sought to change how they operated:

“The Innovation Centre recognised that existing forms of evaluation and performance monitoring – approaches that were designed to “prove impact” and monitor resource use were not fit for purpose as accountability mechanisms for the work of the Innovation Centre: the [current] reporting model is largely based on ensuring reliability: whether the funding has been used correctly. There is a very limited accumulation of information from the process to the National Agency for Education. Systematic, continuous assessment is missing from the funding of development activity. The administration has no opportunity to participate in local development activity and make fuller use of the learnings. There is insufficient working time to direct development activity and make a synthesis from the learnings in the

administration.” [Evaluation pilot 19-20: slide 50]

(EDUFI case study)

Adopting a learning strategy at each system scale

We can see how learning as strategy was enacted at each of the different scales by exploring our [case studies](#).

Enacting a learning strategy at the scale of “people’s lives as system”

When public service workers are working with particular people (or small groups of people), the work to understand the system manifests itself as both relationship-building and developing a deep understanding of that person’s life context. The purpose of this work is for the worker and the person being supported to learn together about the person’s life context. Undoubtedly, the public service worker will learn from the expertise and experience of the person about their own life context. It may also be a process of revealing aspects of the person’s life context to themselves – aspects that may have been hidden to them, because of their perspective. It is a learning process for everybody.

For example, this practice is manifested in the [Mayday Trust](#) case study, in which Person-led, Transitional and Strength-based (PTS) coaches work with people who have been

experiencing complex problems in their lives to enable them to begin to see these problems in the broader context of their lives. We see similar practice in the [Dorset Integrated Care System](#), in which practitioners work with people approaching the end of their lives, and their families to “recognise what matters to them” and respond accordingly.

We have also seen from the case studies that viewing people from a strengths-based perspective is helpful in enabling them to be seen as whole individuals, rather than the bearers of particular problems. This can be seen in the work of [Lighthouse](#), [Aberlour](#), and the [Mayday Trust](#).

Enacting a learning strategy at the scale of “organisation as system”

To enable this way of working for their street-level practitioners, each of the organisations above experimented with or explored the creation of new management strategies and practices, which created both the enabling conditions and constraints to support and provide boundaries to these practitioners’ learning cycles. The organisations enacted a learning strategy by reframing the job of street-level practitioners, so that they no longer seek to deliver a prescribed service. Instead, they form relationships, and in those relationships explore and experiment with

opportunities for positive change.

In the work of cases such as the [Mayday Trust](#), [Neighbourhood Midwives](#), and [Likewise](#), a public service organisation decided to remake their organisational strategy as a learning approach. They went back to first principles – how do we serve the ever-changing, bespoke strengths and needs of the people we support?

They responded by seeing each person’s life as a complex system. The job of their street-level practitioners was therefore to build a relationship with that person, and the practitioner and the person/people they were supporting would learn together as they went around the learning cycle. They would understand that person’s life as system to see what patterns they could find. The worker and citizen would codesign and undertake experiments and explorations in that system to see how those patterns could be changed. And they would embed the learning from those experiments as changes in behaviour and structures of that “life as system”. And those changes lead to the learning cycle starting again.

Another example is [Wellbeing Teams](#), who developed a “self-managing teams” approach, modelled on the [Buurtzorg example](#) of neighbourhood-based home care in the Netherlands. Their management practice – their

resource planning and allocation mechanisms, role descriptions, information systems, and improvement feedback loops, training and skills development, etc – were all created to enable effective learning relationships between the care workers and those they served. And all these mechanisms, processes and artefacts were themselves experiments – they were produced and iterated by a Learning Cycle at the organisational level.

However, each of these organisations who developed and enacted a learning strategy at the scale of “life as system” and “organisation as system” encountered significant problems – because the public management practices at the scale above did not create the enabling conditions to enact their learning strategy. In particular, the resource allocation and performance management processes created significant obstacles to enacting the learning strategy. Sustainable change requires a paradigm shift in these public management practices.

What is required for sustainable change is therefore a similar Learning Cycle at the scale above – the purpose of which is to both enable and learn from the learning processes at the scale below.

A final aspect of a human approach to “understanding the system” at an organisational scale that we have

seen through the case studies is understanding and responding to everyone’s humanity – the people working in the system as well as the people being served by it.

“Wellbeing Teams seek to be ‘human’ to one another – both to the people we support and our colleagues. We talk about love and developing close relationships (whilst also being aware of boundaries and safeguarding).”

(Wellbeing Teams case study)

The lesson we have learnt here is that the deep understanding of “the system” (whether of a person, organisation or place) that comes through participating authentically in those relationships – and reflecting on them – is more than just an instrumental process to gain increased knowledge. Participating authentically in those relationships, and understanding the structural conditions that enable this participation (such as wages, caseloads, and communication practices), enables everyone to be the worker they want to be. We see this in the practice of case studies such as [Lighthouse](#) and [Melton Council](#) as well as [Wellbeing Teams](#).

“Here are some examples of how we are human with each other:

- Weekly meetings: Wellbeing Workers use highly structured meetings, based on holacracy tactical meeting practices. Each week, they review their performance, set priorities, and raise and resolve tensions. This includes a monthly review and root-cause analysis of any incidents or complaints.
- Shared roles: The roles traditionally done by a manager are shared amongst the team.
- Buddies: Each Wellbeing Worker has a linked colleague providing peer-to-peer support.
- Coaching: The Wellbeing Leader provides coaching support to the team.
- ‘Bring your whole self to work’ practices: these include one-page profiles; gifts of the head, heart and hands; passion audit; individual work histories; and Wellbeing Action Plans.
- Confirmation Practices: Reflective practice and coaching are anchored into structured routines that use simple statements about what really matters. These help Wellbeing Workers to confirm what’s working well and where there are opportunities to improve.
- Group ‘Supervision’/‘What if’ cards: Wellbeing Teams use scenario

cards (known as ‘What if’ cards and derived from real world examples) to explore issues of good practice and to conduct shared supervision.

- Monthly questionnaire through Peakon to help the teams identify what is working and not working (equivalent to a colleague engagement questionnaire).
- Person-centred team review every 6 months to review what is working/ not working (based on purpose, values and team agreements) and agree objectives for the next 6 months.” ([Wellbeing Teams](#))

Enacting a learning strategy at the scale of “Place as system” (see also [Place chapter](#))

Community development

At this scale, there is a significant component of the initial stage of the Learning Cycle, “Understanding the System”, which manifests itself as building horizontal “human to human” connections – to help everyone involved recognise the interdependent relationships forming that place as a system. Partly we see this in the community development practices of case studies such as [Help on Your Doorstep](#), [Plymouth Octopus Project](#) and [Moray Wellbeing Hub](#).

A crucial aspect of the human approach to understanding the system at a place level is the recognition of

the importance of diversity of human experience – there are as many ways to be human as there are human beings. This recognition manifests itself in a couple of important ways:

Developing relationships across communities – almost no-one requires a reminder from a public service worker that human relationships are important in how the place in which they live operates. People might need some support with the recognition that whatever view of their “place as system” is, it comes from the particular relationships, and therefore also the cultures, of the communities to which they belong. There are very few places that are home to just one community, and even those are unlikely to be totally homogeneous. Enabling everyone to genuinely hear the diversity of human voices in a place is likely to require purposeful work.

The public management approach to understanding a place as a system must also recognise and respond to diversity. In this context, it is a question about how a place is understood (or made “[legible](#)”) by public bodies and authorities. In particular, it means that an authority should seek to understand a place’s character at a small enough scale, and with enough qualitative detail, to resist the temptation to produce an aggregated

and averaged-out view of the place, based solely on the thin abstractions of quantitative data.

This suggests that the scale of “legibility”, and the decision-making that such legibility enables, should be devolved to as small a scale as possible. The appropriate decision-making scale is that which enables a bespoke public service response for each and every person and community. We see this in the [Finnish National Agency for Education \(EDUFI\)](#) case study – rather than seeking to determine teaching methods and child welfare policy programmes at a national level, EDUFI devolves decisions about these practices to municipalities, schools and teachers.

We see in the examples of [Plymouth Octopus Project](#), [Collective Impact Agency](#), [Aberlour](#), [Plymouth Alliance](#), [South Tyneside Alliance](#) and [Liverpool Combined Authority](#) what it looks like to enact a learning strategy that creates the public management practices – system convening, resource allocation, creation of learning spaces, governing, skills and capacity planning – which enable a learning strategy to be enacted at the smaller scale.

The learning journey at the “place as system” scale created new commissioning mechanisms – which commissioned for [healthy systems](#) –

for learning and collaboration rather than (made up) “results”. Furthermore, it created the spaces to learn from the activity at the scale of “lives as systems”.

Their experiments created new actors and structural factors at the level of “lives as system” – for example, they created training programmes to ensure that everyone at the “lives as system” scale was able to provide mental health support. They created new services to respond to unmet need.

In many places, and many public policy contexts, it is possible for places to develop and enact a learning strategy independent of what happens at a larger geographical (regional or national) scale. However, it is always easier to enact a learning strategy at the scale of “place as system” if it is in the context of enabling conditions created at that larger scale. Fortunately, we now have examples of what it looks like for national government to develop and enact their own learning strategy, which enables and learns from the scale of “place as system”.

Enacting a learning strategy at the scale of country (see [National Government](#) chapter).

From the work of [EDUFI](#) and [FCDO](#), and [Healthcare Improvement Scotland](#) we can see what it means to enact learning as strategy at the level of national government.

These organisations used their learning journey to experiment with public management practice that support learning strategies at the level of “place as system”. For example, they developed a Learning Partner role – part system convener, part learning support – to support learning at local levels.

They developed cross-place learning infrastructure, which enabled learning to spread between places and to spot patterns and themes across places requiring ongoing changes to the roles and structures that exist within systems at different scales.

Further, they created the enabling conditions for learning at the place scale by – for example – changing regulation, accountability and evaluation practices, and most significantly by developing resource allocation approaches that supported the implementation of learning strategies at the “place as system” scale. They did this by funding programmes on the basis that partners should collaborate and learn together. Crucially, they developed the mechanisms by which to enact these ideas through processes of experimentation with public management practices. They brought local and national actors together to explore how best to resource and regulate.

Questions for the Learning Cycle each scale

	Scale: Lives as systems	Scale: Teams/Organisations as systems	Scale: Places as systems	Scale: Countries as systems
Stage of learning journey	Focus of learning cycle questions: (what needs to be learnt to achieve purpose?)	Focus of learning cycle questions: (what needs to be learnt to achieve purpose?)	Focus of learning cycle questions: (what needs to be learnt to achieve purpose?)	Focus of learning cycle questions: (what needs to be learnt to achieve purpose?)
Purpose	What is the person trying to change about how their life is?	How do we help people to achieve their purpose(s)?	How do we help people to achieve their purpose(s)?	How do we help people to achieve their purpose(s)?
Understand the system – Build relationships & trust – Establish shared purpose – Make the system visible	Who are the actors who contribute to achieving this de facto purpose? How do the causal factors in this system operate? What is the shared purpose of the actors in this system? What principles and values can articulate this shared purpose?	Who are the actors in “lives as system” that contribute to the desired/ problematic outcomes? What are the patterns from these systems? What are the enabling conditions and constraints for effective learning systems at the level below?	Who are the actors in “lives as system” and “organisations as system” that contribute to the desired/ problematic outcomes? What are the patterns from these systems? How do the causal factors in this system operate? What are the enabling conditions and constraints for effective learning systems at the level below?	Who are the actors in the “places as system” that contribute to the desired/ problematic outcomes? What are the patterns from these systems? What are the enabling conditions and constraints for effective learning systems at the level below?

Co-design	<p>Questions for codesign of experiments/explorations:</p> <ul style="list-style-type: none"> • What questions do actors need to explore to achieve purpose? • What existing evidence/ knowledge exists to help guide our experiment/ exploration design? (Where should we start?) • What actions (experiments) will they take to carry out those explorations? • What data do they need to collect? • How will actors collectively make sense of this data? 	<p>What experiments with management practice do we need to enable learning at the system scale below?</p> <p>What experiments are needed to enact structural change from what has been learnt from the scale below?</p> <p>What experiments are required from learning from other systems at this scale?</p>	<p>What experiments with management practice do we need to enable learning at the system scale below?</p> <p>What experiments are needed to enact structural change from what has been learnt from the scale below?</p> <p>What experiments are required from learning from other systems at this scale?</p>	<p>What experiments with management practice do we need to enable learning at the system scale below?</p> <p>What experiments are needed to enact structural change from what has been learnt from the scale below?</p> <p>What experiments are required from learning from other systems at this scale?</p>
------------------	---	--	--	--

<p>Experinentation</p> <ul style="list-style-type: none"> – Learning – Reflection – Re design 	<p>What do the experiments/ explorations tell us about how to achieve purpose for the person being served?</p> <p>What practices/behaviours can be changed directly?</p> <p>What requires structural / collective change?</p>	<p>What exploration do we require in the following types of areas:</p> <ul style="list-style-type: none"> • Caseloads • Learning spaces • Information systems and feedback loops • Pay and conditions • Roles and job descriptions • Skills and capacities 	<p>Experimenting/exploring areas such as:</p> <ul style="list-style-type: none"> • How do we commission for learning and collaboration? • What skills and capacities are required across organisations to learn effectively? • What roles/actors in the system are missing? • How will actors make ongoing decisions about resource allocation? • How do we enable learning across/between organisations? • How can accountability mechanisms promote learning? • What forms of evaluation will enable learning? 	<p>Experimenting/exploring areas such as:</p> <ul style="list-style-type: none"> • How do we resource places for learning and collaboration? • What skills and capacities are required across organisations to learn effectively? How can those be provided? (Learning Partner role?) • What roles/actors in the system are missing? • How do we enable learning across/ between places? • How can accountability mechanisms promote learning? • What forms of evaluation will enable learning?
---	---	--	---	---

Embedding & influencing	<p>How do the practice and behaviours of worker and person being served need to change to adapt to what we have learnt?</p> <p>How will we share learning with internal and external audiences?</p> <p>To whom do we need to communicate the need for structural change? (changes in larger systems)</p>	<p>What changes need to happen as a result of what we've learnt?</p> <p>What structural changes do we need to enact?</p> <p>How will we share learning with internal and external audiences?</p> <p>To whom do we need to communicate the need for structural change? (changes in larger systems)</p>	<p>How does our practice need to change to adapt to what we have learnt?</p> <p>How will we share learning with internal and external audiences?</p> <p>What changes need to happen as a result of what we've learnt?</p> <p>What structural changes do we need to enact?</p> <p>What existing structures and processes are inhibiting a learning approach?</p> <p>How will we dismantle or repurpose those?</p> <p>How will we share learning with internal and external audiences?</p> <p>To whom do we need to communicate the need for structural change? (changes in larger systems)</p>	<p>How does our practice need to change to adapt to what we have learnt?</p> <p>How will we share learning with internal and external audiences?</p> <p>What changes need to happen as a result of what we've learnt?</p> <p>What structural changes do we need to enact?</p> <p>How will we share learning with internal and external audiences?</p> <p>To whom do we need to communicate the need for structural change? (changes in larger systems)</p> <p>What existing structures and processes are inhibiting a learning approach?</p> <p>How will we dismantle or repurpose those?</p> <p>What resource allocation and performance management processes are required to enable this to function as a learning system?</p>
------------------------------------	--	---	---	--

Spreading learning: Horizontal learning at each system scale

Initially, we explored how to enact learning as a management strategy by undertaking Learning Cycles. We then explored how those Learning Cycles are connected at different system scales. The final layer of sophistication we need to add in order to make Learning Cycles useful in the real world is to give them a horizontal as well as a vertical sense of scope.

The representation we have offered in this chapter so far is of a “vertical slice” of system scales that contribute to achieving a particular outcome in someone’s life – such as finding a job, or being healthy. It is easy to think of these vertical slices in terms of the traditional policy or implementation areas of public service: health or education policy, or employment support or social care at an implementation level.

However, the systems that produce outcomes in people’s lives are notoriously resistant to categorisation in this way. A person’s ability to engage in education will be strongly connected to their health, which in turn will impact on their economic prospects. A person’s housing situation, their caring responsibilities, or their relationships with others in their neighborhood are likely to affect their mental health.

The real life interdependencies that contribute to outcomes are endless.

Fortunately, HLS has a head start when it comes to responding to the complex reality of outcomes, because it starts with a Learning Cycle rooted in each person’s life – what are the relationships and factors that contribute to the outcomes that the system cares about? However, in the case studies we have seen (which, we think, reflect the reality of human organisation), boundaries get drawn around systems that respond to different outcomes. The [Plymouth Alliance](#), for example, focuses on enabling adults to flourish. There is a separate system for responding to children. But there are bound to be overlaps between these two systems of interest.

We can incorporate this reality into the way that learning strategies are enacted by giving Learning Cycles a horizontal as well a vertical set of relationships – connecting different Learning Cycles at the same scale together (see Figure 5 below). We can see a potential example of at the “person’s life as system” scale when [Multi-Disciplinary Teams](#) (workers from different organisational systems) form around a person. At the place scale, this could manifest itself in the form of the move towards [place-](#)

[based working](#), and place-based partnerships. (We see this at a hyper-local place scale in case studies such as the [Plymouth Octopus Project](#)). It is possible to imagine how the idea of [cabinet government](#) could be reimagined as a way to create horizontal learning at a national scale.

Spreading learning

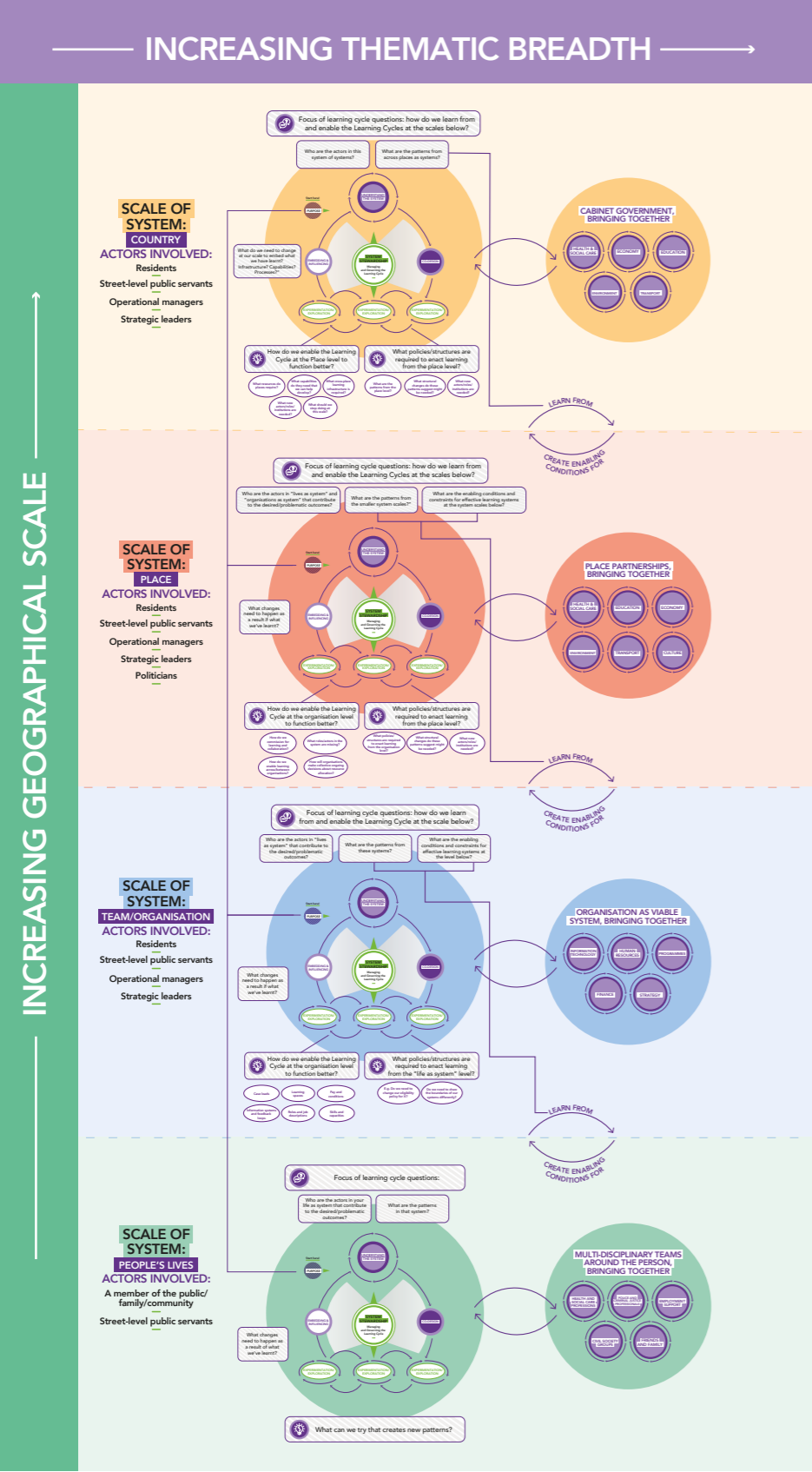
We have seen from the [EDUFI](#) and [Healthcare Improvement Scotland](#) cases studies that the horizontal connection between Learning Cycles at the same system level can be supported by the creation of learning infrastructure which enables this knowledge spreading and exchange, and that building this “spreading” learning infrastructure is a crucial role played by the system scale above. We can apply this lesson at all system scales. For example, local authorities have a role in spreading learning between organisations working in a place. Central government plays a key role in spreading learning between local systems. This spreading seems

to depend on the creation of a cross-system learning infrastructure. This is learning infrastructure, which cultivates curiosity between places, enables systems to share their learning and knowledge with one another, and for patterns to be seen across these systems. What is learnt in one system can therefore become the starting-point for experimentation and exploration in another.

We are right at the start of our understanding of the horizontal and vertical (and likely diagonal) relationships between Learning Cycles. This is an area that requires significant further exploration.

In this chapter we explored the different kinds of questions and topics that might be explored at each Learning Cycle scale, and the horizontal and vertical relationships between those. In the [next chapter](#) we will explore the other management task at each system scale – that of managing and governing the Learning Cycle itself.

Figure 5: Connecting Learning Cycles horizontally and vertically



References:

A multi-perspective evaluation model as a support for experiment and development work. Summary of the pilot carried out in 2019-2020. (2020). The Innovation Centre at the Finnish National Agency for Education (EDUFI).

Barr, D. (2021). Aberlour Child Care Trust (Human Learning Systems Case Studies). Aberlour Child Care Trust. <https://www.humanlearning.systems/uploads/Aberlour.pdf>

Bell, M. (2021). Plymouth Octopus Project (Human Learning Systems Case Studies). Plymouth Octopus Project. https://www.humanlearning.systems/uploads/POP_1.pdf

Boyce, N. (2021). Lighthouse (Human Learning Systems Case Studies). Lighthouse Children's Homes. <https://www.humanlearning.systems/uploads/Lighthouse.pdf>

Buurtzorg Nederland. (2021). Buurtzorg International. <https://www.buurtzorg.com/>

Cabinet (government). (2021). In Wikipedia. [https://en.wikipedia.org/w/index.php?title=Cabinet_\(government\)&oldid=1015507902](https://en.wikipedia.org/w/index.php?title=Cabinet_(government)&oldid=1015507902)

Campbell, D. T. (1979). Assessing the impact of planned social change. Evaluation and Program Planning, 2(1), 67–90. [https://doi.org/10.1016/0149-7189\(79\)90048-X](https://doi.org/10.1016/0149-7189(79)90048-X)

Crosbie, A. (2019, November 8). Gateshead place inquiry: Is learning a luxury? Lankelly Chase. <https://lankellychase.org.uk/gateshead-inquiry-is-learning-a-luxury/>

Crosbie, A. (2021). Collective Impact Agency (Human Learning Systems Case Studies). Collective Impact Agency. [https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20\(2\).pdf](https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20(2).pdf)

Dorman, S. (2021). Dorset Health and Social Care Case Study: Results through relationships (Human Learning Systems Case Studies). Dorset Health and Social Care. [https://www.humanlearning.systems/uploads/Dorset%20Health%20and%20Social%20Care%20Case%20Study%20Results%20through%20relationships%20DONE%20with%20pictures%20\(2\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/Dorset%20Health%20and%20Social%20Care%20Case%20Study%20Results%20through%20relationships%20DONE%20with%20pictures%20(2)%20(1).pdf)

Francis, A. (2021). Neighbourhood Midwives (Human Learning Systems Case Studies). Neighbourhood Midwives. <https://www.humanlearning.systems/uploads/Neighbourhood%20Midwives.pdf>

Franco-Santos, M., & Otley, D. (2018). Reviewing and Theorizing the Unintended Consequences of Performance Management Systems. International Journal of Management Reviews, 20(3), 696–730. <https://doi.org/10.1111/ijmr.12183>

Groves, A. (2021). The Children's Society (Human Learning Systems Case Studies). The Children's Society. <https://www.humanlearning.systems/uploads/The%20Childrens%20Society.pdf>

Hambleton, D. (2021). South Tyneside Alliancing (Human Learning Systems Case Studies). South Tyneside Alliance. [https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20\(1\)%20\(1\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20(1)%20(1)%20(1).pdf)

Hekerem, D. (2021). Healthcare Improvement Scotland (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Healthcare%20Improvement%20Scotland.pdf>

HLS Case Studies. (2021). Human Learning Systems. <https://www.humanlearning.systems/case-studies/>

Kammerling, S. (2021). Likewise (Human Learning Systems Case Studies). Likewise. <https://www.humanlearning.systems/uploads/Likewise.pdf>

Kanu, K. (2021). Help on Your Doorsteps Human Learning Systems Journey (Human Learning Systems Case Studies). Help on Your Doorstep. <https://www.humanlearning.systems/uploads/Help%20on%20Your%20Doorsteps%20Human%20>

[Learning%20Systems%20Journey%20Final%20DONE%20\(1\)%20\(3\).pdf](#)

Lowe, T., & Warren, S. (2021, March 12). How adaptive management is changing international development. Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/how-adaptive-management-is-changing-international-development>

Mortimer, J. (2020). Melton Mowbray Statutory Service (Human Learning Systems Case Studies). Melton Borough Council. <https://www.humanlearning.systems/uploads/Melton%20Mowbray%20-%20%20Case%20Study.pdf>

Multidisciplinary teams—Activities to achieve integrated care. (2018, June). Social Care Institute for Excellence (SCIE). <https://www.scie.org.uk/integrated-care/research-practice/activities/multidisciplinary-teams>

Mumford, L. (2021). Mayday Trust (Human Learning Systems Case Studies). Mayday Trust. <https://www.humanlearning.systems/uploads/Mayday%20Trust.pdf>

Owen, K. (2020). Liverpool Combined Authority Case Study (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20LCRCA%20Case%20Study%20v2.pdf>

Principal-agent problem. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Principal%E2%80%93agent_problem&oldid=1012410377

Public choice. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Public_choice&oldid=1016882990

Rautiainen, A., & Tyrvaenen, P. (2021). Enhancing learning systems through experimentation (Human Learning Systems Case Studies). Finnish National Education Agency (EDUFI). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20Finnish%20Innovation%20Centre%20Case%20v2.pdf>

Sanderson, H. (2021). Wellbeing Teams (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Wellbeing%20Teams.pdf>

Seeing Like a State. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Seeing_Like_a_State&oldid=1006976379

Sweeney, L., & Skinner, E. (2021). Adaptive Management Practice in the UK Government (Human Learning Systems Case Studies). Foreign & Commonwealth Development Office. <https://www.humanlearning.systems/uploads/7685%20CPI%20-%20>

[FCDO%20case%20study%20V2-%20TL%20proof%20read%20version.pdf](#)

Tactical Meetings. (2019). Holacracy. <https://www.holacracy.org/tactical-meetings>

The Place Based Social Action (p. 31). (2018). Department for Digital, Culture Media & Sport.

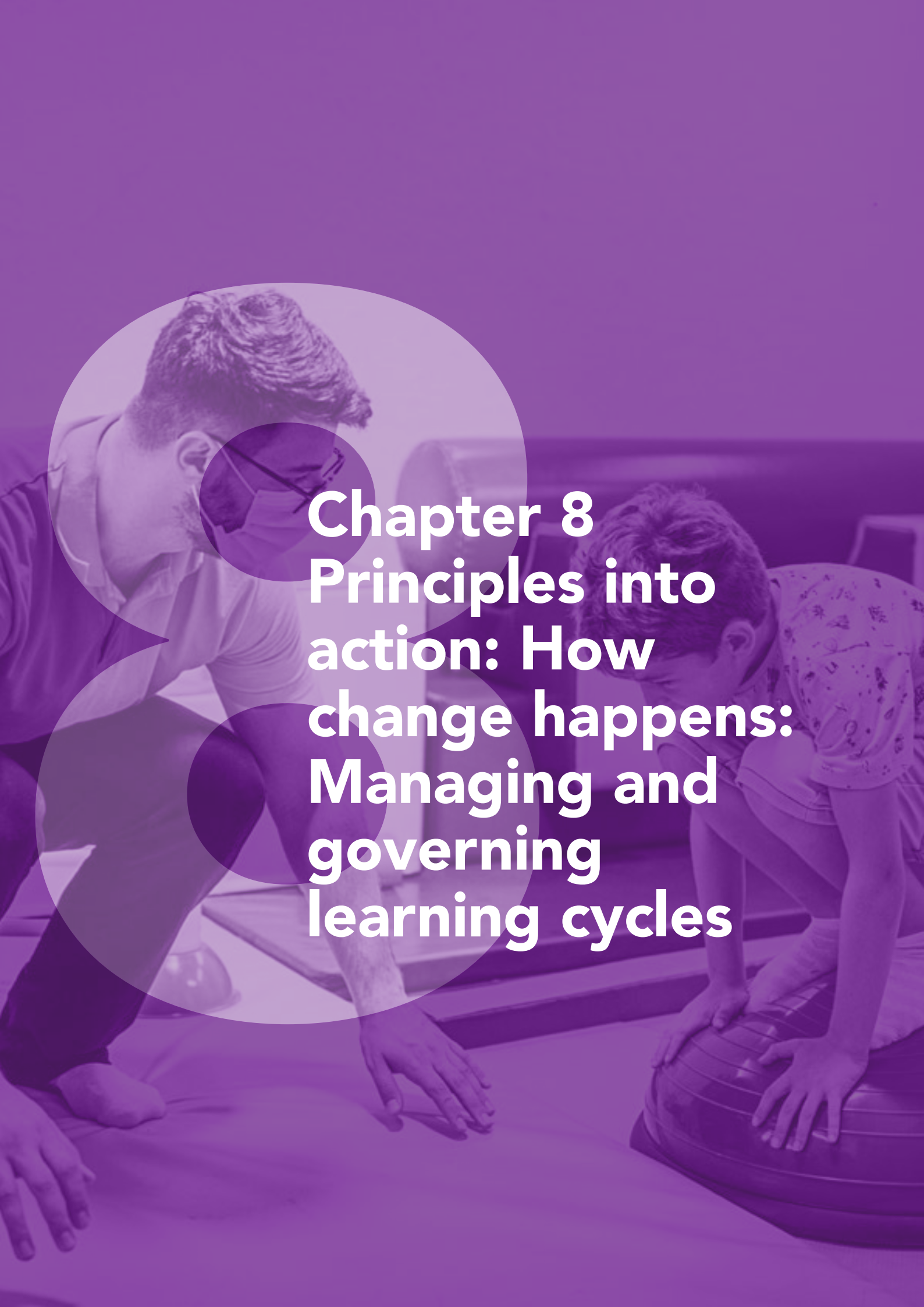
Tweedie, H. (2021). Moray Wellbeing Hub (Human Learning Systems Case Studies). Moray Wellbeing Hub CIC. <https://www.humanlearning.systems/uploads/Moray%20Wellbeing%20Hub.pdf>

Wallace, G. (2021). Plymouth Alliance for Complex Needs (Human Learning Systems Case Studies). The Plymouth Alliance. <https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf>

Woodward-Esseen, E. (2021). GreaterSport case study (Human Learning Systems Case Studies). GreaterSport. <https://www.humanlearning.systems/uploads/GM%20Sport.pdf>

Endnotes

- 1 Scale is a slightly imperfect term in this context. For example, where national organisations are working in a place, then it confuses the idea of increasing scale from person > organisation > place > country. If you have suggestions for a better way of describing the relationships between systems constructed at each of these levels, then we'd love to hear them! Also, there are potentially other useful scales at which to view systems – e.g. internationally – but we didn't have examples of that scale in the case studies.



Chapter 8 Principles into action: How change happens: Managing and governing learning cycles

Managing and governing learning cycles

System Stewardship: managing and governing a learning strategy

Author: Toby Lowe

[Contact the author](#)

In the [previous chapter](#) we explored how Learning Cycles work at different system scales, and the horizontal and vertical relationships between different Learning Cycles. In this chapter, we explore the management and governance practices required to enact a Learning Cycle at any given scale.

The work of managing and governing Learning Cycles is the core task of System Stewardship, as outlined in the [Systems](#) chapter.

At this point, we should repeat the caveat from the previous chapter. Identifying the management and governance processes required to implement Learning Cycles successfully is one of the newer areas of understanding in Human Learning Systems (HLS) practice. As such, it needs significant further exploration and iteration.

Managing and governing collaborative learning systems

What have we learnt from the case studies about how to steward learning systems?

Managing

Reflecting on system boundaries

In our definition of “[systems](#)” we outlined the necessity of drawing boundaries around a system of interest (in order to get useful work done) and the artificial nature of those boundaries.

One of the important roles that a Systems Steward seems to play to create healthy systems is to continually reflect on where the system boundaries have been drawn. This reflection not only includes the formal mechanisms of inclusion and exclusion of system boundaries (e.g. which organisations are on distribution lists and get invited

to meetings), but also addresses the inequalities that can prevent genuine participation (an person/organisation may be invited to a meeting, but has their perspective been properly heard?).

The work described in some of the case studies has started to explore the importance of keeping such boundaries fluid. For example, organisations within the [Plymouth Alliance](#) actively seek to keep the boundaries of their system of interest fluid by explicitly reflecting on the boundary line – which people and organisations should we be having relationships with in order to serve the purpose of this system?

We can see similar ideas being explored by [EDUFI](#), when seeking to build relationships between the national and local aspects of the Finnish education system. This aspect of the work is only beginning to be explored, and there is much more to be understood. At this stage, it seems helpful to be reminded that our system boundaries are artificial constructs, made at a particular point in time. Therefore, there seems to be utility in regularly reflecting on where these boundaries lie, and keeping them porous by creating relationships across and between such boundaries.

Ensuring diverse voices are heard

The case studies highlight a broad range of ways in which diversity of voices in systems is actively promoted. [Lighthouse](#) emphasise this point when articulating their systems change work – they seek other perspectives than their own. [Plymouth Octopus](#) actively work to promote diversity in neighbourhood networks; [Surrey Youth Focus](#) does something similar for youth participation. The common practice across all of these case studies is that these Systems Stewards actively go looking for under-represented voices and for perspectives that are seldom-heard within the conversations that have traditionally taken place in those contexts.

Addressing power inequalities

Work that addresses power inequalities can be seen in the work of the Lankelly Chase Foundation. Their system convening work, and exploration of the legitimacy conditions for Systems Stewards contains much useful practice – including participatory grant-making.

“We needed to create the conditions for better quality engagement and dialogue. Firstly, the way we have traditional conversations often doesn’t tap into the full potential of people’s diverse experiences, talents and gifts.

Secondly, difference cannot be neatly integrated on the terms of those doing the including – that is, without any social conflict or significant change in structures or power relations.”

[Lankelly Chase Foundation](#) case study.

Creating learning infrastructure

Each system scale requires learning infrastructure in order to enable a Learning Cycle to function, and ways to design experiments and explorations must be created. Mechanisms to capture and share information are required, as are reflective spaces, so that people can collaborate in making sense of the data captured.

One way to understand the practice of creating reflective spaces is to understand them as infrastructure-building. As we explored in the [Learning](#) chapter, embedding learning does not mean taking the content of what has been learnt from any of the public service experiments and scaling it. Instead, systems stewards seek to create curiosity about what has been learnt in one context in other parts of their system.

To do this, they create learning infrastructure within their systems. The goal of this work is to spread learning from one part of their system to another – by creating mechanisms

for sharing, and cultivating a curiosity about what others have learnt. We can see this example at a national scale in the [EDUFI](#) case study, in which the members of the Finnish Innovation Centre created the infrastructure for learning between the different localities they supported, and cultivated a curiosity through mentoring and coaching. In this way, they scaled and embedded the capacity for learning.

Alongside this infrastructure-building, we also see a recognition that it is necessary to dismantle the infrastructure, such as performance management systems which are hindering healthy systems and actively inhibiting learning.

One of the key lessons from the learning processes of the Melton case study is how people from different authority levels are engaged with the learning infrastructure. The lesson seems to be: **don’t report your learning to people, involve them in the learning process:**

“In terms of the management and its involvement, the intervention was led from the beginning by the Planning Manager, who worked directly with a technician. This allowed the normally disparate aspects of a change programme to

already be combined. This codesign is perhaps the most important aspect of this intervention, which allows for the learning to follow through to implementation.”

(Melton case study)

Build a learning culture and learning relationships

One of the key management tasks for enabling effective Learning Cycles at any system scale is creating a learning culture, underpinned by learning relationships between actors in the system. This has been the explicit work of the Collective Impact Agency programme in Gateshead, for example.

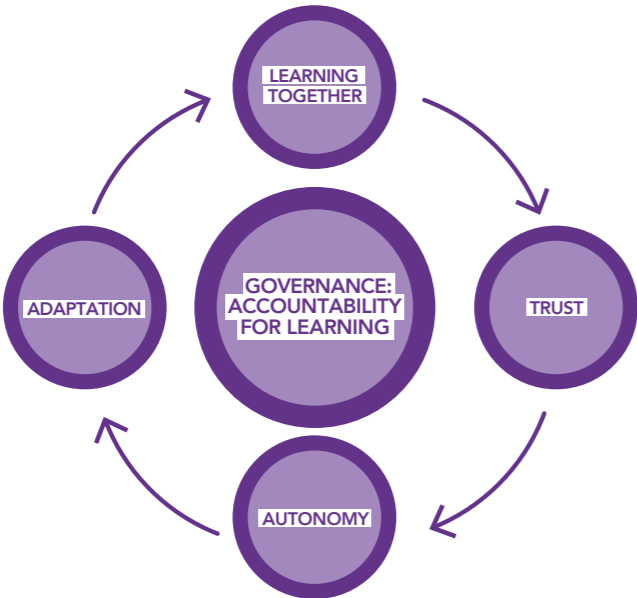
Learning and trust

In previous reports, we have highlighted the fact that trust is required in order to create the space

for learning to drive improvement. In this round of work, we have been able to refine and develop our understanding of this mechanism. We have found that learning together is a mechanism to build trust.

At both national (FCDO, Healthcare Improvement Scotland and EDUFI) and local scales, we found that managers deliberately created mechanisms for actors to learn together as a way to build trust. The relationships of trust created the autonomous spaces of action in which actors can adapt their practice to the bespoke demands of particular contexts. And crucially, these autonomous spaces thus enabled adaptation to the changing nature of these contexts. To close this learning loop, the effects of these adaptations in the relevant systems provided further material around which actors learn together.

Figure 1: A virtuous cycle of learning together and trust



Building a positive error culture

We have seen from across the case studies that it is crucial for public managers to build a “positive error culture” – a culture in which the expectation is that people talk about their mistakes and uncertainties, because this is what enables people to learn together. As we can see from the FCDO case study, a positive error culture relies on particular financial structures being in place – it is exceptionally difficult to build a positive error culture if the payment mechanisms, and contracting arrangements only reward success and punish failure. For example, Payment by Results contracting is toxic to the creation of positive error cultures. The adaptive management processes of FCDO’s case study seek to embed a positive error culture by:

- Creating job security for programme delivery staff
- Explicitly signalling that “failure” is allowed as part of the experimental process
- Removing competition between actors for programme funds.

Addressing structural factors seems to be necessary, but not sufficient for creating a positive error culture. The EDUFI case study found that mentoring and trust-building work was also required in “daring to fail”:

Thus funders and commissioners who fund for learning are able to establish a virtuous cycle of learning and adaptation. Empowerment deliberately worked on healthy relationships with their commissioners and service providers to enable them to share in their learning.

Learning together builds trust, which creates the space for autonomous action. Autonomous action enables ongoing adaptation to context, which, in turn, provides the material for further learning. The purposeful creation of this kind of virtuous cycle is the effect of learning as a meta-strategy, enacted by funding and commissioning for learning. This finding also connects with the research undertaken on psychological safety and learning.

We can see this in the South Tyneside Alliance case study, when they describe the effects of learning together:

“The outcome was impressive, in terms of both the impact of practices using their own data to drive patient-centred improvements and also the effect that the general approach had on developing trust and improving relationships between the CCG [Clinical Commissioning Group] and practices.”

(South Tyneside Alliance)

“Through theory and mentoring we supported the idea of ‘dare to fail’. We discovered that it takes time to build trust and talk about failures and mistakes. All teams needed time to try out things, one step at the time, and to discover the limits for experimenting in order not to risk too much.”

(Evaluation Report Innovation Centre, page 11)

The importance of developing a positive error culture for government, and practices which help to develop that culture, have been highlighted in recent [“Fail Forward”](#) work by the Centre for Public Impact. Significant work has also been undertaken to develop [Learning Communities](#) as ways to support teams of people in talking effectively about mistakes and uncertainties.

Skills and capacity-building

Managing a learning cycle also means ensuring that staff have the skills and capabilities required to learn together. We have seen system leadership training deployed as a useful capability building mechanism. For example, the [Plymouth Alliance](#) used the [Leadership Centre’s programme](#) and others have used [this one from The Staff College](#). The [Collective Leadership for Scotland](#)

case study describes how they developed their own programme for leaders to develop a learning culture – “a spirit of inquiry” – by helping them to create their own “action inquiry” processes.

Reframing “expert identities”

Another aspect of helping staff to develop a learning culture is helping them to challenge aspects of their professional identities that hamper their ability to participate effectively in shared learning at a system level. The [EDUFI](#) case study raises an interesting point about an “expert” identity and its impact on learning culture and relationships. They found tension between the “expert” identity that public officials had been expected to exhibit – (“I have expertise in this subject, so I am expected to know the right answer to any given problem”) – and co-learning processes. They described the change in identity required of public officials from experts to ‘inspirers’ of curiosity and teamwork.

This shift in identity is the corollary of the epistemological shift required when working in complex systems. Because it is impossible to have complete knowledge of how a complex system works, we are required to be humble about any knowledge claims we make about how that system operates. The shift from “expert who knows the

answers” to a person who inspires curiosity can be seen as an appropriate response to learning in complexity.

“Public officials are not anymore the ‘experts sitting in the room’, and their role becomes to encourage people to share, learn and contribute – in a way, they become system experts. There is a need for switching from operator with pre-settled answers to an inspirer engaging in teamwork. They are expected to question their own identity and role within the system.”

(EDUFI case study)

“Participants – and in particular public officials – were encouraged through mentoring sessions to reflect on the limits of their knowledge and expertise boundaries. These were necessary to make them stop thinking of themselves as experts – but also make sure other participants would stop seeing them as experts and expecting from them to know the truth. These elements were key to create a psychological safety environment and make participants think of a notion of collective knowledge where the

input of each of the participants was important to cocreate and facilitate a learning environment.”

(EDUFI Case study)

Governing

Creating effective governance arrangements for the learning cycle may be the most important long-term role that a Systems Steward plays, as it is the governance arrangements that ensure accountability, equity, and alignment with purpose.

The key questions that governance arrangements wrestle with are:

- Who gets to decide what appropriate learning practices look like?
- How will organisations hold one another accountable for following agreed practices and values?
- What legal and organisational structures are required to underpin governance processes?
- Is the learning process happening in the way we expected?
- Do we need to change it in any way?

As an example, the South Tyneside Alliance created an Alliance Charter, which was:

“Signed by the CCG, Council, two Foundation Trusts, and the voluntary sector network (Healthnet). The charter includes a set of principles that guide the way leaders in the system undertake their role. It has a top-line commitment that we will reach consensus decisions on the basis of ‘best for the person, best for the system’. The alliancing approach includes collaborative decision-making structures for deciding local priorities, taking decisions about proposals and leading local change programmes.”

(South Tyneside Alliance case study)

Governing the learning cycle

If what is being governed is the process of learning together, how does such governance operate? In previous HLS case studies, such as the [Plymouth Alliance](#), we have seen how an agreed set of shared principles serves as the foundation of shared governance. The members of the Alliance leadership hold one another to account for living these principles.

The [Lighthouse](#) case study demonstrates that shared values can play a similar role in governing learning processes – and also the way in which

reflective practice can be a governance mechanism:

“We regularly reflect together critically on our practice and progress as a team using our values as a practical set of compass points to evaluate whether what we are doing is actually aligned with our values. We coproduced our values through a participatory dialogic process within the team, strongly guided by considering what values young people had told us were important to them... When we reflect, we do so not with a narrow view of values as implying a set of ‘behaviours’ which we then have to perform, but rather as guiding principles, where it is inevitable that we will sometimes recognise in reflection we have not lived up to them in practice. We understand that the open shared learning from this as an iterative reflective process is the crucial way in which we keep our ongoing practice and development aligned with our values.”

(Lighthouse case study)

Accountability

Adopting learning as a management strategy requires rethinking accountability mechanisms for organisations. The good news is that this is work we knew we had to do, because existing target-based performance accountability mechanisms [fail in complex environments](#).

In short, the problem is:

- We can hold people/teams/organisations accountable for outputs because whether someone delivers an output or not is (mostly) under their control, e.g. holding someone accountable for whether or not they delivered a workshop is a reasonable act. But performance managing against outputs creates all sorts of [perverse incentives](#), which end up making performance worse.
- We would like to hold people/teams/organisations accountable for delivering outcomes, but it is not reasonable to do so, because outcomes are emergent properties of complex systems – they’re not under the control of a person/team/organisation. For example, holding someone accountable for whether the person they’re working with gets and keeps a job is not a reasonable act. When people try to

do this, [it creates gaming](#) (turning everyone’s job into the production of good-looking data), thus [making performance worse](#).

Therefore, complexity breaks performance accountability. If we care about outcomes and yet try to hang on to the NPM version of accountability, (built on [Principal-Agent Theory](#)) then we are left with a terrible choice. It is reasonable to performance-manage outputs, but we know that is the wrong thing to performance-manage. However, it is unreasonable to performance-manage outcomes, the thing we’d like to performance-manage. Either of these choices leads to dysfunctional systems.

So, what forms of accountability can work in complex environments? What have we learnt from the case studies?

Accountability in dialogue: from “holding to account” to “helping to account”

One of the ways in which accountability has been rethought, so that it actually works in complex environments, is by switching to a form of accountability that exists as a dialogue between stakeholders, rather than as a reporting or inspection process. We see this particularly in the [EDUFI](#) case study, where they developed “multi-stakeholder dialogue” as a mechanism to both reflect on the progress

of work at local level and explore the effectiveness of local-national relationships. This accords with the “Humble Government” approach that is being developed across the Finnish state:

“Autonomy must therefore come with accountability through a commitment to continuous dialogue that creates feedback-loops and ensures learning and improvement when needed.”

(Annala et al – Humble Government: How to Realize Ambitious Reforms Prudently)

Crucially, this form of accountability in dialogue is underpinned seems to be underpinned by a switch from the idea of “holding to account”, in which the person providing the account is assumed to be extrinsically motivated, to “helping to account”, in which the accountability process is part of a person’s (or organisation’s) ongoing reflective practice. This switch would therefore seem to require the purposeful creation of a broader reality in which the actors involved in a system are trustworthy (i.e. those who are deemed untrustworthy are excluded from the public service system).

Accountability for learning

The [FCDO](#) case study shifts the focus of accountability from “results” to learning. The FCDO adaptive management processes use “sentinel” (proxy) indicators, gathered by independent evaluators, to help the partners in the work understand how effectively their systems are operating as learning systems.

“It’s not me critiquing what they’re doing, it’s me giving them a heads up, an independent heads up on maybe you should start thinking about this. I feel like that approach with funded partners can be really, really helpful because it’s not a formal lesson or learning mechanism that we put in. It’s very informal, it comes across as if it’s very ad hoc. Therefore, there’s a lot of familiarity together and there’s a lot of sort of friendship, it’s not too professional. It allows them to maybe take that ownership, which we mentioned at the start. They feel as if they’re owning that.”

(FCDO Case study)

Distributed accountability

As well as shifting the focus of accountability, the case studies are also shifting the direction in which it operates. As in the [FCDO](#) example above, the [Plymouth Alliance](#) and [Wellbeing Teams](#) studies use horizontal – peer-to-peer – accountability. Peers hold one another to account. This can also be seen in the [Empowerment](#) case study.

“Embedding the HLS approach into Empowerment has been a developing of the social pedagogical approach based on mutual learning. Allied to this is our newfound willingness to take risks, make mistakes and learn from it. So what happens when something goes wrong here at Empowerment? Well, the first thing we do is encourage a culture of honesty, for all of our team to feel comfortable about being sharing with us when things go wrong. In response, we as an organisation welcome the honesty and agree that we will have a ‘Learning Get Together’ to understand what we have learnt and what needs to be adapted or changed for the future. There is no blame, but there is accountability.”

(Empowerment case study)

The direction of accountability conversations is also shifted to enable “downwards” accountability – accountability to the people being served. For example, the [Aberlour Trust](#) have developed mechanisms to enable families and communities to hold them to account as an organisation for their practice.

Unsurprisingly, the task of fixing accountability – of finding which forms of accountability work effectively in which kinds of context remains unfinished! The range of mechanisms by which accountability and governance of learning strategies can work is an area for significant further exploration in HLS research.

Questions to support the management and governance of a Learning Cycle:

Doing public management differently starts by public managers asking themselves different sorts of questions about their practice. These questions might be useful as starting-points. From these questions, you can then begin to ask: how would I know the answer to these questions? Who needs to discuss these types of things on an ongoing basis? What information do they need for those conversations? What spaces will they happen in?

The right answers to these questions

are those that you and your colleagues find for yourselves. The HLS case studies can highlight how others have answered these questions in their own contexts. Chances are that at least some of these answers will be relevant to you and your context – and so might be useful starting-points for your reflections.

We have highlighted a range of the management and governance questions that seem useful for enacting these changes at each scale. These are given in the table below.

	Scale: Lives as systems	Scale: Teams/Organisations as systems	Scale: Places as systems	Scale: Countries as systems
Managing	<ul style="list-style-type: none"> • How much time do we need to commit to enact this learning cycle? • How do we collaborate with the other relevant actors in this system? • What resources do we require to enact this learning cycle? Where will we get them from? • What information do we need? • How will we reflect on this information? • How do we develop and enact a learning culture? 	<ul style="list-style-type: none"> • How do we collaborate with the other relevant actors in this system? • What resources do we require to enact this learning cycle? Where will we get them from? • What information do we need? • How will we reflect on this information? • How do we develop and enact a learning culture? 	<ul style="list-style-type: none"> • How do we collaborate with the other relevant actors in this system? • How will we build trust, so that we can learn together? • What are the shared principles that we will use to govern this system? • What resources do we require to enact this learning cycle? Where will we get them from? • How will we create learning relationships and a learning culture? • What information do we need? • How will we reflect on this information? • How do we develop and enact a learning culture? 	<ul style="list-style-type: none"> • How do we collaborate with the other relevant actors in this system? • How will we build trust, so that we can learn together? • What are the shared principles that we will use to govern this system? • What resources do we require to enact this learning cycle? Where will we get them from? • How will we create learning relationships and a learning culture? • What information do we need? • How will we reflect on this information? • How do we develop and enact a learning culture?

Governing	<ul style="list-style-type: none"> • Is this learning cycle operating effectively? • Is our learning achieving our purpose? • How do we know? What evaluation mechanisms and processes are required? • How do we provide an account of this learning cycle? To whom? • Who is participating in this process? • Who isn't? 	<ul style="list-style-type: none"> • Is this learning cycle operating effectively? • What is the integrity of the learning and adaptation processes? • Are they happening properly? • Are lessons being learnt? • Is learning translating into changed practice? • Is practice translating into new infrastructure? • Is our learning achieving our purpose? • How do we know? What evaluation mechanisms and processes are required? • How do all actors in the system hold one another to account for effective participation in this learning process? • Who is included/excluded from this learning cycle? • How do we provide an account of this learning cycle? To whom? 	<ul style="list-style-type: none"> • Who is acting as Systems Steward? • To whom is this role accountable for undertaking this work? • Is this learning cycle operating effectively? • Is our learning achieving our purpose? • How do we know? What evaluation mechanisms and processes are required? • Who is included/ excluded from this learning cycle? • How do we provide an account of this learning cycle? To whom? 	<ul style="list-style-type: none"> • Who is acting as Systems Steward? • To whom is this role accountable for undertaking this work? • Is this learning cycle operating effectively? • Is our learning achieving our purpose? • How do we know? What evaluation mechanisms and processes are required? • Who is included/ excluded from this learning cycle? • How do we provide an account of this learning cycle? To whom?
------------------	---	---	---	---

References:

- About Us | Leadership*. (2021). Leadership Centre. <https://www.leadershipcentre.org.uk/about/>
- Annala, M., Leppänen, J., Mertsola, S., & Sabel, C. F. (n.d.). *Humble Government: How to Realize Ambitious Reforms Prudently*.
- Barr, D. (2021). Aberlour Child Care Trust (Human Learning Systems Case Studies). Aberlour Child Care Trust. <https://www.humanlearning.systems/uploads/Aberlour.pdf>
- Bell, M. (2021). Plymouth Octopus Project (Human Learning Systems Case Studies). *Plymouth Octopus Project*. https://www.humanlearning.systems/uploads/POP_1.pdf
- Boyce, N. (2021). *Lighthouse* (Human Learning Systems Case Studies). Lighthouse Children's Homes. <https://www.humanlearning.systems/uploads/Lighthouse.pdf>
- Brogan, A. (2020, July 22). EASIER Assurance: Generative learning for real assurance. *Easier Inc*. <https://www.easierinc.com/blog/easier-assurance-generative-learning-for-real-assurance/>
- Collaborate CIC. (2017, July 5). *A Whole New World—Funding and Commissioning in Complexity*. Collaborate: For Social Change. <https://collaboratecic.com/a-whole-new-world-funding-and-commissioning-in-complexity-12b6bdc2abd8>
- Crosbie, A. (2021). *Collective Impact Agency* (Human Learning Systems Case Studies). Collective Impact Agency. [https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20\(2\).pdf](https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20(2).pdf)
- Crowther, M. (2021). *Empowerment* (Human Learning Systems Case Studies). Empowerment. <https://www.humanlearning.systems/uploads/Empowerment.pdf>
- Edmondson, A. (1999). Psychological Safety and Learning Behavior in Work Teams. *Administrative Science Quarterly*, 44(2), 350–383. <https://doi.org/10.2307/2666999>
- Hambleton, D. (2021). *South Tyneside Alliances* (Human Learning Systems Case Studies). South Tyneside Alliance. [https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20\(1\)%20\(1\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20(1)%20(1)%20(1).pdf)
- Hekerem, D. (2021). *Healthcare Improvement Scotland* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Healthcare%20Improvement%20Scotland.pdf>
- HLS Case Studies. (2021). Human Learning Systems. <https://www.humanlearning.systems/case-studies/>

- How to Fail (Forward): A Framework for Fostering Innovation in the Public Sector*. (n.d.). Centre For Public Impact (CPI). Retrieved April 26, 2021, from <http://view.ceros.com/centre-for-public-impact/report>
- Lowe, T. (2020, December 10). Beyond adaptation: Lessons from the frontline on how shared learning fosters trust. *Centre For Public Impact (CPI)*. <https://www.centreforpublicimpact.org/insights/beyond-adaptation-lessons-frontline-shared-learning-fosters-trust>
- Lowe, T., & Wilson, R. (2017). Playing the Game of Outcomes-based Performance Management. Is Gamesmanship Inevitable? Evidence from Theory and Practice. *Social Policy & Administration*, 51(7), 981–1001. <https://doi.org/10.1111/spol.12205>
- Melnyk, S. A., Bititci, U., Platts, K., Tobias, J., & Andersen, B. (2014). Is performance measurement and management fit for the future? *Management Accounting Research*, 25(2), 173–186. <https://doi.org/10.1016/j.mar.2013.07.007>
- Mortimer, J. (2020). *Melton Mowbray Statutory Service* (Human Learning Systems Case Studies). Melton Borough Council. <https://www.humanlearning.systems/uploads/Melton%20Mowbray%20-%20%20Case%20Study.pdf>

- Nabatu, H. (2020). *Lankelly Chase* (Human Learning Systems Case Studies). Lankelly Chase Foundation. <https://www.humanlearning.systems/uploads/Lankelly%20Chase.pdf>
- Newnes-Smith, C. (2021). *Surrey Youth Focus* (Human Learning Systems Case Studies). Surrey Youth Focus. <https://www.humanlearning.systems/uploads/Surrey%20Youth%20Focus.pdf>
- One Thing at a Time* (Human Learning Systems Case Studies). (2021). Collective Leadership for Scotland. <https://www.humanlearning.systems/uploads/One%20Thing%20at%20a%20Time.pdf>
- Owen, K. (2020). *Liverpool Combined Authority Case Study* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20LCRCA%20Case%20Study%20v2.pdf>
- Principal–agent problem. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Principal%E2%80%93agent_problem&oldid=1012410377
- Rautiainen, A., & Tyrvaäinen, P. (2021). *Enhancing learning systems through experimentation* (Human Learning Systems Case Studies). Finnish National Education Agency (EDUFI). <https://www.humanlearning.systems/uploads/Enhancing%20learning%20systems%20through%20experimentation.pdf>

[systems/uploads/7549%20CPI%20%E2%80%93%20Finnish%20Innovation%20Centre%20Case%20v2.pdf](https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20Finnish%20Innovation%20Centre%20Case%20v2.pdf)

Sanderson, H. (2021). *Wellbeing Teams* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Wellbeing%20Teams.pdf>

Sweeney, L., & Skinner, E. (2021). *Adaptive Management Practice in the UK Government* (Human Learning Systems Case Studies). Foreign & Commonwealth Development Office. <https://www.humanlearning.systems/uploads/7685%20CPI%20-%20FCDO%20case%20study%20V2-%20TL%20proof%20read%20version.pdf>

The Staff College: Public Sector Leadership for Children's Services. (n.d.). *The Staff College*. Retrieved April 26, 2021, from <https://thestaffcollege.uk/>

Tomkinson, E. (n.d.). Outcome-based contracting for human services. *Evidence Base*, 20.

Van Thiel, S., & Leeuw, F. L. (2002). The Performance Paradox in the Public Sector. *Public Performance & Management Review*, 25(3), 267–281. <https://doi.org/10.2307/3381236>

Wallace, G. (2021). *Plymouth Alliance for Complex Needs* (Human Learning Systems Case Studies). The Plymouth Alliance. <https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf>

Wilson, L., & Lowe, T. (2019). *The Learning Communities Handbook*. Newcastle University. <https://www.humanlearning.systems/uploads/The-Learning-Communities-Handbook.pdf>

Chapter 9 Principles into action: How change happens: HLS methods and tools

Methodologies and methods to support taking a Human Learning Systems approach

Author: Melissa Hawkins

[Contact the author](#)

Introduction

The aim of this chapter/section is to offer ideas and examples which may be useful to support practitioners working in public services who wish to take an approach to organisation and management. It is intended that this chapter/section is to give an indication and some examples and methods for inspiration, and of course, the appropriateness of each method will differ according to context. Overall, the message is that these methods can provide opportunities for critical reflection, learning and frameworks to support action, which are all requirements for an HLS approach to have a chance of success. It needs to be noted that each method comes with its own, sometimes long and ambiguous history, heritage and context, none of which are easily condensed. Further investigation is encouraged, and helpful starting points

for readings and resources are given at the end of this section.

In essence, each of these methods supports learning, which is considered integral to successful innovation and development. By attending to learning, the other aspects of HLS, (human and systems) are also attended to; learning at the individual and organisational levels can improve relationships and motivation, and learning with and from other organisations and citizens can improve system health. As well as drawing substantially from the work of the [HLS case studies](#) and organisations involved in the creation of this report, work beyond HLS is included, as this offers significant provocations and insights into how learning can support innovation and movements for change. There will, of course, be excellent sources which we have missed out on by accident and not by design.

Methods to support HLS

The methods can be split into what works most effectively at three levels:

1. Individual learning,
2. Organisational learning
3. Cross-organisational learning.

It should be noted that many methods can be used at different levels; for example, action research can be used across all three levels, so what is shown here are the examples we have for that level. All three levels are significant. For example, individual learning through attending a [Systems Leadership](#) course has been cited as an important contribution for how large-scale collaboration for change has been enabled in the [Plymouth Alliance](#). Colleagues of [The Tudor Trust](#) are finding that an ongoing action inquiry learning group composed of grant managers, senior leaders, and trustees has created a safe space for experimenting with different funding processes. [The Lankelly Chase Foundation](#) is working with a number of organisations to consider how to collaborate more effectively to work across organisational silos.

1 Individual learning

Learning at the personal level can foster curiosity, engagement, and , which in turn contribute to

organisational development. Individual learning incorporates personal learning journeys through attending courses and continuing professional development, and self-directed learning practice such as journals and blogs.

Educational courses and resources

Educational courses can allow participants to learn about theory, reflecting on their practice and that of others. Courses on complex systems theory and thinking have helped individuals reflect on and learn about a complex worldview:

Plymouth City Council contracted with the Leadership Centre and facilitated an inclusive programme of system leadership training for staff at all levels. This process opened the door to the [complex needs alliance](#) and many other examples of the city's whole system. [The Leadership Centre](#) supports public sector leaders to work better in complexity by offering various programmes, including Systems Leadership and Leadership for Change.

Wallsend Children's Community (WCC) have participated in Wicked Lab and Systems Effects workshops to develop further their understanding of creating systems change. [Wicked Lab](#) provides a Complex Systems Leadership programme where participants

can learn about wicked problems. Wicked Lab also offers an online tool "that maps, tracks and measures systemic impact, and a methodology and training to support Systemic Innovation Labs". [Systems Effects](#) is a research tool that enables collecting and analysing different perspectives on homelessness and barriers to finding employment to inform policy and practice.

Particular meta-theories or frameworks for learning and working, such as social pedagogy, resonate with the HLS approach.

"Social pedagogy is a field for theory, policy and practice, sometimes referred to as 'education in the broadest sense'. In public policy, the term social pedagogy covers measures that take a broad educational approach to social issues, either alongside or instead of other policy options."

Social pedagogy has resonance with complexity-informed practice, in that relationships and trust are considered prerequisites for collaborative learning and systems change work.

The CEO and colleagues of the Empowerment charity are undertaking the MA in Social Pedagogy Leadership

at the [University of Central Lancashire \(UCLan\)](#) and are using the ideas of social pedagogy to redesign their mission and vision: "Social Pedagogy gave me [the CEO of the charity] a language and a pathway to journey alongside colleagues at [Empowerment](#) to change the conversation." The MA in Social Pedagogy Leadership is a unique course delivered by the [ThemPra Social Pedagogy CIC](#). It combines opportunities to consider how theory impacts practice in the workplace.

Self-directed reflective practice

[Reflective practice](#) can create a space for intentional reflection on actions and create opportunities to learn from such activities. Various reflective practices share the commonality for practitioners to reflect and learn from experiences in a learning loop or cycle. Learning logs, reflective diaries, and personal journals can provide a space for individual reflections. There are many frameworks and ways of using these tools, and there isn't a right or wrong way to approach them. If you are unsure where to start, some organisations run free events on "guided journaling", such as [The Collective Leadership for Scotland](#).

Reflective practice does not always just mean reflecting on personal experience (although, of course, it can

be just that); it can also involve seeking learning from other sources, such as colleagues and broader thoughts on practice collected as research. This constitutes a “critical reflective practice”. Bringing in other sources of knowledge beyond the known can enable critical thinking over individual approach and experiences and address questions concerning reflexivity and underlying assumptions.

Some members of the Plymouth Alliance use personal notebooks to jot and record things before they are forgotten in the rush of everyday life. This demonstrates the simplicity that the approach could take by simply putting pen to paper. The learning and development manager at Tudor is exploring different journaling techniques for colleagues to think about using after having found the personal experience of journaling a useful one.

Publicly sharing reflective practice.

Many individuals choose to move beyond private reflections to share their thoughts with others, including colleagues, peers, and broader audiences. The Next Stage Radicals Website has hundreds of blogs waiting to be read, which you can access [here](#). Sharing reflections with others can help those reading them, but also the act of writing a blog can help strengthen

reflections so that learning can occur.

Connections with others’ learning journeys can be made through blogs, and often more personal experiences are shared, which may often get missed out with more formal reports and papers. Lankelly Chase staff and associates post frequent [blogs](#) on both their website and on [Medium](#), including reflections on work and links to other ideas, concepts and theories. WCC has a blog that includes [weekly insights](#) gathered from the community and the blog on broad-ranging aspects to the work of WCC, such as gathering data and research on issues about pupil perceptions on schooling and COVID-19.

2 Organisational learning

Learning at the organisational level enables colleagues and members of a community to learn from one another and includes learning groups and the use of learning frameworks.

Relational learning methods

Appreciative inquiry

Appreciative Inquiry was initially developed by David Cooperrider and Suresh Srivastva in 1980, and takes an asset-based perspective of the management and innovation process, thus providing an alternative to deficit approaches.

“At its heart, appreciative inquiry is about the search for the best in people, their organisations, and the strengths-filled, opportunity-rich world around them. Appreciative inquiry is not so much a shift in the methods and models of organisational change. Still, appreciative inquiry is a fundamental shift in the overall perspective taken throughout the entire change process to ‘see’ the wholeness of the human system and to ‘inquire’ into that system’s strengths, possibilities, and successes.”

(AI Commons – Introduction to Appreciative Inquiry)

The processes of appreciative inquiry can follow this cycle (AI Commons 2021):

Define – What is the topic of inquiry?

Discover – Appreciating the best of “what is”

Dream – Imagining “what could be”

Design – Determining “what should be”

Deliver/Destiny – Creating “what will be”

The [Plymouth Alliance](#) has used appreciative inquiry in many of their

explorations to date, developing the method that best fits their context and need. The process often involves colleagues being paired with each other to facilitate peer learning and support before conducting narrative interviews with citizens. The results of these interviews are often shared and reflected upon within the wider group. Reading out people’s real-life stories and experience enables life to be viewed through another’s eyes. Appreciative inquiry is used as the primary approach to exploring new ideas for policy and practice and developing a greater understanding of the impact of changes on citizens supported by the alliance.

Several other cases contributing to this report make use of appreciative inquiry. [Surrey Youth Focus](#) has learned the method from Gary Wallace of Plymouth Alliance and is using it for multiagency sense-making, gaining a shared understanding of children’s lives; the [Lankelly Chase Foundation](#) has used Appreciative Inquiry along with other participatory methods, and the [Moray Wellbeing Hub](#) use strength-based reflective practice sheets, which take an appreciative inquiry approach to explore what worked well and what could be better next time.

Most significant change

The Most Significant Change (MSC)

technique, also referred to as the “storytelling” method, originated with work by and is a values-based inquiry into evaluating programmes and impact through participant reflections, collated into stories of change.

Arts at the Old Fire Station (AOFS), which is also one of the cases involved with the Lankelly Chase [Place Action Inquiry](#) programme, have drawn on MSC to develop their [version](#) of the story-telling technique and now use it as an integral part of their work to evaluate programmes, including the [impact of COVID-19](#).

“We’ve found collecting, analysing and presenting stories to be a creative and participative process, meaningful and enjoyable. It has shifted evaluation from a necessary add-on to a central part of our work and who we are. Both the stories and the learning that has emerged from them have been rich and insightful. They have led us to think deeply about how we work and have even resulted in us rewriting our mission statement.”

(Arts at the Old Fire Station 2021)

AOFS have created an [explanatory video and guide](#), as they are finding

others interested in this approach, which includes POP (also one of the cases in this report).

Learning groups

The defining of “learning groups” at the organisational level encompasses formalised processes whereby colleagues form a group whose primary aim is to learn from each other, primarily through reflecting on actions and experiences in the workplace.

Lankelly Chase has explored several ways to learn as a group, including learning circles and [learning communities](#). A group of peers come together in a safe space to reflect and share their judgements and uncertainties about their practice and share ideas or experiences to improve collectively. The Tudor Trust has created a learning group composed of grant managers, trustees, learning and research managers, and the senior leadership team to cocreate action learning into their funding practice. This has involved working with a small number of grantees to explore what taking a “bespoke by default” funding approach means and how it could be improved.

Learning frameworks

The use of frameworks to structure has been used in several ways in this report’s case. The frameworks for organisational learning can be

categorised as those useful for retrospective, continuous, and cyclical learning.

Retrospective learning: sense-making

The concept of sense-making was developed by [Karl Weick](#) and is the retrospective process of making sense of past events to consider what action to take in the present.

The Plymouth Alliance have been working with a team of researchers who are using the Newcastle Living Lab research methodology to support reflection, learning and collective sense-making:

“The Lab method works by engaging stakeholders in a coproduction process, to support long-term strategic planning based on the interests of the members of the wider network, moving beyond the often narrow prescriptive, understandings and interests of the policymakers or the organisations. It achieves this by representing projects and programmes using a range of visualisation and modelling techniques supported by a suite of open source and creative commons tools.”

(Newcastle Living Lab 2021)

As part of the process, a series of “exhibits”, usually in the form of adjacent PowerPoint slides, are presented for participants to stimulate reflective dialogue with colleagues. An example of such an exhibit is provided in the Appendices (see appendix A).

Continuous learning: rapid learning environments

Methods to support continuous learning can be helpful, as the time between event and reflection is significantly shortened. This can enable people to avoid falling into the trap of retrospective coherence, the attempt to reduce complex and messy situations into simple ones, which are therefore easier to manage. In his work on sense-making using the [Cynefin Framework](#), David Snowden suggested how [innovation teams](#) could be deployed during the pandemic. This approach, which could be considered a “rapid learning environment” (RLE), is used by [Chris Bolton](#) and the Audit Wales team. As a result, Collaborate CIC is taking a similar [approach](#) with a [learning framework](#). These frameworks can help explore current innovative practices arising out of the crisis, such as COVID-19, to extend them into future practice.

[The Children’s Society](#) has had to change drastically, moving from

face-to-face to online support. This has led them to question the impact this will have on the organisation's future direction and to reflect on how decisions are made and by whom. They take the principles of an RLE to structure for real-time learning, such as weekly reflections, observations of strategic meetings, and reviewing data. Lankelly Chase have used their version of an RLE to explore out loud and [share publicly](#) how the COVID-19 crisis is impacting organisations and individuals. They have outlined a candid account of their method, with the note that after four weeks of providing space and time for the exercise, some found that they were experiencing a "reflection fatigue" and a sense of loss of the "watercooler" opportunities for informal conversation to occur during the everyday life of the office.

Action learning and research cycles

Action research and action learning approaches are umbrella concepts for a [range of approaches](#) that include reflection and learning from action in context. Many approaches aim to move away from a linear approach to learning to a cyclical one, and frameworks often have the components "". The advantages of action research and action learning are that they provide a bottom-up approach for participants. This enables

them to take ownership of the project and navigate the unique complexity of individual places by focusing on what can be learned in particular contexts.

There are quite a few case studies that make use of action learning, research and inquiry by focusing on the use of explicit frameworks. Although working in their own ways and contexts, the following cases draw upon [Bill Torbert's](#) levels of action inquiry and other forms of action research/learning practices. In 2020, in response to the COVID-19 crisis, The Collective Leadership for Scotland, alongside action inquiry expert [Dr Cathy Sharp](#), ran an open-access free online learning programme that included [action inquiry](#) alongside other approaches such as Three Horizons and Leading in Unknowing. Lankelly Chase has been developing a strategy for [action inquiry](#) for several years now in their systems change work, and have been drawing on Torbert's levels of action inquiry to structure the project and guide decision-making and other actions.

3 Cross-organisational learning

Cross-organisational learning enables learning to occur between people who do not know each other. They learn by attending events and learning groups that span organisational and place-based boundaries.

Coproduction

Although a somewhat nebulous concept, in its most straightforward form, coproduction, can be understood as creating opportunities for people to "" by forming equal partnerships. [Elinor Ostrom](#) first used the term when reflecting on public services' importance for engaging with the community. This link was broken – in this case, increased crime rates occurred in Chicago due to police officers patrolling neighbourhoods in cars rather than on foot.

Coproduction has been used in different ways, and some argue that it is sometimes used to pay lip-service to the idea rather than authentically engage with the method. There are several networks, organisations, and projects that can offer resources and support, including [The Social Care Institute for Excellence co-production network](#), [The Realising Just Cities](#) project led by [Professor Beth Perry](#), [The Scottish Co-production Network](#) and, while [Co:create](#) provides training and facilitation.

Lankelly Chase has explored a myriad of methods, including coproduction:

"Our codesigned work involved meeting with over 200 people. They helped us understand different perspectives, what role

people wanted a foundation like ours to play in the places, what we thought our money could achieve, what we could learn from what others were doing and what we should focus on. We started with individual conversations and soon realised that codesign participatory methods generated more cross-pollinating ideas, connections and excitement."

(Lankelly Chase Foundation)

In addition, Lankelly work alongside organisations on coproduction projects, such as 'The Elephants Project', which – upon realising the barriers faced when trying to coproduce work with citizens – sought to tackle the "elephants in the room", the barriers no-one was willing to talk about openly and honestly.

Events

There are many examples of events on complexity-informed practice, both face-to-face and online, which provide the opportunity for interaction with ideas beyond the known realm of personal experiences. As a potential positive of the pandemic, many events have moved online, which, although resulting in apparent drawbacks such as lack of spaces for networking and building relationships,

has meant that participation has been widely increased. Events provide an opportunity to meet new people and strengthen existing relationships and learn with each other. Although one-off events cannot provide the ongoing support needed for learning to become embedded within organisations, many organised events are created with the intention of laying the seeds for collaborations and longer-term partnerships.

Face-to-face events had been run, pre-pandemic, by organisations such as the Tudor Trust, who ran a “complexity day” with grant holders to explore what complexity-friendly funding meant for them. This was considered a success by those involved because it allowed everyone to start to talk more openly about the challenges faced by both funded organisations and funders. Organisations forming part of The HLS Collaborative have run several events, including face-to-face events led by Northumbria University, Collaborate CIC and Next Stage Radicals; associated recordings and [resources](#) for these can be found on the [HLS website](#).

Numerous online events and conferences, past, present and future, have enabled people from across the world to participate. These include a series of [webinars](#) on the development

of the HLS approach during COVID-19, which were organised by Northumbria University and included partners’ participation across the HLS collaborative. The collaborative runs online masterclasses and workshops on taking an HLS approach, details of which can also be found on the website

Learning for action groups

This encompasses [communities of practice](#) where there is a shared domain of interest, community and practice, and others that are either at the early formation stage or are groupings that don’t fit the conventional community of practice model. Many of the cases and organisations comprising the project review board of this group are part of such groups. The [Losing Control Network](#), [IVAR](#) and [Next Stage Radicals](#) are currently running regular community of practice groups and peer support and learning groups for those involved in public services, all of which offer regular time and space rather than a simple one-off event.

Some groups are taking on more of a [social movement](#) trajectory, as they are positioning themselves as an alternative to what could be considered mainstream organisational practice. These groups include the [New System Alliance](#), which seeks to

change what they believe to currently be a broken system to a person-led one. Next Stage Radicals is a learning community that grew from an event convened by Easier Inc, the RSA and the Q Community to explore. It could also be said that The HLS Collaborative falls somewhere within this category. Although its primary focus is on developing a particular approach, there is also the element of seeking to change the current system, which is dominated by NPM, to one which is influenced by a complexity-informed practice.

Roles to support learning

There are numerous methods to choose from when seeking to learn and to change practice. What also needs to be considered is the roles and responsibilities different actors play as part of this change. We have noticed a range of roles that can support learning at both an internal and external organisational level, which can be labelled as learning champion, curator of learning, Learning Partner, thinking partner, consultant, researcher, or educationalist. These roles do not “take on learning” for everyone within the organisation; their role is to create learning opportunities for all.

Internal learning support roles

There are examples from the cases where people are given explicit roles to

support learning. POP has employed a, who supports learning and reflection by building relationships between colleagues working on various funded projects. The Tudor Trust has also employed someone specifically to support learning as a [learning and communications manager](#). Likewise, a charity and community centre in Camden, North London has the benefit of an evaluation and learning lead who has recently expanded the remit of organisational learning to lead an evaluation report for a network of commissioners, NHS trusts, local authorities, and Voluntary and Community Sector (VCS) organisations. This has not only brought new insight but also has enabled stronger connections and relationships to be made. In other places, such as the [Plymouth Alliance](#), key actors within the system have supported colleagues with their learning. They have done this informally, for example in conversations using complexity theory to highlight the problematics of the current system, and also by giving support to the application of research methods such as appreciative inquiry.

External learning support roles

A Learning Partnership can be thought of as a group of people embarking on a learning journey together and supporting each other on that journey .

IVAR often takes on the role of Learning Partner in supporting the VCS, defining the approach as moving beyond short-term projects to working alongside an organisation. At the same time, it undertakes an especially challenging programme or initiates significant change for example in its [Learning Partner role](#) with Big Local and Commonweal Housing. Collaborate CIC has been a [Learning Partner with the Cornerstone Fund](#), a funders collaboration working in systems change, which aims to put citizen action at the core of decision-making. Collaborate CIC has helped the collaboration reflect on their systems change experience and practice and act on this learning individually and collectively.

Since 2017, Northumbria University has been engaged in a Learning Partnership [action inquiry](#) with the Lankelly Chase Foundation, which draws upon the principles of action research and action learning and [social learning theories](#) to frame the work. The journey has been an interesting one, the [Learning Partners](#) regularly [reflecting](#) on how best to support learning has revealed some points for reflection for others working in this way. The Centre for Public Impact and Easier Inc have recently engaged as thinking partners with a group of

regulators at the local and national government level and “regulated” public sector organisations and charities. This developing [community of practice](#) aims to create the space for building generative relationships, sharing learning, and experimenting with ways of working differently.

Many of the cases involved in this chapter have made use of research and participated in educational courses. WCC has been part of a national [evaluation](#) of Children’s Communities conducted by Sheffield Hallam University and has drawn on ethnographers’ expertise at the University of Sunderland to create [two community researcher](#) roles. Grant holders associated with the Tudor Trust also speak of their research use, including St Marys Church carrying out their research with the community and drawing on the [CI OM-B framework of behaviour change](#). [Edberts House](#) bases its work on the KOLB learning cycle of understanding (Tudor Trust 2020) . The Blackpool-based charity [Empowerment](#) uses social pedagogy to underpin its approach. Along with personal transformational learning journeys gained through enrolling on the MA in social pedagogy at UCLan, the charity has used social pedagogy principles to redefine its vision and values.

Summary

There are a few final points to consider when using methods to develop an HLS approach. We have drawn these from our experiences as researchers working with a number of the organisations describe in the case studies and from practitioners working in the public and voluntary and community sectors:

Consider the rationale and purpose for choice of method

Take the time to learn more about the methods before making a choice; what is offered here is only a snapshot, and you should shape selection and usage. The purpose of any method is to develop a curiosity and motivation for critical engagement and reflection. This cannot happen if people aren’t given the choice of how to engage. The methods will not “show you” how to make systems change happen; they are there to support this process and should not be used to simplify and reduce complex issues.

Some of the cases, such as the [Plymouth Alliance](#) and [Lankelly Chase](#), have spoken about how the best outcome for engaging in a learning programme was the time spent and relationships built with colleagues.

The methods described here are structured; however, many speak of the

importance of [informal learning spaces](#) such as the water cooler moments, mainly put on hold due to COVID-19. Consideration of how these moments could, do, or should not feed into future organising and decision-making may be worthwhile.

Attend to the needs of everyone in the organisation or place

Exploring new learning methods is not always an easy task, and some may treat anything new with scepticism or even suspicion. It is worth finding out why some people may be reluctant to make changes; are they worried about failing? Are they sceptical about another reinvention of the wheel? Are they feeling motivated to change, and if not, what can be done to support everyone on this journey? Learning occurs through interaction with others; it is difficult to do this when relationships are fractured, and there is a culture of mistrust within an organisation or place.

Taking a pragmatic approach is usually a good idea; a one-off learning event is not the best way to embed learning, but perhaps it might be the only choice due to time constraints, or it might be used to ignite a spark of interest (if it is a good event!). Careful thought is needed so that learning does not become a burden for people; space and time are required and thus needs

to be built into job roles and can require creative thinking, especially when time-poor.

Think about the roles and responsibilities required to support learning

Consider the collective intelligence already held within the organisation or place and how to utilise it. Also, think about how different roles – both internal and external to the organisation and place – can help to support learning. For example, an external role may be useful when mitigating potential negative aspects to learning, such as the development of echo chambers.

If priority is not given to the importance of learning throughout the organisation or place, it will be challenging to create dedicated time for this to happen. This might mean thinking about what needs to be reduced or removed to create space and time for learning.

When thinking about responsibility for learning and how this will feed into accountability mechanisms, the issue is that learning is mainly invisible and does not always or automatically happen. Therefore, do not fall into the trap of making people accountable for anything which is out of their control, and use proxy measures (such as evidence of learning) with caution.

Questions for readers

Here are a few questions to ask about using methods to support the development of an HLS approach:

- How will you make sure your choice of methods will fit you and your organisation and will not place an extra burden on people?
- How will you make the time and space for learning to become part of everyone’s everyday roles and responsibilities?
- What will you have to stop or start doing to make way for learning to happen?
- What are everyone’s roles and responsibilities in your organisation/ place, and how can you ensure that learning doesn’t become something to “hand-off” to someone else?
- Who gets to make the decisions about choice of approach and methods, and why do they get to make those decisions?
- How can you use these methods to develop a love of learning, curiosity and critical attitude?
- How can you use these methods to “hold” uncertainty rather than try and use them as a fix-all and in a reductionist way intended to simplify the necessarily complex?

You should also consider the ethical requirements of applying these methods. Some of them may well draw out reflections of a sensitive nature, and this needs consideration of how to manage and plan for this type of occurrence, for example such as creating safe spaces for learning.

Appendices

A: Newcastle Living Lab: Representing the Plymouth Alliance

The [Newcastle Living Lab](#) research methodology can support reflection, learning and collective sense-making

“The Lab method works by engaging stakeholders in a co-production process, to support long-term strategic planning based on the interests of the members of the wider network, moving beyond the

often narrow prescriptive, understandings and interests of the policymakers or the organisations. It achieves this by representing projects and programmes using a range of visualisation and modelling techniques supported by a suite of open source and creative commons tools.”

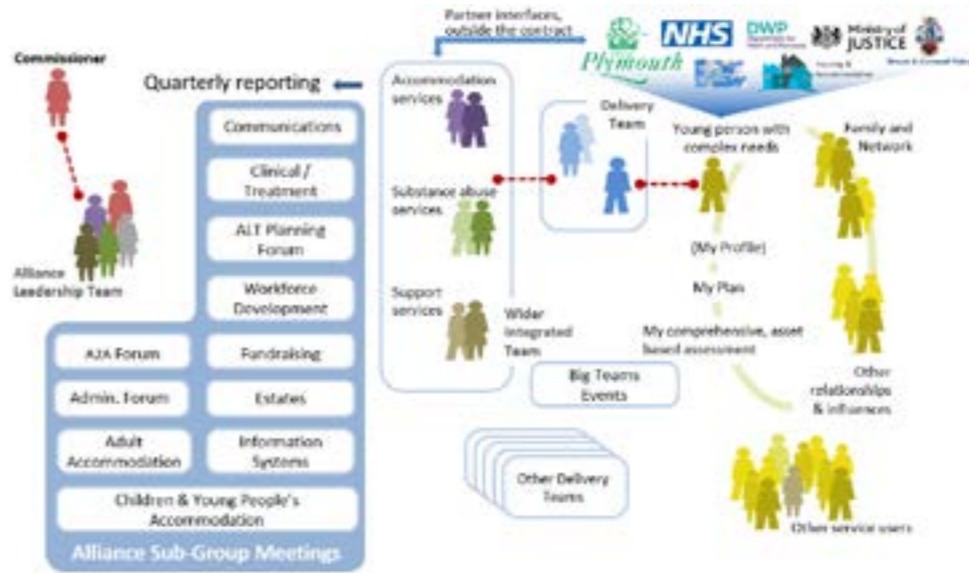
[\(Newcastle Living Lab 2021\)](#)

As part of the process, a series of “exhibits”, usually in the form of adjacent PowerPoint slides, are presented for participants to stimulate reflective dialogue with colleagues.

This is an example of an exhibit created by [Mike Martin](#) in conjunction with the Plymouth Alliance;

Representing the Plymouth Alliance (Mike Martin 2020):

Figure 1: Representing the Plymouth Alliance, Mike Martin (2020)



B: List of examples with resources:

Here are some resources for methods and also examples of HLS case studies which have made use of these methods.

Method	Resources	Examples of HLS case studies which have used methods
Educational Courses	The Leadership Centre	The Plymouth Alliance
	Wicked Lab	Wallsend Children’s Community
	System Effects	
	Social Pedagogy	Empowerment Charity
	UCLan Social Pedagogy Leadership	
	Social Pedagogy Professional Association (sppa-uk.org)	
	Managing Complexity: A Systems Approach – Open Learn – Open University	N/A
	Systems Thinking in Practice – Open University	
Websites	Systems Innovation platform	N/A
Books	Systemic Leadership for Local Governance	N/A
Reflective practice	Collective Leadership for Scotland supportive practices	The Plymouth Alliance The Tudor Trust Lankelly Chase Foundation Wallsend Children’s Community
Appreciative Inquiry	Introduction to Appreciative Inquiry – The Appreciative Inquiry Commons (champlain.edu)	The Plymouth Alliance
Most Significant Change	Storytelling Evaluation Methodology I Arts at the Old Fire Station A Dialogical, Story-Based Evaluation Tool: The Most Significant Change Technique	Lankelly Chase Foundation – Arts at the Old Fire Station
Learning groups	What is Action Inquiry and what are the benefits	Lankelly Chase Foundation The Tudor Trust

Learning frameworks	Newcastle Living Lab Is anyone deploying “Innovation and Learning” people alongside COVID-19 Response Teams? – What's the PONT How we are learning during our response to the Coronavirus outbreak by Adam Groves – On the front line of systems change Medium Action Inquiry – Resources – Collective Leadership for Scotland (collectiveleadershipscotland.com)	The Plymouth Alliance The Children’s Society Lankelly Chase Foundation Collective Leadership for Scotland
Co-production	Co-production Network SCIE	Lankelly Chase Foundation
Events	Events Human Learning Systems	The Human Learning Systems Collaborative
Roles	The value of the Learning Partner by Hannah Hesselgreaves by Lankelly Chase Medium	Northumbria University IVAR Collaborate CIC Easier Inc

References:

- About. (2020, December 1). *Wallsend Children's Community Blog*. <https://wallsendchildrenscommunity.wordpress.com/about/>
- About Us – Plymouth Octopus Project. (2021). <https://www.plymouthoctopus.org/about-us/>
- Action Inquiry – Resources. (2021). Collective Leadership for Scotland. <https://collectiveleadershipscotland.com/action-inquiry-resources/>
- Action research—Wikiversity. (n.d.). Retrieved April 23, 2021, from https://en.wikiversity.org/wiki/Action_research
- Address wicked problems by creating systemic change. (2015). Wicked Lab. <https://www.wickedlab.com.au/address-wicked-problems.html>
- Bartlett-Bragg, A. (2003). *Bloggling to Learn*. <https://eclass.uoa.gr/modules/document/file.php/PPP233/%CE%AC%CF%81%CE%B8%CF%81%CE%B1%20%CE%B2%CE%B9%CE%B2%CE%BB%CE%B9%CE%BF%CE%B3%CF%81%CE%B1%CF%86%CE%AF%CE%B1%CF%82/Bartlett%20Bragg%202003.pdf>
- Bate, P. (n.d.). *Perspectives on context: Context is Everything*. The Health Foundation. Retrieved April 23, 2021, from <https://www.health.org.uk/sites/default/files/PerspectivesOnContextBateContextIsEverything.pdf>
- Batty, E., Harris, C., Leather, D., Pearson, S., Wilson, I., Carter, C., Coldwell, M., Stiell, B., & Willis, B. (2020). *Children's Communities final evaluation report* (p. 43). <https://childrenscommunitynetwork.org.uk/sites/default/files/Childrens%20Communities%20final%20evaluation%20report.pdf>
- Beer, T. (2021, February). Four ways now can be a moment for transformational learning. *Institute for Voluntary Action Research*. <https://www.ivar.org.uk/four-ways-now-can-be-a-moment-for-transformational-learning/>
- Brogan, A., & Rose, K. (2021, March 25). *Changing the game: Moving regulation from 'rate and rank' to 'reflect and learn.'* Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/changing-the-game-moving-regulation-from-rate-and-rank-to-reflect-and-learn>
- Co:Create. (n.d.). Co:Create. Retrieved April 23, 2021, from <https://www.wearecocrete.com>
- Cognitive Edge. (2020). <https://www.cognitive-edge.com/>
- Collaborate CIC. (2020a). *Learning from COVID-19: A tool for capturing*

- insights now to shape the future*. <http://wordpress.collaboratei.com/wp-content/uploads/Collaborate-CIC.-Learning-Framework-April-2020.pdf>
- Collaborate CIC. (2020b, May 12). *COVID-19: Why and how organisations can learn now to shape the future*. Collaborate: For Social Change. <https://collaboratecic.com/covid-19-why-and-how-organisations-can-learn-now-to-shape-the-future-1aa3f460d47a>
- Collaborate CIC. (2021, February 22). *Learning Partner: The Cornerstone Fund*. Collaborate: For Social Change. <https://collaboratecic.com/collaborate-is-learning-partner-to-the-cornerstone-fund-the-fund-a-funder-collaboration-between-bddf1e9cbce>
- Co-production in social care: What it is and how to do it – At a glance – SCIE. (2015, October). Social Care Institute for Excellence (SCIE). <https://www.scie.org.uk/publications/guides/guide51/at-a-glance/>
- Co-production Network for Wales. (n.d.). Co-Production Network for Wales. Retrieved April 23, 2021, from <https://copronet.wales/>
- Cordingly, J. (2020, October 14). *The long limp out of lockdown*. Lankelly Chase. <https://lankellychase.medium.com/the-long-limp-out-of-lockdown-1e3d2f86cb1e>
- Coronavirus—Our emergency support offer | IVAR. (n.d.). Retrieved April 23, 2021, from <https://www.ivar.org.uk/COVID-19/>
- Crowther, M. (2021). *Empowerment* (Human Learning Systems Case Studies). Empowerment. <https://www.humanlearning.systems/uploads/Empowerment.pdf>
- Dart, J., & Davies, R. (2003). A Dialogical, Story-Based Evaluation Tool: The Most Significant Change Technique. *American Journal of Evaluation* – AM J EVAL, 24, 137–155. <https://doi.org/10.1177/109821400302400202>
- Edberts House: Home. (n.d.). Edberts House. Retrieved May 17, 2021, from <https://edbertshouse.org>
- Etienne Wenger-Trayner, & Beverly Wenger-Trayner. (n.d.). Wenger-Trayner. Retrieved April 23, 2021, from <https://wenger-trayner.com/>
- Events. (n.d.-a). Next Stage Radicals. Retrieved April 23, 2021, from <https://www.nextstageradicals.net/events/>
- Events. (n.d.-b). Human Learning Systems. Retrieved April 23, 2021, from <https://www.humanlearning.systems/events/>
- French, M. (2021, February 25). Problems with learning as an approach to system change. Lankelly Chase. <https://lankellychase.medium.com/>

[com/problems-with-learning-as-an-approach-to-system-change-12fb14c2bf49](https://medium.com/problems-with-learning-as-an-approach-to-system-change-12fb14c2bf49)

French, M., Gaffney, C., Ward, M., & Crompton, K. (2020, May 14). Collective sense-making in this new world. *Lankelly Chase*. <https://lankellychase.org.uk/collective-sense-making-in-this-new-world/>

French, M., & Lowe, T. (2019, January). *Place Action Inquiry, our learning to date*. <https://lankellychase.org.uk/resources/publications/place-action-inquiry-our-learning-to-date/>

Groves, A. (2020, April 16). How we are learning during our response to the Coronavirus outbreak. *Medium*. <https://medium.com/on-the-frontline-of-systems-change/how-we-are-learning-during-our-response-to-the-coronavirus-outbreak-d6d1ab1adb51>

Hesselgreaves, H. (2020, December 11). The value of the learning partner. *Medium*. <https://lankellychase.medium.com/the-value-of-the-learning-partner-by-hannah-hesselgreaves-19ca8f48b663>

Hesselgreaves, H., French, M., Hawkins, M., Lowe, T., Wheatman, A., Martin, M., & Wilson, R. (2021). New development: The emerging role of a 'learning partner' relationship in supporting public service reform. *Public Money & Management*, 0(0), 1–4. <https://doi.org/10.1080/0954096>

[2.2021.1909274](https://doi.org/10.1080/0954096.2021.1909274)

HLS Case Studies. (2021). Human Learning Systems. <https://www.humanlearning.systems/case-studies/>

Hobbs, C. (2019). *Systemic Leadership for Local Governance: Tapping the Resource Within*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-08280-2>

Homepage. (2021). Likewise. <https://likewise.org.uk/>

Human Learning Systems. (n.d.). Human Learning Systems. Retrieved April 23, 2021, from <https://www.humanlearning.systems/>

Introduction to Appreciative Inquiry. (2021). *The Appreciative Inquiry Commons*. <https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/>

Jenkins, R. (2021). *The Tudor Trust* (Human Learning Systems Case Studies). The Tudor Trust. https://www.humanlearning.systems/uploads/Tudor%20Trust_1.pdf

Kammerling, S. (2021). *Likewise* (Human Learning Systems Case Studies). Likewise. <https://www.humanlearning.systems/uploads/Likewise.pdf>

Karl E. Weick. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Karl_E._Weick&oldid=1016260796

Lankelly Chase. (2021). <https://lankellychase.medium.com>

Lankelly Chase | Greater Manchester. (2018, May). Lankelly Chase Foundation. <https://lankellychase.org.uk/project-summary/manchester/>

Leadership. (2021). The Leadership Centre. <https://www.leadershipcentre.org.uk/>

Learning Events. (2020). Human Learning Systems. <https://www.humanlearning.systems/learning-events/>

Learning Partnerships. (n.d.). IVAR. Retrieved April 23, 2021, from <https://www.ivar.org.uk/what-we-do/learning-partnerships/>

Lee, N. (2019, August 2). The Four Types of Social Movements. *Medium*. <https://nicklee3.medium.com/the-four-types-of-social-movements-8db910192573>

Managing Complexity: A Systems Approach—OpenLearn—Open University—T306_1. (n.d.). Open University. Retrieved April 23, 2021, from <https://www.open.edu/openlearn/science-maths-technology/computing-and-ict/systems-computer/managing-complexity-systems-approach/content-section-0?active-tab=description-tab>

Methods and Practices. (2021). Realising Just Cities. <https://>

realisingjustcities-rjc.org/our-projects/methods-and-practices

Nabatu, H. (2020). *Lankelly Chase* (Human Learning Systems Case Studies). Lankelly Chase Foundation. <https://www.humanlearning.systems/uploads/Lankelly%20Chase.pdf>

Newnes-Smith, C. (2021). *Surrey Youth Focus* (Human Learning Systems Case Studies). Surrey Youth Focus. <https://www.humanlearning.systems/uploads/Surrey%20Youth%20Focus.pdf>

News & opinion—Blog Posts. (n.d.). *Lankelly Chase*. Retrieved May 17, 2021, from https://lankellychase.org.uk/news-opinion/?select-post_type%5B%5D=post&hidden-s=&hidden-current-page=1

Next Stage Radicals—Exploring Aloud. (n.d.). Next Stage Radicals. Retrieved April 23, 2021, from <https://www.nextstageradicals.net/>

Open House – Losing Control. (n.d.). Losing Control. Retrieved April 23, 2021, from <https://www.losingcontrol.org/open-house/>

Our Courses. (n.d.). ThemPra Social Pedagogy. Retrieved April 23, 2021, from <http://www.thempra.org.uk/thempra/our-courses/>

Our Story. (n.d.). Next Stage Radicals. Retrieved April 23, 2021, from <https://www.nextstageradicals.net/our-story/>

Our Work | Leadership. (n.d.). Retrieved

April 23, 2021, from <https://www.leadershipcentre.org.uk/ourwork/>

Place action inquiry. (2021).

Lankelly Chase Foundation. <https://lankellychase.org.uk/our-work/place/>

Prof Mike Martin. (2021). Northumbria University. <https://www.northumbria.ac.uk/about-us/our-staff/m/mike-martin/>

Professor Beth Perry. (2021). Urban Institute – The University of Sheffield. <http://urbaninstitute.group.shef.ac.uk/who-we-are/professor-beth-perry/>

Reflective practice. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Reflective_practice&oldid=1019097476

Resources / Understanding Action Research / Tutorials. (2021). Center for Collaborative Action Research. <https://www.actionresearchtutorials.org/2-resources>

SCIE's Co-production Network. (n.d.). Social Care Institute for Excellence (SCIE). Retrieved April 23, 2021, from https://www.scie.org.uk/co-production/scie/network?gclid=cj0kcqjwjpacbhdkarisaiszn7tze_oxwzmox9zdmw8onb1yyehqvwshermr77adbc4piqqqadvktwaalv8ealw_wcb

Scottish Co-Production Network: Home. (n.d.). The Scottish Co-Production Network. Retrieved

April 23, 2021, from <http://www.coproductionsotland.org.uk/>

Social Pedagogy FAQs. (2021). Social Pedagogy Professional Association. <https://sppa-uk.org/social-pedagogy-faqs/>

Social Pedagogy Leadership, MA. (2021). University of Central Lancashire. <https://uclan.ac.uk/postgraduate/courses/social-pedagogy-leadership-ma>

Social Pedagogy Professional Association. (2021). Social Pedagogy Professional Association. <https://sppa-uk.org/>

Staff. (n.d.). Tudor Trust. Retrieved April 23, 2021, from <https://tudortrust.org.uk/who-we-are/staff>

Storytelling Evaluation Methodology / Arts at the Old Fire Station. (n.d.). Old Fire Station. Retrieved April 23, 2021, from <https://oldfirestation.org.uk/project/storytelling-evaluation-methodology/>

Supportive Practices. (2020, May 1). Collective Leadership for Scotland. <https://collectiveleadershipscotland.com/areas-of-work/supportive-practices/>

Supportive Practices. (2021). Collective Leadership for Scotland. <https://collectiveleadershipscotland.com/areas-of-work/supportive-practices/>

System Effects. (n.d.). Retrieved April 23, 2021, from <https://www.systemeffects.com/#/>

Systems Innovation Platform. (n.d.). Systems Innovation. Retrieved April 23, 2021, from <https://www.systemsinnovation.io>

Systems Thinking in Practice / Open University. (2021). Open University. <http://www.open.ac.uk/courses/choose/systemsthinking>

The Living Lab. (2021). Northumbria University. <https://www.northumbria.ac.uk/about-us/academic-departments/newcastle-business-school/nbs-research/public-policy-and-public-management---3pm/the-living-lab/>

The New System Alliance. (2021). New System Alliance. <http://newsystemalliance.org/>

ThemPra Social Pedagogy. (2021). ThemPra Social Pedagogy. <http://www.thempra.org.uk/thempra/>

Torbert, B. (2021). Bill Torbert—Action Inquiry Leadership. <http://www.williamrtorbert.com/>

Tweedie, H. (2021). Moray Wellbeing Hub (Human Learning Systems Case Studies). Moray Wellbeing Hub CIC. <https://www.humanlearning.systems/uploads/Moray%20Wellbeing%20Hub.pdf>

Wallace, G. (2021). Plymouth Alliance

for Complex Needs (Human Learning Systems Case Studies). The Plymouth Alliance. <https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf>

Week 3-4: Action Inquiry. (2021). Collective Leadership for Scotland. <https://collectiveleadershipscotland.com/week-3-4-action-inquiry/>

Weekly Insights. (2020, December 8). Wallsend Children's Community Blog. <https://wallsendchildrenscommunity.wordpress.com/weekly-insights/>

Weick, K. E., Sutcliffe, K. M., & Obstfeld, D. (2005). Organizing and the Process of Sensemaking. *Organization Science*, 16(4), 409–421. <https://doi.org/10.1287/orsc.1050.0133>

West, R., & Michie, S. (2020). A brief introduction to the COM-B Model of behaviour and the PRIME Theory of motivation. *Qeios*. <https://doi.org/10.32388/WW04E6>

WhatsthePONT. (2020, March 18). Is anyone deploying 'Innovation and Learning' people alongside COVID-19 Response Teams? What's the PONT. <https://whatsthepont.blog/2020/03/18/is-anyone-deploying-innovation-and-learning-people-alongside-COVID-19-response-teams/>

Where did co-production come from? (2015, May 22). Think Local Act Personal. <https://www>

thinklocalactpersonal.org.uk/co-production-in-commissioning-tool/co-production/In-more-detail/where-did-co-production-come-from/

Wilson, L., & Lowe, T. (2019). *The Learning Communities Handbook*. Newcastle University. <https://www.humanlearning.systems/uploads/The-Learning-Communities-Handbook.pdf>

Woodward, C. (2017, October 30). Elephants in the box: How can we work together to tackle severe and multiple disadvantage across Greater Manchester. *Lankelly Chase*. <https://lankellychase.org.uk/elephants-in-the-box/>

Chapter 10

Case Studies: Case study summaries

Case studies

Introduction

The analysis in this book is built on the experiences of those who are implementing a Human Learning Systems (HLS) approach in practice. We have explored the reality that the incredible practitioners have created, in a wide variety of public service contexts. In all, 29 new case studies were created specifically for this book, together with 19 previous case studies that had already been documented.

You can find details of all of the case studies on a searchable map at <https://www.humanlearning.systems/case-studies/>

Summaries of each of the 29 case studies that were created for this research are outlined below, with a link through to the full-length version. It is important to offer some context for these. We do not offer these as *exemplars* of HLS public management practice. They are not a set of practices which should be copied. Instead, we offer these case studies as interesting examples from which to learn. The question we would encourage you to ask is: what elements of these case studies provide useful or interesting

reflections on my context? As with the general approach in this book, the rule of thumb is “**principles travel, practices adapt**”.

Some of these case studies explicitly adopted an HLS approach as a way to create change. Others have found the language and principles of HLS to be a useful way to articulate the sort of change that they were already developing.

All these case studies have been developed within a wider public management context which is not fertile ground for HLS practice. Consequently, all of the case studies contain compromises at the boundaries between the systems that practitioners have been able to create in their sphere of influence, and other public management systems. Given that this is likely to be the case for the near future for all HLS case studies, we think that these compromises are interesting, too.

Finally, it is also important to highlight the fact that some of the work described in these case studies has “failed” in the traditional sense, in that they are part of projects or activities

that no longer exist. From an HLS perspective, this failure is absolutely necessary. If people don't fail, they're not really experimenting.

Case study summaries

Aberlour: Families and Communities First

Funded by the [Corra Foundation](#) Whole Family Approach – System Change fund, Families and Communities First works with the people and communities of North West Dumfries in Scotland to change the provision of whole family support for families affected by substance misuse.

The work is supported by [Collaborate CIC](#) and follows an HLS approach, with families, communities and local partners carrying out a whole system review and tests of change in North West Dumfries. We will produce a learning report that will propose an ongoing plan for continuous change and improvement – looking beyond the boundaries of substance misuse and support.

The Children's Society: a national approach to "disrupting" child criminal exploitation

Disrupting Exploitation is a national programme funded by the National Lottery Community Fund (2018-2021), with the systemic goal of "disrupting"

child criminal exploitation across three geographic regions. The emphasis on disruption reflected their organisational strategy at the time, which was to "break cycles of disadvantage".

The programme has an emphasis on systemic working, codesign and experimentation, a significant shift from The Children's Society's more typical 1-2-1 service delivery for young people, conducted alongside separate policy and campaigning teams.

The HLS model hadn't been articulated at the time they developed the programme. It was designed with reference to similar underlying insights regarding relational work in complex systems.

Coast and Vale Community Action: lessons in trust

Coast and Vale Community Action (CaVCA) works alongside people in communities to help them achieve the improvements they want to see in the places they live. CaVCA seeks to influence and work with other organisations across all sectors whose activities can help this aim. In 2014, CaVCA collaborated with other local organisations to hold a joint event called Totally Socially, which celebrated community and local, independent entrepreneurialism. It has come to inform CaVCA's way of working. Totally Socially worked on the principles of focusing on strengths, walking

alongside others, and listening to others without taking over. HLS has helped to describe and validate what CaVCA does and how it does it.

Collective Impact Agency (CIA) CIC – Gateshead as a learning system

CIA helps socially-minded people and organisations work together more effectively. In practice, this means lots of informal relationship-building, connecting people to one another, creating and holding collective spaces for people to reflect and learn together as a result – and deepening their relationships, forming groups around shared interests to experiment with doing things differently and doing better things, and everything in between. During the COVID-19 pandemic, we organised fortnightly reflection spaces on Zoom with a group of more than 35 organisations that is now known as Gateshead Futures. The unstructured sessions have had a profound impact on deepening relationships. We have also established a shared learning space within Adult Space at Gateshead Council, which is exploring a more human, person-centred approach to social care.

Collective Leadership for Scotland: one thing at a time

This case study looks at the Collective

Leadership for Scotland Team's response to supporting leaders and others across public services during the early months of COVID-19. We explored what could be offered in response to the high pace, overwhelmed and necessarily reactive nature of leadership at this time. A programme was developed called "One Thing at a Time", building from our work around system change and leadership. The aim of the programme was to create space for people to learn, connect and reflect in ways that supported engagement at the depth and with the issues that most resonated for them.

Dorset Health and Social Care: results through relationships

"In my last year of life, help me live well until I die." What do we need to be amazing at, to ensure the last year of life is as good as possible? How well does reality match our aspirations? In 2018, the NHS England Personalised Care Group invited the Dorset Integrated Care System, a small group of people working in the community, hospitals, hospices, and commissioning, to focus on improving personalised care towards the end of life. The project that developed, *Results through relationships*, is a collaborative work to understand what matters and to focus on that together.

Empowerment: Human Learning Systems – the change has to begin with me...

Based in Blackpool, Empowerment is an advocacy charity working alongside people with mental health issues and learning disabilities, young people who have experienced domestic abuse, and those who are experiencing multiple disadvantage. In developing the vision, mission and values of the organisation, Empowerment has combined social pedagogy and HLS. Empowerment values the passion and excitement of its employees and values learning and taking risks. It sees trust and relationships as vital to system change and the freedom to develop services and projects.

Finnish National Agency for Education (EDUFI): Innovation Centre – enhancing learning systems through experimentation

The Innovation Centre of the Finnish National Education Agency (EDUFI) has developed an approach to public management at national government level which uses learning as the meta-strategy. They redefine the role of the central government as enabling local actors to collaborate and learn together better.

This “learning as meta-strategy” is enacted through Experimentation Labs in which EDUFI’s role is to build the capacity of actors in local

and national education systems to learn and improve together through the use of experimentation and codesign methods.

This represents an evolution of traditional Innovation strategy – they do not seek to scale what has been learnt in any place, rather it is the capacity for learning that is taken to scale.

Foreign & Commonwealth Development Office (FCDO), UK Government: Adaptive Management

This case study explores FCDO’s Adaptive Management programming.

The Adaptive Management International Development Programme’s work has developed management practices that seek to promote learning and adaptation. They succeed in connecting practice-based learning with strategic learning, and make a shift towards reframing accountability as accountability for learning. This learning strategy is enabled by funding and contract management arrangements that prioritise learning. This strategy applies both at the macro level of programme management and at the micro level of de-risking experimentation and enabling necessary failure by decoupling people’s job security from potential failure.

GreaterSport: Greater Manchester region

Greater Manchester is one of 12 places chosen by Sport England to work together on a new approach to build healthier, more active communities across England and be part of the Local Delivery Pilot.

Through a whole system approach, the two partner organisations are changing the factors that have the biggest influence on how active people are able to be, working collaboratively with communities and other parts of the system. This means they have to work differently in lots of ways, including how they measure change.

From the beginning, the emphasis has been on understanding how change has happened, as well as the impact. To achieve this, they have prioritised a “test and learn” approach, encouraged critical reflection, and built relationships based on trust.

Healthcare Improvement Scotland: ihub

Healthcare Improvement Scotland’s improvement hub (ihub) supports those delivering health and social care across Scotland to redesign and continuously improve services. At the initial stage of the COVID-19 response, the ihub developed a learning system to understand how the health and social care system in Scotland was

responding to the pandemic and to identify key learning for the future. This identified three key themes as critical to enabling services to respond effectively to the pandemic:

- The importance of trusting relationships
- The role of communities
- Technology-enabled services.

The approach embraced the HLS principles by allowing the space and conversations to reflect on gathered insights and collaborative sense-making around the implications of the emerging practice.

Help on Your Doorstep’s HLS journey

Help on Your Doorstep (HOYD) is a charity working with residents who are vulnerable, isolated, and experience social inequality in Islington, London. Their goal is to support people to thrive and live in happy, healthy communities. Their Connect outreach, support and navigation service works across Islington to engage 2,000 residents a year, understand their needs and aspirations, and provide direct support and referrals into their wide-ranging network of referral partners. Their HLS approach relies on the strength of their community relationships and the scale, scope and nature of their partnership networks.

Lankelly Chase and place – letting go of control

Lankelly Chase works to tackle systems of injustice and oppression that result in the mental distress, violence and destitution experienced by our most marginalised citizens. It focuses on power, culture, mindsets and relationships, all of which are key to understanding the dynamics of complex interlocking systems. At the level of places, it is supporting interconnected networks of changemakers across six places in England. These networks of changemakers – from all parts of local systems – are engaged in action inquiries, which are united by the question “how do we change the systems that perpetuate severe and multiple disadvantage in our place?”

In its HLS journey, Lankelly Chase used participatory methods of codesign, such as World Cafe and Appreciative Inquiry to gain the views of over 200 people on the best qualities of healthy systems, recruited a learning partner, and experimented as a team. It sought to develop the conditions for better quality engagement and dialogue with others and also cultivate this mindset internally through methods such as reflective practice, systems coaching, and deep democracy.

Lighthouse Children’s Homes

Lighthouse’s mission is to give children in care the same opportunities as everyone else by providing high-quality children’s homes with a strong focus on education. It applies a framework based on social pedagogy, which is a holistic, relational approach based on empowerment and learning. The approach shares many features of the HLS approach. Its model was developed through a deep process of research and consultation, including visits to children’s homes in Germany and Denmark. The system values the contribution of young people and empowers them to shape the design and practice of services.

Likewise: HLStress – moving into the system

Likewise is a social care organisation working with people living with mental illness. The HLS approach has provided a framework and a language for learning from the local mental health system’s response to COVID-19. It supported their confidence in opening up honest, difficult, and productive conversations with local partners, enabling the development of a more joined-up mental health response across the local area, and moving them from the periphery into the centre of the local mental health system. The focus on learning has also

helped uncover systemic risks and opportunities, but challenges remain in emphasising diverse forms of learning and in redefining their systemic role.

Liverpool Combined Authority: Liverpool City Region – commissioning homelessness support

Liverpool City Region Combined Authority have used HLS as a way to commission differently. They have experimented with this new approach when commissioning their Assertive Outreach service, as part of Ministry of Housing, Communities and Local Government (MHCLG) Trailblazers funding to support the implementation of the [Homelessness Reduction Act 2017](#).

Commissioners worked with providers to develop a learning culture, which – in turn – helped to build relationships of trust between commissioners and providers. This then enabled providers to create more flexible, bespoke services for people experiencing homelessness, and provided positive examples of ways to enable learning and adaptation which could spread to other parts of the local system during the COVID-19 crisis.

Mayday Trust

Mayday Trust was originally established over 40 years ago as a traditional

housing support provider, but underwent a radical transformation in 2011 by prototyping a PTS response, which is used to explore the HLS approach.

People going through tough times are supported by a PTS coach, who focuses on their strengths, as well as their unique context. Mayday is continually reflecting and evolving its approach based on new learnings. The problem Mayday tries to address is not homelessness but rather the systemic institutionalisation of people accessing support services.

Melton Mowbray Council – transforming the planning system

This is an account of how managers became enthused and took responsibility for leading change and cocreating it with their staff within the planning service at Melton Mowbray Council. This transformation was performed in one of the most transactional and regulated statutory services in a local council, demonstrating that the HLS approach can be applied to all types of services, both complex and also simple and transactional.

The approach they took was in stark contrast with their standard and legislative based thinking and obvious digital solutions. They incorporated new management behaviours and

team working, allowing for a human approach to working with staff. Waste was dramatically cut, the manager became enthused, and the staff environment created a highly motivating culture.

Moray Wellbeing Hub CIC

Moray Wellbeing Hub is a grassroots, place-based organisation which emerged from peer-leaders who had lived experience of mental health challenges delivering their own support groups. It now has over 300 people as part of its collective. The organisation is rooted in a commitment to a peer-values approach above all else – mutual, intentional, authentic. It has experimented with a self-managing team model, aiming for self-sufficiency in delivering activity with statutory, voluntary and public partners, and with a goal of increasing the mental “wealth” of the Moray locality.

The core of their approach to working with people is continuous learning and trust. By creating trusting relationships across a community, they have become “a resource” to that community rather than a service. Their journey involved continual influencing and questioning, acting as a critical friend to many layers of the system simultaneously. However, they have experienced challenges in attracting resources, particularly with funders who had a narrow focus on proving impact.

Neighbourhood Midwives’ NHS pilot

Neighbourhood Midwives (NM) was a midwifery social enterprise commissioned to provide a two- year NHS pilot in Northeast London as part of NHS England’s Maternity Transformation programme. NM’s aim was to provide individualised continuity of care to women and their families by autonomous midwives, working in self-managing teams. Before its closure, NM was in the process of developing an organisation-wide coaching system, starting with discovering and defining what “good” looked like across all their “core and support capabilities”. The coaching practices included reflective feedback, compassionate communication, and an agreed set of “non-negotiables” to underpin ongoing learning and development and provide external assurance to the regulatory bodies.

The Plymouth Alliance

The Plymouth Alliance is a collaboration between the local authority, Clinical Commissioning Group and actors in the local system who support adults experiencing homelessness, mental health problems, substance misuse, and associated life challenges.

The Alliance was established as a means to work across organisational

silos to achieve the city’s vision of improving population-based wellbeing and reducing inequalities in health. It integrates commissioning, health and social care, and a system of health and wellbeing. This innovation in commissioning and collaboration has played a substantial part in the development of an HLS approach. Plymouth Alliance’s seven organisations operate together under one contract and use a set of principles to guide decision-making. The Alliance values building relationships and trust and considers learning to be an integral part of its work.

Plymouth Octopus Project (POP)

Plymouth Octopus Project (POP) was set up in 2014 as a project of the Zebra Collective. Aiming to connect and revitalise the relationships between charities, community groups, and other socially and environmentally focused organisations, POP operates as a “network weaver and facilitator” that at the same time provides and acts as a conduit for critical intelligence, knowledge and experience for their members through news, training and one-to-one support. From this source, POP has been pioneering the use of small-scale, trust-based, collaborative-by-default grant-making through these networks.

Sobell House

Sobell House is an NHS Hospice and a department in Oxford University Hospitals NHS Foundation Trust that provides palliative and end of life care for adults. It implemented system-wide improvements to its care of the dying through a three-year project funded by the Sobell Foundation. The project asked fundamental questions about the governance of care of the dying and what was actually happening, thereby embracing the complexity of the system. Staff led the process, identifying where improvements were possible and how they could gain skills and confidence. There is evidence of a significant improvement in the care of the dying since 2016.

South Tyneside Alliance

South Tyneside Alliance is a partnership between the Clinical Commissioning Group, local authority, third sector organisations, and health and social care providers. It was created as a way to develop a more effective system of health and social care across the borough. South Tyneside recognised the interconnectivity of the actions within a complex system and wanted to collectively embrace being “all in it together”, not just as a project but as a way of being.

The actors in the system sought to change their behaviours based on learning from colleagues in Canterbury, New Zealand. This was very challenging, but they have focused on building relationships as the cornerstone of success. They are trying to do what is “best for person, best for system” rather than individual organisations, and learning to trust each other and say yes to ideas from their teams.

Surrey Youth Focus

Surrey Youth Focus is an independent charity that works with youth organisations and the public sector to improve the lives of children, young people, and families. As representatives of the youth third sector in Surrey, they bring key people together to tackle issues collaboratively with the aim of creating a place where every child has the opportunity to flourish and reach their potential. Their approach had been different for a while, but the HLS Systems Steward model has validated their way of working and has given them the confidence to launch new initiatives and advocate change at a higher level.

The Tudor Trust: supporting voluntary and community groups working in complex environments through our grant-making

The Tudor Trust is an independent grant-making trust that supports voluntary and community groups across the UK. Tudor aims to put relationships at the heart of applications and grant management, gives core and flexible funding, and provides additional support when needed. This case study looks at how Tudor has explored what it really means to work in an HLS way, both within the Trust and in support of organisations working in complex environments.

Wallsend Children’s Community

Wallsend Children’s Community (WCC) was established in 2016 with the aim of improving outcomes for children and making life better for families and young people in Wallsend. Everyone in the area, working or living, is part of the Children’s Community and collectively they hold a shared vision for a better future. A core team of three facilitates the work along with two community researchers.

Together, the team work with their communities to understand the area, the assets and their strengths. This knowledge is used to bring together and empower every person who makes

up the system – pupil or headteacher, parent or counsellor, youth worker or police officer, parent or young person – to find new ways to work more collaboratively to change the system where it is not supporting children and young people to succeed. This case study was written in December 2020. As of April 2021, WCC continues to be hosted by Save the Children UK.

Wellbeing Teams

Wellbeing Teams is a startup designed to demonstrate how small, neighbourhood self-managed teams can work in health and care. In Phase One, the teams worked within home care. Wellbeing Teams was the first self-managing health and care organisation to be regulated by the CQC and was awarded the highest rating of “outstanding”. The five key features of Wellbeing Teams are:

1. Relationship-based care and support
2. Focus on what matters to the person and their wellbeing
3. Community focus
4. Recruiting people for values and bringing their whole selves to work
5. Self-management.

In Phase Two, they are supporting providers and councils to introduce the model, principles and practices of

Wellbeing Teams into other areas of health and care – for example, working with Camden Council to introduce Wellbeing Teams into Extra Care.

Vinařice Prison, Czech Republic

This case study looks at the change in Vinařice Prison in the Czech Republic during the pandemic. The prison employed a human approach to dealing with inmates, one that was supported by its partners, namely a firm offering call centre employment and a small charity which supported offenders and ex-offenders with social work services.

During the pandemic, the team at the prison turned one of the call centre rooms into a sewing room, where inmates made masks for groups in need such as the police and the elderly. The inmates also acted as call centre operators for a specialised COVID-19 pandemic helpline providing information about the pandemic, which was a formative experience for them.

Contact details

Contact details for each of the case studies can be found on the [Human Learning Systems website](#).

References:

- Barr, D. (2021). *Aberlour Child Care Trust* (Human Learning Systems Case Studies). Aberlour Child Care Trust. <https://www.humanlearning.systems/uploads/Aberlour.pdf>
- Bell, M. (2021). *Plymouth Octopus Project* (Human Learning Systems Case Studies). Plymouth Octopus Project. https://www.humanlearning.systems/uploads/POP_1.pdf
- Boyce, N. (2021). *Lighthouse* (Human Learning Systems Case Studies). Lighthouse Children's Homes. <https://www.humanlearning.systems/uploads/Lighthouse.pdf>
- Collaborate. (n.d.). Retrieved May 19, 2021, from <https://collaboratecic.com/>
- Crosbie, A. (2021). *Collective Impact Agency* (Human Learning Systems Case Studies). Collective Impact Agency. [https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20\(2\).pdf](https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20(2).pdf)
- Crowther, M. (2021). *Empowerment* (Human Learning Systems Case Studies). Empowerment. <https://www.humanlearning.systems/uploads/Empowerment.pdf>
- Dorman, S. (2021). *Dorset Health and Social Care Case Study: Results through relationships* (Human Learning Systems Case Studies). Dorset Health and Social Care. [https://www.humanlearning.systems/uploads/Dorset%20Health%20and%20Social%20Care%20Case%20Study%20Results%20through%20relationships%20DONE%20with%20pictures%20\(2\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/Dorset%20Health%20and%20Social%20Care%20Case%20Study%20Results%20through%20relationships%20DONE%20with%20pictures%20(2)%20(1).pdf)
- Francis, A. (2021). *Neighbourhood Midwives* (Human Learning Systems Case Studies). Neighbourhood Midwives. <https://www.humanlearning.systems/uploads/Neighbourhood%20Midwives.pdf>
- Groves, A. (2021). *The Children's Society* (Human Learning Systems Case Studies). The Children's Society. <https://www.humanlearning.systems/uploads/The%20Childrens%20Society.pdf>
- Hambleton, D. (2021). *South Tyneside Allancing* (Human Learning Systems Case Studies). South Tyneside Alliance. [https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20\(1\)%20\(1\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20(1)%20(1)%20(1).pdf)
- Hekerem, D. (2021). *Healthcare Improvement Scotland* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Healthcare%20Improvement%20Scotland.pdf>
- HLS Case Studies. (2021). Human Learning Systems. <https://www.humanlearning.systems/case-studies/>

humanlearning.systems/case-studies/

- Home. (2020). Corra Foundation. <https://www.corra.scot/>
- Homelessness Reduction Act 2017. (n.d.). Queen's Printer of Acts of Parliament. Retrieved May 19, 2021, from <https://www.legislation.gov.uk/ukpga/2017/13/contents/enacted>
- Jenkins, R. (2021). *The Tudor Trust* (Human Learning Systems Case Studies). The Tudor Trust. https://www.humanlearning.systems/uploads/Tudor%20Trust_1.pdf
- Kammerling, S. (2021). *Likewise* (Human Learning Systems Case Studies). Likewise. <https://www.humanlearning.systems/uploads/Likewise.pdf>
- Kanu, K. (2021). *Help on Your Doorstep's Human Learning Systems Journey* (Human Learning Systems Case Studies). Help on Your Doorstep. [https://www.humanlearning.systems/uploads/Help%20on%20Your%20Doorsteps%20Human%20Learning%20Systems%20Journey%20Final%20DONE%20\(1\)%20\(3\).pdf](https://www.humanlearning.systems/uploads/Help%20on%20Your%20Doorsteps%20Human%20Learning%20Systems%20Journey%20Final%20DONE%20(1)%20(3).pdf)
- Kvaca, V. (2021). *Vinarice Prison: Partnership of Prison, charity and company: A call centre in Vinařice Prison, Czech* (Human Learning Systems Case Studies). Vincarice Prison. <https://www.humanlearning.systems/uploads/Vinarice%20Prison%20-%20Case%20Study.pdf>
- McCormack, P. (2020). *Wallsend Children's Community* (Human Learning Systems Case Studies). Wallsend Children's Community. <https://www.humanlearning.systems/uploads/WCC.pdf>
- Miller, M., & Yates, S. (2021). *Sobell House Hospice* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Sobell%20House.pdf>
- Mortimer, J. (2020). *Melton Mowbray Statutory Service* (Human Learning Systems Case Studies). Melton Borough Council. <https://www.humanlearning.systems/uploads/Melton%20Mowbray%20-%20%20Case%20Study.pdf>
- Mumford, L. (2021). *Mayday Trust* (Human Learning Systems Case Studies). Mayday Trust. <https://www.humanlearning.systems/uploads/Mayday%20Trust.pdf>
- Nabatu, H. (2020). *Lankelly Chase* (Human Learning Systems Case Studies). Lankelly Chase Foundation. <https://www.humanlearning.systems/uploads/Lankelly%20Chase.pdf>
- Newnes-Smith, C. (2021). *Surrey Youth Focus* (Human Learning Systems Case Studies). Surrey Youth Focus. <https://www.humanlearning.systems/uploads/Surrey%20Youth%20Focus.pdf>

One Thing at a Time (Human Learning Systems Case Studies). (2021).

Collective Leadership for Scotland.

<https://www.humanlearning.systems/uploads/One%20Thing%20at%20a%20Time.pdf>

Owen, K. (2020). *Liverpool Combined Authority Case Study* (Human Learning Systems Case Studies).

<https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20LCRCA%20Case%20Study%20v2.pdf>

Rautiainen, A., & Tyrvaenen, P. (2021). *Enhancing learning systems through experimentation* (Human Learning Systems Case Studies).

Finnish National Education Agency (EDUFI). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20Finnish%20Innovation%20Centre%20Case%20v2.pdf>

Sanderson, H. (2021). *Wellbeing Teams* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Wellbeing%20Teams.pdf>

Stone, D. (2021). *Coast and Vale Community Action* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/CaVCA.pdf>

Sweeney, L., & Skinner, E. (2021).

Adaptive Management Practice in the UK Government (Human Learning Systems Case Studies). Foreign & Commonwealth Development Office.

<https://www.humanlearning.systems/uploads/7685%20CPI%20-%20FCDO%20case%20study%20V2-%20TL%20proof%20read%20version.pdf>

Tweedie, H. (2021). *Moray Wellbeing Hub* (Human Learning Systems Case Studies). Moray Wellbeing Hub CIC.

<https://www.humanlearning.systems/uploads/Moray%20Wellbeing%20Hub.pdf>

Wallace, G. (2021). *Plymouth Alliance for Complex Needs* (Human Learning Systems Case Studies). The Plymouth Alliance. <https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf>

Woodward-Esseen, E. (2021).

GreaterSport case study (Human Learning Systems Case Studies).

GreaterSport. <https://www.humanlearning.systems/uploads/GM%20Sport.pdf>

Chapter 11

HLS at different system scales: People's lives as systems: Impacts for people and place

The impact of Human Learning Systems for people

Authors: Andy Brogan, Jeremy Cox and Mark Smith

[Contact the authors](#)

People can experience public services as hard to access, bureaucratic, slow, time-consuming. When they come into contact with services run along HLS lines, the impact is very different:

"It's the first time we felt anyone listened."

"He no longer felt like a piece of meat, but that people really cared about him as a person."

"When you asked me how I was, I realised no-one had done that for two years. After that, things got better."

(From Saskie Dorman, of [Dorset Health and Social Care](#))

In the service that these comments came from, a member of staff reflected:

"I find these comments upsetting though – an indication of very significant problems

with usual practice, and the need for urgent change."

"We did enough to get them off the phone, but we knew we'd hear from them again. It was horrible."

(From Saskie Dorman, of [Dorset Health and Social Care](#))

For those whose situations are basically OK, say someone temporarily out of work and needing to claim housing and council tax benefits, someone concerned about illegal parking in their neighbourhood, or an older person needing to access social care; the experience can be frustrating and wasteful, but things tend to work out in the end.

If your situation happens to be complex, with multiple challenges or difficulties, then dealing with services that don't seem to talk to each other can be confusing, exhausting and downright unhelpful. People

experience being passed from one team or agency to the next, constantly retelling their stories, being treated as a “case” and not quite fitting into anybody’s remit. The Navy calls this game “dockyard tennis”, and in public services the person ends up as the ball.

There is a backdrop to this response from some public services, which is that they “default to no”. You need to prove you need support. This is why people don’t trust public services that aren’t accessible and provided universally (and revere those that are). It’s caused by a mindset of scarcity among public service providers rather than one of empathy and abundance.

Time and time again, we see a pattern – the people, families and communities with the most complex issues, in most need of help, who are the least well-resourced experience services as almost impossible to access, punitive and actively harmful. They end up with enforcement rather than help. HLS-informed approaches have found a way to create services that have a completely different impact for citizens: easy to access, empathetic, humane, helpful and, best of all, highly effective.

In this chapter we begin our exploration of the impact of HLS on citizens with the crucial part played by the “bespoke-by-design” approach to understanding outcomes and

designing services – putting the **Human** in HLS.

“Paul had pain from a recently diagnosed, advanced cancer. The pain was severe, and it was suggested he would need to come into hospital to manage his pain, although he preferred to stay at home. Taking a bespoke-by-design approach, his support and pain relief was structured to work at home, and to ensure he and his wife felt fully supported. This all happened within a few hours of the first call to the hospice – a timely response which prevented a hospital admission and potentially a very difficult end-of-life journey. Paul was able to remain at home until he died some weeks later. The time and space to respond in such an agile way was created by keeping the diaries of key team members relatively free of fixed commitments – the team had learned that to properly meet the needs of people, rapid, customised responses were regularly needed.”

(From Saskie Dorman, of Dorset Health and Social Care)

This overtly person-centric approach to service design relies on a foundation of shared sense-making and pattern-spotting that starts with the person, their context, and their aspirations and moves towards some kind of positive action, sometimes even a solution. Services that fit solutions to situations are back-to-front. This approach starts with what lies in front of us and is thus intentionally “front-to-back”, always anchored to the context of people’s lives. This drives pattern-spotting and alignment of policies, structures and organisational systems – a structured discipline for **Learning** from what matters to individual citizens that is another HLS hallmark.

“In the end-of-life system that helped Paul and his family, staff and managers instinctively felt the right thing to do was to deliver bespoke-by-design care, but were worried that it would be too resource-hungry. They stuck to their plan for front-to-back learning, taking one case at a time and steadily building up caseloads until they had established a rhythm of working at scale. What they learned was counterintuitive – that their HLS-friendly approach didn’t just create better outcomes for people, it turned out to be

more efficient, too.”

(From Saskie Dorman, of Dorset Health and Social Care)

Services built on bespoke-by-design, front-to-back foundations work at the level of the individual citizen and at the level of the **System** at the same time – simultaneously bespoke and scalable. For residents, we learn to do always, only and exactly what matters; at the level of the system, our work with residents reveals the patterns that tell us where we need to act system-wide to make it easier to do what matters.

“Leaders and teams continue to work together to fine-tune their bespoke end-of-life work with patients and their loved ones, and to tweak the overall system so that the improved working processes are hardwired, scaled, and spread.”

(From Saskie Dorman, of Dorset Health and Social Care)

This chapter explores the pivotal role of these important practices (bespoke-by-design, front-to-back, and simultaneously bespoke and scalable) in creating positive impacts for citizens, illustrated with stories and results from some of the pioneering work that has informed the HLS perspective.

People feel their own outcomes, not population measures

The impact of HLS for people is best understood “front to back”, from the perspective of the outcomes that really matter to individual citizens. What matters to people is real, what systems “want” to see is conceptualised. Starting with what’s real is always more likely to work.

This stands in contrast to the “back-to-front” approach we typically see in our organisations and across public policymaking – working from desirable population measures to policies, targets, service specifications, and upward reporting regimes.

The value of any impact exists only in the experiences of real, individual people. Everything must anchor to these experiences or risk “the faulty test paradox”. When we realise that the real purpose of a benefits system for many citizens is to help them to get off benefits, it would be a faulty test to ask if we had improved our ability to pay their claims within centrally defined target processing times. When we look at testing the impact of an HLS approach, then we have to begin with the questions about the experiences and stories of citizens, expressed in their terms, as individuals.

What do good outcomes for people look like in practice? Longer lives?

Healthier lives? Happier lives? More productive lives? Better deaths? Stronger relationships? Stronger communities? Other things entirely? The story of how an HLS approach impacts people’s lives provides a simple answer: “it depends”. It depends on what matters to those people as individuals; outcomes for people cannot be thought of at an aggregate level with any real meaning without starting with individuals, their families, and support networks. This is a natural corollary of core HLS principles concerning human freedom and flourishing and the purpose of public service to promote that freedom and flourishing.

“Stephen had been sleeping rough and was using drugs and alcohol. He wanted to make changes in his life, but he wasn’t ready to talk about employment. He just wanted help to focus on his next steps without the pressure of where that could lead.”

“Sheila was dying in a hospice. When we asked her what good support looked like from her point of view, she said that she was really enjoying reading at the moment and if she was reading at 2am could she be

left to it, rather than being offered something to help her sleep.”

(From Saskie Dorman, of [Dorset Health and Social Care](#))

“Karen’s youngest son was autistic, and her daughter was going through a tough time at school. For Karen, quitting smoking would have to wait, despite the prompts that the computer system was throwing up for the health professionals to take action.”

“Terry wanted to learn how better to manage his money by having someone he trusted to help him with his day-to-day spending, which he knew was impulsive and driven by boredom. The established practice meant setting up a formal appointeeship that released his money in batches many days apart, and reduced his contact with a trusted caseworker. This played into his impulsiveness and boredom and led to more debt.”

(From Mark Smith, of [Gateshead Council](#))

For real people in their real lives, what matters always means what matters to this person or these people, in this place and at this time. At the right moment, getting into employment can be an amazing outcome. At the wrong moment, it can be the unwelcome pressure that leads someone out of recovery and back onto the street. In the middle of a troubled night, a little attention can be a welcome reminder that someone cares. In the middle of a good book and a place of calm contentment, it can be an annoying interruption. Quitting the smoking cessation programme can be a sign that someone needs help to persevere, or it can be a sign that they are taking charge of their priorities and ensuring that what really matters is what they’re really focused on.

All of this makes understanding the aggregate impact of HLS on people’s lives very challenging. While we can measure changes in patterns – for example, changes to the profile of demand on services, employment rates, obesity rates, cancer survival rates, and so on – it’s only by anchoring back to the stories of people’s lived experience that we can know whether changes in overall patterns represent people leading better or merely different lives.

From an HLS perspective, aggregate data can be useful, but “population outcomes” are a wicked fiction – understanding citizen impact is about making sense of data in the context of an individual’s stories and vice versa. It is crucial to figure out how we can work from the particular to the general and not the reverse – we must learn to favour a journey of “context to patterns”, rather than “policy to procedures”.

“Bespoke by design” flows from understanding context

As we understand the stories of real people, we see that their outcomes are highly contextual and individual – people vary in ways that are significant for how public services need to respond to them if they are to be effective. They require public services to be bespoke as a default, defined and continually refined to absorb the variety of what really matters to people right now, and how that shifts dynamically over time as people’s situations change.

This puts the ‘human’ into HLS, in a way that is systematic – I get the help I need in ways that work for me **by design**. We have seen time and again that understanding and responding to what really matters to individuals, in their context, rehumanises the interactions between citizens and the people delivering services, and

between people and institutions. Rehumanising services is the foundation for better outcomes.

The great convention historically governing the design of public services is that standard work works. It does not. The functional mindset is tempted to segment people – to bundle them up as being alike – and then to treat them as alike too. This is problematic for multiple reasons:

- It reduces complex, whole people to their category. They become their condition or classification, or whichever one of them is more visible to the eyes of the system, and this introduces multiple forms of harm – including avoidable cost.
- Worse still, they become one of their conditions, whichever one stirs the most action in the system. For example, someone suffering with mental health problems who drinks is seen as a drinker, and you can’t pass go with mental health services until you stop drinking. In this particular example, “Double Diagnosis” is a predictable single-loop response.
- It ignores the unique context and strengths of people, reducing the possibility of these being part of their support story.
- It ignores the fact that outcomes are always person-shaped,

building an evaluation system that hardwires (institutionalises) the faulty test problem, where we evaluate success in terms that are irrelevant to the people we are trying to serve.

“A lady who was encountered by virtue of her rent arrears was able, when asked what mattered to her, to talk about her abusive relationship, protecting her child and trying to forge a new life. After months of support, which included freezing the debt, they were safe, she was working and the child was settled into a new school. Her benefits were also finally accurate, and she was able to plan ahead for the first time in years. Her debt was broadly the same and thus the support was deemed to have been ineffective by the functionally-focused parts of the system.”

(From Mark Smith, of Gateshead Council)

Why do these problems arise? In complex systems, standardised and functionalised organisational processes create friction between people, organisations and citizens; because they stop services from understanding

and responding to the particular needs, strengths and situations of individual citizens.

“An experienced physio arrived at the Emergency Department with a badly twisted ankle. She thought it might be broken, but knew if it was not, she would be able to go home and treat the soft tissue injury herself. The best way to proceed was to have an X-Ray to rule a break in or out and go from there. The nurse practitioner who saw the physio wanted to manipulate the injured ankle because the hospital IT system governed the diagnostic process, and she had to follow the scripts. An argument ensued – ‘I need to know what pathway to put you down’ versus ‘you are not manipulating my ankle when we don’t know whether it’s broken or not’. Standardisation had literally been written into the IT system and was making it harder for two intelligent clinical practitioners to make an informed decision based on the particular context in front of them.”

(This is a personal experience of Jeremy’s with a family member)

Bespoke by design feels highly counterintuitive to people schooled in traditional [Taylorist management ideas](#). In the end, though, pathway thinking that attempts to categorise variety and respond with specified, predetermined processes is just another sort of silo thinking, this time with the silos lying on their side. Bespoke-by-design thinking turns out to be more humane, more effective, and more efficient. It does not rule out formalising certain aspects of process or practice based on patterns, experimentation and evidence. These would take the form of repeatable core capabilities – we might have a discipline of working to “understand, rebalance, maintain” for people with complex escalating needs, for example, with individualised and highly adaptive work within this frame. The key is that design never starts with standardisation as the aim.

“Mike had cancer which had spread to his brain. He was becoming intermittently drowsier and seemed quite comfortable. When a member of staff visited him on the ward, she asked what was important to him. His reply was simple: ‘Going home. My son.’ She explored further... ‘Going home’ was important to him because he had some business

to sort out – finances, making a will and so on. ‘My son’ meant that he wanted to be the one to talk to his son about dying. With support, Mike achieved what mattered to him. He died four days later.”

(From Saskie Dorman, of [Dorset Health and Social Care](#))

“At Wellbeing Teams, a practice of intentionally finding and supporting ‘the little moments that matter’ exists, brought to life and maintained in the culture through team meetings and the use of Slack, where stories are routinely shared about the different ways Wellbeing Workers have found to deliver compassionate, personalised support. Examples of this include the use of Life Story Books and a demonstrable commitment to ensuring that ‘every shower can be a spa experience and every cream application can be a massage’. In support of this, Wellbeing Workers decided they wanted to carry pamper kits so they could paint people’s nails or offer hand massages.”

(From Helen Sanderson, of [Wellbeing Teams](#))

of individual outcomes or particular interventions.

“Complex adaptive systems are systems which are made up of many interconnected parts that are constantly self-organising and adapting in response to their environment. The concept has been applied widely to natural systems such as the brain and insect colonies, to organisations and societies, and to economies.”

([Ramage & Shipp, 2009](#))

[The Finnish National Education Agency](#) recognises the problem of judging success and failure at the aggregate level. They have been running education and schooling experiments that are informing the HLS approach, and they report an important perspective on outcomes:

“When there is no direct pressure for activities to be ‘successful’, it becomes possible to also test riskier, more innovative, and more unintuitive solutions.”

Critically, they are maintaining an intentional focus on learning from their programme of experiments, rather than notions of “successful outcomes”. To underpin this, they are framing

With bespoke by design institutionalising a discipline of individualised service design and delivery, the approach also ensures that intervention and support for people remains adaptive and dynamic, with people and professionals involved in cycles of genuine codesign, action and reflection.

Trying to make policy decisions based on “helicopter” data is problematic

The temptation to aggregate up to population measures and use them to make policy decisions about how services should be delivered is problematic – it dissolves the context that allows us to make sense of the value of that individual’s experience. It ends up dealing in outputs (how much this, that or the other happened, how many of these there were... essentially how busy we have been) and mistaking them for outcomes. Measures of industry either trump, or become mistaken for, measures of efficacy. People experience outcomes, not populations.

Fundamentally, we must reconcile ourselves to the inconvenient fact that public services are inherently complex in nature, and outcomes in complex systems are emergent effects – the numbers at an aggregate level are not and never will be the simple sum

social metrics to track the complex web of impacts across a number of dimensions, deliberately anchoring aggregate measures in the context of the student and family:

The student and family – learning, involvement, influence, wellbeing

- The teachers, staff and school – role, agency, know-how, wellbeing, everyday life
- The municipality and wider population of citizens – equality and marginalisation, sustainability
- Techno-economic metrics – effects on the reputation of the experiment, experiment coordination and cooperation, the experiment's finances and dissemination costs.

If we acknowledge that population outcomes are troublesome, then perhaps we must also accept a provocation that “place” may not really be any more than a collection of proximate people. So “place-based” is also a concept we need to treat carefully to avoid the mistake of assuming “place-level” measures as being indicative of citizen outcomes in the same way we do with population measures.

People don't just have their own problems, they also have “problems (and aspirations)-in-common”

Public service reform in Gateshead is generating profound insights about the interplay between the particular of citizen impact and the general of place and population. Teams are learning that place takes energy from the insight that people have problems-in-common, and if these are proximate, it can make sense to do something or generate something in a place that addresses this and prevents its proliferation. This has been adopted locally as the way to do place-based work – perhaps it is more precise to think of it as “proximate people-based work”.

Problems-in-common are key to spotting patterns and building capability to tackle the headwinds, and this is enriched further by strengthening the tailwinds around meeting people's overall purpose of a good life, rather than just an improved one. This means understanding and responding to aspirations and strengths, whether in common or unique. This often requires lateral thinking and the creation of new networks and relationships. As capacity and resourcefulness build, increased dynamism and resourcefulness is

observed in communities as we collectively become better at helping to make more new things happen that people are interested in pursuing. This growth enhances our ‘problems-in-common’ frame with the more generative notion of ‘aspirations-in-common’. Understanding aspirations-in-common helps to hone methods around creative thinking and spotting or creating opportunities to thrive at a level beyond that achieved by solving problems.

Working on the notion of problems-in-common can never work without the base unit of understanding a person's context and what matters to them, and this is agnostic of place – it is true everywhere. If we knew this of every person, the right blend of common and bespoke solutions would emerge, notwithstanding other system and resource limitations.

“Experience to date in Gateshead tells us that each time we work to a ‘person-sets-boundary’ principle, a bespoke combination of any or all of intervening, supporting and transacting occurs. Some actions we take are common and others are rare. This helps us to create collective/local capacity for the common ones

such as parks, job clubs, mutual aid etc. Knowing which things were idiosyncratic, and how often something idiosyncratic was needed to have a positive impact, helps us to make the case for population outcomes as the dominant planning mechanism being unhelpful.”

(From Mark Smith, of Gateshead Council)

Another example of a problem-in-common is the availability of daytime and overnight support for people experiencing homelessness who also have alcohol issues. They commonly benefit from being able to access services and supported housing that are “wet”, where alcohol consumption is tolerated and moderated as part of a therapeutic environment. Of course, not everyone wants or needs wet settings, so building patterns from contextual insights is necessary.

This insight that community or population-based action ought to be treated as a second-order process, driven by the first-order work of bespoke by design is profound. This is echoed in the chapter on [place](#), where the importance of linking context to place in taking a “local healthy system” perspective is explored.

Patterns revealed when we aggregate up signal priorities for action

This notion of problems-in-common and aspirations-in-common is a particular type of pattern that emerges from context. The more we learn to work this way, the more skilful we become at spotting a range of patterns in our aggregate data that might be good signals for action, the characteristics of the sorts of interventions, transactions and support that enable positive change and stories to emerge.

We can aggregate data, but it is what mathematicians call a stochastic process. Stochastic social science theory is related to systems theory in that events are understood to be interactions of systems:

“In an ever more complex and interrelated world, a better understanding of social systems and of the dynamics of their behaviour is of crucial importance. Many of the tools holding promise of potentially significant contributions to the analysis of social systems have been, or are being developed outside of the social sciences proper, mostly the loose collection of diverse scientific approaches called ‘systems

science’ or ‘systems theory’.”

(Pichler, 1977)

The aggregate doesn’t reveal the necessary actions, it just gives us patterns that are signals for action, so we need pragmatic ways to break through the complexity. Some examples of these patterns in aggregate data:

- In multiple locations around the country the authors have found a number of indicators that are most diagnostic of underlying complex issues and a need for support. These include council tax arrears, rent arrears over a certain amount, involvement in crime or antisocial behaviour, and referral to Children’s and Young People’s services.
- Patients who need chronic wound care in the community often experience a range of significant impacts on their wellbeing, and for the NHS managing these wounds is extremely expensive and time-consuming. In an English county where the rate of persistent problematic wounds was significantly above the national average, this was treated as a signal for action.
- In place-based multiagency work in Greater Manchester, it became clear that a significant proportion

of police demand was coming from people who had been in contact with mental health services, and that there was no availability of mental health expertise at the frontline of policing, where demand was being picked up. Mental health providers were so stretched that they felt unable to relocate staff to work alongside the police, and they wanted cases to be dealt with via established referral and assessment mechanisms.

In all these cases, once we had signals that seemed fruitful for action, we had to go back to context to make sense of the underlying issues case by case. The reasons for rent arrears, persistent wound issues, or people suffering mental health issues coming into contact with the police are many and varied, and we know that our bespoke by design approach – treating every case as an opportunity to understand what is going on for each citizen in their context – is an effective route for learning and action.

We have created a virtuous cycle of effective action that moves from context to patterns and back to context:

1. Start bespoke

When we work case by case, person by person to a bespoke-by-design and “person-sets-boundary” principle, we

generate better outcomes for citizens and more efficient working methods.

2. Respond to the problems – and aspirations – in-common

As we continue to work in our new person-centred way, we build up experience and see patterns of issues, aspirations, strengths and actions emerging – these lead us to create resources, policies and systems that are common, and some that are less frequent.

3. Signals in the aggregate

With action happening off the back of the patterns we have seen emerging from our work in context, we can review the aggregate data for signals.

4. Back to context

We follow these new clues from the aggregate back into context, making sense alongside citizens and colleagues to understand what is needed to make sense of, and respond to, the signal through bespoke-by-design action.

Putting design and control back in context is simultaneously bespoke and scalable

Once this process starts, bespoke-by-design service delivery, emergent pattern recognition, aggregate data scanning, and sense-making back in context are happening at the same time and serve to reinforce each other.

This process indicates a crucial shift in emphasis for central/national roles away from the specification of detailed policies, prescriptions and KPIs to enabling learning locally, and across organisations, localities, partnerships and networks.

Funding and organising from the centre – with the intention of enabling learning and horizontal accountability – becomes a critical capability, often referred to in the context of HLS as System Stewardship. This implies and requires a significant redistribution of power from the conventional “power-over” hierarchical structures where power is concentrated in few senior roles and in spaces away from context; to models where sense-making and action are shared coproductive processes, and leaders are a part of decision-making that is anchored in context.

When HLS-informed approaches are working harmoniously it enables system partners to connect what is being learned through sense-making and action at the level of the particular (the human) and the general (the systemic). This opens the way to working in ways that are simultaneously bespoke and scalable. We learn to capture and act on the systemic patterns at scale that emerge from our bespoke working with individual

citizens, and we cultivate the discipline for pattern-spotting to habitually drive us back to context. Because co-ordinated and complementary action happens at both the individual and system levels, coherent methods for the evaluation of impact can be developed that reflect the systemic feedback relationships between both levels.

In [Greater Manchester](#), HLS-informed work with separate organisations over a period of time from the police, to local authorities, to health, revealed the pattern of people who were repeatedly coming into contact with multiple services, but whose issues when seen through the “horizontal silo” of service thresholds and eligibility were not serious enough for concentrated intervention and case ownership. They tended to deteriorate over time, accumulating referrals, assessments and failed interventions, consuming more and more resources, and suffering worsening impacts personally. This pattern-spotting from bespoke by design work in individual organisations led to a combined-authority sponsored multiagency programme of place-based teams who learned how to support individuals in this cohort, and flush out the resources and interventions needed estate, borough, and GM-wide to make it

easier to provide the support and resources needed.

Many other examples of learning and improvement that are simultaneously bespoke and scalable are emerging from the pioneering organisations that are informing and being inspired by HLS principles. They all share the common notion of locating design and control back in context. We know that healthy systems produce better outcomes: with more effective collaboration, coordination and learning, HLS allows us to disrupt unhealthy systems in ways that are generative and inclusive, rather than destructive.

The impact is more humane, more efficient and more effective public services and places

In the [Greater Manchester](#) work, the impacts of an HLS-friendly approach were seen, felt, heard and measured from the citizen to the locality level.

- At the individual level, the polarity of a citizen’s experience was switched. People in the “complex issues, below threshold” cohort moved from a 2/3 likelihood of deteriorating over time, to a 2/3 likelihood of improving. Citizens were living better lives, in terms that were meaningful to them, from employment, to health, to relationships and beyond.

- Staff reported improved motivation and pride in their work, because they were experiencing greater levels of autonomy, competency and relatedness.
- The cumulative impact over time for individual people, and of action triggered by the problems they shared in common, saw positive shifts in locality-level measures at the aggregate level. Where place-based teams were running, there was reduced consumption of services that were reactive and restorative, such as blue light callouts, benefits payments, crime and antisocial behaviour. At the same time, consumption of preventative and proactive services like recreation, adult education, school attendance, employment support and preventative health increased.
- As in the EDUFI example, impact started and ended with people. External evaluations and eclectic perspectives were invited to help nurture the emphasis on front-to-back learning and insight, over “success” versus back-to-front prescriptions and targets.
- Independent financial evaluation estimated that for each pound spent on locality-based teams working with a bespoke by design

approach, roughly £3 were saved through reduced demand across a wide range of services, including blue light, housing, and social care.

HLS-informed work in public service systems can be messy and disorientating, because it is by nature emergent and complex. But there are real and fundamental impacts for citizens – they experience better outcomes in their terms, reduced inequality, and a rehumanising of relationships with the people providing services. Non-bespoke, pattern-blind services are bad for citizens, demoralise staff, and are wastefully inefficient. HLS is creating a moral imperative to be better – the impacts for citizens individually and in aggregate leave us with a clear call to action.

References

- Bossel, H., Klaczko, S., & Müller, N. (1976). *Systems theory in the social sciences: Stochastic and control systems, pattern recognition, fuzzy analysis, simulation, behavioral models*. Springer.
- Crosbie, A. (2021). Collective Impact Agency (Human Learning Systems Case Studies). Collective Impact Agency. [https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20\(2\).pdf](https://www.humanlearning.systems/uploads/Collective%20Impact%20Agency%20%20(2).pdf)
- Dorman, S. (2021). Dorset Health and Social Care Case Study: Results through relationships (Human Learning Systems Case Studies). Dorset Health and Social Care. [https://www.humanlearning.systems/uploads/Dorset%20Health%20and%20Social%20Care%20Case%20Study%20Results%20through%20relationships%20DONE%20with%20pictures%20\(2\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/Dorset%20Health%20and%20Social%20Care%20Case%20Study%20Results%20through%20relationships%20DONE%20with%20pictures%20(2)%20(1).pdf)
- Gateshead Council. (2021). <https://www.gateshead.gov.uk/>
- Muldoon, J., Gould, A., & McMurray, A. (Eds.). (2020). *Taylor Made Management*. In *The Palgrave Handbook of Management History* (pp. 1–22). Springer International Publishing. https://doi.org/10.1007/978-3-319-62348-1_27-2
- Ramage, M., & Shipp, K. (2020).

Systems Thinkers (2nd ed. 2020 edition). Springer.

Rautiainen, A., & Tyrvalinen, P. (2021). *Enhancing learning systems through experimentation* (Human Learning Systems Case Studies). Finnish National Education Agency (EDUFI). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20Finnish%20Innovation%20Centre%20Case%20v2.pdf>

Reforming Public Services, The Greater Manchester Model: Further, Faster. (2018). Greater Manchester Combined Authority. <https://www.greatermanchester-ca.gov.uk/media/1676/greater-manchester-model.pdf>

Wellbeing Teams: Home. (n.d.). Wellbeing Teams. Retrieved April 22, 2021, from <https://wellbeingteams.org/>

Chapter 12

HLS at different system scales: Organisations as systems: Implications for workforce recruitment and selection

Human Learning Systems: implications for workforce recruitment and selection

Authors: Helen Sanderson, Brendan Hill and Gabriel Eichsteller

[Contact the authors](#)

Outline

Using HLS in organisations offers new opportunities for recruiting a workforce that can meaningfully respond to the complex challenges of the 21st century. In this chapter, we outline the human resources implications of HLS, drawing on the case study of [Wellbeing Teams](#), which won the Guardian Public Services Award for Recruitment and HR for their approach to values-based recruitment – a process designed to recruit individuals whose ethos and beliefs align with those of the organisation. As HLS supports a shift from competing to collaborating, it is important to consider what HLS means for how organisations recruit new team members and what a systems approach could look like. While our background is in health and social care, we have sought to draw out wider implications that we hope are equally applicable across other public service sectors.

With its focus on recognising individuals as whole human beings,

creating a learning culture that fosters ongoing experimentation and innovation, and applying a systems perspective, the HLS approach emphasises very different qualities in the workforce to those typically examined in recruitment processes. At the core of it is an overt invitation to interviewees (as well as interviewers) to turn up as people first and foremost, to be both professional and personal. Recruiting your workforce in an HLS-informed way is therefore not just about changing a few interview questions or the recruitment format – it starts from greater clarity about your organisation's identity. What are its purpose and values? How does it conceptualise people, both its workers and the people it serves? And how are these ideas about human nature reflected in its structures, processes and culture? If we recruit with these ideas at the heart of how we work, the impact will be felt at an individual, team, organisational, and then systems level, hopefully with each level

positively reinforcing the other.

In reconceptualising recruitment within your organisation, we don't want to suggest that you must follow the exact same model outlined below. We're mindful that Wellbeing Teams were founded on clear values and principles as well as an organisational structure of self-management that meant values-based recruitment was present from the outset. This is fundamentally different to organisations that are interested in shifting towards HLS, but with an existing workforce that has been recruited in more traditional ways. Rather than a blueprint, the insights below from recruitment at Wellbeing Teams are therefore offered in the hope that they provide inspiration, enable you to reflect critically and spark your own ideas for humanising your HR processes and strategy. We have aimed to outline the themes that we think are critical for you to examine in this respect, starting off with your organisation's purpose and values.

Purpose and Values

Think of purpose as your organisation's lighthouse, a clear, bright and highly visible beacon helping people navigate their everyday practice. Some days, when the weather is calm and sunny, the lighthouse is a nice landmark and



offers reassurance. As the weather changes and conditions become more challenging, the lighthouse increases in significance, providing a crucial anchor point that ensures people can adapt their course and stay true, responding expertly and flexibly to whatever situation they find themselves in, all guided by the lighthouse. Without a lighthouse, their ability to navigate would be severely limited.

The same can be said for organisational purpose. The greater its meaning is to every person in the organisation, and the more its purpose guides its workforce from day to day, the more meaningful their practice becomes and the more they're able to respond innovatively to a diverse range of circumstances in ways that are congruent with the organisation's objectives.

Many of the HLS case studies, such as [Lighthouse](#), [Empowerment](#), and the [Mayday Trust](#), reveal a clear

sense of purpose that indeed acts like a lighthouse, a reference point for everyday practice as well as long-term strategy. It is actively maintained, and decisions are made by team members in the light of the organisation's purpose. This includes decisions about how to recruit new team members whose values align with the organisation's ethos and purpose.

Conceptualising human beings

Asking deeper questions about the purpose of your organisation – why it exists and how it contributes to making the world a better place – raises philosophical questions about your view of the nature of human beings. HLS celebrates human diversity, the richness of human potential, and the importance of encouraging people to bring their whole self to work. Recruitment processes should therefore be designed in ways that reflect a positive and strengths-based view of human beings. This starts with the language used in HR and how this might support applicants in feeling recognised as a unique individual. Moreover, it requires a critical rethink of the advertisement, shortlisting, interviewing and selection processes, in terms of how these are designed and who is involved. Importantly, at each stage, we must seriously consider how we can strengthen diversity within the

organisation and the extent to which all processes facilitate recruitment for diversity. As you can see in the example below, values-based recruitment increases diversity because it focuses on how people's values align with the organisation's purpose. It also highlights the importance of creating an inclusive environment where every person feels able to play to their strengths, connect to their values, and develop their potential.

Rethinking recruitment in organisations

With its emphasis on recognising that human beings are more than the requirements listed in their job specifications, HLS offers new opportunities to rethink how we can find and recruit people whose values align with those of our organisation and with the potential ability to live those values in their daily practice. No matter whether we take a moral view about the importance of ensuring recruitment is fair, equitable and unbiased, or focus on the economics of the recruitment process as resource-efficient and providing value for money, values-based recruitment has enormous potential.

Helen explains below the 10 principles at Wellbeing Teams that underpin their approach and how they work in practice.

Values-based recruitment

Helen Sanderson

[Wellbeing Teams](#) are small, neighbourhood, self-managed teams, supporting people to live well at home and be part of their community. When I decided to set up Wellbeing Teams in 2018, without any background or qualifications in HR or recruitment, I was on a steep learning curve. My colleague Michelle and I started off with a blank piece of paper on the large pinboard in my basement office, with our purpose and values written in black pen at the top. Rather than outsource recruitment to an external agency, we wanted to design a process that reflected our values, and we found great colleagues who were a good fit for us and the work – from their perspective and ours. We had decided to look for people from outside the health and care sector. We believed that we could teach people the skills that they needed, and for people with existing experience of home care, it would be harder to unlearn traditional practices, like phoning the office to speak to the manager. We imagined that if people had experience with customers or the public in some way, and their values aligned with ours and they were curious about self-management, then this would be a good place to start.

The process we designed, experimented with, and kept (keep!) adapting, looks different from traditional HR-led recruitment in 10 ways. Before I explain these 10 ways, let's get clear about what we mean by values-based recruitment. At Wellbeing Teams we think about it in two directions – are we demonstrating our values through the recruitment process? And does our recruitment process intentionally attract people whose values align with ours?

The research around values-based recruitment is compelling. It tells us that it can reduce employee turnover and increase employee satisfaction and performance ([Edwards and Cable 2009](#); [Hoffman and Woehrer 2006](#)), as well as increasing trust and cooperation between team members ([Hurley 2006](#)). It has become a buzz phrase in the care sector, however, and now most organisations do their own version.

My go-to person around values, and one of the national advisors for Wellbeing Teams, is [Jackie Lefevre](#). She argues that every organisation does values-based recruitment, the question being whether it is conscious or not. As Jackie puts it, "the things you write and say, how you express them and sequence them all matters. The shortlist criteria you use, the

structure of the interview questions, what you give candidates marks for and what you don't give them marks for – all this is driven by an underlying set of values. Whether intended or not, certain values are coming through. You are doing values-based recruitment – just not deliberately."

Values are an expression of what matters most to a person, a group, an organisation. Values shape our sense of the world, how things work, and what is "like" or "not like" us. In recruitment, two sets of values are at work. The values of the recruiting organisation (or a combination of the values of the organisation who wants to recruit and the values of the recruitment consultancy being used) and the values of the potential candidate.

Great hires take place when the values of the employing organisation and the values of the individual align and resonate with one another. This is not about looking for an exact "match" where the person has precisely the same values as the organisation. There is no such thing as the "right" set of values. This is not about taking a values-shaped cookie-cutter to the labour market, seeking people who fit that shape. Rather it is about values alignment.

Consciously values-based recruitment is about finding the words, processes

and activities which both embody the uniqueness of the employing organisation and put flesh on the bones of a candidate's sense of what the job might be like in real life. For instance, if creativity is a core value for your organisation but the recruitment process is very standard, then you won't be attracting any people who value creativity highly. If you're interested in seeing what this looks like, please read [Helen's accompanying blog on Values Based Recruitment](#).

Key features for recruitment in an HLS organisation

From when we started, with our blank paper on the pinboard, to now supporting a local authority to recruit their first Wellbeing Teams, there are ten key features that we are using and testing (Sanderson 2021). They differ from a more typical approach in four aspects: relation to purpose, who is involved, how recruitment takes place, and what is seen as success.

1. **Purpose.** I know this sounds obvious, but the purpose of recruitment is to find the best person to fill a vacancy. The nuance here is what we mean by the best person. We think about mutual fit between the whole person and our team. We want you to decide if we are the right fit for you, as well as whether

you are the right fit for us – not just on paper but in real life. Our process is designed so that you rule us out first if you decide we are not a good fit for you, because this saves time and energy for everyone.

2. **Who.** This is usually the role of the HR team, with the local manager, or it might be outsourced. We think that everyone is a recruiter, and we pay attention to that (but not in a typical “bonus if you refer a friend” way). In each team there is someone who has a specific role around recruitment. Coproduction matters to us, whether we are working with an individual or family to recruit their team, or recruiting a team to support people in a local neighbourhood. We therefore involve a coproduction partner, who has lived experience and can bring a valuable perspective to the recruitment process.

3. **How.** Standard recruitment consists of one or more interviews. We want to see how people interact together, because teamwork is crucial. We want to see how people bring their whole selves to the recruitment experience, and we try to get to know them over a few hours.
4. **Success.** A good recruitment process is seen as quick and efficient as well as delivering the best candidates, and then handing over to operations/learning and development. You are likely to spend more time with your work colleagues than your family, and your physical and mental health will be significantly impacted by your work. We invite people to invest time and energy in our recruitment process (while still being efficient).

Here is a summary of the approach that we have taken to recruitment in Wellbeing Teams.

	Moving From	Towards
Purpose	Finding the best candidate for the job. Therefore, providing information about the job, tasks and responsibilities.	Mutual Fit. Approaching recruitment based on the idea of mutual fit. This means providing a range of ways to help prospective candidates get a good insight into the role and us as an organisation, and decide first whether we are for them.
Values – attracting	Recruitment based on qualifications and experience.	Values-based. Recruiting based on values and characteristics and only qualifications if absolutely required to do the role and cannot be learned once in the role.

Values – demonstrating	Recruitment design based on efficiency.	Demonstrate the organisation's values. Recruitment design based on demonstrating the values of the organisation – walking the talk.
Who Role	The HR team or another dedicated team is responsible for recruitment (and this may be outsourced).	Everyone is a recruiter, and there are a range of people with recruitment in their roles alongside other roles. We have coproduction partners working alongside us in recruitment.
Decision-making	Recruitment decisions made by the HR team.	Coproduction. Recruitment decisions made by/with the team/manager and coproduction partners (experts by experience).
How Finding people	Thinking about who to recruit is based on experience and qualifications and where people with that experience/qualifications will be looking for work.	Marketing approach. Deciding who to look for based on values, and then using a marketing approach to reaching potential candidates based around personas.
Process	Interviews.	Groups. Candidates are given opportunities to demonstrate who they are, and to shine, in a range of ways, for example workshops.
Success Candidate experience	Overall candidate to colleague experience is not usually considered. Recruitment, induction and probation are handled by different departments.	Continuity. Recruitment, induction and probation are led by the same people offering continuity of experience.
Time	Success is seen as making the recruitment as efficient as possible.	Invite people to invest time and energy. We ask people to prepare before a workshop, and invest 2-3 hours with us.
Review and learning	Recruitment process evaluated by the HR or recruitment team, based on metrics.	Learn from everyone involved. Everyone involved in recruitment, including candidates (successful and unsuccessful), are involved in reviewing the process and identifying what to try next, what experiment is needed to test out ideas for improvement.

If you want to find out more about what this looks like in practice, please read [Helen’s blog](#) on the Human Learning Systems website.

Creating bespoke recruitment processes

It is important to acknowledge that not all HLS-informed organisations have adopted value-based recruitment in the way and to the extent illustrated above. As highlighted throughout this e-book, the local and organisational context is key to determining how you can best integrate the HLS principles within the recruitment and selection process in your organisation. As we've shown above, thinking differently about recruitment can be highly beneficial, and the HLS approach offers an important opportunity to rethink, and perhaps reappraise, recruitment.

There are a range of ways in which organisations can introduce recruitment processes that align with the overall aims of an HLS approach. Whilst the above process is not a cookie-cutter template meant to be simply copied and pasted, we hope it will spark creative approaches to recruitment that feel both more human-centred and benefit the organisation itself, too. The extent to which you adapt your organisation's recruitment process to make it more purpose-driven and values-based needs to take into account your organisation's unique context. It's about starting the journey somewhere, wherever you can. This may be by changing the terminology to reflect a more human-centred

approach – finding ways to level the power differential in job interviews and demonstrating that you meet interviewees as human to human. Or it may be exploring how you can gain a more well-rounded insight into your interviewees' whole selves and their ability to work with their head, heart and hands.

The issues highlighted above have touching points at an individual/personal level, in teams and organisations and in the cross-organisational, multisectoral systems we all operate in. We explore the systems implications in the following section.

Rethinking the workforce from a systems perspective

Brendan Hill

With its focus not just on individual organisations but on recognising their systemic interconnectedness, the HLS approach offers the opportunity to go one step further in how we think about recruitment. After all, if we truly want to put individuals and communities at the heart of public service, then we should think systemically and focus on how we can collectively and collaboratively support human flourishing. This poses questions about how we can recruit a workforce that benefits the wider system, at a time when many public service sectors such as health

and social care are under increasing pressure to provide services in a very challenging recruitment market.

There are significant problems not only in recruitment but retention as well, particularly in what are seen as key professions, such as nursing and social work. It is crucial to recognise that the workforce challenge is about more than just what we do, it's about how we think. So, what if we designed health, social care and other public service systems around human connection and put people, communities and their relationships at their heart? What would that mean for our workforce? Below are some radical ideas for how HLS could help us re-examine workforce-related issues from a systems perspective.

Enhanced but fewer?

The workforce challenges in health and social care are well-documented: with an ageing population and persistent levels of social deprivation, the need for professionals in health and social care has increased over the last two decades. Yet it seems that there aren't enough suitably qualified practitioners to fill the vacancies, and subsequently providers are spending a huge amount of resources on recruitment. Retention levels are low, with providers trying to recruit practitioners from competitors, much like Premier League football clubs. When we take a step back, it

becomes clear that our neoliberal system both wastes a huge level of precious resources and treats professionals as commodities. The consequences for communities and those who depend on support are dire.

To address this, we must start on common ground. One would hope that the following priorities are relatively universal:

- Providing more holistic approaches to an individual's health and wellbeing
- Addressing the prevention and public health challenge to reduce the burden on specialist services and complex care
- A shared understanding of the importance of the "social determinants of health"
- The integration challenge for health and social care, i.e. integrating around individuals and their communities, rather than organisations.

Addressing these at a time when demographics and finances alone present significant challenges make these increasingly difficult to achieve. Difficult perhaps, but not impossible if we can find a shared sense of purpose. Surely all who are involved in the current and future provision of health and care must share the following core aspirations of:

- Helping people help themselves as much as possible, so that they can be active participants in their own health and wellbeing
- When we as a health and care system are needed, we provide high-quality personalised services, tailored around the needs and preferences of people and their families (focused on “*what matters most*”).

With the emergence of “place-based approaches” to health and care planning, new ways of working across professional and organisational boundaries are beginning to release the local systems’ potential to focus on how to better provide and organise care around need. (The COVID-19 effect has accentuated this, too.) The permission to think and act differently, and having the freedom to do things in a way that suits personal and local need, will be key to success. However, if we are serious about developing this approach across the whole system, we need to start thinking big about the workforce. At least 75% of funding is usually spent on staffing services, so the type and number of staff we have, and how we remunerate them, is central. So, one of our biggest challenges (and opportunities) is to **redesign our workforce around the needs of the people**. A simple idea, and relatively obvious, but if we listen

to what we are told, the experience of those accessing services (and sometimes staff, too) would often indicate that this is not the way our workforces are currently arranged.

There is, of course, excellent care provided to many, and this should naturally be acknowledged. But this good quality care is all too often provided by dedicated staff in spite of the system they work in, not because of it. I do not want my position to ever come across as “professional-bashing”, as I was CEO of an organisation that has been predominantly “clinically-led”, and indeed my own professional background is in nursing. I believe we need to support and invest in our professions, refreshing their purpose, remit and skill base in order to increase their ability to serve our communities better in an HLS-informed way.

With this in mind, we now need to develop a serious conversation with provider organisations, government agencies, and sector bodies on the following issues:

- The core training and development requirements of existing health and care professions need to “catch up” with regard to the importance of the social determinants of health, including a greater emphasis on promotion, prevention, and self-management.

- The emerging non-professionally-aligned roles (including navigators, link workers, wellbeing teams and peer support) should be overtly expanded as a substantive and substantial pillar of the workforce, with particular value being placed on how these positions can be developed as part of a deliberate step up in cross-sector workforce planning.
- We must now challenge the myth that we can tackle the chronic shortages in areas such as general practice, community nursing, social work, psychiatry, etc, by continuing to rob other parts of the system or chase staff that do not exist. *The cavalry are not coming.*
- We should examine a range of professional roles and bandings with a view that the evolving health and care system might, in some instances, require “*enhanced, but fewer*” of some clinical/professional roles to help fund the change we want to see.
- The “fewer” professional roles that remain will need to supervise, support and nurture the expanded non-professionally-aligned roles and teams. Hopefully, by enriching these jobs in this way, we will also improve the recruitment and retention of these valuable system resources.

If we can indeed make progress on the challenges outlined above, then we can ask further questions of our system partners to take practical next steps:

- Can the values-based recruitment described by Helen be adopted across sectors as the cornerstone of recruitment for these non-professionally-aligned roles focusing on a common set of system-agreed core values and competencies?
- Using that set of core values and competencies, can we re-examine existing roles, so we might consider a “*same people, new approach*” – giving overt permission and support to our current people to do different things and work in a more bespoke way across a place/system (for instance, through “staff passporting”)?
- How might we also raise the profile of “not from the manual” practices that work both for the people we serve and for the staff themselves and that might challenge professional and organisational norms/requirements? Shining a light on these should then influence what we are looking for in the people we recruit.

We strongly believe that HLS can help us make this shift seem exciting and achievable.

Ways forward: how you could get started introducing these principles

Irrespective of your role within the system, here are some ways in which you can start introducing the above principles into conversations and processes:

	Ideas for getting started
Purpose	Are there more ways that you could help prospective candidates get a good insight into the role and you as an organisation?
Values – attracting	Can you review roles to check that qualifications are absolutely required and the skills cannot be taught when someone is in the role? How are you embedding the values that you are looking for at each stage of the process and in all written communication?
Values – demonstrating	Does each stage of the process reflect the values of the organisation?
Who	How can you involve teams in recruiting their colleagues?
Role	Can people with lived experience play a part in recruitment, with meaningful influence throughout the whole process?
Decision-making	Can you clarify how decisions are made now throughout the process? What would it take to shift any of these to involving the manager, team and people with lived experience?
How	Do you know who you are looking for? Have you got personas around each group of people you are targeting? Are you changing your marketing approach to reflect different personas?
Finding people	
Process	Could you consider workshops instead of just interviews?
Success	Can you work closely with people responsible for recruitment, induction and probation – working as a team to offer greater continuity of experience for successful candidates?
Candidate experience	
Time	Are there other ways that you can invite people to invest time and energy in applying for the role?
Review and learning	How can you learn from everyone involved in recruitment, including candidates (successful and unsuccessful)? Can you agree on an experiment to see how you can improve recruitment based on this learning?

In the following chapter, you can read about how to keep the people you’ve succeeded in attracting to your organisation through value-based recruitment. The chapter explores the kind of approach to learning and development that can underpin HLS.

References:

Boyce, Nicola. (2021). *Lighthouse* (Human Learning Systems Case Studies). Lighthouse Children’s Homes. <https://www.humanlearning.systems/uploads/Lighthouse.pdf>

Crowther, Mike. (2021). *Empowerment* (Human Learning Systems Case Studies). Empowerment. <https://www.humanlearning.systems/uploads/Empowerment.pdf>

Edwards, J., & Cable, D. (2009). The value of value congruence. *The Journal of Applied Psychology*. <https://doi.org/10.1037/a0014891>

Hoffman, B. J., & Woehr, D. J. (2006). A quantitative review of the relationship between person–organization fit and behavioral outcomes. *Journal of Vocational Behavior*, 68(3), 389–399. <https://doi.org/10.1016/j.jvb.2005.08.003>

Hurley, R. F. (2006, September). *The Decision to Trust*. <https://hbr.org/2006/09/the-decision-to-trust>

Lefevre, J. (2021). *Magma Effect*. <https://magmaeffect.com/>

Mumford, L. (2021). *Mayday Trust* (Human Learning Systems Case Studies). Mayday Trust. <https://www.humanlearning.systems/uploads/Mayday%20Trust.pdf>

Sanderson, H. (2021). *Wellbeing Teams* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Wellbeing%20Teams.pdf>

1

Chapter 13 HLS at different system scales: Organisations as systems: Implications for workforce development

Human Learning Systems – implications for workforce development

Rethinking organisational learning & development activities

Authors: Brendan Hill, Helen Sanderson and Gabriel Eichsteller

[Contact the authors](#)

“Education either functions as an instrument which is used to facilitate the integration of generations into the logic of the present system and bring about conformity to it, or it becomes the ‘practice of freedom’, the means by which men and women deal critically with reality and discover how to participate in the transformation of their world.”

(Paulo Freire, Pedagogy of the Oppressed)

Outline

When developing an HLS approach in your organisation, it is essential to ensure that workforce development activities are reflective of the ethos and aims of HLS. In this chapter, we outline some of the implications for Learning and Development (L&D) departments, focusing on how you can enable your workforce to gain relevant knowledge and understanding, become attuned to their values, and develop the skills needed to practice HLS. This requires a radical rethink of the role of learning and development along with a focus

on the organisational conditions that help cultivate and grow an HLS culture.

When incorporating this new approach to L&D, it will be necessary to ensure that the skills of the workforce are both valued and harnessed effectively. If handled clumsily, the heightened emphasis and importance placed on values and the centrality of “being human” may otherwise be interpreted as an implied devaluation of the existing skills linked to professional roles in public services. Our background lies in health and social care, and we have therefore focused

on this sector. At the same time, we feel that much of what we say of health and social care will be equally relevant and applicable to public services more widely. We hope the perspective we offer can inform wider developments within these sectors.

The key starting-point for an HLS approach to L&D is a deeper examination of your organisation's purpose and values and what these say about how you view your workforce. If you believe that you've recruited the kinds of people who share your purpose and values (more about how to achieve this in our chapter on [recruitment and selection](#)), it's essential to create an enriched learning environment that seeks to bring out the best in everybody, allows all people in your organisation to flourish, and helps ensure that systems serve people and communities. But it isn't merely the purpose of your organisation that requires attention. As is evident from the opening quotation from the hugely influential book, *Pedagogy of the Oppressed*, by the Brazilian social educator Paulo Freire, we also need to critically examine the purpose of L&D itself and the extent to which it functions in order to perpetuate the status quo or to enable systems transformation.

Purpose and values



As explained in our previous chapter on recruitment and selection, your organisation's purpose acts as a lighthouse, providing a guiding point for staff to navigate the everyday challenges and complexities they encounter in their practice.

Your organisation's purpose therefore needs to be clear, well understood, and meaningful to every person in the organisation. And it should visibly guide the learning and development activities for the workforce, which can enable your organisation to maintain and evolve your purpose together with your staff teams, so that it continues to be of relevance in everyday situations and enables thoughtful, flexible and innovative practice. If you want to find out how some of the organisations involved with HLS are ensuring that practice is underpinned by a clear sense of purpose, please read the case studies of [Lighthouse](#), [Empowerment](#), and the [Mayday Trust](#).

A fresh perspective on human capacity

Implicit in the purpose of your organisation – why it exists and how it contributes to making the world a better place – is a particular view of the nature of human beings. HLS celebrates human diversity, the richness of human potential, and the importance of encouraging people to bring their whole self to work. Learning and development activities should therefore be designed in ways that reflect a positive and strengths-based view of human beings. We need to recognise that every person has unique learning potential and that it is our job to create an enriched environment for learning. Learning doesn't happen simply by sending staff on a training course; it happens when external conditions support people's intrinsic motivation to deepen their knowledge and understanding, develop their skills and abilities, and draw on their curiosity and imagination.

Learning is inherently relational, and thus requires an inclusive environment where every person feels recognised as a valuable individual and has opportunities to learn from and with others. The environment we create has to reflect a positive view of people as learners – as opposed to a deficit-oriented view of people lacking skills

that they need to be taught – and equip staff with the skills to bring more of who they are into their practice. This leads us into a critical differentiation of how we understand the interplay between individual capabilities and the learning environment.

The Nobel prizewinning social economist, Amartya Sen, suggests that capability is about more than the resources or skills available to an individual. Of equal importance is who they can be, given the available resources and the extent to which their physical and social environment enables (or prevents) these as being of value to the individual and their social environment. Sen refers to realised capabilities as “functionings”, drawing attention to the contextual factors that make it possible for individuals to convert their capabilities and unfold their inherent potential. For instance, a skill such as being compassionate is only a “convertible” capability if the organisational culture finds it valuable and supports the development of compassionate practice. In other professional contexts, it could equally be a quality that causes issues within a team. From an HLS perspective, when it comes to learning activities, we therefore need to consider both the capabilities we help people develop and the environments that enable people to convert their capabilities into

functionings, so that we bring out the best in every person.

The 3 Ps (see [HLS meets Social Pedagogy](#) for details) offers a simple yet nuanced model to encourage team members to be authentic. It differentiates between the professional, personal and private selves. The professional self is about our professional knowledge, values and capabilities. The personal self includes our own values, interests, skills and experiences that can help us develop authentic relationships with colleagues and the people we support, to empathically connect and engage person to person, as equal human beings. Bringing the personal self into practice is therefore essential – provided that we differentiate between the personal and the private self. The latter should not be part of practice, it's who we are when we're with friends or family, what we're happy for them to know about us but wouldn't just share with anyone. Where we draw the line between the personal and private depends both on us – it's our individual professionally guided decision – and the situation. It might differ depending on whom we support, how well we know them, and what might be of value to them in dealing with certain challenges.

In encouraging practitioners to be authentic within a professional capacity, it can also be useful to introduce them to the concept of *Haltung*. Roughly translated as ethos or stance, the German term refers to how we bring to life our core values and guiding principles. It can thus facilitate ongoing reflection and dialogue within teams about the extent to which our interactions reflect both our own and our organisation's values and purpose. Relationship-centred practice requires us as professionals to move in our *Haltung* between *empathic understanding* and *regard* for their otherness. Empathic understanding allows us to show that we have some familiarity with what a person we support might be going through and develop a genuine connection person to person. *Regard* for their otherness reminds us that every person is unique, that experiences are always subjective, and that we must respect their human dignity in situations where we are challenged to connect with the other person.

L&D programmes are critical for actively developing the ways in which we bring ourselves to practise and build authentic relationships as part of how we support people. In other words, they enable us to develop more meaningful relationships with ourselves and with other people in our practice.

Supporting people to perform at their best

In our earlier section on HLS implications for workforce recruitment, we suggested that one of our biggest challenges – and opportunities – is to redesign our workforce around the needs of the people and communities we serve. That might be a simple idea, and a relatively obvious one, but the people we support – and sometimes staff as well – too often experience being expected to fit into the services provided rather than have services fit them. We looked at how this requires rethinking from a systems perspective of the capacities that we need to serve people and the roles this will require, and how we might find and recruit people to deliver these roles and capacities. But it doesn't stop there and, if anything, HLS can help emphasise the systemic connections between recruitment, induction, probation and continuous professional development – with wider links to performance management and contracting (see [Learning chapter](#)). We therefore need to rethink what is currently delivered under the title L&D.

This raises important questions about how we can elevate L&D in organisations and across local systems. If learning is a key feature of healthy systems, and meaningful outcomes in

people's lives reflect the health of the systems around a person or a local community (see [Systems](#) chapter), then learning must not be seen as a luxury. Where, then, does L&D sit within your organisation? How much importance and funding is it given? How is it embedded and aligned to your organisation's purpose? While concepts such as the [Learning Organisation by Peter Senge](#) have been around for some time now, we feel that HLS can further substantiate the integral role of learning and help us explore further opportunities to ensure it is central to organisations and local systems.

Here are the features of what we think an HLS approach to L&D looks like (Sanderson, 2021). We will share examples from Wellbeing Teams and at the end describe the implications for traditional L&D teams, and where you could begin to make these changes. We also suggest you read [Helen's accompanying blog](#) on how these features are integrated into Wellbeing Teams.

Twelve features of an HLS approach to L&D

1. **Understand the capacities needed to achieve the organisation's (system's or team's) purpose, live its values, and meet legal and regulatory**

requirements. Have a clear, shared understanding of the roles required to deliver this.

2. **The capabilities are taught through induction and probation, and people are supported to demonstrate their confidence and competence in the capabilities and in living the values of the organisation/system.**
3. **Focus on performance (seeing changes in how people deliver their role) not just on achieving learning outcomes. Include both hard and soft skills, and take a relational approach,** for example, being able to complete an assessment accurately, to do this with empathy and compassion, and to show up for meetings well prepared and convey empathy and compassion. Those responsible for developing and leading programmes must address how the implicit knowledge and complexities of a professional skill base, such as nursing or general practice, can be seen as a way of amplifying the value of a relational approach. Meaningful supportive relationships thrive if a nurse increasingly asks “what matters most to you?” or a GP asks “do you struggle to make ends meet

at the end of the month?” when engaging in what will hopefully be a helpful conversation with a patient. Thinking in this way and starting with the person enhances their ability to be helpful.

4. **Focus on “whole person”, including wellbeing and their growth and development** not just work and career aspirations.
5. **After probation, growth, development and performance goals are set by the person (in collaboration with their manager, colleagues and people who use the service where possible).**
6. **People are supported to find their best way to achieve their growth and development goals.** There is no one-size-fits-all approach.
7. **There are a wide range of curated learning and development opportunities available** for people to use to help them achieve their goals, including coaching within the role, communities of practice, deliberate practice, and feedback. Support is provided in curating these to be tailored to each individual, signposting and joining up people within the organisation, across a local system, or virtually.

8. **Seeing the day-to-day work as the best opportunity to develop and grow and improve through coaching, feedback and deliberate practice.** For example, meetings can also be opportunities for development, not just sharing information.
9. **There is a proactive programme of development opportunities in areas where the whole system/organisation wants to grow,** for example in resilience, relationship-centred practice, and wellbeing.
10. **Resources (e.g. budgets) are devolved as close to teams as possible,** supporting local decision-making. If learning is meant to be central to HLS organisations, the funding needs to reflect this (see Learning chapter).
11. **Learning and development opportunities are offered across a system,** not just on a role basis. For example, rather than every district nurse having training in dementia-friendly communities, it is offered to everyone who has a role within that community, across the system. This fosters relationship-building between professionals, deepens their insights into each other’s contribution, and highlights the

resourcefulness and diversity of expertise within the system. This could even be extended to include people with lived experience, who have an important perspective to bring to the system.

12. Success is seen as improvements in performance in relation to roles: people growing in their abilities (in the areas that matter to them, as defined by them and their team, including the views of the people they serve), and the whole organisation/system developing in ways that support their purpose and reflect their values.

We need to overtly create opportunities for organisations within a system to create space for, and emphasise the value of, the human and learning elements as key areas within workforce development, so they can be sense-checked and hopefully embedded. The more organisations collaborate on this, the more likely the 12 features outlined above will be adopted.

What can this look like in practice?

Intra-organisational learning

HLS provides opportunities for organisations to take a fresh look at how your organisation creates learning spaces that enable all team members to develop their whole selves.

Below we look in detail at how this is done at [Wellbeing Teams](#) – small, neighbourhood, self-managed teams supporting people to live well at home and be part of their community – and the processes we have developed to support ongoing learning and

reflection. You can find a lot further detail in [this blog](#), with links to specific methods in the table below. Here is how we put the 12 features outlined above into practice:

Principle	How Wellbeing Teams put this into practice
Understand capacities needed to deliver purpose, values and regulatory expectations.	<ul style="list-style-type: none">• Explicitly linking purpose, policies and procedures to capabilities team members need to demonstrate.• Describe the behaviours that you would see/not see when we are living our values.
The capabilities are taught through induction and probation, and people are supported to demonstrate their confidence and competence in the capabilities and living the values of the organisation/system.	<ul style="list-style-type: none">• Confidence-scaling to help new team members think about how confident they feel in relation to key elements of their role• What-if cards to reflect on practice scenarios in relation to values• Progress self-assessment and reporting whether team members feel they're on track or off track for each element of their role• Confirmation Practices linking role-specific statements to our values• Demonstration of confidence and capabilities at the end of probation• Coaching and feedback as a gift to grow and learn.
Focus on performance (seeing changes in how people deliver their role) not on just achieving learning outcomes. Include both hard skills and soft skills, and taking a relational approach.	<ul style="list-style-type: none">• "Progress" self-assessments used for team members to gauge how they are doing in delivering within their role. This includes soft skills in relation to people we support and working as part of a team (e.g. compassionate communication).

After probation, growth, development and performance goals are set by the person (in collaboration with their manager, colleagues and people who use the service where possible).	<p>"Future Focus" is how team members think about how they want to develop and grow.</p> <p>Team members develop wellbeing action plans</p> <p>Team members use confirmation practices to reflect on how they are delivering on their role</p> <p>Confidence-scaling to enable team members to reflect on their confidence to fulfil different elements of their role, and identify where further support might be needed</p> <p>Multiple choice testing to ensure people have understood what they need to know at the end of induction.</p>
People are supported to find their best way to achieve their growth and development goals.	The learning sequence is used to find the best way to achieve goals.
There are a wide range of curated learning and development opportunities available.	There is a virtual learning helpdesk for team members who want support to know what is possible and available.
Seeing the day-to-day work as the best opportunity to develop and grow and improve through coaching, feedback and deliberate practice.	<p>Team 15 – 15-minute exercise in team meetings on a monthly basis</p> <p>Confirmation Practices used within team meetings every 2 weeks</p> <p>Monthly focus themes across the organisation.</p>
There is a proactive programme of development opportunities in areas where the whole system/organisation wants to grow, for example in resilience, relational-based work, wellbeing.	<p>Monthly themes that introduce a focus on practice or wellbeing</p> <p>Book clubs</p> <p>Practice groups.</p>
Resources (eg budgets) are devolved as close to teams as possible.	Each team has its own development budget .

You can find in-depth descriptions of all of these learning processes in [Helen's blog](#) on the Human Learning Systems website.

Inter-organisational learning

The opportunities for creating space within a system to focus together on workforce development across organisations and sectors will need to increase. The following examples could be described as green shoots:

Joint system leadership development programme – Collaborative Newcastle

Many organisations, of course, have their own internally focused programmes to develop their existing or future leaders. While these will have value, bringing together employees from primary and secondary, health and social, and statutory and civil society organisations has obvious system benefits. We know that trust and mutual understanding can be supported by learning together, so this programme is aimed at investing in the longer term with leaders at many levels and from different sectors.

The collective funding support for this programme by all local statutory health and care “anchor organisations” has been fundamental in its development (including keeping civil society places free). The programme includes a regular session on HLS, so this approach is being introduced to a wide range of professional groups.

One of the key elements of the course programme is for small groups of participants to form a “quad” and focus on a local “system priority” during the course. As a member of the steering group, Brendan Hill “guinea-pigged” the first programme. Our project was on developing social prescribing access, which led to a consultant anaesthetist, clinical director, VCS mental health professional, and a CCG manager coming together for a conversation that, frankly, just wouldn’t have happened otherwise.

The work continued with a subsequent programme cohort. It resulted in a training session for inpatient consultants and nurses, and we are now working with primary care networks and civil society and local authority colleagues to take it further. We intend to develop the training as one of Collaborative Newcastle’s priority workstreams in its collective response to address health inequalities. I don’t think this initiative would have happened in the same way without those early conversations in our first quad. Those participants are now finding their way as emergent Systems Stewards.

System learning experiences for healthcare students

Discussions are underway with the clinical lead for effective learning at Health Education England in the North East and North Cumbria region to prototype additional placement opportunities for students in Newcastle and Gateshead – primarily nursing and allied health professions – with a focus on local system thematic priorities.

As with the joint leadership programme quads, the central premise is bringing systems thinking to a learning and development environment. For example, a student nurse with a pending professional future in older persons/dementia care nursing would have – as part of a related placement – time with a local carers association, local authority community team, and perhaps a local care home. This would facilitate an improved understanding of the different roles played, the service integration needed, and – perhaps most importantly – the idea that meaningful outcomes are delivered by systems, not single organisations. Many place-based systems have similar priority themes. Older persons/ frailty pathways, mental health and “best start in life”/children’s services, could all benefit from a more systemic approach to professional learning experiences. Further work on this is expected in 2021/22.

Inter-professional learning in children’s services

Orkney Council piloted a joint in-depth course in [social pedagogy](#) for staff from across social care and education (see also [Social Pedagogy](#) chapter). Facilitated by ThemPra and funded by what is now the Centre for Excellence for Children’s Care and Protection, the 10-day experiential course focused on creating a shared approach to relationship-centred practice across the entire spectrum of children’s services – from early years care to schools to children’s social work and children’s residential care. By introducing social pedagogy as an overarching ethical and conceptual framework that enabled participants from different services to connect their practice to the wider purpose of nurturing children’s wellbeing, learning, and social inclusion, participants were able to develop inter-professional practice in a number of ways.

An evaluation by [Strathclyde University](#) highlighted the benefits of developing a shared language and understanding across different parts of the system, strengthening relationships between participants from different agencies as a result of engaging in team-building activities on the course and learning together, and deepening insights into every part of the system and the role played by each agency. This

mutual understanding led to greater recognition of everybody’s contribution to children’s and families’ lives, increased personal confidence, and enabled more effective collaborative practice, for instance in multiagency care planning.

It is worth noting that the evaluation showed the importance of designing learning situations that go much deeper than traditional training. The time taken to actively and purposefully develop relationships between participants, to relate theory to practice, and collectively reflect on deeper philosophical questions and values made a huge difference, not just to the individual learning experience but, crucially, to the system’s benefits.

Learning with young people in care

In its precursor to the BA in Social Pedagogy, Advocacy and Participation, the University of Central Lancashire ran an introductory module on social pedagogy, which brought together a group of undergraduate students, young people looked after by Lancashire County Council, and some of their care workers. All group members, including the lecturers, learned together as equals, using a range of creative and experiential learning methods to facilitate opportunities for dialogue and relationship-building. For the young people, this experience was

transformational both in terms of being treated as equals and in recognising their potential to go to university ([only 13% of care leavers progress into higher education](#), compared to 43% of young people without care experience).

Their care workers valued the opportunity to learn together with the young people, better understand their perspectives on relevant issues and who they are, and role-model that learning is a lifelong and rewarding activity worth engaging with. Equally, the BA students who took the module as part of their degree found it hugely beneficial and insightful to learn in a group that created greater connections between different actors within the local system around children in care. Perhaps most crucially, the experience of learning together gave all participants new insights into how to be more equitable within a system that is usually very unequal.

It is a positive sign that these examples are not exceptional, certainly among organisations that take a systems approach to learning and development. As we hope the above examples help highlight, such an approach brings benefits to the organisations and their workforce, as well as to the people and communities they serve. But moving further in this direction requires a major shift.

Shifting the L&D paradigm

As we have shown above, HLS enables us to radically rethink L&D activities both within organisations and across the system. Here is how this approach differs from traditional L&D and the paradigm shift required:

From	Towards
Training needs analysis to determine what the organisation needs.	Clear shared understanding of the capacities the organisation needs to deliver its purpose and values, with legal and regulatory frameworks.
The training department or the person’s manager determines learning goals.	Growth and development goals set by the person themselves based on their role and their own/ colleagues/manager’s reflections of what is needed to excel in the role. This includes the perspective of people using the service where possible.
Designing and delivering training programmes.	Curating learning opportunities – which could include Ted talk recommendations, book clubs, coaching opportunities, online sessions that relate to the purpose and values of the organisation, and the support people need to excel in their role.
Focus on learning skills.	Focus on applying skills and improving performance in day-to-day work.
Focus on career development.	Focus on whole person development.
Offerings are largely separate from the day to day work – people attend courses.	Seeing the day-to-day work as the opportunity to develop (see Learning chapter) and grow and improve through coaching, feedback and deliberate practice. Meetings are opportunities for development, not just sharing information.
L&D Budget held by the L&D team.	L&D Budget held by each team.
The L&D team see themselves as the experts on learning and create a programme that reflects that expertise and track who attends what.	The L&D team see themselves as curators of learning opportunities, and coach and support teams to find the opportunities they need to improve their performance in their role and to grow and develop.
The L&D team count the number of courses and the number of people who attended each course.	Success is seen as improvements in performance in relation to roles, and to people growing in their abilities, in the areas that matter to them, as defined by them and their team (including the views of the people they serve). The whole organisation or system growing in its capacities to deliver its purpose and live its values.

How you can achieve this paradigm shift will very much depend on a variety of factors, including your role, where your organisation currently stands with regard to adopting HLS, your team’s and leaders’ openness to rethinking

these aspects, and the system that you’re a part of. But an aspect of systems thinking is that every impulse we set has an impact on the wider system. With this in mind, here are a few ideas on where you could start.

Principle	Where you could start...
Understand capacities needed to deliver purpose, values and regulatory expectations.	<ul style="list-style-type: none">• Explicitly linking purpose, policies and procedures to capabilities team members need to demonstrate• Operationalise your values and describe the behaviours that you would see/not see when living our values• Separate policies from procedures• Encourage ways to learn, improve and experiment with procedures (while clarifying what cannot be changed).
The capabilities are taught through induction and probation, and people are supported to demonstrate their confidence and competence in the capabilities and living the values of the organisation/system.	<ul style="list-style-type: none">• Review how you check what confidence and competence people have at the end of induction• Introduce scenario or what-if cards to check understanding and how people would respond to situations• Develop a self-assessment for people to review their progress in induction• Introduce confirmation practices or reflective questions.
Focus on performance (seeing changes in how people deliver their role) not on just achieving learning outcomes. Include both hard skills and soft skills, and taking a relational approach.	<ul style="list-style-type: none">• Introduce the learning sequence or equivalent• Identify the soft skills needed in each role, not just the technical or hard skills• Focus on team behaviour as well as role competence.
After probation, growth, development and performance goals are set by the person (in collaboration with their manager, colleagues and people who use the service where possible).	<ul style="list-style-type: none">• Introduce a process to help team members think about how they want to develop and grow in their lives, not just their careers• Introduce wellbeing action plans or equivalent in induction• Use reflective questions for people to talk about how they think they are doing in their role with their manager or colleagues• Think about how to test capability in delivering a role at the end of probation that includes soft skills and may take into account the perspectives of others.

People are supported to find their best way to achieve their growth and development goals.	<ul style="list-style-type: none">• Support people to think about how they can learn – without assuming it means going on a course• Consider a virtual “learning helpdesk” for team members who want support to know what is possible and available.
There are a wide range of curated learning and development opportunities available.	<ul style="list-style-type: none">• Collate and curate the learning opportunities available• Start a book club, monthly theme, etc to demonstrate different ways to learning.
Seeing the day-to-day work as the best opportunity to develop and grow and improve through coaching, feedback and deliberate practice.	<ul style="list-style-type: none">• Introduce opportunities to learn and practise skills in team meetings, even if it is only 15 minutes once a month.
There is a proactive programme of development opportunities in areas where the whole system/organisation wants to grow, for example in resilience, relationship-centred work, wellbeing.	<ul style="list-style-type: none">• Consider monthly themes that introduce a focus on practice or wellbeing.
Resources (e.g. budgets) are devolved as close to teams as possible.	<ul style="list-style-type: none">• Consider devolving part of the budget to departments or teams.

References:

- Boyce, N. (2021). Lighthouse (Human Learning Systems Case Studies). Lighthouse Children's Homes. <https://www.humanlearning.systems/uploads/Lighthouse.pdf>
- Crowther, M. (2021). Empowerment (Human Learning Systems Case Studies). Empowerment. <https://www.humanlearning.systems/uploads/Empowerment.pdf>
- Harrison, N. (2020, September 1). Care Leavers in Higher Education: New Statistics But a Mixed Picture. Studies in Higher Education. <http://www.education.ox.ac.uk/care-leavers-in-higher-education-new-statistics-but-a-mixed-picture/>
- Joint System Leadership Development Programme. (n.d.). Collaborative Newcastle. Retrieved April 21, 2021, from <https://www.collaborativenewcastle.org/case-studies/joint-system-leadership-development-programme/>
- Mumford, L. (2021). Mayday Trust (Human Learning Systems Case Studies). Mayday Trust. <https://www.humanlearning.systems/uploads/Mayday%20Trust.pdf>
- Paulo Freire. (2021). Freire Institute. <https://www.freire.org/paulo-freire/>
- Sanderson, H. (2021). Wellbeing

Teams (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Wellbeing%20Teams.pdf>

Sanderson, H. (in press). Learning and development at wellbeing teams. Human Learning Systems. <https://www.humanlearning.systems/blog/learning-and-development-at-wellbeing-teams/>

Senge, P. (2006). The Fifth Discipline. Penguin Random House. <https://www.penguinrandomhouse.com/books/163984/the-fifth-discipline-by-peter-m-senge/>

Social Pedagogy. (2021). ThemPra Social Pedagogy. <http://www.thempra.org.uk/social-pedagogy/>

Stress and Support. (n.d.). Helen Sanderson Associates. Retrieved April 21, 2021, from <http://helensandersonassociates.co.uk/papers/stress-support/>

Vrouwenfelder, E. (2013). Contextualising the findings—The Orkney Social Pedagogy Evaluation. Scottish Journal of Residential Child Care, 12(2), 12.

Chapter 14

HLS at different system scales: Organisations as systems: Experimenting and learning during a crisis: A voluntary sector perspective

Experimenting and learning during a crisis: a voluntary sector perspective

Author: Dr Vita Terry

[Contact the author](#)

As the COVID-19 pandemic unfolds, the scale and pace of the unprecedented changes has had a significant impact on the way we work and on our home life. Since the start of lockdown in March 2020, we have drawn on the [Human Learning Systems case studies](#) and talked to [voluntary sector leaders](#) and from them heard of the tremendous challenges and pressures the sector has faced, including service provision being overwhelmed, rapid adaptation to remote working, and some organisations facing closure.

[Research](#) has highlighted the urgency of the voluntary sector response to what has been described as “a humanitarian crisis”, which involves “absorbing the shock of lockdown; taking stock of the implications for individuals, communities and the organisation; and quickly planning and implementing a response”. At the start of the first lockdown in March 2020,

there was an “increase in demand from individuals and communities, with voluntary sector organisations (VSOs) swiftly shifting focus to help people access foodbanks, medical prescriptions and social support for vulnerable groups”. One year later, these needs have shifted and we have seen an increase in concerns about unemployment, debt, rent arrears and welfare advice. Undoubtedly, these concerns and needs will continue to shift as the pandemic (and the fallout from it) unravels.

The rapid adaptation and adjustment by the voluntary sector to respond to these needs has been remarkable. For example, adapting to constantly changing government rules and restrictions such as furloughing staff, remote working, and social distancing; adopting new technologies and appropriate safeguarding policies; and shifts in funding and support. In addition to this impressive response,

the sector has also seen a [huge upswelling of volunteering](#) and the swift and spontaneous establishment of thousands of [mutual aid groups](#). However, some people have raised a note of caution about “responding to the people you work with”.

The response from VSOs to the pandemic is [dynamic and varies widely](#) (in the first six months, there were [three phases](#) of smaller VSOs’ response). Many organisations have been agile and have adapted services while remaining aligned with their core values and ethos, some have repurposed mission statements to meet the changing needs, but – for others – it has had a detrimental impact on organisational survival. These precarious times have created mounting pressures, huge challenges, and uncertainty for the voluntary sector. That said, there is an opportunity to explore and adopt new and differing ways of working and not simply to revert to how things have always been done. For example, there has been a shift from siloed to collaborative working across sectors and funders adopting [flexible and less restrictive grant-making practices](#).

This chapter illustrates different examples of how the pandemic has created conditions for VSOs to adopt HLS practices, including:

- Collaborative relationships

- Adaptation and experimentation
- Distributed leadership
- Being human and working with emotions in voluntary sector organisations.

Collaborative relationships

Voluntary sector relationships, within and across sectors, can vary depending on location, subsector, individuals and historic relationships. In addition, it is well reported that pressures from funding and commissioning processes can create a competitive environment that fuels anxiety, fear and territorial behaviour, which [pushes organisations to work in silos](#).

Particularly in the early stages of the pandemic, there was a growing emphasis on working together to respond quickly and effectively to the changing needs and growing demands of individuals and communities:

“In times of a crisis (COVID-19), people and organisations are more open to coming together. Leveraging existing relationships to build new ones is key.”

(Wallsend Children’s Community case study)

“The local relationships and partnerships developed during the first six months of

our community hub proved to be a catalyst for what turned out to be an incredible community response during the COVID-19 crisis.”

(Aberlour Child Care Trust case study)

Even in places where relationships had previously been described as tense and competitive, there has been a collective approach to tackle this shared problem. Several factors have enabled this. For example, the pandemic has exacerbated existing inequalities and shone a spotlight on the complex social issues that individuals and communities face. In response, there is a growing understanding and awareness across sectors of the purpose and benefit of bringing different stakeholders around the table to take a systems approach to complex needs and issues. Practically, the shift to remote meetings has encouraged regular communication and made [decision-making spaces more accessible and available to different stakeholders](#):

“COVID-19 created an opportunity for change that we jumped on. Driven by commissioners recognising local need – a very important leadership move – a group of VCS [Voluntary and Community Sector], Local Authority, and

NHS Trust organisations were drawn together to develop a rapid, systemic solution to the overstretched services and increased need of the Borough’s most vulnerable people living with serious mental illness. We found ourselves in a position we had not been in before – able to influence a systemic change offer based on our experience and our values, and with the language and frameworks of HLS to support us.”

(Likewise case study)

This has included working with unexpected individuals or organisations and bringing together stakeholders to support collective decision-making processes. There is growing recognition of the value of drawing in varied expertise and knowledge. In turn, this has built rapport, a shared sense of purpose, and trusting relationships, which, in some cases, have begun to address traditional power dynamics and challenge old practices. Despite this move towards positive cross-sector collaborations, there are still challenges with public agencies not wanting to give up control – or limited funding to continue support – preventing an equal playing-field from happening in a meaningful way.

During the pandemic, the need to act quickly, transparently, and with a sense of urgency meant that certain barriers were removed. For example, we have seen a decline in the usual organisational red tape associated with sharing information and data, which can often prevent collaborative work. We also saw [funders increasingly adopting a more flexible approach](#) with voluntary organisations, being supportive and flexible and allowing them to use resources in the best way they saw fit to meet the needs of individuals and communities. Other [research](#) has also noted, in comparison to before the crisis, the tremendous pace of needs being identified and met. This changing environment has enabled different stakeholders to work collaboratively and to join up services. This raises questions about the role of traditional bureaucratic processes and practices, and the importance of not immediately reverting back to these. It is important that we pause and reflect on how things have worked and what we want to retain, for example, [a sense of urgency and collective effort](#) and also ensuring decision-making spaces remain open and accessible.

Adaptation and experimentation

For some VSOs, the pandemic has created conditions for being more experimental and testing assumptions that have previously influenced a

certain way of doing things. It has provided a unique opportunity to trial new ways of working, to experiment and learn and there has been an emphasis on [“collective bravery”](#) to take more risks.

A common example is VSOs moving to remote delivery and using this to experiment with different technologies and platforms. [Physical services cannot be completely replaced](#) due to the power of face-to-face connection, particularly when navigating sensitive and personal issues, but there have been benefits from remote delivery. These include flexibility, less commuting, and broadening organisations’ reach and accessibility. Moving forward, organisations are keen to learn from this experience to embed blended working, while also responding (or being sensitive) to issues such as digital and data exclusion:

“In other ways we have massively gained through online engagement – in particular, we’ve engaged more people who are transgender, LGBTQI+, introverts and those with caring responsibilities. But there are great swathes of our area that are very rural and don’t have decent internet.”

[\(Moray Wellbeing Hub case study\)](#)

The pandemic has provided some organisations with the space to reflect on their practices, objectives and future strategy. This includes revisiting the relevance of old ways of working and pre-existing assumptions. To learn about what has worked well but also to unlearn some things. During this process of adaptation and experimentation, it has been essential for VSOs to stay focused on [their values and core mission](#) to prevent [“mission drift”](#). This requires proactively creating spaces, discussion and practice, for example, collective conversations as a team:

“We’ll adapt while always sticking to our approach, our values and our reflective practices.”

[\(Moray Wellbeing Hub case study\)](#)

“When everything around you changes, keeping focused on your remit and whilst working responsively, keeping clear focus on the future and consequences of reactive decision-making, is vital.”

[\(Wallsend Children’s Community case study\)](#)

Working in this way has meant accepting that it is OK to fail. Organisations have gone through this

experience together, sharing their learning with others and learning together in an open and honest way, which has built stronger and more trusting relationships. This practice has demonstrated a shift in mindset, inspiring organisations to share learning collaboratively. It will be important to continue this when thinking about how to “build back better” as a means to tackle competitive and territorial behaviour:

“This crisis has also allowed the core team to put on pause a couple of projects which we had found ourselves responsible for the delivery of. The project management piece came very early in our development and should have never been our role. However, with this pause, going forwards, we will now be able to think more proactively about how the system can take responsibility for them.”

[\(Wallsend Children’s Community case study\)](#)

Distributed leadership

Voluntary sector leaders have faced tremendously challenging times during the pandemic, leading in uncertainty but also having to balance this with their own personal turmoil. Leaders have taken on huge responsibilities

and have regularly had to make tough decisions to look after the safety and welfare of their workforce and service users, keep up to date with changing government guidelines, and plan scenarios for a shifting and uncertain future. As a result, many leaders are frustrated, stressed, overworked and exhausted:

“There is this enormous responsibility I feel towards the families we support, to be there for them, but also to do stuff strategically, as well as responsibility towards my staff and volunteers. The buck stops here.”

(IVAR, 2021)

The multiple and varied ways voluntary sector leaders have experienced and responded to the pandemic has depended on a number of factors, such as organisations’ service delivery focus and context and pre-existing skills and experience of coping in a crisis. For some leaders, the conditions created by the pandemic have encouraged them to adopt HLS ways of working, which challenge traditional hierarchical styles of leadership and move towards more distributed leadership. Leaders have increasingly delegated responsibilities, with staff taking on new roles or moving to different parts

of an organisation to support with additional demands.

Staff have demonstrated commitment and flexibility by quickly adapting, learning new skills, and gaining expertise. This has helped build new internal relationships, an appreciation of others’ work, and senior management recognising the value of the workforce. The result has been a greater autonomy for staff and an increase in core motivation, purpose and job satisfaction. It has also encouraged people to take ownership over their working day and workload, for example, staff being able to say no to back-to-back Zoom meetings and stepping away from the computer to go on a daily walk.

The shift in leaders giving up power and control during the pandemic can also be seen in service delivery. Staff are being trusted to do what is best for the people accessing services, by using creative approaches or making rapid decisions rather than seeking permission from senior management. Organisational practice has also changed, with more open and regular communication and devolving and sharing decision-making across a team. This collective decision-making provides a space for reflection, reaffirms the organisation’s mission and values, ensures individuals feel listened to, and builds supportive relationships:

“We have tried to stay true to our values and a Human Learning Systems approach throughout this turbulent period by collaboratively evaluating the opportunities available to us, both within the team and with our trustees, and by using our values and core mission as compass points for our decision-making, rather than being disproportionately influenced by financial pressures and opportunities or growth for its own sake.”

(Lighthouse Children’s Homes case study)

The key is for leaders to recognise the value of being human with their workforce. For example, being supportive and acknowledging individuals’ emotional concerns and wellbeing during these times; possibly needing to ask different questions when planning work; accepting some things are not in their control; and being more transparent about their own concerns with staff. Leaders have recognised part of their role is to make sure the right people are in the ‘room’, and [to give staff enough time to do what they need to do](#). In turn, this has created stronger relationships, a shared sense of purpose, and heightened team morale within organisations:

“I am managing more with honesty, sharing more about myself, rather than managing from a distance and being cold. I am trying to create a family, to let people be emotional and honest.”

(IVAR, 2021)

Being human and working with emotions in voluntary sector organisations

During the pandemic, individuals and voluntary sector organisations have demonstrated that “they ‘showed up’ and then ‘stuck around’ within communities experiencing complex social issues to support people when they were needed the most”. For the voluntary sector workforce, this has meant staff working beyond paid hours, or volunteers working longer hours, taking on additional roles and commitments, as well as living through COVID-19 and their own personal situations. Although we do not know the full extent of the fallout, [the pandemic is affecting individuals’ mental health and wellbeing](#).

People have had to adapt quickly to remote working, makeshift offices, and balancing home life demands such as home schooling, caring for dependents, and, in some cases, coping with bereavement.

Addressing [workplace wellbeing](#)

can reduce boredom and boost productivity and job satisfaction. Now more than ever, to survive in these challenging and uncertain times it is essential that [voluntary sector leaders take on more responsibility](#) to provide [emotional support](#) – not only for their workforce, but also for themselves. There has been [a wide range of experiences](#) of leading during uncertain times and differing responses to supporting the emotional wellbeing of workforces. These responses have been shaped by a range of factors, including being adaptable to each individual's personal situation and the communication modes and practices that were already in place.

We are all feeling the emotional demands of living through a pandemic, and, due to the blurring of home and work life, it is not easy to compartmentalise work. [Staff are feeling exhausted, sensitive and receptive to tensions](#) that might normally have been brushed off. This can have a knock-on effect by creating uncomfortable and tense work dynamics. Leaders have adopted different practices to address this, such as: offering additional coaching or support sessions; conducting weekly “temperature checks”, i.e. about how people are feeling; building self-care into the working day; sending care packages to staff; weekly online “coffee mornings”; and offering

extended annual leave:

“Staff are really struggling – we have upped clinical supervision to twice a month. This second lockdown is really hurting ... home schooling, staff breaking down in team meetings ... if you say something in the wrong way, people take it so personally.”

(IVAR, 2021)

“Can’t give someone a hug, so need to think of different ways of doing this, e.g. ‘coffee and cake chat’ on Zoom – this works for some people and not all, but gives a chance to keep up to date with individuals’ responsibilities they are facing.”

(IVAR, 2021)

It is essential that providing emotional support should not be viewed as a one-off or tick-box exercise, but rather be fully embedded into an organisation's culture. There is no one-size-fits-all to supporting the emotional wellbeing of a workforce, and what is required for one organisation might be different for another. A good first step is to bring people together to have regular and transparent conversations about what does and does not work for them, because this will also change

over time and organisation will need to keep learning about how to support staff wellbeing. As noted earlier, learning together can in itself be a powerful process for building trust.

Although the voluntary sector's response to the pandemic and the resilience shown by the workforce have been hugely impressive, the level of activity and commitment shown is not sustainable, as there is an enormous risk of burnout and knock-on effects to emotional wellbeing. Nor should resilience be used as a strategy to cope with crisis. Other [research](#) has pointed out that working in an HLS way can already be emotionally demanding and VSOs are already founded on emotions, feelings and values due to the nature of the work; therefore, it is essential that during a pandemic (when emotions and stress levels are already heightened) this is managed accordingly. We see this as an opportunity to pause, reflect and respond to the current situation and [embed new and different work practices](#) to improve future working conditions in the voluntary sector since the full impact of the pandemic will be experienced for years to come.

Conclusion

Despite the positive elements of the response to COVID-19, the future remains precarious and uncertain for the voluntary sector. There are growing

concerns about [scarcity of resources and the “funding cliff edge”](#), [potential austerity measures](#), and an increased pressure to hit performance targets, which may lead to greater competition and undermine the advances made through greater collaboration. We saw the immediate response to the pandemic was to pull together, but there is a risk that old behaviours will come back and organisations will revert to self-preservation mode. The pandemic has provided a unique opportunity for learning new ways of working (in some cases unlearning certain things) and demonstrates the importance of consolidating this learning as we move past COVID-19 and into the future.

Some key learning points to think about in the future are:

- How decision-making spaces can continue to be accessible and available to different stakeholders, to draw in varied expertise and knowledge to respond to complex needs
- To learn together as a way of building trusting relationships and tackling competitive behaviour
- Finally, to acknowledge and address the emotional demands from working in this way, particularly during a pandemic, and to embed reflective and supportive practices to prevent burnout.

References

- Barr, D. (2021). *Aberlour Child Care Trust* (Human Learning Systems Case Studies). Aberlour Child Care Trust. <https://www.humanlearning.systems/uploads/Aberlour.pdf>
- Beer, T. (2021, February). Four ways now can be a moment for transformational learning | IVAR. Institute for Voluntary Action Research. <https://www.ivar.org.uk/four-ways-now-can-be-a-moment-for-transformational-learning/>
- Boyce, N. (2021). *Lighthouse* (Human Learning Systems Case Studies). Lighthouse Children's Homes. <https://www.humanlearning.systems/uploads/Lighthouse.pdf>
- Cairns, B., Harris, M., & Young, P. (2005). Building the Capacity of the Voluntary Nonprofit Sector: Challenges of Theory and Practice. *International Journal of Public Administration*, 28, 869–885. <https://doi.org/10.1081/PAD-200067377>
- Chasing against time: Briefing 14 on the challenges faced by VCSE leaders during the COVID-19 crisis.* (2021). Institute for Voluntary Action Research. <https://www.ivar.org.uk/wp-content/uploads/2021/02/Briefing-14-Chasing-against-time-IVAR-February-2021-Final.pdf>
- Complicated and messy: Briefing 12 on the challenges faced by VCSE leaders during the COVID-19 crisis.* (2020). Institute for Voluntary Action Research. <https://www.ivar.org.uk/wp-content/uploads/2020/11/Briefing-12-Complicated-and-messy-IVAR-November-2020-FINAL-1.pdf>
- Coronavirus and work.* (2021). Mind. / workplace/coronavirus-and-work/
- Coronavirus—Our emergency support offer | IVAR.* (n.d.). Retrieved April 23, 2021, from <https://www.ivar.org.uk/COVID-19/>
- COVID-19 Briefings | IVAR.* (n.d.). Institute for Voluntary Action Research. Retrieved April 26, 2021, from <https://www.ivar.org.uk/COVID-19-briefings/>
- Davis, H., Mills, C., & Turner, K. (2021). *The contribution and value of the VCSE sector in East Sussex.* Institute for Voluntary Action Research. <https://www.ivar.org.uk/wp-content/uploads/2021/03/Value-and-contribution-of-the-VCSE-sector-in-East-Sussex-IVAR-March-2021-FINAL.pdf>
- Delahunty, S. (2020, November 16). Ninety per cent of small charities lack access to adequate mental health support, survey finds. *Third Sector*. https://www.thirdsector.co.uk/article/1700097?utm_source=website&utm_medium=social

- Every Mind Matters | One You.* (n.d.). Every Mind Matters. Retrieved April 26, 2021, from <https://www.nhs.uk/oneyou/>
- Flexible Funders.* (n.d.). Institute for Voluntary Action Research. Retrieved April 26, 2021, from <https://www.ivar.org.uk/flexible-funders/>
- Getting ready for the fallout Briefing 3 on the challenges faced by VCSE leaders during the COVID-19 crisis.* (2020). Institute for Voluntary Action Research. <https://www.ivar.org.uk/briefing-paper/getting-ready-for-the-fallout/>
- HLS Case Studies.* (2021). Human Learning Systems. <https://www.humanlearning.systems/case-studies/>
- Kammerling, S. (2021). *Likewise* (Human Learning Systems Case Studies). Likewise. <https://www.humanlearning.systems/uploads/Likewise.pdf>
- Kaye, S., & Morgan, C. (2021, January 27). Shifting the Balance: Local adaptation, innovation and collaboration during the pandemic and beyond. *New Local*. <https://www.newlocal.org.uk/publications/shifting-the-balance/>
- Kaye, S., & Tiratelli, L. (2020, July 13). Communities vs. Coronavirus: The Rise of Mutual Aid. *New Local*. <https://www.newlocal.org.uk/publications/>
- [communities-vs-coronavirus-the-rise-of-mutual-aid/](https://www.humanlearning.systems/uploads/WCC.pdf)
- Leadership challenges from the perspective of the VCS.* (2021, May 13). https://www.youtube.com/watch?v=w-ZcldBhzFo&ab_channel=TheOpenUniversityBusinessSchool
- McCormack, P. (2020). *Wallsend Children's Community* (Human Learning Systems Case Studies). Wallsend Children's Community. <https://www.humanlearning.systems/uploads/WCC.pdf>
- Nelson, R. (2020, July 16). People Just Do Nothing. *Mayday Trust*. <https://maydaytrust.org.uk/people-just-do-nothing/>
- Overview | Wellbeing in the third sector | Third Sector Breakfast Briefing.* (n.d.). Third Sector. Retrieved April 26, 2021, from <https://www.thirdsector.co.uk/wellbeing-in-the-third-sector>
- Paine, A. E. (2020). Volunteering through crisis and beyond: Starting, stopping and shifting (Rapid Research COVID-19). Local Trust: trusting local people.
- Show you trust us: Briefing 15 on the challenges faced by VCSE leaders during the COVID-19 crisis.* (2021). Institute for Voluntary Action Research. <https://www.ivar.org.uk/wp-content/uploads/2021/03/Briefing-15-Show->

[us-you-trust-us-IVAR-March-2021-Final-1.pdf](#)

Steadfast endurance Briefing 13 on the challenges faced by VCSE leaders during the COVID-19 crisis. (2020).

Institute for Voluntary Action Research.

<https://www.ivar.org.uk/briefing-paper/steadfast-endurance/>

Terry, V. (2021, March). *Pause, Reflect and Respond* | Charity Staff Wellbeing.

Institute for Voluntary Action Research.

<https://www.ivar.org.uk/pause-reflect-and-respond/>

Terry, V., Pace, C., & Cairns, B. (2020).

Trust, power and collaboration.

Institute for Voluntary Action Research.

<https://www.ivar.org.uk/research-report/trust-power-and-collaboration/>

The certainty of uncertainty: Briefing 11 on the challenges faced by VCSE leaders during the COVID-19 crisis.

(2020). Institute for Voluntary Action

Research. [https://www.ivar.org.uk/](https://www.ivar.org.uk/wp-content/uploads/2020/10/Briefing-11-The-certainty-of-uncertainty-IVAR-October-2020-Final-1.pdf)

[wp-content/uploads/2020/10/Briefing-11-The-certainty-of-uncertainty-IVAR-October-2020-Final-1.pdf](https://www.ivar.org.uk/wp-content/uploads/2020/10/Briefing-11-The-certainty-of-uncertainty-IVAR-October-2020-Final-1.pdf)

Tweedie, H. (2021). *Moray Wellbeing*

Hub (Human Learning Systems Case

Studies). Moray Wellbeing Hub CIC.

<https://www.humanlearning.systems/uploads/Moray%20Wellbeing%20Hub.pdf>

Value of Small in a Big Crisis. (2021).

Lloyds Bank Foundation. <https://>

www.lloydsbankfoundation.org.uk/we-influence/the-value-of-small-in-a-big-crisis

Chapter 15

HLS at different system scales: Places as systems

HLS and place: transforming local systems

Author: Dawn Plimmer

[Contact the author](#)

Introduction

“Systems” is arguably the least well developed and understood feature of HLS. Many organisations interested in HLS can identify opportunities to develop more human ways of working and embed learning, but the prospect of engaging with and influencing others in the system is often the biggest hurdle. Systems are beyond the control of any one organisation, and the mindsets and structures that shape our day-to-day work are overwhelmingly organisational rather than systems-focused.

But systems matter. Outcomes in people’s lives emerge from complex systems, not individual organisations, programmes or projects. And so, while developing human and learning practice within organisations is necessary for HLS practice, it is not sufficient. This chapter explores how HLS practice can reach its potential through a focus on nurturing collaborative systems approaches at a local level.

As explained in the Systems chapter, when we talk about systems we mean a “system of interest” – an artificial boundary drawn around a set of relationships that help to create a particular outcome. These systems can be thematic (relating to health, housing, etc) or geographic, and often both (everything happens somewhere). This chapter focuses on systems defined by place: local systems which are themselves embedded within larger regional and national systems. And most importantly, the context in which we live our day-to-day lives, and the foundation for providing human support.

In this chapter we use the term “place-based” to refer to approaches that are rooted in and responsive to the context of a specific place and the people who live there. We use the term “healthy system” to describe the enabling conditions for these approaches – factors that help local actors work and learn together to help enable better outcomes for people (see Systems chapter).

This chapter explores:

Why place matters: why it is a distinctive and valuable lens of HLS

How to develop a healthy local system that enables HLS

What roles different actors can play at different levels of the system, and routes to change

Where next – opportunities to develop our understanding of healthy local systems to strengthen and grow HLS practice.

1. Why place matters

Local context matters. To enable a whole person, “human” response, we need to understand an individual’s life and unique context. While everyone is different, the distinct assets and challenges in the places where we live have a big influence. The availability of quality employment and affordable housing, access to green space, the quality of local services, access to informal networks of support – all combine to shape our day-to-day and the long-term trajectory of our lives. It is only by understanding the range of factors that impact on an individual that we can identify the underlying challenges that need to be addressed, and uncover the range of opportunities, assets and actors in a local place that can be

part of developing solutions to these challenges.

Recognising the complexity of people and place has two key implications for enabling a “whole person” response informed by local context:

- **Local actors need to work together to understand, support and enable people in a connected, holistic, human way.** This requires practitioners working on the ground to have the autonomy to work in a relational way and provide support tailored to the specific context, working in partnership with the people and communities they are supporting. Support is joined up, and draws on all of the available resources and assets in a place – within the community, the voluntary sector, the public sector, and beyond.
- **Places need to purposefully create a healthy system to enable this practice to thrive.** Specifically, to create the conditions:
 - For organisations to work together effectively in a human and context-led way as the norm not the exception (i.e. people and organisations are encouraged and incentivised to do this rather than having to constantly “battle” against

standardised and siloed approaches)

- To identify and address patterns across a local place that impact multiple people (from issues such as homelessness and child obesity, to the need for access to welcoming green space). This requires local people and partners coming together to listen, develop collective understanding, and take coordinated action to respond to specific local issues and opportunities. (See The Impact of HLS for people chapter for more on addressing “problems-in-common”.)

Below, we outline key features of place-based approaches that enable connected, holistic, human support; we then go on to explore what a healthy system that enables this practice looks like and how to develop it.

Features of human, place-based support

Organisations and partnerships working in an HLS way have identified the following features as crucial to enabling human support.

Place as purpose

Local identity is key to place-based approaches – people feel ownership of opportunities and approaches that are

rooted in the places they live. Starting with a focus on local identity can be a useful way to galvanise communities and partners around a shared ambition for place, and ensure this is context-led.)

“We made the hub place-based as humans are tribal and community connection is a strength. So our ‘Champions’ are of the community of Moray. In this respect we’re different to many other social movements that don’t tend to be rooted in a place.”

(Moray Wellbeing Hub)

Understanding what matters in people’s lives

Working in a context-led way often requires putting to one side what has always been done, and instead deeply listening to understand what matters. Listening exercises are a valuable way to understand the system overall – spotting the patterns, assets, challenges and behaviours that impact outcomes across a place. Crucially, this should include widening the conversation beyond a narrow service lens to understand the breadth of things that make a difference to people in their day-to-day lives – from chats with friends to access to green space.

In South Tyneside, members of the local health Alliance Leadership Team (ALT) going out and deeply listening to local people led to important realisations about what matters:

“Members of the ALT were encouraged to get out and have conversations with members of the public... The idea was to start to explore what people were really interested in and talking about in their lives, whether or not related to health. The results were interesting in that despite some fairly high-profile health issues being topical at the time, local people were much more concerned about their own lives and those of their community.”

(South Tyneside Alliance)

At an individual level, there needs to be scope to listen and respond to people’s specific circumstances:

“Services and systems can often only see presenting needs and not the person. The most effective long-term solutions are those that enable individuals to improve their own ability to manage their lives. These solutions build confidence and capability, work from strengths, and recognise

that each person’s journey is different.”

(Help on Your Doorstep)

Mobilising communities

Building the agency of local people and communities to connect with and support each other, and take actions on issues important to them, is an important feature of human approaches. This requires developing trusted relationships with individuals, collaborating with partners, and working together to understand local assets and opportunities. Many of the HLS case studies include a focus on connecting people to local networks and helping people feel part of their community.

“We deliver our mission by bringing people together, providing access to facilities and resources and building confidence, aspiration and entrepreneurial skills. By doing this we can help to support a local economy that works for local people, we can build the foundations for growing aspirations, and we can grow resilient people and communities. CaVCA’s purpose is to support thriving communities by helping people achieve the things they want to

achieve to improve the places they live in.”

(CaVCA)

Connected support

Moving away from siloed services that each address a specific “problem” to be “fixed”, towards more holistic, connected and enabling support is an important feature of human approaches. The focus is on understanding people as individuals, taking into account their specific circumstances, and for partners to coordinate among themselves to enable a more flexible and connected local support offer. Making support accessible close to where people live is key to restrict barriers to engagement.

“A critical factor in our success was offering access to a wide-ranging, multidisciplinary service offer. The conversations that we had were more holistic than single-issue services were able to have.”

(Help on Your Doorstep)

2. How to develop a healthy local system

To enable the shifts from standardised and siloed to human and context-led support requires fundamentally shifting how local systems work. To

create a healthy system that works better for people requires partners coming together, not only to rethink delivery, but also purpose, behaviours, structures, capabilities and power dynamics. In this section we explore what it takes to develop a healthy local system that enables human approaches – making it easier to work in a connected, holistic, human way; and enabling this to happen at a more meaningful scale.

For organisations that have developed effective human approaches which are informed by local context and learn in everything they do, taking this beyond their organisation and working with other actors in the system can be challenging. Organisations that work in an HLS way often struggle to thrive in a local system, particularly where traditional structures incentivise siloed rather than holistic approaches, and competition rather than collaboration.

This is reflected in a number of the case studies, including the examples below from the perspective of a funder and a small social enterprise that provided a community-based midwifery service in an area of Northeast London.

“In 2012 our strategy changed from funding individual service responses to attempting to change wider systems. At its

most basic, this was because the services that seemed most effective did not flourish in the world of commissioning, procurement and funding. We saw people with vision and determination making profound change at the level of their charity or project, but being worn down by the rules and practices of surrounding systems ('how things are done')."

(Lankelly Chase Foundation)

"We felt as if we were drowning in the endless requests for evidence that our procedures were sufficient and the production of raw data to demonstrate compliance with targets and standards... We closed for financial reasons, which were the direct result of the restrictions and limitations in the funding of the pilot."

(Neighbourhood Midwives)

Working together as a local system: the role of System Stewardship

Developing healthy systems requires purposeful work to optimise what local actors can achieve collectively (see, for example, [Changing Local Systems](#)).

The existence of a System Stewardship function (see Systems chapter) is a key enabler of this.

A Systems Steward is a person, organisation or group that takes responsibility for helping to create a healthy system by building trust and relationships and helping people work better together towards common goals. System Stewardship is not about traditional project delivery nor about "directing" others; instead, it is about helping actors come together to understand the system and weave together their contributions to enable a focus on what people can achieve together that they can't alone. This role often includes connecting support on the ground but, importantly, has a key focus on creating a healthy system to create the conditions for this practice to thrive in the long term.

Below we outline some examples of activities Systems Stewards have undertaken to help local actors work better together. Importantly, in all these examples, bringing together and gaining the buy-in of partners was a gradual process. Typically the process starts with people who are frustrated and keen to drive change and, over time, engages those who were initially more sceptical, as they began to see for themselves that working differently and working together can achieve better results.

Creating the space

Developing HLS practice often requires creating spaces for different kinds of conversation. Meetings with a solely operational and transactional focus do not provide the space that HLS needs to build relationships and trust, explore and act on learning, and address inequalities of power and participation. Systems Stewards play a key role in creating a different space for conversation that helps build the relationships, trust and empathy, which in turn enable partners to identify the fundamental shifts required in the way things are done locally, and act on these together.

The case studies highlight examples of how creating these spaces have been fundamental to enabling new practice.

Lankelly Chase funds and nurtures the development of these spaces:

"We are working in a committed way in six places around England, supporting spaces for people with similar values from across systems to come together in interconnected networks. It's the diversity and collective insights that can create something no single individual/organisation could initiate. People in these spaces are

deciding what needs to change and are taking experimental steps to do things differently."

(Lankelly Chase Foundation)

In Plymouth, coming together on Friday afternoons for "coffee and cake" while writing a funding bid helped create new relationships and understanding between local partners (both commissioners and providers) and a sense of shared responsibility for taking action to improve support for adults experiencing multiple and complex disadvantage. While the immediate funding bid that brought partners together was unsuccessful, the relationships and sense of purpose has endured and enabled partners to fundamentally shift how the system operates.

In its case study, [Likewise](#) identify how they were able to shift the tone of relationships and activity locally in cross-sector conversations convened by local commissioners as part of the COVID-19 response.

"Through those difficult conversations, relationships were built where previously inaccessible commissioners and suspect competitors became friends and allies, and a tone of honesty and trust was quickly built. The relational element of

the work had shifted a space of hesitancy and mistrust into one of openness and conviviality – a far more productive space.”

(Likewise)

Connecting and weaving

Systems Stewards play an important role in reaching out to and bringing together many different perspectives and actors across a place. They help people see beyond traditional roles and historic tensions to focus on what matters to people and place, and mobilise a collective response that makes the most of local assets. The case studies highlight examples of the weaving, connecting, navigating and influencing roles Systems Stewards can play in local systems.

“We take a weaving approach to providing support. We build thematic and geographical networks and connections.”

(Plymouth Octopus Project)

“We work together with our communities to understand our area, our assets and our strengths. This knowledge is used to bring together and empower every person who makes up the system: pupil or head-teacher, parent

or counsellor, youth worker or police officer. We come together to find new ways to work more collaboratively to change the system where it is not supporting children and young people to succeed. Our role as a core team is one of Systems Stewards, working across the system with a focus on the health of the system around the child and family.”

(Wallsend Children’s Community)

“HLS highlighted the one area we have long struggled with: our place in the system... From the relentless challenges of housing to the overstretched mental health services, the short-term nature and restrictive referral criteria of support services, we often found ourselves picking up the pieces of a sprawling, complex network we could barely conceptualise. Thinking systemically has brought our attention to the need to be more proactive – we know that we can better support people if we can navigate, influence, and play a potent role in that systemic space.”

(Likewise)

Seizing moments of disruption: COVID-19 as a catalyst for change

Sometimes it takes a significant disruption or shock to a system to create the realisation or opportunity for fundamental shifts in how things are done, and how local partners work together. The pandemic is one example. In some cases, the pandemic helped expand the space to act, making partners realise that they could only effectively support local people if they worked together – coordinating as a system to enable human support.

The local relationships and partnerships developed during the first six months of our community hub proved to be a catalyst for what turned out to be an incredible community response during the COVID-19 crisis.

(Aberlour Child Care Trust)

“Driven by commissioners recognising local need – a very important leadership move – a group of VCS, Local Authority and NHS Trust organisations were drawn together to develop a rapid, systemic solution to the overstretched services and increased need of the borough’s most vulnerable

people living with serious mental illness. We found ourselves in a position we had not been in before – able to influence a systemic change offer based on our experience and our values, and with the language and frameworks of HLS to support us.”

(Likewise)

Creating the conditions for HLS to thrive in a place

What is it about these activities that enable change? They help build the conditions for a healthy system – “rewiring” mindsets, practices and structures from a focus on organisations to a focus on working together effectively to enable more human support. We now explore what these conditions are – both factors relating to people and how they interact, and the infrastructure required to enable more collaborative, human approaches.

While there is no one specific route to creating a healthy system – places start from different positions of strength and challenge, based on current context and historical trends – the below characteristics feature strongly in existing literature (for example, [Building Collaborative Places](#) and [New Operating Models for](#)

Local Government) and in local HLS case studies.

Conditions in healthy local systems that enable HLS:

- **Shared purpose and principles:** Partners in a place are aligned around a common purpose that cuts across and provides the motivation for their work. While all partners (and individuals) will have different perspectives, there is a common understanding of overarching priorities for the place, and how organisations can each contribute to this.
- **Trusting relationships:** people and organisations are connected with others and develop honest authentic relationships as a foundation for working together.
- **Collaborative behaviours:** people across the system value collaboration and work in a connected (rather than competitive) way. These collaborative behaviours are promoted and embedded at multiple levels.
- **Sharing power:** actions are taken to address imbalances of power and gain diverse perspectives. Decisions (including on resource allocation) are devolved as close to the ground as possible to enable locally responsive solutions.

- **Systems infrastructure:** systems and structures shift from an organisational to systems focus to enable collaborative approaches. This includes the development of more system-wide approaches to workforce, commissioning, governance and data.
- **Enabling leadership:** leaders see their role as creating enabling conditions for collaborative approaches. There is a shift from organisational to systems leadership, and hierarchical to enabling leadership.
- **Learning and insight:** there is a learning culture focused on experimentation, convening and collective sense-making as a driver of improvement and building trust.
- **Embedding and influencing:** the work of developing healthy systems is never done. People and partners are motivated to improve, embed and influence for the adoption of these practices more widely.

This section has explored what a healthy system that enables HLS looks like. Now we explore the roles of different actors, and where to start and how to embed HLS in local systems.

3. Roles and routes to change

Enabling a whole person approach that is responsive to local context requires actors at multiple scales/levels of place to contribute to a healthy system.

Roles

The role of national actors is explored in the *National-level working* chapter. Below we explore how actors operating at more local scales can best contribute. In complex systems, decisions are often made best by those who have a good understanding of context – including by people and communities themselves. The role of actors at each scale is therefore to create the conditions to enable more autonomy and ownership at a local level.

Without compromising on the Human aspect of HLS, it is important to acknowledge that not all support is best delivered at the most local level. Some support (for example, heart

surgery) requires a level of specialist expertise that can only exist when serving populations on a larger scale. The task is to organise support at the most appropriate scale. Also, even when support is best configured locally, it needs to be connected beyond the immediate “place” boundaries. For people who move frequently, connections are required *between* different places to enable more joined-up support. In both these cases, human, holistic support at a local level is important in connecting people into wider expertise and support structures beyond the place.

The table below identifies how actors at different scales can help build the conditions for a healthy system and, in turn, enable more human approaches. This draws on both existing literature and “bright spots” of practice across the case studies. Please note, the characteristics given below for each condition are examples only and should be read as a spectrum rather than absolute categories.

	Proximity to people's lives		
Spectrum	Closer to people's lives e.g. hyperlocal	→	Further away from people's lives e.g. regional
Purpose	Working directly with local communities to identify what matters and build on local assets and identity		Identifying overarching common goals across the place to develop sense of shared purpose and principles, and identify how each partner can make the best contribution
Relationships	Develop trusting relationships with people, build local connections and sense of agency among local people		Building relationships and trust among different actors, valuing and resourcing stewardship functions, connecting and helping partners navigate different geographical footprints across key services and partners
Behaviours	Local people, volunteers and workers work together without a sense of hierarchy, playing to each other's strengths to create change		Enabling and modelling collaboration across sectors and themes
Power	Developing the trust, structures and capability for local people to have a say in decisions that affect them and their community		Bringing together diverse perspectives and challenging imbalances of power. Enabling more locally-led approaches through devolving decision making and budgets where relevant
Infrastructure	Seek opportunities to change processes and structures to support collaboration as the default e.g. "one team" approaches, participatory budgeting, community hubs		Develop and enable more systems-focused approaches to workforce, commissioning, governance and data
Leadership	Fostering community leadership and acting on barriers to more human, connected support		Setting the tone for an enabling approach that mobilises and develops collaborative capacity among partners at various scales

Learning	Creating spaces in communities for local people to share insights, identify priorities for community action, and test new ways of working		Spotting patterns, convening and enabling learning – what's common and different across localities, what can we learn from each other?
Influencing	Share insights to help advocate for the enabling conditions needed at a community level, bringing together local actors to demonstrate the potential of connected community-led action		Making the case for place-based approaches, identify blockers and work to address these, building the conditions for more local ownership

In reality, neither people's lives nor local governance and services are divided in a neat way – different organisations tend to work at different scales and always will have different footprints. Often these boundaries are not ones that make the most sense to local people. Health, emergency services and local authorities might all work across different geographical scales for example, with residents identifying with place at a much more local level.

As the importance of adopting locally responsive and collaborative approaches is increasingly recognised (in the new NHS reforms, for example), the issue of how to define place boundaries is an issue that more and more places are grappling with. Where it is possible to reach agreement about geographical alignment this can be an important enabler for place-based

working. However, this should not distract from the more fundamental question of how to change practice – working in a place-based way should look and feel different (and more effective) for people at all levels, from local people to senior public sector officials. Place boundaries are artificial constructs drawn to make useful work possible (ref. Systems chapter). Drawing these boundaries should be seen as a helpful step in enabling experimentation and ongoing development of practice not as a problem to be "solved" in itself. Part of what we need to test and learn about is how place and thematic boundaries might need to be redefined or made more fluid to better reflect the reality of places and people's lives, particularly as the local context inevitably changes and evolves.

Routes to change: exploiting opportunities in place

Looking across the HLS case studies, one of the most exciting features is the diversity of starting points in different places. In some cases, systems change is driven by people and organisations who are in positions of formal authority (for example, public service directors or commissioners). But in other cases, change is being led by those who don't occupy formal positions of power, and in fact, their lack of formal

authority means they are better able to question and disrupt how things are done across the system (for example, local charities).

Below we explore examples of systems change driven at different geographic scales (across the "proximity" spectrum above) and by different actors, each of whom have taken on a 'System Stewardship' role. As part of this, we highlight how these actors helped develop conditions for a healthy system.

Liverpool City Region Combined Authority: led the development of an HLS approach to homelessness assertive outreach services across the Liverpool City Region. Included introducing and championing an HLS approach, working with local authority commissioners to make the case for a more flexible approach by highlighting the fact that standardised services weren't working for each of their six different areas. The Combined Authority has played a System Stewardship role in building **trusting relationships** and **collaborative behaviours** and embedding a focus on **learning**. A number of local authorities have seen the benefit of the stewardship role and are planning to adopt this locally.

Surrey Youth Focus (SYF): a collaboration charity working to bring together organisations in Surrey to improve the lives of children and young people. SYF plays the role of Systems Steward – building **trusting relationships** and **collaborative behaviours** across sectors and working to understand the system – to tackle siloed working and power imbalances to make support work better for children and families. SYF facilitated the development of Time for Kids – five key **shared principles** that are being used to drive whole system cultural change across Surrey, and are being adopted across the county by VSOs and public sector organisations. SYF focuses its **leadership** role on creating the enabling conditions at the county level, working in partnership with Surrey County Council, Surrey Police, Surrey Heartlands and other organisations to inspire everybody working with children, young people and families across the county to use "Time for Kids" principles as inspiration for their approach to their work.

Wallsend Children's Community (WCC): aims to improve outcomes for children and make life better for families and young people in Wallsend. Employed by Save the Children, the WCC team of three staff act as Systems Stewards, working across the system with a focus on building the health of the system around the child and family. They help to build and sustain **shared purpose** locally and seek to **shift power** by seeing children and young people as the centre of the system. When **learning and insight** shows that the system is not supporting children in the way it should, WCC works to identify the people and **relationships** who can have the biggest and most positive impact in improving the way the system is working and bring new partnerships together to co-develop appropriate solutions.

Help on Your Doorstep (HOYD): a charity working with residents who are vulnerable and isolated and experience social inequality in Islington, London. To work towards its goal to support people to thrive and live in happy, healthy communities, HOYD has taken on a System Stewardship role – curating a multiagency network of services equipped to deal with a range of social issues and working with these services to support residents more effectively. **Trusting relationships** are key to HOYD's work at multiple levels – with the community, partners and funders and within the team. Its work focuses on **sharing power** with communities – drawing on the voices of people it works with to **influence** other parts of the system. It also fosters **collaborative behaviours** among partners and creates the infrastructure needed to support more connected, accessible services, including common referral process and communication systems.

Sometimes, HLS practice is driven by actors who have worked in a place for a long time, building on their local insights and relationships to push for change beyond their organisation and across the wider system. In other cases, HLS practice is driven by new entrants to a place, who take on a stewardship role to help develop a healthy system. Rather than size, sector or how long an actor has worked in a place, case study organisations identified that the key "ingredient" or source of legitimacy that marked an organisation or individual's ability to drive change was the ability to bridge the gap

between the "old" world and the "new" – being trusted within the establishment (based on relationships, authenticity, credibility) as a foundation for introducing, testing and embedding HLS thinking and practice. And, importantly, being trusted by and viewed as legitimate by multiple actors – by those in positions of formal power, and by people working on the ground and in communities. This System Stewardship role (described in the *Working together as a local system* section above) – bridging between and connecting many different perspectives and actors – is crucial. While this

connecting and weaving role is crucial, it can be invisible and intangible, meaning it is often not adequately recognised or resourced.

“Our primary role as a service provider can also mean that funding for the resources that we need to ‘steward’ a system involving over 150 different services can be overlooked by commissioners and funders. They can sometimes value our networks and the relationships but struggle to appreciate the human and monetary investment that goes into developing and managing this.”
(Help on Your Doorstep)

Resourcing and recognising the value of this function is key to enabling the development of healthy systems and, in turn, more human support.

Drawing system boundaries: geography and thematic focus

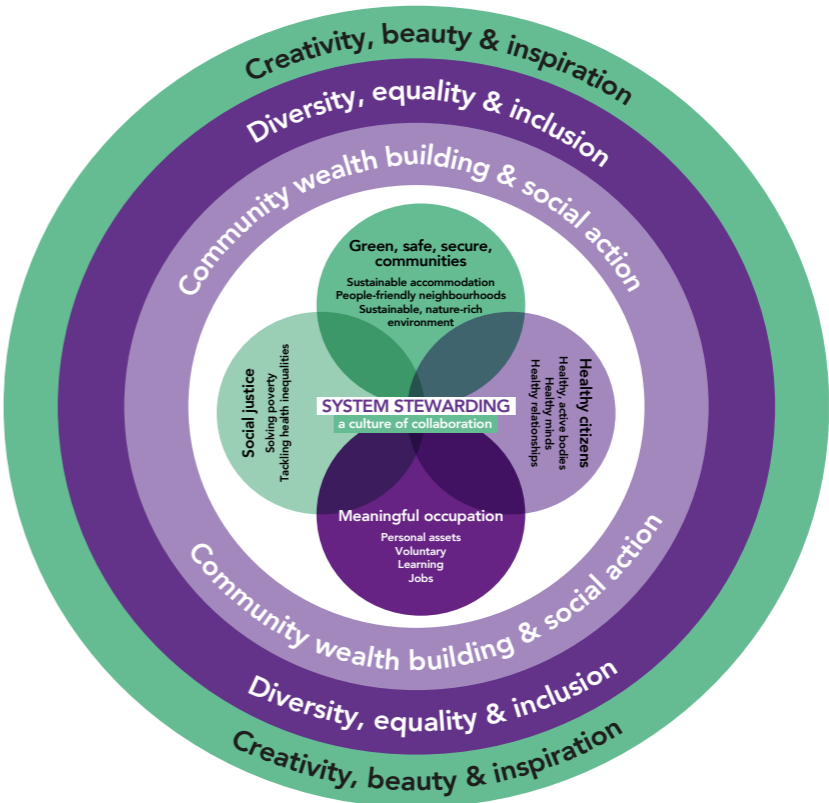
Throughout this chapter, we have reflected on place as a “system of interest”. But for many of the HLS case studies, the system of interest is defined by theme as well as place – children in Surrey or Wallsend, for example.

Considering the interaction between geographic and thematic focus in place-based examples of HLS

practice, and the enabling roles set out above, we can make the following observations:

- System boundaries need to be drawn somewhere. In the case studies, we can see the tradeoffs of geographic vs thematic focus, i.e. those systems with a tight geographic focus tend to be broader in thematic focus, and the reverse is often true.
- More can be done to purposefully consider where system boundaries are drawn, and how these can be more useful and permeable. How can we treat a family as a whole, rather than divided into adults’ and children’s “systems”, for example? Hyperlocal approaches are one way to bridge the two – local teams that work in a place-based way, but interacting with specialist services at the city/town level. For example, Oldham’s [place-based, multiagency teams](#), the most local level of Oldham and Greater Manchester’s approach to place-based working.
- As HLS practice develops, there are important opportunities to consider how to purposefully take a HLS approach across a place as a whole, i.e. how can a city proactively build the conditions for HLS across the place, rather than only in specific thematic areas?

Figure 1: Representing System Stewarding, Hartlepower 2020



The work of [Hartlepower](#), the Voluntary Development Agency in Hartlepool, offers an illustration of how HLS approaches across place could be conceived holistically. The graphic is a template for Hartlepower’s effort to nurture multi-sectoral, collaborative networks that address four broad outcome areas represented by the four overlapping circles in the centre (green, safe, secure communities; healthy citizens; meaningful occupation; and social justice). Informing the outcome-focused work are three key enablers in the outer rings (creativity, beauty and inspiration;

diversity, equality and inclusion; and community wealth building and social action). Citizens’ perspectives inform all aspects. The important role of System Stewardship is illustrated in the centre – helping to coordinate and weave together the collaborative efforts aimed at improving life in the town. Hartlepower acknowledges that realising this whole town approach presents considerable challenges (including transforming organisational boundaries and roles) and views this template as a useful guide for moving towards a more holistic approach.

4. HLS and place – the next frontier

This chapter has drawn on case study examples to demonstrate the importance of taking a place-based approach to enable “human” approaches. In situations of complexity, decisions are often best made by those with an understanding of local context. The role of national/regional actors is to enable decision-making to happen close to the ground in a context-led way. The role of local actors is to contribute to the development of “healthy local systems” that build on local insight and trusting relationships to enable human support and more community- and people-led approaches.

Systems is the least developed and understood feature of HLS, and therefore an important opportunity for developing and spreading HLS practice. This chapter has demonstrated that system-wide change is possible, and there are multiple routes to and roles in creating this change. While there is no one route to change (it’s complex!), there is value in learning together to share, develop and push practice, including developing the conditions identified here that help embed HLS practice across a system.

There are two key priorities to amplify the potential explored in this chapter:

- Translating human, learning practice beyond single organisations and across local systems – to enable a connected response that draws on all the assets in a place. This includes both:
 - Local actors working better together to understand and support individuals (including mobilising the contribution of local people and assets)
 - Purposefully creating a healthy system to enable this practice to thrive.

As part of this, resourcing and recognising the value of System Stewardship is a key area for development.

- Exploring opportunities to embed HLS across a place as a whole:
 - Identifying opportunities to take a HLS approach across a whole place (beyond typical service silos)
 - Exploring what this means for how we draw system boundaries including more “human” ways to organise when taking people and place as the starting point
 - Identifying the mindset, behavioural and structural shifts required at different geographical scales, and how to enable these.

References:

- Barr, D. (2021). *Aberlour Child Care Trust* (Human Learning Systems Case Studies). Aberlour Child Care Trust. <https://www.humanlearning.systems/uploads/Aberlour.pdf>
- Bell, M. (2021). *Plymouth Octopus Project* (Human Learning Systems Case Studies). Plymouth Octopus Project. https://www.humanlearning.systems/uploads/POP_1.pdf
- Collaborate CIC. (2017, March 2). *Building Collaborative Places: Infrastructure for System Change*. Collaborate: For Social Change. <https://collaboratecic.com/building-collaborative-places-infrastructure-for-system-change-50329af06498>
- Collaborate CIC. (2020, November 9). *Introducing New Operating Models for Local Government*. Collaborate: For Social Change. <https://collaboratecic.com/introducing-new-operating-models-for-local-government-cc120d5ccc0e>
- Collaborate CIC. (2021, January 13). *Changing local systems to get #EveryoneInForGood*. Collaborate: For Social Change. <https://collaboratecic.com/changing-local-systems-to-get-everyoneinforgood-86199731a0ac>
- Francis, A. (2021). *Neighbourhood Midwives* (Human Learning Systems Case Studies). Neighbourhood Midwives. <https://www.humanlearning.systems/uploads/Neighbourhood%20Midwives.pdf>
- Hambleton, D. (2021). *South Tyneside Alliances* (Human Learning Systems Case Studies). South Tyneside Alliance. [https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20\(1\)%20\(1\)%20\(1\).pdf](https://www.humanlearning.systems/uploads/South%20Tyneside%20Case%20Study%20v1%20(1)%20(1)%20(1).pdf)
- HartlePower—Supporting our community. (n.d.). HartlePower. Retrieved May 17, 2021, from <https://hartlepower.co.uk/>
- Kammerling, S. (2021). *Likewise* (Human Learning Systems Case Studies). Likewise. <https://www.humanlearning.systems/uploads/Likewise.pdf>
- Kanu, K. (2021). *Help on Your Doorsteps Human Learning Systems Journey* (Human Learning Systems Case Studies). Help on Your Doorstep. [https://www.humanlearning.systems/uploads/Help%20on%20Your%20Doorsteps%20Human%20Learning%20Systems%20Journey%20Final%20DONE%20\(1\)%20\(3\).pdf](https://www.humanlearning.systems/uploads/Help%20on%20Your%20Doorsteps%20Human%20Learning%20Systems%20Journey%20Final%20DONE%20(1)%20(3).pdf)
- McCormack, P. (2020). *Wallsend Children’s Community* (Human Learning Systems Case Studies). Wallsend Children’s Community. <https://www.humanlearning.systems/uploads/WCC.pdf>

Nabatu, H. (2020). *Lankelly Chase* (Human Learning Systems Case Studies). Lankelly Chase Foundation. <https://www.humanlearning.systems/uploads/Lankelly%20Chase.pdf>

Newnes-Smith, C. (2021). *Surrey Youth Focus* (Human Learning Systems Case Studies). Surrey Youth Focus. <https://www.humanlearning.systems/uploads/Surrey%20Youth%20Focus.pdf>

Owen, K. (2020). *Liverpool Combined Authority Case Study* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20LCRCA%20Case%20Study%20v2.pdf>

Place Based Integration. (2020, January 8). *Oldham Partnership*. <https://www.oldhampartnership.org.uk/place-based-integration/>

Stone, D. (2021). *Coast and Vale Community Action* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/CaVCA.pdf>

Tweedie, H. (2021). *Moray Wellbeing Hub* (Human Learning Systems Case Studies). Moray Wellbeing Hub CIC. <https://www.humanlearning.systems/uploads/Moray%20Wellbeing%20Hub.pdf>

Chapter 16 HLS at different system scales: Countries as systems: National-level working: Humble Government

National-level working: Humble Government

Author: Toby Lowe

[Contact the author](#)

From local to national

Human Learning Systems (HLS) has emerged from local-scale public management practice. Its development has been largely a bottom-up process – starting from those who do public service. It began with the question, “what is required to enable public service to support human freedom and flourishing?” and has developed from there. In our previous research reports, we have been able to outline what this means for local-scale [funding and commissioning practice](#), and then we explored a range of case studies that enabled us to reflect on [public management practice](#) more broadly at a local scale.

This report represents the first time that we have had examples of HLS at a national scale: the Foreign and Commonwealth Development Office (FCDO) of the UK Government, EDUFI – the Finnish National Agency for Education, Collective Leadership for Scotland (CLFS), and Healthcare Improvement Scotland. As this is the

first exploration of the HLS approach to public management at this scale, our findings are necessarily incomplete. There is still a significant amount to learn and explore at this system scale.

This chapter will explore what HLS looks like as a public management approach at the scale of “country as system”.

Learning as public management strategy the national level

As we have explored in the [System Scales](#) chapter, an HLS approach to public management entails creating connected Learning Cycles at different system scales (see Figure 1 below). This starts with a Learning Cycle at the level of the relationship between a worker and the people they serve, and then each larger system scale undertakes a Learning Cycle in which they (a) learn from, and (b) learn to enable the learning cycles of the scale below.

“The Experimentation programme and each of its experiment stories has been on a journey of its own, with things done differently throughout. However, doing things differently only becomes significant when considered in relation to previous operating practices, cultures, and norms, as well as their transformation, i.e. the big trajectory.

When the experiment stories and their trajectories are understood as factors in the operating culture trajectory, resistance experienced is also revealed to be a sign of participation in the negotiation process. This is a learning process with several twists and turns, which, provided dialogue continues, will also contribute to building the future.”

(EDUFI case study)

In this chapter, we will explore the particular role of national-scale public management practice in implementing learning as management strategy.

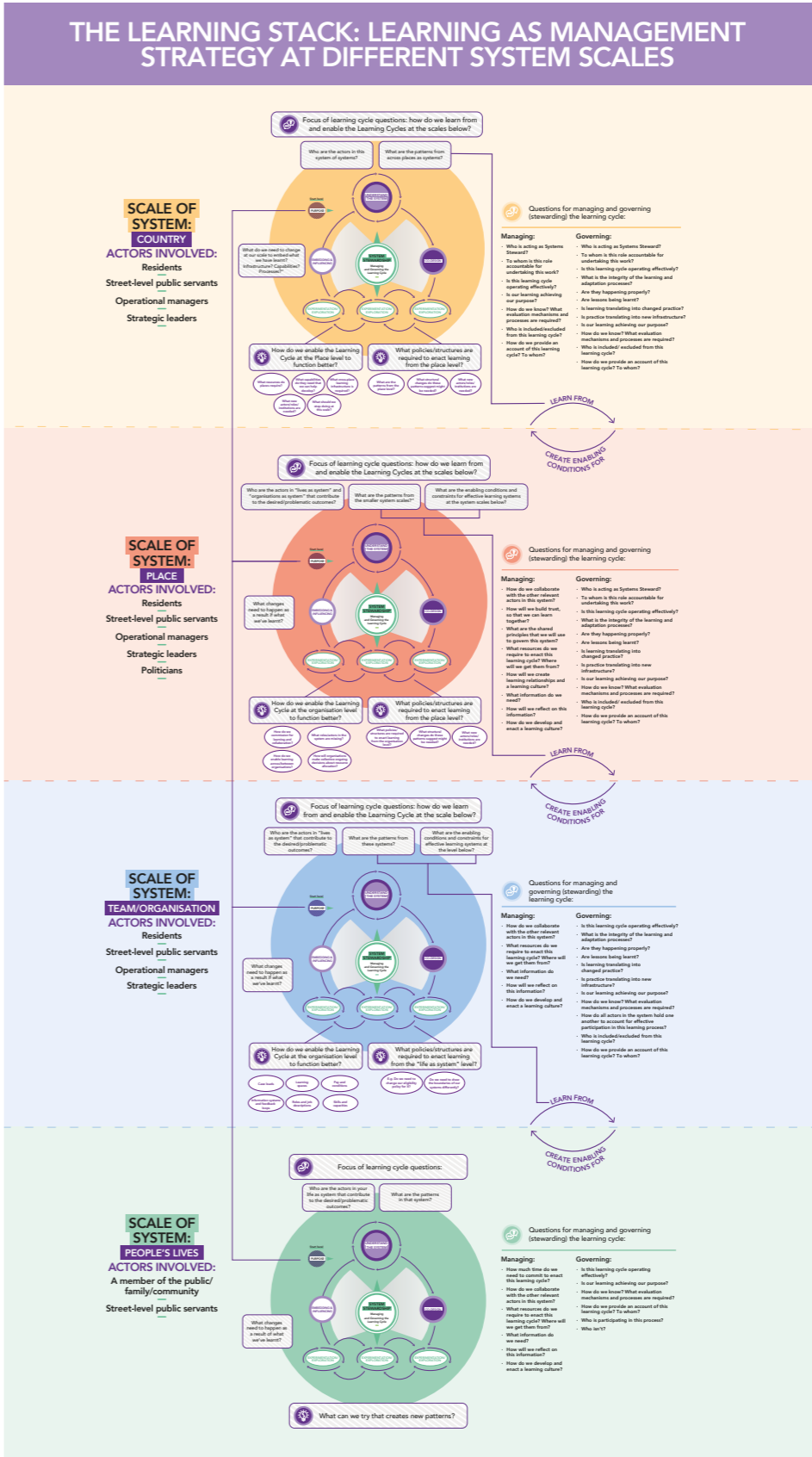
Humble Government

Learning as the meta-strategy for government has a transformative effect on the way that government sees its role, and the type of policymaking it seeks to do. Applying an HLS approach at national level means that a government cannot claim that it knows, in advance, what will work to support the freedom and flourishing of all the people it serves. Instead (using the language of the Finnish Government), it adopts the position of **“Humble Government”**:

“In today’s increasingly complex operating environment, familiar policy approaches often have unpredictable outcomes, which hamper the achievement of transformative political goals. To achieve its goals, the government has therefore pledged itself to reform its decision-making by promoting continuous learning, new forms of interaction with stakeholders and long-term policymaking through improved collaboration with parliament.”

(Annala et al, 2021, **Humble Government: How to Realize Ambitious Reforms Prudently**)

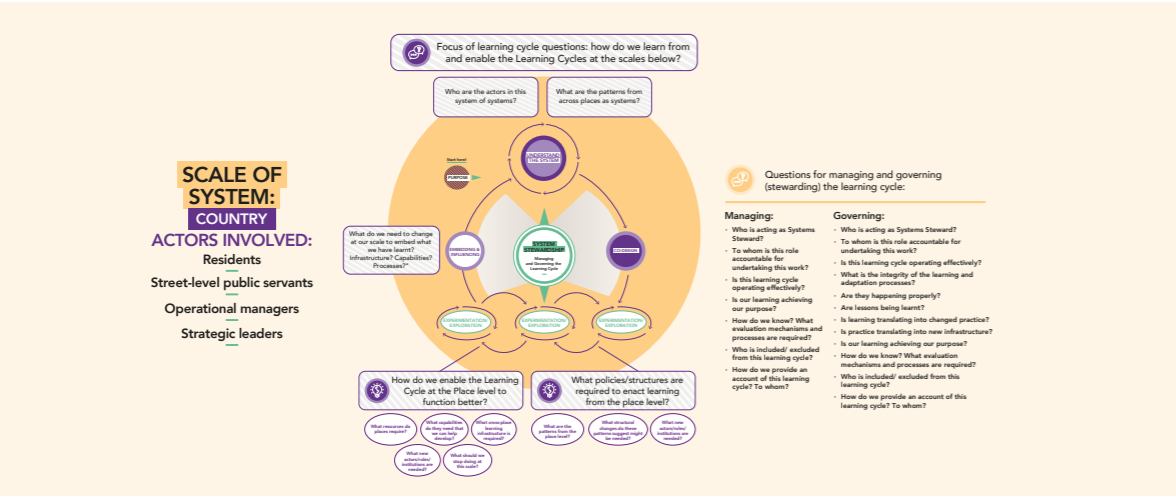
Figure 1: “The Learning Stack” – Learning Cycles at different system scales



Learning as strategy at the national scale

Let us remind ourselves of the national-level focus of enacting learning as meta-strategy:

Figure 2: The Learning Cycle at the scale of country as system



There are three key roles that seem to be played when enacting an HLS approach at national level:

- Supporting places to learn
- Supporting learning across places
- Learning from places (and enacting required structural change).

Let us explore each of these in turn, drawing lessons from the experiences of the case studies.

Supporting places to learn

Signalling the value of learning

One of the important roles that a larger-scale system can play in supporting learning at smaller system scales is signalling the value of learning. This is

particularly the case if the smaller system scales exist in a dependent relationship with the larger, i.e. if they depend on the larger scale for resources.

Acting as a Learning Partner to places

From the work of [EDUFI's Innovation Centre](#) we can see a clear role for central government in supporting the development and functioning of effective learning systems at the place level. Elsewhere in this book, we have referred to this kind of role as a [Learning Partner](#). In essence, the Learning Partner role seeks to support actors in a system in their journey around the Learning Cycle.

Creating the structural conditions for learning

Some of the conditions which are necessary for effective place-based learning systems to function are set at the national level. Drawing on the case studies, and other work, we can see different aspects of how national-level actors create the conditions for effective learning systems to operate at local scales.

Connecting the local to the national

An interesting aspect of how the [EDUFI](#) team described their work was the creation of “intimacy” between the national and local scales. They described a previous problem of a lack of connection and understanding between national and local-level actors, which meant that actors at the two scales did not understand one another’s purpose and roles, and consequently found effective collaboration difficult.

To address this, they purposefully sought to create spaces for conversations between actors at national and local scales through, for example, the development of multi-stakeholder dialogue forums, and by the involvement of national level actors in local experiments.

In order to create healthy place-based learning systems, they aimed to:

- Build learning relationships – characterised by humility, empathy and trust
- Cultivate learning attitudes – e.g. positive error culture, dealing with uncertainty

The Learning Partner role therefore undertook hands-on activity at the level of place in order to enable the effective development and functioning of learning systems at that scale.

They do this by:

- Convening – bringing together local actors, such as municipalities, schools and families to identify shared issues of concern
- Capacity and skills building – e.g. they supported local actors to design experiments to explore local issues, helped them to understand how to collect and reflect on the data they gathered
- Coaching – to help actors to reflect on the attitudes and behaviours required for their effective participation in these learning journeys
- Challenging – helping to ensure rigour and ambition for the learning process.

Rethinking accountability and evaluation

The version of accountability enacted by New Public Management (NPM) – in which actors are held accountable for delivering “results” – does not work in complex environments. Rather than creating accountability, it creates an environment in which actors feel obliged to [defend their positions](#), rather than engage in meaningful dialogue, and [systematically lie to one another](#). This creates conditions which significantly inhibit the possibility of enacting learning strategies at smaller system scales, as it erodes the mindset required for genuine learning and makes the information held in the system untrustworthy.

In the [EDUFI](#) case study, we have seen how the national education national agency recognised that previous accountability regimes were inhibiting effective learning practice at local level, and replaced those reporting mechanisms with a form of “multi-stakeholder dialogue” instead. Crucially, this shifted the form of accountability from a simple hierarchical reporting mechanism of metric-based data to a conversation between stakeholders at many different levels in which different actors provide an account of their practice to one another. **It represents a switch from**

[“holding to account” to “helping to account”](#). This seems to have played a significant role in enabling learning across different system scales.

The [FCDO](#) case study provides an example of an alternative approach to rethinking accountability. While not a complete switch, in this example the department made a significant move towards a switch in the focus of accountability conversations. They sought to create an environment in which actors were held **accountable for learning**. They used a range of “sentinel indicators” to help assess whether programmes were learning and adapting in the manner expected of them.

A crucial part of rethinking accountability concerns rethinking how regulation functions. In many places, both regulators and those they regulate have come to recognise the [pathological, “parent-child”](#) character of many regulation relationships. This fits with much of the evidence about the effects of regulatory practice within an NPM paradigm, which suggests that it creates a [“blame shifting”](#) culture. As a result, progressive regulators are beginning to explore how to create more [generative regulator-regulatee relationships](#) and experimenting with forms of regulation that promote and enable learning environments.

Alongside a change in the form and focus of accountability, national-level actors also recognised that they needed to make **a change in the purpose of evaluation**. Both EDUFI and FCDO case studies demonstrate a shift in the purpose of evaluation – from being an accountability mechanism (asking questions like: “did you stick to the plan?” and “can you prove the impact of this work?”) to a learning mechanism (asking questions like: “can you help us to make sense of whether this is working in the way we expected?”). This represents a shift to a more [formative](#) or [developmental](#) approach to evaluation. The shift in purpose of evaluation seems necessary both to shift towards learning (rather than defensive) attitudes among actors, and to provide reliable information from which to learn.

Retraining national actors

Some of the national-level case studies explored the different capabilities and leadership skills required at national level to enact learning as a meta-strategy. The [Collective Leadership for Scotland](#) study highlights the potential importance of systems leadership training as a way to help leaders to develop learning capabilities and relationships. The [EDUFI](#) case study describes a mentoring approach developed to enable public servants

to shift from “expert” identities (people who are required to know the answer to any problem in advance) to “learner” identities (people who want to use their knowledge to learn about context-specific challenges and to share what they learn with others).

Funding for learning

One of the crucial roles we have seen for national-level actors in creating the enabling conditions for learning approaches to public management is providing funding for activities in a way which promotes learning. The [FCDO](#) case study highlights the importance of contractual arrangements that both require and enable learning and adaptation. Crucially, this means funding without Key Performance Indicators that are focused on either output or outcome targets. The simple message seems to be: to enable a learning strategy, you need to fund for learning.

National learning infrastructure – supporting learning across places

The second key role that we see national-level actors play in enabling a learning strategy is to create learning infrastructure which enables learning between places. In the [EDUFI](#) case study, EDUFI staff created learning spaces where learning from different places was shared between actors. They found that this enabled a

mechanism for spreading learning between places (as opposed to a “scaling” approach, which seeks to implement “what works” in one place in another place).

We can also see examples of national learning infrastructure which enables cross-place learning created by non-state actors. In the absence of an effective response from the US federal government to coordinating a national response to COVID-19, The Rockefeller Foundation supported the creation of a learning network for those who were leading COVID-19 responses in US cities – the [Pandemic Solutions Group](#). This network became a crucial mechanism for actors to share experiences and data and learn together.

The creation of these types of cross-place learning infrastructure also enables national-level actors to spot patterns of results and behaviour across different contexts, which help them to understand the types of support that lower-level learning systems require.

Learning from smaller-scale systems (and enacting required structural change)

Some of the learning and adaptation which comes from place-scale systems requires action at a national level. For example, it is much harder

for local public service systems to enact a learning approach to public management if national regulation regimes still use traditional (broken) versions of “accountability for results” or predefined versions of “best practice”. Consequently, when learning about the problems of regulation regimes is shared from place- or organisational-scale systems, it requires national-scale systems to [experiment with different approaches to regulation](#).

We can also see examples of national-level policy experiments that arose from learning created at smaller system-scales in the example of experiments with Universal Basic Income (UBI). For example, evidence concerning the [“profoundly negative” outcomes](#) on welfare recipients of conditional benefit payments has encouraged national-level actors to [experiment with unconditional benefit regimes, such as UBI](#).

Enacting a learning strategy at a national level

From these examples, we can give indications of the kinds of questions that may be useful in enacting, managing and governing a public management learning cycle at national scale.

	Scale: Countries as systems	
Stage of learning journey	Focus of learning cycle questions: what needs to be learnt to achieve purpose?	Questions for managing and governing (stewarding) the learning cycle
Purpose	How do we help people to achieve their purpose(s)?	Managing: <ul style="list-style-type: none">• How do we collaborate with the other relevant actors in this (and other) system(s)?• How will we build trust, so that we can learn together?• What are the shared principles that we will use to govern this system?• What resources do we require to enact this learning cycle? Where will we get them from?
Understand the system <ul style="list-style-type: none">– Build relationships & trust– Establish shared purpose– Make the system visible	Who are the actors in the “places as system” that contribute to the desired/problematic outcomes? What are the patterns from these systems? What are the enabling conditions and constraints for effective learning systems at the level below?	
Co-design	What experiments with management practice do we need to enable learning at the system scale below? What experiments help us to enact the required structural changes from the system scale below? What experiments are required from learning from other systems at this scale?	<ul style="list-style-type: none">• How will we create learning relationships and a learning culture? What information do we need?• How will we reflect on this information?• How do we develop and enact a learning culture? Governing: <ul style="list-style-type: none">• Who is acting as Systems Steward?

Experinentation – Learning – Reflection – Re design	Experimenting/exploring areas such as: How do we resource places for learning and collaboration? What skills and capacities are required across organisations to learn effectively? How can those be provided? (Learning Partner role?) What roles/actors in the system are missing? How do we enable learning across/between places? How can accountability mechanisms promote learning? What forms of evaluation will enable learning?	<ul style="list-style-type: none">• To whom is this role accountable for undertaking this work?• Is this learning cycle operating effectively?• Is our learning achieving our purpose?• How do we know? What evaluation mechanisms and processes are required?• Who is included in/ excluded from this learning cycle?• How do we provide an account of this learning cycle? To whom?
Embedding & influencing	How does our practice need to change to adapt to what we have learnt? How will we share learning with internal and external audiences? What changes need to happen as a result of what we’ve learnt? What structural changes do we need to enact? How will we share learning with internal and external audiences? To whom do we need to communicate the need for structural change? (Changes in larger systems.) What existing structures and processes are inhibiting a learning approach? How will we dismantle or repurpose those? What resource allocation and performance management processes are required to enable this to function as a learning system?	

Enablers:

Devolved government working practices

Working in a context of devolved government responsibilities seems to be an important enabler of the adoption of learning strategies from the smallest to the largest scale. For example, the Finnish national education system traditionally features significant autonomy for local actors. This seems to create the conditions whereby central government understands the enabling and coordinating roles of learning as meta-strategy. Similarly, in the UK context, the examples of this at a national scale are found in places with aspects of devolved government, such as Scotland and Greater Manchester.

Areas for further exploration:

As the most recent area of exploration for HLS public management practice, there are still significant areas for further exploration. These are outlined in the [Further Questions](#) chapter.

References:

Annala, M., Leppänen, J., Mertsola, S., & Sabel, C. F. (n.d.). *Humble Government: How to Realize Ambitious Reforms Prudently* (Steering2020 Project). Government of Finland.

Brogan, A., & Rose, K. (2021, March 25). *Changing the game: Moving regulation from 'rate and rank' to 'reflect and learn.'* Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/changing-the-game-moving-regulation-from-rate-and-rank-to-reflect-and-learn>

Collaborate CIC. (2017, July 5). *A Whole New World—Funding and Commissioning in Complexity*. Collaborate: For Social Change. <https://collaboratecic.com/a-whole-new-world-funding-and-commissioning-in-complexity-12b6bdc2abd8>

Developmental Evaluation. (2011, April 30). BetterEvaluation. https://www.betterevaluation.org/en/plan/approach/developmental_evaluation

EASIER Assurance: *Generative learning for real assurance*. (2020, July 22). Easier Inc. <https://www.easierinc.com/blog/easier-assurance-generative-learning-for-real-assurance/>

Effects of welfare sanctions and conditional support “profoundly negative” say researchers. (2016, May 11). University of York. <https://www.york.ac.uk/news-and-events/news/2016/research/welfare-conditionality/>

Formative Evaluation—An overview. (2021). Science Direct. <https://www.sciencedirect.com/topics/computer-science/formative-evaluation>

Hekerem, D. (2021). *Healthcare Improvement Scotland* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/Healthcare%20Improvement%20Scotland.pdf>

Hood, C., & Rothstein, H. (2001). Risk Regulation Under Pressure: Problem Solving or Blame Shifting? *Administration & Society*, 33(1), 21–53. <https://doi.org/10.1177/00953990122019677>

Lowe, T., & Plimmer, D. (2019). *Exploring the new world: Practical insights for funding, commissioning and managing in complexity*. Collaborate CIC; Northumbria University; Community Fund; The Tudor Trust. http://wordpress.collaboratei.com/wp-content/uploads/Exploring-the-New-World-Report_MAIN.pdf

Lu, D. (2020, May 6). *Universal basic income seems to improve employment and well-being*. New Scientist. <https://www.newscientist.com/article/2242937-universal-basic-income-seems-to-improve-employment-and-well-being/>

One Thing at a Time (Human Learning Systems Case Studies). (2021). Collective Leadership for Scotland. <https://www.humanlearning.systems/uploads/One%20Thing%20at%20a%20Time.pdf>

Pandemic Solutions Group. (2020). Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/north-america/inclusive-economies/pandemic-solutions-group>

Public sector porkies – 10 years of lying up the hierarchy. (2021, March 9). Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/public-sector-porkies-10-years-of-lying-up-the-hierarchy>

Rautiainen, A., & Tyrvalinen, P. (2021). *Enhancing learning systems through experimentation* (Human Learning Systems Case Studies). Finnish National Education Agency (EDUFI). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20Finnish%20Innovation%20Centre%20Case%20v2.pdf>

Sweeney, L., & Skinner, E. (2021). *Adaptive Management Practice in the UK Government* (Human Learning Systems Case Studies). Foreign & Commonwealth Development Office. <https://www.humanlearning.systems/uploads/7685%20CPI%20-%20FCDO%20case%20study%20V2-%20TL%20proof%20read%20version.pdf>

Woodward-Esseen, E. (2021). *Greater Manchester Local Delivery Pilot* (Human Learning Systems Case Studies). GreaterSport / Sport England. <https://www.humanlearning.systems/uploads/GM%20Sport.pdf>

Chapter 17

HLS themes:

Funding and commissioning in complexity

Funding and commissioning in complexity

Authors: Melissa Hawkins, Dawn Plimmer, Jeremy Cox and Vita Terry

[Contact the authors](#)

Introduction

This chapter uses HLS as framing to explore how funders and commissioners can manage and distribute resources to respond more effectively to the complex reality of social issues.

Society faces complex challenges that the COVID-19 pandemic has exacerbated. Organisational and community responses have been profound, with many going above and beyond to support those most vulnerable and in need. However, policies, processes and resource allocation for social interventions can sometimes hinder rather than enable this support. We ask what can be done about this, and how funders and commissioners can allocate resources in more effective ways to enable organisations to do the best job they can in supporting citizens and communities.

Mechanical, controlling and reductionist (commonly known) approaches to funding and managing

social change do not work, as NPM has demonstrated. This is because:

- Individual lives are complex, with multifaceted factors affecting people's life-courses and outcomes. Taking a generic and standardised approach to support does not help; instead, we need to listen and provide respectful and flexible support that enables people to consider and play an active role in working towards what a good life looks like for them.
- Dominant approaches to funding and commissioning over the past few decades have sought to contribute positive outcomes through a focus on compliance and control. But this hinders rather than enables the bespoke and flexible approaches that we know make the most difference for people.
- Funders and commissioners often stimulate competition between organisations rather than fostering the collaboration required for systemic and joined-up human

approaches that work best for individuals.

With accompanying evidence, these arguments were discussed in two previous reports that have laid the foundations for this work: [A Whole New World – Funding and Commissioning in Complexity](#) and [Exploring the New World: Practical insights for funding, commissioning and managing in complexity](#).

The [HLS approach](#) has emerged as an alternative to NPM, and has been shaped and is continually evolving based on the work of many people innovating in the public and third sectors. In this chapter, we consider the implications of taking an HLS approach to funding and commissioning. While acknowledging that there are differences in funding and commissioning processes, there are significant similarities and opportunities for shared learning. Therefore, we draw on examples from and make recommendations for both funding and commissioning practice.

This chapter is not a dogmatic blueprint to follow – different contexts will shape and influence responses – and our collective understanding of effective practice is continually evolving. The aim is to explore trends in practice to provide ideas and inspiration for funders and commissioners.

Taking an HLS approach to funding and commissioning

Adopting a complexity-informed lens

Adopting HLS approaches requires a mindset that embraces complexity. This includes recognising that:

- Outcomes emerge from complex systems, and therefore individual people or organisations cannot and should not be held accountable for outcomes
- Complex systems can't be controlled
- Change and adaptation are inevitable and desirable when working in complex systems.

This mindset – of [letting go of the illusion of control](#) – is an essential foundation for developing more human, flexible and collaborative approaches to funding and commissioning. Below, we explore the implications of HLS for funding and commissioning with this mindset as a foundation.

Human

Being human means that we treat each other as fully-rounded human beings in a way that responds to our specific contexts, challenges and strengths.

In many of the HLS case studies, we see examples of organisations and

partnerships working in a human way by providing flexible, bespoke support that responds to an individual's specific circumstances. This relies on building trusting relationships and on practitioners having the autonomy to make decisions in partnership with the people they are supporting.

How can funders and commissioners enable this practice?

Fund and commission relational support

Flexible support based on trusting relationships is a key foundation for working in a human way. Funders and commissioners therefore need to prioritise funding organisations that:

- Build effective relationships with those they serve
- Understand and respond to the strengths and needs of each person
- Act collaboratively with others to do so.

Adopting a relational funding/commissioning approach

Funding organisations that work in a relational way is not enough. Traditional funding and commissioning processes based on compliance can undermine and prevent organisations with the motivation and capability to work in a relational way from doing so. The trusting relationship between an

individual and the person supporting them – and between the leadership of a delivery organisation and the staff making decisions on the ground – needs to mirror the relationship between a funder/commissioner and the funded organisation.

“We start by developing relationships with partners so they in turn can build relationships with the young people they’re supporting. Relationships based on trust are essential.”

(Blgrave Trust – Exploring the new world, 2019)

Nurturing trusting relationships at all levels, between citizens and providers, between organisations, and between funders and funded, leads to improved outcomes; micromanaging outcomes does not. Taking an HLS approach means that funding is treated as a relational process and that policies and processes support this. The relationship between funders and commissioners and funded organisations is prioritised over a transactional approach where services are “purchased”.

As part of developing an HLS approach to commissioning housing and homelessness support, commissioners at Liverpool City Region Combined Authority started by recognising the

need to look beyond a narrow service lens to understand the complexities of the environment that homelessness services were delivering in and the wider needs of communities.

“Rather than develop a specification that stated for the next three years: ‘you need to deliver these outcomes’, the specification needed to allow the provider/commissioner to always evaluate and develop delivery/services to ensure they can respond to the variety of needs demonstrated by the client group, reflect best practice and have a clear learning impact on future delivery and commissioning.”

(Liverpool City Region Combined Authority)

A relational approach is a key feature of the Tudor Trust’s grant-making process:

“Once at the second stage, applications are now worked up in a more complexity friendly way, with less emphasis on getting all the details right ahead of grant-making committees, and more focus on the organisation’s context, people, and approach. The

process aims to be more flexible, and tailored to the needs of the applicant, using conversations to build a relationship and respond as quickly as possible to a grant request if appropriate. This more intuitive approach places greater trust on Grant Managers’ judgements, having recognised that this is a key part of the process in terms of building relationships.”

(The Tudor Trust)

This gives grantees the support needed to work in complex conditions, and therefore grantees don’t have to “squeeze into boxes to fulfil a funder’s agenda”.

Similarly, commissioners such as the Plymouth Alliance have prioritised developing honest relationships:

“[Building relationships] was necessary, given the previously competitive nature of relationships in a market approach to tendering. We were consciously acknowledging the mistakes of the past whilst also sharing the context of those mistakes and at the same time trying to build empathy and understanding

so we could move forward together.”

(Plymouth Alliance)

Adopting a relational approach is not straightforward and raises important questions for funders and commissioners about whom they build relationships with. Responding to diversity is an essential feature of “human” approaches, and to adopt a relational approach that encourages and embraces diversity – rather than reinforcing existing biases and networks – requires funders and commissioners to critically examine their networks and who makes decisions. This includes considering diversity among staff involved in funding and commissioning, and among those who make decisions. There are important initiatives supporting this work, for example:

- The [2027 programme](#), a collaboration between Ten Years’ Time, Centre for Knowledge Equity, Koreo, and the Roots Programme, which aims to increase the diversity of people working in grant-making.
- Efforts to give decision-making power to communities. For example, the Blagrove Trust’s [Challenge and Change programme](#) – delivered in partnership with the Centre for Knowledge Equity –

which delegated both the design of the programme itself and the funding decisions to an advisory group made up of young people for a fund to invest directly in their peers.

- Increasing focus on [participatory grant-making/budgeting](#).

Enabling flexibility

To provide human support, organisations must have the autonomy to respond to whatever strengths and needs they uncover in their relationship with the person they are supporting. Funders are, in recognition of the fact that organisations working on the ground are best placed to make decisions about how to use resources, and to enable the flexibility to adapt as contexts change. [Core funding](#) also recognises the importance of funding more than project delivery – of investing in organisational and partnership development to develop the capability and culture for more relational, human ways of working.

As well as providing core funding that can be used flexibly rather than tied to specific activities and outputs, funding needs to be managed in a way that reinforces flexibility. This means no rigid KPIs or targets, because these can never absorb the variety of people’s context.

When organisations are freed from reductionist performance management and measurement processes (usually focused on outcomes that can be easily quantified and measured), then energy can be diverted into finding out what outcomes matter to the people they support.

Funders and commissioners need to consider what they are holding organisations to account for and why, and whether these approaches are fit for purpose. How is reporting information being used and is it an unnecessary burden? Greater transparency around this and also how funders and commissioners are themselves held to account is needed. The Tudor Trust are exploring accountability further as part of an action learning project:

“An area that we are yet to explore is exactly what reporting will look like. This has been a part of the initial conversations with grant managers, when groups shared with us that they appreciate the freedom, but want reporting and accountability to be clear from the beginning. We are now asking ourselves: is there a balance to be struck, to provide some structure to reporting so that organisations don’t feel

we will suddenly demand huge amounts of detail that they weren’t expecting? One group shared that: ‘most funders don’t do accountability very well as it is usually meaningless outcomes frameworks or frustrating reports. Accountability...can be really awful when done badly but when done well, it could be really, really useful... for everybody’s learning.’”

(The Tudor Trust)

Taking a long-term perspective on funding and commissioning

If time is invested in building relationships between citizens, organisations, funders and commissioners, then trust is built and there is a greater likelihood of positive outcomes. Time and again, “trust” is the word which resurfaces: [“trust is a prerequisite for systems change”](#). In order to build relationships, people need to be able to trust one another; in order to trust one another, people need to build relationships, and [trust takes time and it doesn’t happen overnight](#).

The focus shifts from organisations having to try to achieve the impossible, which often means improving outcomes over which they have little control in a short space of time, to

spending time developing trust and relationships throughout the system.

The Plymouth Alliance have spent many years working on developing long-term relationships through regular coffees and catch-ups with colleagues and leaders to engage in systems leadership, and through convening large-scale learning and listening events for the people of Plymouth to attend.

“The trust and relationships built over time have held the alliance together during tough times and situations. This is not to say it is all plain sailing, and sometimes there is tension between organisational and alliance processes, however, members of Alliance Leadership Team are united over the purpose and rationale of the alliance.”

(Plymouth Alliance)

Working together not only meant learning was a primary outcome, but also that greater trust has been developed between colleagues, which in turn led to the enablement of a more human way of working, with people being supported. In addition, the creation of an alliance has meant that competition between providers has been reduced, further supporting the development of honest and

collaborative relationships

Learning

Funding for learning

Learning is the strategy for achieving purposeful change in complex systems. [ref. learning chapter] As explored in the Learning chapter, this requires some significant shifts in mindset and practice, including proactively building a learning culture and aligning organisational systems and structures to enable it to flourish – encouraging curiosity and creating psychological safety through developing a positive error culture.

If funders and commissioners are serious about taking an HLS approach, they need to work in a way that prioritises learning, not control, at three levels:

1. Funders and commissioners giving the space for, and incentivising, funded organisations to learn, which includes a role for experimentation
2. Funders and commissioners learning alongside funded organisations
3. Funders and commissioners reflecting on, and continually learning about, how to improve their own practice.

These learning levels will now be briefly explored with reference to case

studies actively implementing these strategies in practice.

Levels of learning

1. Funding for learning: ensuring grantees can prioritise learning

"We recognise that changing complex systems requires the ability to adapt and change because the context which enables interventions to 'work' is constantly changing. 'What works' is the continuous process of listening, learning and adapting."

(The Lankelly Chase Foundation Case Study)

Dominant approaches to performance management in funding and commissioning have focused on holding people and organisations accountable for delivering predefined programmes of work and predefined outcome targets. This leads to [gaming](#) and incentivises organisations to "stick to the plan", rather than having an honest conversation with their funder or commissioner about what they are learning and how they need to adapt their approach to do what's best for the people they are supporting.

As an alternative to a compliance culture focused on meeting predefined targets through prescribed

approaches, a positive error culture can lead to improved innovation and performance by promoting ongoing learning ([Keith and Frese, 2011](#)). In this context, the role of funders and commissioners shifts from compliance to creating a culture of honesty where funded organisations are encouraged to share ongoing learning and adapt their approach accordingly.

As well as funders and commissioners creating a culture of honesty (which can take time, given the fundamental resetting of expectations and relationships required), they also need to support funded organisations to create the time and space necessary for learning.

Learning is something that can be squeezed out of what is thought of as "real work", and "we don't have time for learning" is often heard.

"People don't see learning or dialogue as 'doing', so there can be a narrative that this is a 'talking shop' – 'we need action'. This means it can take time to embed learning."

(The Lankelly Chase Foundation Case Study)

Funders and commissioners can support the prioritisation of learning by considering how funding is managed. Grantees tell how multiple and

lengthy report-writing processes can take up valuable time, with the focus being on tangible and measurable results instead of the "invisible" work of systems change, such as critical reflections and learnings (the Tudor Trust, 2019). Funders and commissioners need to shift the focus of performance management from compliance and "proving" impact to enabling learning and improvement.

The following examples demonstrate ways in which funders and commissioners are creating time and space for learning:

- In their funding of systems change work, the Lankelly Chase Foundation are more focused on the how rather than the what:

"It ain't what you do, it's the way that you do it: the 'how' (the written and unwritten rules and assumptions – the terms of engagement that govern how we all act) are more important than the 'what'. Collectively, we tend to be drawn to actions, models, interventions, policies etc. We might get further if there was more collective focus on the underlying 'how' things are done."

(The Lankelly Chase Foundation)

- The [Cornerstone Fund](#) funds

partnership approaches led by civil society support organisations, to bring about systems change to build stronger, more resilient communities and improve outcomes for Londoners. The Fund recognises the need for learning and adaptation when addressing complex systemic issues, and aims to encourage this in funders' interactions with funded partnerships:

"We are providing funding to go on a journey, to enable a process to happen. We need to have level of acceptance and tolerance for risk."

(Funder)

This has enabled funded partnerships to continually adapt to changing external contexts, experiment when the way forward is unclear, and develop and embed a learning culture with partners.

- Commissioners for the [Liverpool City Region](#) are "led by learning and not operational targets", putting learning at the heart of the performance management process. This has included running regular sense-making sessions with delivery teams to adapt to changes in service demand, ensure effective service provision, capture

learnings, and shed light on where commissioners can best support these processes.

- The [European Social Fund \(ESF\)](#) managing agency in Flanders is funding the formation and growth of eight multiagency local partnerships to support young people who have challenging employment prospects. The funding framework is explicitly anchored around pooled budgets and shared sense-making and learning, with partnerships developing their own evaluation frameworks locally, rather than performance measures being predefined by ESF. Because of their national presence, ESF and the public employment service VDAB are working hand-in-hand with each of the local partnerships to define the system stewardship role, based on learning about what the partnerships need in order to flourish.

2. Learning across systems: funders, commissioners and grantees learning together

There are valuable learning opportunities to be gained by collaborating across systems. As explored in the Learning chapter, *“Learning together builds trust, which creates autonomy, which enables adaptation – building a learning*

culture is its own learning journey.” Creating opportunities for shared learning and sense-making can support funders, commissioners and funded organisations to build understanding, take more systemic approaches and improve practice together.

This requires funders and commissioners to be curious and open to critique and challenge. [The Tudor Trust](#) has adapted one of its guiding principles: “making the most of our resources and independence and being open to challenge”. Commissioners at [Plymouth Alliance](#) ran a large-scale learning event where citizens and organisations in Plymouth came and told their stories, which for the commissioners meant realising that their approach was not working. Lankelly Chase spends a lot of time learning from the organisations they support:

“Our codesigned work involved meeting with over 200 people. They helped us understand different perspectives, what role people wanted a foundation like ours to play in the places, what we thought our money could achieve, what we could learn from what others were doing and what we should focus on. We started with individual conversations and soon realised

that participatory methods of codesign generated more cross-pollinating ideas, connections and excitement. So we used the formats of World Café and Appreciative Inquiry. This process generated the system behaviours as a collective best-guess about the qualities of healthy systems. These became the focus and bedrock of our place-based work.”

(The Lankelly Chase Foundation)

How learning opportunities might look will be dependent upon context. For the Tudor Trust, it has meant a journey of action-learning between the trust and its grantees. This began with a Complexity Learning Event. It was a day when grantees, Tudor Trust staff, and researchers at Northumbria University came together to discuss what complexity-informed and relational grant-making practice meant, and what the implications of such an approach might be.

Often, organisations are looking for more from funders and commissioners than just financial support, an approach known in the funding sphere as *“Funder Plus”*. For example, organisations being funded by the Tudor Trust spoke of the value of the ongoing supportive relationships between grantee and grant managers, as well as a journey of action-learning between the trust and

grantees exploring what complexity-informed and relational grant-making practice means and the implications of this (Tudor Trust, 2019). [The Plymouth Octopus Project \(POP\)](#) has found that many organisations require more than just money, and a large part of their work involves engaging and capacity-building with the VCS. The [ESF](#) in Flanders has learned of the value of supporting an active community of practice among the emerging partnerships, to proactively share learning, explore challenges-in-common, and seek support from across the region.

Funders and commissioners learning about their practice

As well as funding for organisations to learn, funders and commissioners should prioritise and plan for their own learning. [Lankelly Chase](#) has used various methods, including:

“Reflective practice to learn about ourselves and the work. We used Systems Coaching to understand the systems (or nested systems) we were part of and our shared purpose. We used Deep Democracy to have better dialogue, build trust, make decisions based on collective insights and address conflict.”

(The Lankelly Chase Foundation)

Lankelly has academic partnership support:

“We recruited a Learning Partner to help us govern the work as a learning process. We recognised that we didn’t want a ‘model’; we were interested in a continuous process of learning that would allow us to adapt to the living systems of which we were a part.”

(The Lankelly Chase Foundation)

Commissioners and leaders in Plymouth embarked on a nine-month Systems Leadership Programme led by The Leadership Centre, which they cite as invaluable for learning about the complexity of systems change and enabling strong relationships to be built between participants. The [Plymouth Alliance](#) manager has recently been forging connections with other alliances, which, although varied in process and setup, find much to be learnt from colleagues elsewhere.

Systems

Systems are the set of relationships and interactions that combine to produce outcomes in people’s lives. A “healthy” system is one that produces better outcomes for people, based on collaboration, learning, and shifting power. To take an HLS approach

requires funders and commissioners to consider how to realign their funding, on the basis that systems (not projects or organisations) create outcomes. To do so, funders and commissioners need to see themselves as part of the system, with shared responsibility for systems change. The role of funder and commissioner moves from ensuring compliance as “performance or grant manager” to recognising that they have active roles to play in contributing to and nurturing healthy systems.

Key questions for funders and commissioners to consider include:

- Which people/organisations are part of the systems which produce the outcomes I care about?
- How can I convene the system to help it understand itself better?
- How can I allocate, distribute and manage resources so as to build trust as a key asset across the system?
- How can I enable collaboration between actors?

Funders and commissioners as Systems Stewards

The idea of System Stewardship has been explored in both the literature ([Davis et al., 1997](#); [French et al., 2020](#)) and in practice. System Stewardship assumes that people

who work in the public and third sectors are motivated in their work to support others, generally can be trusted, and therefore do not require top-down control from managers or from funders and commissioners. Funders and commissioners instead take on the role of “stewarding”, which can include making sense of the system, nurturing its health, and shaping positive behaviours, such as making connections to parts of the plan ([French and Lowe, 2019](#)). Funders and commissioners move to a capacity-building role, shifting away from a “specify > select > fund > report” model to an integrated role where they actively participate in sense-making, experimentation and acting on system-level patterns beyond the control of individual system actors. This means that funders and commissioners move away from being the “performance managers” of funding to being actively engaged in and enablers of complex systems change. To take an HLS approach means funders and commissioners considering how to fund partnerships or “coalitions of purpose”, rather than allocating resources only to individual organisations.

As explored in the Systems chapter, taking on an active System Stewardship

role depends on legitimacy. Funders and commissioners are sometimes in a position of legitimacy, where they are best placed and trusted to take on a stewardship role. Below, we explore examples where this is the case:

- Lankelly Chase has developed a set of systems behaviours, including how power should be devolved so that people being supported have more agency in decision making ([French and Lowe 2019](#)).
- In Flanders, the [ESF](#) and [VDAB](#) are collaborating closely as national agencies with shared interests in the employment market to understand how they can cocreate a shared system stewardship approach.
- [Liverpool City Region](#) redesigned their role of contract and review lead as a Systems Steward role – responsible for developing trusting relationships (between providers and between commissioners and providers), creating spaces for reflection and learning, being led by learning not operational outcome targets, working shoulder-to-shoulder with providers to understand issues on the ground, modelling behaviour, and enabling autonomy for providers.

Funding and commissioning to enable more collaborative, systemic approaches

As identified above, funders and commissioners can sometimes play a useful role as Systems Steward. But they are not always best placed to play this role – other actors may be better connected, more trusted, and closer to the issues, and may already be playing a stewardship role.

At the most basic level, funders and commissioners should explore what they can do to build trust and collaboration among organisations, or at least not incentivise competition. Rather than pitting organisations against each other and asking them why they are more worthy of funding than each other, the focus shifts to exploring the potential of organisations working together and how funders can help nurture this. Rather than funding those organisations who can articulate why they are “better” than other organisations locally, funders and commissioners should instead prioritise organisations who are trusted and connected locally (as well as those that offer “human” relational support). Funders and commissioners should also recognise the costs of investing in enabling collaboration – working in partnership does take more time and coordination than single organisations delivering discrete projects, and this needs to be resourced.

The Tudor Trust, for example, feel they are more “systems servants” than “Systems Stewards” as a national funder. They do not have enough knowledge of local places (or resource) to bring organisations together to collaborate to improve the health of the system.

“As we do that, the emerging question seems to be not so much, ‘how do we play the role of Systems Steward?’ but ‘what is Tudor’s role within the funding sector?’, and in relation to our grant-making, ‘how do we support organisations to play their part effectively in their respective ecosystems?’ In posing questions in this way, it feels that Tudor then is not so much a ‘Systems Steward’ as a ‘system servant’.”

(The Tudor Trust)

If funders and commissioners consider their role as systems servants, they could look to working with and supporting organisations that do play a stewardship role locally. An example is the [Esmée Fairbairn Foundation](#) giving funds to POP because POP is embedded in the community and can make decisions on funding based upon knowledge of a local need and how organisations could collaborate.

HLS as an enabler of change: examples from the pandemic

There have been innovations which have happened during the pandemic (for example, in removing bureaucracy, thinking creatively, and collaborating) that we can learn from. Funders and commissioners have a crucial role to play in ensuring we do not retrench back to traditional forms of control, and restart practices that experience has shown us are not necessary.

“(There) is this determination that we absolutely must not go back to the way things were. Even for us, we were doing this explicitly HLS way of working, there are lots of practices we must not go back to, I think.”

(Plymouth Alliance HLS Webinar, 2020)

Human

Funders and commissioners who had already taken a relational approach have found that this has supported them through the crisis. Members of the Plymouth Alliance identified that the relationships and trust already developed over a number of years between members of the alliance enabled them to adapt quickly to sudden change:

“[COVID-19] has also placed all the values we enshrined in our contract, front and centre, so things like kindness, empathy, openness and trust. Everybody talks about that, everybody is demonstrating that and it’s been really affirming for everybody, I think, the way this has, right across the city, been coming to the fore.”

(Plymouth Alliance, 2020)

Crises such as the Grenfell Tower fire and COVID-19 led the Tudor Trust to [adapt their funding processes](#) and consider some of these adaptations to be progressive. For example, as it became necessary to free up grant managers’ time due to increased workload during the pandemic, the stages in the grant decision process have been revised so that less time is spent on grant managers “working up” a grant to put before trustees.

“[Instead,] applications are now worked up in a more complexity-friendly way, with less emphasis on getting all the details right ahead of grant-making committees, and more focus on honing in on registering the organisation’s context, people, and approach. It aims to be more flexible, and

tailored to the needs of the applicant, using conversations to build a relationship and respond as quickly as possible to a grant request if appropriate. This more intuitive approach places greater trust on Grant Managers' judgments having recognised that this is a key part of the process in terms of building relationships. These conversations also bring in Trustees earlier in the application, as individual trustees are invited to join conversations with applicants on Zoom, allowing them to meet the people behind the applicant, and understand what they do and what drives them."

(The Tudor Trust)

Learning

Maintaining and creating opportunities for learning is difficult during times of crisis. However, the following cases have not only been able to continue to make time for learning but have found that learning has supported them through difficult times as well, and are keen not to retrench back to "old ways of working" when the crisis has passed. There are examples of funders and commissioners who have managed to increase opportunities for learning over

the past twelve months. The Plymouth Alliance have been able to experiment with new ways of working:

"Prior to COVID-19 there was lots of integration, information sharing and a fairly small-scale focus around experimentation. Once COVID-19 began, the alliance was able to experiment with wholesale changes to the delivery of all aspects of service. In addition, the alliance was able to rapidly prototype and implement experiments; for example, around managed alcohol use in hostels and free vapes for vulnerable people that would have needed weeks of negotiation before."

(Plymouth Alliance case study)

The Plymouth Alliance is using appreciative inquiry, their chosen method of asset-based learning, to capture learning, engage in sense-making, and reflect upon finding in order to inform future practice. They are keen to use the crisis to consider what is important to retain and what isn't: COVID-19 "meant that governance and regulation could be examined for what is essential and what is extraneous".

The Tudor Trust have found that simply the act of engaging in learning with each other as part of a group has supported them during the crisis:

"The project Group has been unexpectedly helpful in encouraging a more collegiate approach among Grants Managers and Trustees. Because of the newness of the work, Grants Managers and Trustees found themselves talking and reflecting more about their grant-making. As a result, individuals felt less solitary in their relationships with groups and were able to draw on the knowledge of colleagues where useful, as well as sharing some of the 'emotional burden' of grants management. This more collegiate approach strengthened wider learning practices within Tudor, and helped prepare for the challenges of the COVID-19 crisis."

(The Tudor Trust)

Systems

Funders and commissioners who have played a role in building the health of systems have been able

to support funded organisations to adapt and respond to the communities they support.

There are funders and commissioners who have seen the importance of linking together organisations in place to learn from each other in times of crisis. [Likewise](#), a social care organisation being funded by both funders and commissioners, was funded to carry out research for a learning report:

"COVID-19 created an opportunity for change that we jumped on. Driven by commissioners recognising local need – a very important leadership move – a group of VCS, Local Authority and NHS Trust organisations were drawn together to develop a rapid, systemic solution to the over-stretched services and increased need of the borough's most vulnerable people living with serious mental illness. We found ourselves in a position we had not been in before – able to influence a systemic change offer based on our experience and our values, and with the language and frameworks of HLS to support us."

(Likewise)

The role played by local VCS organisations as Systems Stewards has been more important than ever during the pandemic. Recognising the value of and funding this sometimes intangible activity is crucial:

“One organisation among the Tudor Trust case studies reported how, during the early days of the crisis, they played an increasing role in sharing intelligence with and joining up services between local public services and other voluntary sector organisations on behalf of their vulnerable user group. These interactions directly impacted users and took resources, but the Director wondered how to understand that activity as something ‘billable’ and to whom it might be charged. So even though Tudor funds small and medium-sized organisations, it is clear that many play a vital role in their ecology and one that is often not recognised by commissioners and funders.”
(The Tudor Trust)

POP has used its existing relationships to continue to collaborate, build capacity and strengthen networks.

“COVID-19 has brought home just how vital a healthy and vibrant community infrastructure is. POP has made this a priority from the start of its EFF funding, investing in skills development, building, and connecting networks, micro funding grassroots initiatives, and engaging the change makers of the future.”

This has included working with Plymouth City Council on supporting the vulnerable through the Good Neighbours Scheme and in partnership with local organisations creating the Neighbourhood Care Networks, which have supported community organising and support during COVID-19.

Summary and implications

We have outlined the reasons why funding and commissioning using an HLS framing is important, and what changes funders and commissioners should be considering if they are interested in adopting such an approach.

Taking an HLS approach to funding and commissioning involves:

- Adopting a complexity-informed mindset
- Taking a relational approach
- Funding for learning

- Taking a Systems Stewarding role when appropriate
- Using HLS as an enabler of change, particularly in times of crisis.

Taking an HLS approach to funding and commissioning is not always easy. However, as the examples in this chapter have illustrated, HLS can support funders and commissioners to resource and support social change more effectively in complex and adaptive contexts, something that is particularly relevant for the current time.

Endnotes

- 1 “funded” represents funding from both commissioners and funders

References:

- 2027 – Talent Programme. (2021). <https://2027.org.uk/>
- About – Losing Control. (n.d.). Retrieved April 22, 2021, from <https://www.losingcontrol.org/about/>
- Apply to the Challenge and Change Fund. (2021). The Blagrave Trust. <https://www.blagravetrust.org/learning/what-we-fund/challenge-and-change/>
- Bell, M. (2021). Plymouth Octopus Project (Human Learning Systems Case Studies). Plymouth Octopus Project. https://www.humanlearning.systems/uploads/POP_1.pdf
- Cairns, B. (2018, December). Core funding is the answer—Whatever the research question | IVAR. Institute for Voluntary Action Research. <https://www.ivar.org.uk/core-funding-is-the-answer-whatever-the-research-question/>
- Collaborate CIC. (2021, February 22). Learning Partner: The Cornerstone Fund. Collaborate: For Social Change. <https://collaboratecic.com/collaborate-is-learning-partner-to-the-cornerstone-fund-the-fund-a-funder-collaboration-between-bddf1e9cbce>
- Davis, J. H., Schoorman, F. D., & Donaldson, L. (1997). Toward a stewardship theory of management. Academy of Management Review, 22(1), 20–47. <https://doi.org/10.5465/amr.1997.9707180258>
- Esmée Fairbairn Foundation. (n.d.). Esmée Fairbairn Foundation. Retrieved May 13, 2021, from <https://esmefairbairn.org.uk/>
- European Social Fund (ESF). (n.d.). European Commission. Retrieved May 13, 2021, from <https://ec.europa.eu/social/main.jsp?catId=325&langId=en>
- French, M., Lowe, T., Wilson, R., Rhodes, M.-L., & Hawkins, M. (2021). Managing the complexity of outcomes: A new approach to performance measurement and management. In D. Blackman (Ed.), Handbook on Performance Management in the Public Sector. <https://www.e-elgar.com/shop/gbp/handbook-on-performance-management-in-the-public-sector-9781789901191.html>
- HLS online webinar series: Webinar A: The Plymouth Alliance. (2020, May 12). https://www.youtube.com/watch?v=uS4BT1w3lqc&ab_channel=Human.Learning.Systems
- Human Learning Systems. (n.d.). Human Learning Systems. Retrieved April 23, 2021, from <https://www.humanlearning.systems/>
- Institute for Voluntary Action Research. (n.d.). Learning from funder responses to emergencies |

- IVAR. Retrieved April 22, 2021, from <https://www.ivar.org.uk/our-research/emergency-responses/>
- Jenkins, R. (2021). The Tudor Trust (Human Learning Systems Case Studies). The Tudor Trust. https://www.humanlearning.systems/uploads/Tudor%20Trust_1.pdf
- Kammerling, S. (2021). Likewise (Human Learning Systems Case Studies). Likewise. <https://www.humanlearning.systems/uploads/Likewise.pdf>
- Keith, N., & Frese, M. (2011). Enhancing firm performance and innovativeness through error management culture (pp. 137–157). <https://doi.org/10.4135/9781483307961.n9>
- Knight, A. D., Lowe, T., Brossard, M., & Wilson, J. (2017). A Whole New World – Funding and Commissioning in Complexity. Collaborate for social change. <http://wordpress.collaboratei.com/wp-content/uploads/A-Whole-New-World-Funding-Commissioning-in-Complexity.pdf>
- Lowe, T., & French, M. (2019). Lankelly Chase | Place Action Inquiry, our learning to date. The Lankelly Chase Foundation. <https://lankellychase.org.uk/resources/publications/place-action-inquiry-our-learning-to-date/>
- Lowe, T., & Plimmer, D. (2019). Exploring the new world: Practical insights for funding, commissioning and managing in complexity. Collaborate CIC; Northumbria University; Community Fund; The Tudor Trust. http://wordpress.collaboratei.com/wp-content/uploads/Exploring-the-New-World-Report_MAIN.pdf
- Lowe, T., & Wilson, R. (2017). Playing the Game of Outcomes-based Performance Management. Is Gamesmanship Inevitable? Evidence from Theory and Practice. Social Policy & Administration, 51(7), 981–1001. <https://doi.org/10.1111/spol.12205>
- McCormack, P. (2020). Wallsend Children's Community (Human Learning Systems Case Studies). Wallsend Children's Community. <https://www.humanlearning.systems/uploads/WCC.pdf>
- Nabatu, H. (2020). Lankelly Chase (Human Learning Systems Case Studies). Lankelly Chase Foundation. <https://www.humanlearning.systems/uploads/Lankelly%20Chase.pdf>
- Owen, K. (2020). Liverpool Combined Authority Case Study (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20LCRCA%20Case%20Study%20v2.pdf>

Participatory Grantmakers –
Deciding Together. (n.d.). Retrieved
April 29, 2021, from [https://www.
participatorygrantmaking.org/](https://www.participatorygrantmaking.org/)

The Tudor Trust (2019). Complexity
Event. A learning event held for Tudor
Grantees and Staff. (unpublished)

Vdab.be—Vind de job van je dromen.
(n.d.). Retrieved May 13, 2021, from
<https://www.vdab.be/home>

Wallace, G. (2021). Plymouth Alliance
for Complex Needs (Human Learning
Systems Case Studies). The Plymouth
Alliance. [https://www.humanlearning.
systems/uploads/Plymouth%20
Alliance.pdf](https://www.humanlearning.systems/uploads/Plymouth%20Alliance.pdf)

Chapter 18

HLS themes:

Systems leadership in HLS

Systems leadership in HLS

Author: Jeff Masters

[Contact the author](#)

Introduction

Central to the HLS approach is the understanding that – in contexts of complexity – outcomes are the product of systems, not individual organisations, programmes or projects. There will be variation at the level of the individual, not least because the Human dimension of HLS can make a huge difference. But, taken in aggregate, system outcomes will be shaped by system conditions. In relation to complex problems like substance misuse, domestic abuse or homelessness, to create repeatable, sustainable change in outcomes requires changing these conditions. This is not to imply a linear relationship between conditions and outcomes or a mechanistic approach to change. The Learning dimension of HLS is a reminder that in contexts of complexity there is no “end state” of perfection. Rather, there is an ongoing need for cycles of adaptation and innovation in the direction of practice that is more HLS-like, holding on to what is strong and improving what is wrong. But if changing system *outcomes* means changing system *conditions*, then

changing system conditions requires people to lead and sustain that change. But who are these people and what is the nature of the leadership required? It is our answer to these questions that is the subject of this contribution to the book.¹

As many of the case studies demonstrate, in contexts of complexity, leadership for improvement within a local system can come from anywhere. It can come from those with a high degree of authority within the system, as in the [Liverpool City Region Combined Authority \(LCA\)](#) case study, where the combined authority used its convening power to bring together homelessness organisations to implement a Housing First model. But – as we see in the [Wallsend Children's Community](#) which brought together a wide range of groups and organisations and centred the voice of youth – the leadership for change can just as easily come from elsewhere: from actors at all levels and from organisations right across the local system.

These might be people who are developing innovations in practice

which are systemically important. They might be connecting parts of the system that would otherwise operate in isolation. Or they might be bringing a unique perspective or slice of reality that is needed for a durable solution to emerge. This is especially true in relation to the perspectives of those with lived experience, which are critical to the codesign element of HLS approaches, and can too frequently be forgotten, excluded or ignored.

As these examples show, the nature of much of the change required to embed HLS approaches is not of the kind that executive authority can mandate. But neither should it be seen as an either/or: systems change is best achieved as a collective endeavour, partnering across difference, with multiple actors from all parts of the system playing – and being enabled to play – complementary roles.

To understand these differences in roles, and how they can be complementary, in this contribution we draw two key distinctions:

- **First, we distinguish the notion of authority (power based on position or informal authority) from leadership (the activity of mobilising for change).** Put another way, authority is what a person *has* (or has not), including the informal authority they have

developed; leadership is what a person *does* (or does not do) and how they do this.

- **Second, we distinguish organisational leadership from systems leadership.** Here the distinction rests not only on the difference between where energy is directed (organisation or system), but also on the currency that defines collaboration within each domain.

Distinguishing leadership from authority

Leadership and authority as we have defined them are obviously closely related, but from an HLS perspective they are different in important ways. Indeed, exercising leadership with authority creates very different opportunities and challenges from exercising leadership without it. It may seem intuitive that it is easier to bring about change if a person has a high degree of authority because of the position they hold or the personal trust and respect they have created. Executive authority, for example, can enable a person to sign off on new organisational policies, priorities or resource allocations. Sometimes our intuition is correct, and those with authority can play an important role in initiating, catalysing and sustaining

the kinds of changes required to give space for HLS practice. In doing so, they can free others to operate creatively within the space they have created.

But, as the case studies show, as a matter of fact it has not always been the case that leadership for HLS style change has come from those with authority. And these case studies also give us clues as to why that might be. This is because not every problem can be solved through the exercise of authority, even when well deployed. This may be particularly true in relation to the kinds of Human and Learning changes to practice that the HLS approach implies, which cannot be commanded.

Paradoxically, having authority – formal or informal – can be an active hindrance to exercising leadership in this context. This is because leading change from a position of authority can mean subverting the expectations others have about what authority should provide. Often we are looking to those in authority to keep things the way they are, providing protection and order. Making change can mean subverting expectations, as change pushes people into the unknown. It can mean including new voices that bring important but disruptive insights, as may be the case for people with lived

experience. As a result, such changes can be actively resisted, and consent to authority withdrawn. This is one reason why, as the case studies show, leadership for change is often provided by those operating well beyond their authority.

Distinguishing organisational leadership from systems leadership

The best organisations are defined by a clear sense of collective purpose, with capabilities and resources aligned to achieve it. When describing organisations, it is common to use the language of structure, even if to say it is flat rather than hierarchical. Power relations are well defined, prescribed through contracts, and policed (to greater or lesser degrees) through performance management. In addition, the secure harbour created by organisational boundaries can allow strong cultures that pervade organisations to take root and persist.

Going beyond the domain of organisation and into a local system, the picture is more fluid. Within systems, the currency that defines collaborative capacity are relationships of trust, which can be hard to create and easy to destroy. Memories of betrayal, actual or perceived, can be long, and turn into urban myths as they

get retold. A sense of shared purpose between organisations – even those working on the same issue or problem – cannot be assumed; it has to be created. The existence and alignment of capabilities needed to achieve the goal are even less likely to exist; they need to be built. Authorisation to act can be harder to understand and, in contrast with an organisational context, will likely be more dispersed. But even without formal means of enforcement, power relations can be every bit as real. Indeed, they can become more entrenched and harder to subvert without some of the mechanisms – like collective bargaining or individual job promotion – that exist within organisations to do so.

At the same time, systems have many qualities organisations do not. Indeed, when addressing complex challenges, it is the limitations of the organisational perspective that requires the Systems dimension of HLS. These qualities include the diversity of interests, thought and perspectives systems contain, as well as a much wider range of assets and capabilities. Mobilising and marshalling these system assets and capabilities to optimise their impact is the challenge of systems leadership. It is very different from organisational leadership, asking different questions and demanding

different mindsets, qualities and approaches.

Leadership roles

The two distinctions set out above are to provide analytical clarity, not to suggest a preference or hierarchy. For new models of practice like HLS to take root and thrive in healthy local systems, it will require brave and generous leadership exercised with **and** without (or beyond) authority, as well as leadership exercised in the context of local organisations **and** local systems. In the matrix below, we set out the different roles people can play to develop and embed HLS practice within their organisations and local systems, recognising that this will be most effective when this is a collective effort involving partnership across difference. Two points are worth noting:

- First, using a matrix in this way suggests the categories are discrete. Of course, in reality, they are continuous: levels of authority can vary enormously, and a person’s focus can be on both organisation and system. Indeed, we hope it will be.
- Second, the matrix is being used to elucidate leadership roles, with leadership being defined by the work required, not by the skills

or charisma of those who would lead. This is not to downplay the personal qualities, capabilities and approaches that will help in the activities of system leadership, only to draw the distinction. For

effective systems leadership, such qualities are likely to include curiosity and flexibility, authenticity and vulnerability, abilities to build trusting relationships, and a willingness to share power.

		Focus	
		Organisation	System
Level of authority		Examples: a service commissioner; senior management team member in a local authority; CEO of a small charity	Examples: CEO of a local authority; VCS representative on strategic partnership
	Higher	Roles Shape strategic direction: commit to HLS as a way of working, within the organisation and with partners and stakeholders; legitimise a different way of “being” at work; listen; give focus and meaning to the work; be willing to give up control, while retaining responsibility; weave evidence of progress into a clear narrative of change. Hold space for learning: create space for human and learning behaviours; hold nerve, allowing time to learn from failure; partner with lower authority actors for insights and to give back the work; remove obstacles to change; capture evidence of progress in a wide variety of ways. Pace the change: balance expectations of the old order with the need to transition to the new; allow deviance and promote culture of positive error; model HLS behaviours internally and through e.g. approach to commissioning; celebrate and reward progress; seek perspective and support from outside the organisation.	System stewardship roles Share strategic direction: strengthen relationships/system conditions; identify shared purpose(s); increase the diversity of voices, perspectives and actors; listen and value difference; convene; give meaning to the work. Create infrastructure for collaboration and learning: create and sustain shared space; develop common norms, practices, and behaviours; learn and reflect together; lead by example on e.g. collaborative working, shared budgets, joint commissioning; commission in ways that promote HLS practice; partner with organisations with less authority to shape the systemic environment. Pace the change: prioritise trust and relationships; tolerate uncertainty and not knowing; protect vulnerable voices in the system, embrace challenge but keep focused on the problem; respond to the needs of the system; share and celebrate successes; seek allies, advocates, and advisors outside the system and partners within it to create sense of collective bravery.

	Lower	<p>Examples: team members; practitioners; head of service</p> <ul style="list-style-type: none">• Direct attention to the work: use evidence to create urgency; agitate and advocate for change; understand how you contribute to the problem.• Connect, experiment and learn: safe-fail experimentation; partner with those in authority to understand their concerns and constraints; create networks and partners across organisations; develop reflective practices and peer-learning networks; listen to people the organisation serves.• Stay in the game: continue to meet existing expectations; seek allies, confidants and partners outside the organisation; remain positive and recognise progress.	<p>Examples: VCOs; social activists and campaigners; local businesses; anchor institutions</p> <p>System stewardship roles:</p> <ul style="list-style-type: none">• Direct attention to shared work: increase variety (of interests, perspectives, ideas and practice innovations); agitate for change/raise the temperature; look for evidence in new places.• Connect, experiment and learn (system-weaving): show up; be brave but open to possibilities; intervene creatively; share safe-fail experimentation; increase system connectivity and strengthen relationships; share learning with and from peers; partner with authority to bring in voices not being heard.• Stay in the game: seek allies, advocates, and advisors outside the system; be optimistic about possibility but realistic about progress; celebrate small shared successes.
--	-------	---	---

For those with authority within organisations, the challenge is to create space for emergent HLS practice, protect and nurture it, and manage the process of organisational change. It is to balance expectations of authority of others within the organisation for protection, direction and order, while maintaining a pressure and pace for change compatible with that goal. Put another way, it is deploying the tools of authority to reset the organisational compass

towards HLS practice, and creating protected space for progress in that direction. This is both in the way the organisation operates internally and in the changing relationships with its partners and the people it serves. As practice shifts from the old to the new, it is to straddle the gap, honouring what was good and strong in previous approaches, while allowing experimentation and learning to find new ways forward. This could be especially difficult where culture is

entrenched, such as in trying to shift from a culture of blame to a culture of learning from failures and mistakes. Showing that a shift such as this is real will not only take time, but also bravery in holding to the approach when faced with difficult cases. We see a good example of this kind of organisational leadership in the [Empowerment](#) case study, where CEO Mike Crowther consciously tried to mirror his own management approach against HLS principles. In doing so, he was seeking to model the change in culture within the organisation he wanted to see.

“Our purpose is to use the principles of Human Learning Systems to radically change the way we do things, to be a living example of what can be done when we accept that being human is messy, we are making mistakes and learning from them continually and that our organisational system has to reflect that, rather than seeking to control what it can’t really control anyway.”

(Mike Crowther, CEO Empowerment)

For those with less authority within an organisation, there is still space for leadership. Here the task is to use the new freedom provided by disruption to order, both for creative

experimentation and to agitate for further change. It is to find opportunities to connect with others within and beyond the organisation to strengthen relationships, develop practice, and share learning.

The ‘S’ in HLS

There is much that can be done from within an organisation to develop the practice of HLS. But, as we saw in the [Neighbourhood Midwives](#) case study, organisational commitment may not be enough. To embed the practice and make it sustainable requires a local system that can nurture and sustain the approach. And that local system must be built, consciously and deliberately. To do so requires people to see beyond the organisational perspective – as important as that is – and to exercise systems leadership. We have already emphasised that systems leadership is most effective as a collective endeavour, the multiplicative impact of people playing different, coordinated roles. We saw this very clearly in the COVID-19 response , which created the conditions for voluntary organisations to develop a more collective and distributed leadership style. But it also generates more leadership. Indeed, [Senge, Hamilton and Kania \(2015\)](#) define a system leader as “someone able to bring forth collective leadership”.

Whatever the level of authority a person has within a local system, they can play a role in multiplying leadership and mobilising collective resources.

Taking on an active responsibility for the health of the local system so that it becomes a place where HLS practice can thrive is the role of system stewardship. For those in positions of authority, this role embraces strengthening relationships across the system and building bonds of trust. It requires an awareness of perspectives that might be missing when decisions are being made, and how they can be heard and accommodated. It includes:

- Developing local systems infrastructure that can sustain collaborative efforts between organisations over the long haul
- Leading by example, modelling HLS practice, and sharing learning
- Commissioning in a way that allows others to adopt HLS approaches
- Looking for opportunities to convene others from across the system at all levels to reflect, learn and problem-solve together, continually building collaborative capacity within the local system.

Finally, having low levels of authority within a local system does not prevent the exercise of leadership, which can

have profound effects. As the [POP](#) case study shows, it was leadership by people in this square of the matrix who were the prime instigators and shapers of change. They have played crucial roles as “systems weavers” in strengthening connections and sharing practice and learning across local systems.

As we discussed above, when it comes to leadership, authority is a constraint as well as an enabler. By analogy, the absence of authority removes that constraint and creates freedom for action. This, in turn, creates its own feedback loops: establishing realities of innovative HLS practice on the ground, focusing attention, and dramatising the need for change can all make it easier for those in authority to step into the space created and take the action that is needed. This interplay between actors with different levels of authority within the system is important: in very different ways, each can create space for the others to act. Partnering across these differences in “vertical” or cross-hierarchical alliances can create the best of both worlds.

Conclusion

In this chapter, we have considered the nature of leadership required to change local system conditions to support HLS practice, and who could

lead this change. As we have seen from the case studies, the answer is that anyone – whatever their position within a local organisation or system – can play a part in leading change. In the matrix we set out, we considered the nature of these contributions, looking from the perspectives of people with more or less authority within their organisations and across a local system. While these roles may be quite different, they are complementary. Systems change is the ultimate team sport, and there is a role for everyone in changing local systems to support and sustain HLS practice.

References

- Bell, M. (2021). *Plymouth Octopus Project* (Human Learning Systems Case Studies). Plymouth Octopus Project. https://www.humanlearning.systems/uploads/POP_1.pdf
- Crowther, M. (2021). *Empowerment* (Human Learning Systems Case Studies). Empowerment. <https://www.humanlearning.systems/uploads/Empowerment.pdf>
- Francis, A. (2021). *Neighbourhood Midwives* (Human Learning Systems Case Studies). Neighbourhood Midwives. <https://www.humanlearning.systems/uploads/Neighbourhood%20Midwives.pdf>
- McCormack, P. (2020). *Wallsend Children's Community* (Human Learning Systems Case Studies). Wallsend Children's Community. <https://www.humanlearning.systems/uploads/WCC.pdf>
- Owen, K. (2020). *Liverpool Combined Authority Case Study* (Human Learning Systems Case Studies). <https://www.humanlearning.systems/uploads/7549%20CPI%20%E2%80%93%20LCRCA%20Case%20Study%20v2.pdf>
- Ronald A. Heifetz. (1998). *Leadership Without Easy Answers*. Harvard University Press. <https://www.hup.harvard.edu/catalog>.

[php?isbn=9780674518582](https://www.humanlearning.systems/uploads/POP_1.pdf)

Senge, P., Hamilton, H., & Kania, J. (2015). The Dawn of System Leadership. *Stanford Social Innovation Review*, Winter. https://ssir.org/articles/entry/the_dawn_of_system_leadership

Endnotes

- 1 The authors acknowledge the debt owed to the teaching and writings of Ronald Heifetz and Peter Senge in the ideas expressed in this contribution.

Chapter 19

HLS themes: Human Learning Systems meets social pedagogy

Human Learning Systems meets social pedagogy

How a social pedagogical perspective can bring HLS to life

Authors: Lowis Charfe and Gabriel Eichsteller

[Contact the authors](#)

"Nothing is as practical as a good theory."

Kurt Lewin

Introduction

As soon as we read "[Exploring the New World](#)", the synergies between HLS and [social pedagogy](#) were very clear to us. We could see how HLS sets out a strong argument and, importantly, provides a framework that supports the much-needed changes required in organisational working within the public sector. The language used in the report around empathy, compassion and effective relationships that "liberate" workers resonates from a social pedagogical perspective. Because of these connections, the HLS framework is now taught as part of the [MA in Social Pedagogy Leadership here at UCLan](#), and *Exploring the New World* has become a key text on the course.

In this chapter, we explain the key synergies between social pedagogy and HLS and how a social pedagogical perspective can help develop healthier systems, learning cultures and relational practice that benefit us all. We outline how the theories and principles used in social pedagogical practice can bring HLS to life as an organisational framework, as they offer navigation points to help guide and develop our direct practice within complex environments. We briefly introduce social pedagogy as a coherent ethical and theoretical framework for relationship-centred practice. Looking at Human, Learning and Systems, we offer a succinct summary of relevant concepts that can help you embed HLS in your direct work and your organisation's culture and systems.

What is social pedagogy?

Social pedagogy offers a holistic way of working with children, young people and adults in ways that support their wellbeing, learning and social inclusion. At the heart of social pedagogy lies a belief that each person deserves to be treated with dignity and possesses unique inner resources and potential, which we can help them unfold. To do so requires meaningful and authentic relationships that enable us to recognise a person's potential, their qualities, strengths and interests, and to create learning situations in which people can experience their resourcefulness and develop new abilities. This is why social pedagogy is often translated as education in the broadest sense of the term, with a focus on learning in the "everyday".

In much of continental Europe, and across Latin America, there is a strong tradition of social pedagogy as an academic discipline and field of practice. Social pedagogues tend to work in a variety of educational and care settings, starting from the early years, through to schools, residential childcare, play and youth work, community and family support, social work, employment support, addiction work, prisons, support for people with disabilities, and care for

the elderly. At first sight, some of these settings may not seem to have much in common. Yet, there is a shared ethical underpinning, an understanding that in any of those settings we can make a positive difference, not just for the individuals but actually for society as a whole, if we create an environment that enhances wellbeing, supports learning, human growth and social inclusion through empowering relationships. In this sense, social pedagogy seeks to find educational solutions to social issues by connecting individuals to society and promoting social justice.

The appeal of social pedagogy lies in the fact that it is more than just an approach to social care practice; it is an ethical orientation that can be applied to the whole organisation and the wider sociopolitical context. This is why we believe it is highly relevant for any organisation adopting HLS. While it can provide professionals with a broad range of methods to use, it ensures that our focus is on the deeper purpose of supporting wellbeing, learning and social inclusion – and selecting or developing methods that contribute to these aims and seem meaningful within a given practice situation. This is what sets social pedagogy apart from other current approaches frequently used in UK practice, such as strengths-based, person-centred and "risk-sensible"

models. It is the guiding principle and foundation on which our everyday practice is built on and influences how we then understand and use the approaches mentioned above.

A social pedagogical perspective can be seen explicitly in the case studies of [Lighthouse](#), a London-based children's charity explicitly built around social pedagogy, and [Empowerment](#), a Blackpool-based advocacy organisation has recently introduced social pedagogy to deepen their commitment to relationship-centred practice. The philosophical orientation and key principles are also reflected in several other HLS case studies, such as the [Mayday Trust](#) and the [Moray Wellbeing Hub](#).

Indeed, there is a growing network of organisations and individuals in the UK embedding social pedagogy in a range of social work and care services across the life-course, from work with children and families through to adult social care. However, we believe a social pedagogical perspective has relevance across public services and in any area where we work with people, where being human, facilitating learning,

and cultivating healthier systems are important. The Diamond Model outlined below illustrates the wider aims of social pedagogy and how these connect with HLS.

The Diamond Model

The [Diamond Model](#) is one of the most powerful concepts in social pedagogy and visualises a central underpinning principle: as human beings, we are all precious and possess a wealth of skills, abilities, talents, knowledge and other resources that make us rich in unique ways. There is a diamond within every one of us. Every person has the potential to shine – and social pedagogy is about supporting them in this, to uncover and recognise potential, to draw out a person's inner richness and thus help them feel more resourceful and empowered to create meaningful change in their lives. In facilitating these kinds of positive experiences, social pedagogy has four core aims that are closely linked: wellbeing and happiness, holistic learning, relationship, and empowerment.

Figure 1: The Diamond Model in social pedagogy



Wellbeing and happiness

The first aim ensures a focus on wellbeing and happiness, both of which are core conditions needed for positive growth to happen, underpinning empathic and positive human relationships. In social pedagogical practice, wellbeing is understood holistically, as an integrative term covering physical, intellectual, emotional, social, and spiritual aspects of wellbeing, all of which are interconnected. The emphasis on happiness helps to ensure we are concerned with the present, too, and support people in feeling happy in the here-and-now, creating meaningful moments and finding ways to contribute to the greater good. Research on happiness shows that, in

the long term, life quality comes from leading a meaningful life, bringing happiness to others, and serving a higher purpose.

What determines wellbeing and happiness is subjective and thus different for each person we work with. In social pedagogical practice, we must constantly keep this in mind, question where we might be making assumptions, and get into dialogue to explore how the people we support experience happiness and nurture their wellbeing. This means social pedagogical practice has to be very context-specific and highly responsive to the individual and the situation rather than adopting a one-size-fits-all approach.

The social pedagogical focus on wellbeing and happiness is reflected in the HLS emphasis on human flourishing and can provide valuable insights, for instance drawing on findings from happiness research about how to achieve a high level of quality of life in the long term (see also other chapters on Human and Impact on people and place).

Holistic learning

Wellbeing and happiness are inherently connected to learning processes, as a person's physical, cognitive and emotional state affects how the brain processes information, in which parts of the brain it is stored, and how easily it can be recalled. At the same time, learning should actually make people feel better about themselves and bring the joy that comes with discovering something new and exciting, satisfying one's curiosity, and gaining greater understanding.

Learning and growth are therefore key guiding principles underpinning social pedagogical practice. From a social pedagogical perspective, we conceptualise learning holistically, or as engaging "head, heart, and hands". Reflective of human uniqueness, each person learns in different ways, and we need to account for this in how we create a stimulating learning environment and how we draw on the

everyday situations we face to provide positive opportunities for growth.

In addition to its focus on taking a holistic learning approach in our work, and recognising the potential of creating situations where we can learn together with the people we support in practice, a social pedagogical perspective also highlights the need for an emergent learning approach in our organisation. This requires an understanding – and acceptance – that life is complex and uncertain, and that there may not be easy and quick solutions to the problems faced (see chapter on Learning). While this can be challenging, social pedagogy assists us in "sitting with" this uncertainty and see it as a valuable learning opportunity, a part of the journey that supports our "human" development.

Social pedagogy provides us with ethical, moral and theoretical guiding principles and navigation points to direct our practice in complex situations and use our situated professional judgment, rather than unquestioningly apply an evidence-based practice manual. This type of learning requires us to critically reflect on past ways of working, consider our understanding and the narratives that are being used to explain or justify this as well as be open to new ways of thinking and working.

As can be seen in many of the HLS case studies, such as [Wellbeing Teams](#) and [Empowerment](#), emergent learning assists us to create “positive error” cultures within organisations, where mistakes are seen as learning opportunities. This requires the relationships within teams to be authentic, purposeful and built on trust – and that we acknowledge the tensions and conflicts within relationships and develop the ability to repair relationships when they rupture. As highlighted by the Brazilian educator and philosopher Paulo Freire (1996), conflict and disagreement need to be seen as an opportunity to learn and grow. Without them, we never progress but instead become apathetic.

Relationships

Within social pedagogical practice, there is a deliberate focus on relationships to support positive growth and change. Relational practice needs to be centred on engaging human-to-human, as equals (see Human chapter). It requires that we build and maintain authentic relationships that have inherent value and aren’t merely a means to an end. Social pedagogy therefore encourages us as professionals to bring our personality into the relationship, which is not the same as sharing private matters or feelings (see 3 Ps below).

Social pedagogical relationships are about being professional and personal at the same time, thus requiring practitioners to be constantly reflective and continually grow our awareness of private aspects (such as unprocessed feelings and experiences) that influence our relational practice. It also demands that we acknowledge the tensions and conflicts within relationships, that we face these and develop our ability to repair relationships when they become tense or strained or break down.

It is also about being curious in wanting to genuinely understand the lived experience and “life world” of the people we are working alongside, no matter how far from our own lived reality theirs may be. By focusing on relationships and creating an environment where every person is encouraged to build trusting relationships with others – and is supported in doing so – we can increase wellbeing, encourage people to take responsibility for others, and help them develop a strong support network, a “relational universe” consisting of friends, family, professionals and people within the wider community.

This way of thinking about relationships systemically will make a lot of sense to HLS professionals. Importantly, social pedagogy pays careful attention to the power dynamics within relationships

and how we can ensure a greater sense of equality and recognition within the system.

Empowerment

When thinking about power dynamics, it is important to understand that empowerment is not something that we give to people; we do not empower others. Empowerment only happens when somebody feels they possess agency, have the self-efficacy to take control of their own lives, and are meaningfully involved in the decisions that affect them. This requires an educational approach that enables people to learn about and better understand issues of power and how they can form relationships, where power is used not as a form of control over others but as responsibility for others. This very much links to the concept of [psychological safety developed by Amy Edmondson](#), and an awareness and understanding of the power dynamic within all of our relationships with each other.

In HLS terms, empowerment comes from playing a meaningful role within the wider system and is also connected to the resourcefulness to cope with the uncertainty and complexity encountered in practice.

Empowerment is also aligned to social inclusion and social justice. A growing number of social movements

are challenging us to think about the lived experiences of marginalised groups and the dominant cultures and structures that repress their right to flourish. We can learn how to be allies, sharing our platforms to help people hear from groups and individuals who are often ignored and making a positive case for the value of diversity. In this way, we can help create the conditions where marginalised people and groups feel empowered and supported to step forward and to change systems and beliefs that help contribute to a more positive society for us all.

Positive experiences

In order to realise the four areas of the Diamond Model, social pedagogical practice has to focus on providing positive experiences. The power of experiencing something positive – something that makes someone happy, something they have achieved, a new skill they have learned, the caring support from someone else – has a double impact. It raises the individual’s feeling of self-worth and recognition, reinforcing their sense of wellbeing, of learning, of being able to form a strong relationship, or of feeling empowered; and by strengthening their positives, the person also improves their weak sides so that negative notions about their self fade away.

This offers an important reminder to organisations interested in adopting HLS: while this paradigm shift might seem like a huge challenge, the ultimate power lies in the positive experience of the difference it can make to both frontline practice and organisational culture.

It is important to highlight the fact that all areas of the Diamond Model are interconnected and inseparable from each other – similar to the three HLS components Human, Learning and Systems. To further illustrate how a social pedagogical perspective can bring HLS to life in your organisation, we have selected some specific theories related to each HLS domain.

Social pedagogy theories that help develop the Human in HLS

Recognising the intrinsic human dignity of each person we support is fundamental to social pedagogical practice. This is why HLS and social pedagogy share an emphasis on kindness, compassion, relationships and bringing our whole selves to work. These values come alive in social pedagogical practice through our *Haltung*.

Haltung

A German term that has no direct English translation, *Haltung* roughly means ethos or mindset and links to

how we express our personal values and deepest beliefs in everyday interactions. It is crucial that we have a deep understanding and awareness of what these are, how they have been shaped, and why they are important to us, as they will always influence how we interpret and respond to the world around us – both in our work life and outside it. Each person has their own internal compass guiding their ethical orientation through life, shaped by their past experiences, and they make their own choices about the extent to which their actions are guided by their values, the extent to which they “show their *Haltung*”.

Within social pedagogical practice, our *Haltung* should explicitly reflect the Human in HLS – a core belief in each person’s human dignity, resourcefulness and unique inherent value. *Haltung* thus offers a framework that supports values-based relational practice. A social pedagogical *Haltung* is based on two poles, between which we constantly move: empathic understanding, where experiences or circumstances are familiar to us; and regard, where we cannot draw on similar experiences and need to make sure that our thoughts and actions are based on respect. For instance, as a parent we can have empathic understanding of the challenges of parenting, but we cannot truly understand what it might feel like for a

parent to have their capacity to care for their children questioned and assessed by a social worker.

In this situation, a social pedagogical *Haltung* enables us to show compassion and empathically connect on a human level, while also recognising that the parent’s situation will be different from our own, and that we must therefore show regard for their subjective experience being different to anyone else’s. This acts as a reminder not to make negative assumptions and “to other” people who have different experiences and views from our own. This also encourages us to recognise and challenge the power imbalance and differentiation that happens between us when we view ourselves as “staff” or “service user”. The following concept can help us in this respect, too.

The 3 Ps – the professional, personal and private self

The **3 Ps** offers a reflexive framework which allows us to explore, understand and manage the boundaries within relational practice. The three aspects within the framework are:

Professional self

The professional self refers to the professional knowledge we have around relevant issues like legislation and policies, research, theories, methods, and practice experience,

and how we use these to guide our practice. We need to be clear about our purpose and focus in working alongside the people we are supporting and have an awareness of the professional engagement with our work. We also need to be open and transparent about our professional role within the relationships and boundaries that surround this.

Personal self

For authentic relationships to develop, there has to be reciprocity, which involves showing (in our actions) and sharing (by what we say) who we are as human beings. Depending on the setting, our role and what feels appropriate in the relationship with the person we’re supporting, these aspects will influence how much of ourselves we share. Before sharing personal information or experiences, we need to question how this might help increase reciprocity and empathic connection within the relationship.

It is also important to be able to show our flaws and vulnerabilities, so that we can develop a more genuine, more equal relationship with people. This helps recalibrate the power imbalance inherent in our professional working relationships. It needs to be our own choice which aspects of our personal life we feel comfortable sharing, and at what point we share them in a professional relationship.

Private self

While the personal self is what we bring into professional practice, the private self refers to the part we should keep out. It requires honest reflection and questioning to determine which aspects of ourselves we choose not to bring into the relationship, and this must be guided by our professional insight. It is important not to share experiences we haven't fully processed or which we feel would not be helpful. We should remember that we do not need to share our own experiences of a situation verbally in order to show empathic understanding – we can also show this empathy through our actions.

When working alongside people, we can only develop meaningful professional relationships if we are willing to include the personal and if the boundaries within our own 3 Ps are fluid and context-specific. They will differ depending on who we are supporting and in which situation, and the boundaries will also evolve over time as the relationship strengthens. The more we discuss the 3 Ps within teams, the better we can support each other in making the personal self a central part of our relational practice and in keeping the private self reserved for how we are outside work with close friends and family.

Social pedagogy theories that help develop Learning in HLS

Along with relational practice and social justice, one of the key aspects of social pedagogy is its focus on education and learning. When conceptualised in the broadest sense, learning is linked to human development, growth and wellbeing and also to promoting positive social change. Within professional practice, learning is about a mindset and culture, a recognition that everyday situations and our relationships provide opportunities to learn and develop innovative practice. Within HLS and social pedagogy, creating an environment where learning is encouraged and embedded is therefore fundamental.

Given its educational roots, social pedagogy offers a wealth of theories and concepts to be utilised to help place learning at the heart of how we support people as well as develop and nurture a culture of learning within organisations. Below, we introduce those we believe to be most useful as a starting-point.

Learning Zone Model

The [Learning Zone Model](#) is an effective framework for supporting learning in direct practice and within organisations. The model emphasises

the need for a supportive environment in which to encourage people to be curious, learn, make new discoveries and increase skill development.

Figure 2: The Learning Zone Model



At the centre is the comfort zone, a place of safety and familiarity. Here, we intrinsically know what to do without giving it much thought and don't need to challenge ourselves, meaning that very little learning takes place in the comfort zone. Nevertheless, it is important within the learning process, as it offers a secure base we can retreat to, where we can process information, and reflect on experiences.

Beyond the comfort zone is the learning zone, where all learning happens. As we move further away from the comfort zone, we stretch ourselves more and deepen our learning. The more we feel supported to explore the outer edges of our learning zone, the more we can cope with experiencing a "temporary loss of security".

At the edge of the learning zone we move into the panic zone, where it is impossible for any learning to take place due to the emotional and physical responses to panic and fear. In the panic zone, experiences become traumatic, prompting a fight, flight or freeze response to the immense stress. This blocks learning, as we focus on either escaping or surviving the situation we find ourselves in.

People will often feel like they are in the panic zone, when in fact they are at the edge of their learning zone; this often feels uncomfortable and insecure, yet they are able to still function and move forward. Learning is still happening, but there may be higher levels of support and reassurance needed to support somebody to remain in the learning zone and not step into the panic zone.

Importantly, the model suggests that these zones are dynamic, either growing or shrinking according to the extent to which we challenge ourselves to leave our comfort zone and the experiences we make outside it. This is why it is important to encourage the people we support to leave their comfort zone. Learning is, after all, about intrinsic motivation.

However, it is crucial to highlight the fact that we must never push somebody to step into any of the

zones, but respect their right to challenge themselves – or not – because where each zone starts and ends is unique to each individual and not necessarily visible. For example, sitting on a roof may be part of a builder's comfort zone, but for a social worker this may well be a very uncomfortable situation. The Learning Zone Model is a valuable reflective tool to help people talk about their skill set and identified learning needs, as well as the support they need to face things they feel uncomfortable or unable to deal with.

Reflection and reflexivity

A key aspect to social pedagogical practice is the ability to work reflexively, understanding our position and the impact we have on situations and subsequent responses. This requires that we are eager to learn and adapt from these reflections. Like all work undertaken in the public sector, social pedagogical practice takes place in the "tension fields" of people's everyday life. This often involves individuals, groups, organisations, systems and wider society, which adds to the complex and multilayered aspects of our work, while also requiring the ability to work effectively with others.

As identified in HLS, there is no fixed recipe or manual for how we manage this, but social pedagogy offers

guiding principles for us to reflect back on and check that we are acting in accordance with our collective shared values and purpose. It also offers theoretical navigation points that help us reflect on the direction the work is taking. Reflective practice is therefore essential, requiring us to constantly ask questions such as:

- Is what we are doing ethically right, does it fit with our Haltung?
- Are we on the right path?
- Will this help us meet our shared purpose?
- Do we need to take a different approach and do something else, or trust in the process?

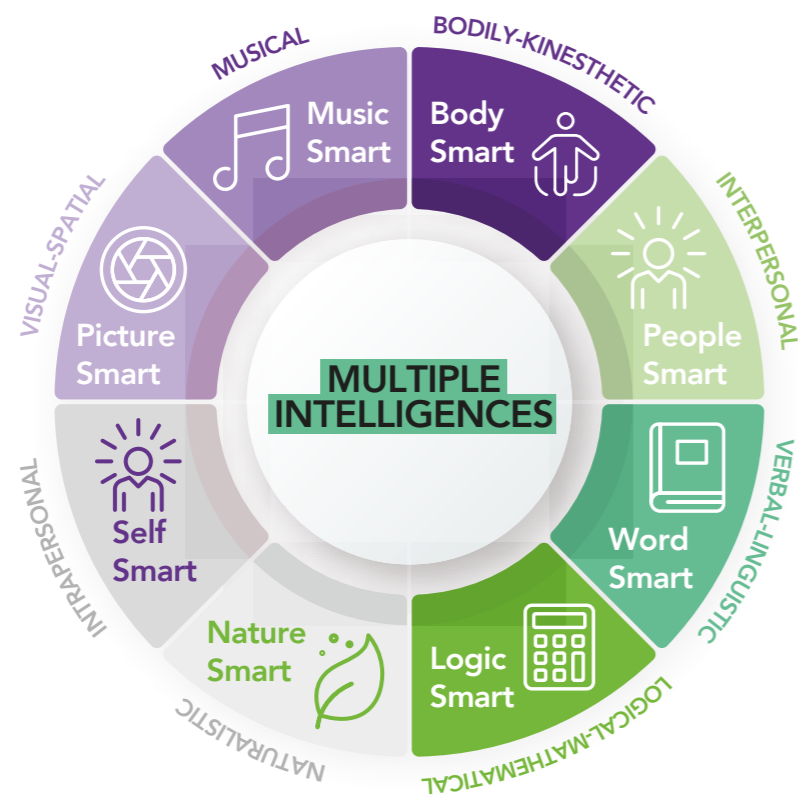
This requirement to "reflect in action and on action" (Donald Schön) and to be inquisitive and professionally curious helps us develop a deeper understanding, recognise the different contexts, explore assumptions, judgments and possibilities, and create change. Reflexive practice supports us in sensing and responding instead of trying to command and control situations. There are a number of reflection frameworks that assist with reflexive practice, such as Greenaway's 4 Fs (Facts, Feelings, Findings, and Futures) and Head, Heart, Hands (based on the work of Pestalozzi). By embedding critical and active reflective

practice, organisations can support staff to cultivate and use their everyday expertise and practice wisdom to shape structures and systems that are meaningful and helpful.

Multiple intelligences

Often linked to learning is the idea of intelligence and how we think about people's learning potential. From a social pedagogy perspective, this is understood by using Howard Gardner's Multiple Intelligences Theory. Gardner explains that there are a variety of ways in which humans learn, think, understand and act, and that crucially people are "intelligent" in many different ways. This theory challenges the accepted notion of intelligence being linked to IQ, which divides people into hierarchical categories along a one-dimensional IQ scale. It also highlights the negative impact of this viewpoint on wider society by limiting our understanding of intelligence and meaningful learning opportunities. Multiple intelligence recognises that there is a unique blend that naturally occurs in each of us, and that this is multilayered and diverse. Within this theory, intelligence is seen in a wide range of ways and importantly includes creativity, nature and relationships as aspects of multiple intelligence. It recognises that each person has strengths and weaknesses

Figure 3: Multiple Intelligences Theory



and that, crucially, strengths can be used to help develop skills and knowledge in areas where an individual may not be as competent or confident. Using this theory and creating learning opportunities that help individuals to use their multiple intelligences not only deepens learning but also enhances an individual's wellbeing and self-efficacy, which in turn increases their knowledge and skills acquisition.

Multiple Intelligences Theory is a helpful framework to use both in direct practice and to assist advancing an organisational culture that cultivates a diverse range of intelligence and the

need for learning opportunities that not only plays on a person's strengths but also supports development in areas where they feel less competent. Teamwork benefits from complementary diversity, when people have differing ranges of intelligence that broaden the collective perspective and provide ideas for innovative practice, systems and culture from different vantage points.

Creativity

If we think differently about intelligence, we should extend this broader conceptualisation to how we think about creativity, too. Creativity

Social pedagogy theories that help develop Systems in HLS

As outlined in the Systems chapter, when we refer to systems we mean a web of relationships and interactions between human actors and environmental factors. We can conceptualise systems at different levels: the life of each person we support is a system (hyper-local); our teams and organisation are a system; the interplay between different people and organisations locally is a system; and each nation can be seen as a meta-system. Systems thinking and action is crucial if we want to provide meaningful support, because outcomes in people's lives are influenced by these complex relationships and interactions. So, if we want people to flourish, we must recognise that this does not rely solely on the quality of our support but also on the wider relationships and environmental factors. This is about changing our perspective: instead of *attributing* specific outcomes to our support, we are *contributing* towards outcomes through our practice. Meaningful outcomes require healthy systems, and a social pedagogical perspective can help put systems thinking into practice by considering both the interdependent relationships and the structural aspects that affect direct practice.

is an important aspect to social pedagogical practice and can best be captured in the notion of head, heart, and hands. It covers aspects of thinking "outside the box", using imagination and curiosity to think beyond the obvious when seeking to find solutions to challenges and respond to change, seeing these as an opportunity to grow. Alongside this, it is about tapping into our creative energy and working in an environment that nurtures creativity, making it easy for people to feel creative, without fear of things going wrong. Beyond building confidence, being creative is also about practitioners possessing enough skills to use creative activities as part of their work.

As with multiple intelligences, creativity works on different levels and is context- and person-specific. At an organisational level, if the culture supports creativity, this allows staff to work in more flexible and autonomous ways, supporting practitioner wellbeing and building trust. Nurturing a creative mindset also makes people feel better equipped to find solutions to complex problems together and to try out new ideas. By extension, this encourages practitioners to be more creative in how they support people, which facilitates deeper relationships, active participation and meaningful coproduction and collaboration.

The relational universe

The relational universe illustrates relationship-centred practice and highlights the fact that as human beings we are all interdependent and interconnected. The model visualises the diversity of relationships each person has – with family members, friends, professionals (e.g. in education, health, social care), and community members. Each of these relationships forms part of a universe that’s constantly evolving, with important qualitative differences in how close or distant, rewarding or challenging, temporary or long-lasting, important or insignificant they are and how much “gravitational pull” they have.

Our role as professionals, therefore, goes far beyond building trusting relationships with the people we support – it encompasses a duty to support people in cultivating their relational universe by developing more positive and meaningful relationships with those people who are important in their lives. (You can find a brilliant example of this in a [blog by Nicole Ashworth](#).) This means we must seek to understand the person’s relational universe, without being judgmental or manipulative about relationships we consider problematic. Who is or is not part of someone else’s relational

universe is not our decision. Our role is more educational and dialogical, designed to enable people to recognise the power dynamics at play in relationships, experience what trusting and positive relationships are, and enjoy a sense of equilibrium within their relational universe. We therefore need to look for both the inherent and potential value of every relationship within a person’s universe and how we can help strengthen people’s interdependence.

The relational universe can also serve as a valuable metaphor for how we understand interprofessional practice and our own interconnectedness with colleagues, other teams, other organisations, and the (local) communities we serve. This idea is exemplified in the [Lighthouse case study](#), which addresses the process of setting up a children’s home in South London. From the outset, the team has focused on becoming part of the local community, introducing themselves to neighbours and other professionals, using local tradesmen, and developing close relationships with key institutions in the community to actively support the home’s social and structural inclusion.

This shows the potential when we expand the relational universe metaphor to us as professionals,

too, and explore ways in which we can create greater equilibrium in the relationships with the people that are part of our professional relational universe – whether we like their presence or not. In this way, the relational universe can guide us in taking a systems perspective to how we work relationally within HLS both with the people we support and with other actors that form part of the “system of interest” in the lives of the people and communities we serve.

Challenging structural inequalities

Given its concern with social justice, social pedagogical practice requires us to recognise the impact of structural aspects and the ways in which systems can create, perpetuate or increase social inequalities. Social justice issues are inherently complex and can only be meaningfully addressed when we see our role and sphere of influence from a systems perspective, when we critically reflect on how we can engage with other actors in the systems we’re a part of and how our practice might overtly or covertly contribute to structural oppression and discrimination. The HLS framework of perspective, power and participation fits nicely within this context.

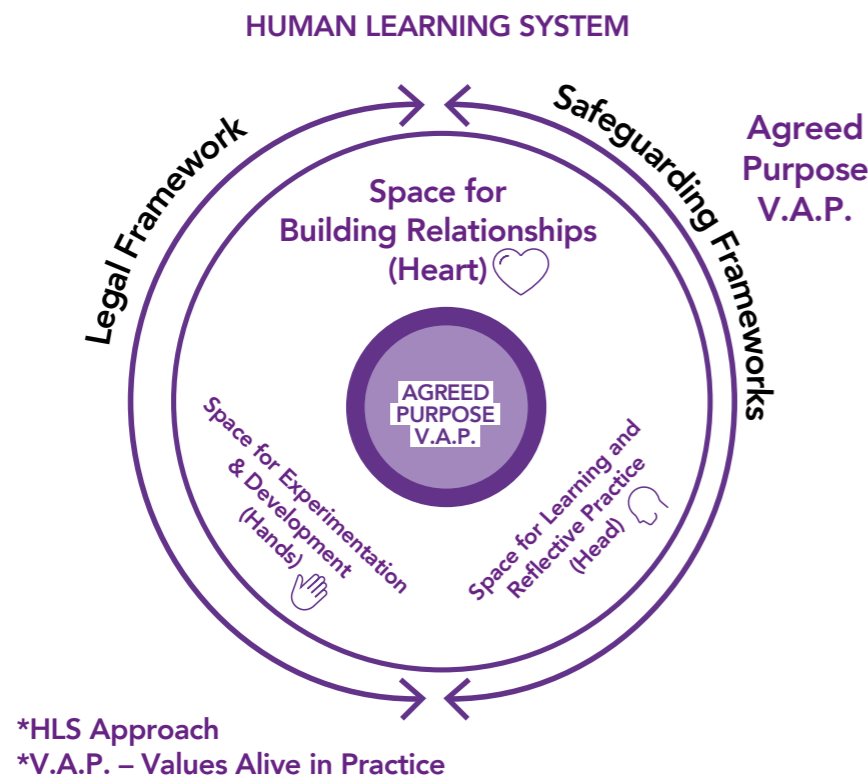
Social pedagogical practice can encourage the establishment of healthier systems that increase

collaboration and coordination of the work we do. As explained in the Systems chapter, when we focus on outcomes without paying attention to creating healthy systems, we end up with inflexible processes. Rather, we need to cultivate systems that enable us to navigate the tension fields we encounter in practice (Rothuizen & Harbo, 2017) and see the life of a person as a system in itself – embedded in a wider system of people within their local community. This means we can cocreate meaningful “person-shaped” outcomes. Therefore, we need to think about how we develop structures that support relational practice and assist in shared power and decision-making and mutual accountability. Organisational systems should support and enhance the shared purpose of the work and be developed in collaboration with the staff and clients most affected by them.

It is important to conceptualise systems as dynamic and living organisms, as ecosystems rather than static machines. This is not about semantics but about recognising that metaphors are powerful: how we think about systems determines both how we feel about them and act within them. If we think about an organisation as a machine, we might feel that we’re just a small cog and that our task is to simply do our job the way we always

have, persistently, without divergence. On the other hand, if we think about an organisation as an ecosystem, we are likely to feel connected and recognised for the important contribution we make, no matter our role, and we actively contribute to the system’s health.

Figure 4: Head, Heart, Hands model



Head: systems thinking and perspective

Within this domain of the Head, Heart and Hands framework, the use of theory, research, policies and past experience are key reflection and navigation points in assisting us to explore systems development.

Head, Heart and Hands can provide a valuable framework for how we develop healthier and more productive systems within organisations and the spaces we need to create within the existing legal and safeguarding frameworks (see Figure 4).

In working with complexity and uncertainty, the better we understand the systems we’re a part of and our role within them, the more meaningfully we can respond and contribute. This can be seen in the case study from [The Children’s Society](#), where the focus on understanding systems has helped

practitioners better respond to issues around child exploitation.

In a social pedagogical understanding, though, systems thinking is about more than expanding our own understanding of the systems around people, organisations, place, and practice sectors. It’s also about how we can help the people we support to see their life as a system, and gain insights into structural aspects and how these affect them. Thus they can engage in systems change and social action, and we can amplify the voices of those who are disadvantaged or not heard in society.

Systems thinking also enables us to see practice issues from a meta-perspective and to look for ways in which the system can be optimised to resolve issues or prevent their emergence in the first place. This helps us avoid the pitfall of “needing somebody to blame”. An example of this can be found at [Community Circles](#) and their use of [Holacracy’s Tactical Meetings](#). These meetings are designed to address any issues that have arisen and are blocking the work from being done. The meeting concentrates on developing good communication and connection between people, so that there can be an open conversation about what people “need” to be able to do their job well. The staff and volunteers have found that there are

vast benefits to Tactical Meetings, one of which is an increase in the wellbeing and happiness of staff teams, as there is less miscommunication and problems can be resolved quickly and easily.

Heart: moral leadership and power

Within this domain, we need to give consideration to how organisational systems allow us to be more human in our work and nurture relational practice and human connections. The systems we create are never value-neutral, and the role we play within them will be influenced by our Haltung. Where systems are not aligned to our (or our organisation’s) core values and beliefs, we feel the impact of this incongruence. This can diminish our engagement with systems, and so the ethical orientation and moral purpose of any system is crucial.

Irrespective of our role within systems, from a social pedagogical perspective we are all called upon to display moral leadership in our work. By reducing hierarchy, focusing on equity, and working alongside people, we can ensure that ethics are at the heart of collaborative practice. An example of this can be found in the [Lighthouse](#) case study. Their ambition to create world-class children’s homes and challenge the notion that children in the care system are unlikely to succeed

in education demonstrates a strong moral position that refuses to accept the status quo and a willingness to champion a more optimistic concept of children in care within this specific system.

Moral leadership and the issue of power within systems links to empowerment as set out above in the Diamond Model. As explained earlier, empowerment only happens when people feel they have the self-efficacy to take control of their own lives and the decisions they make. Systems therefore need to support this sense of empowerment and autonomy within their workforce and not dictate or control. This is why it is important that we consider how structures and systems can reduce hierarchical decision-making, recognise that diversity is enriching, and promote trust, autonomy and self-management. HLS explores this in some depth and highlights the need for organisations to shift the decision-making power away from senior management to staff who are doing the face-to-face work, so that they can make quick and responsive decisions in light of the situations they are facing. All of this has to be based on trust between staff and managers, responsible practice in accordance with a clear sense of purpose, active participation and cocreation in setting

up effective systems, and improving the organisational culture.

Hands: cultivating relationships and participation

Social pedagogy is about being practical, too, and the final domain emphasises the importance of our active engagement with the systems we're a part of, as these frame the everyday aspects of our work. If we conceptualise systems as living organisms, our role is to cultivate relationships with the people who are part of each system of interest and form new systems of interest. By building alliances, in ways described in the case studies by [Lighthouse](#) and [Surrey Youth Focus](#), we can start to heal the fragmentation of the organisational and sector-relevant systems that has been exacerbated by neoliberalism's focus on competition and market mechanisms.

Collective action can lead to systems change, especially where we succeed in amplifying the voices of those who aren't usually heard within the system and supporting people to engage with existing structures. The [Empowerment](#) case study describes the work of the Lived Experience Team as an example of what this can look like and why it is relevant. This group of people have experienced multiple disadvantages, such as homelessness and drug

misuse, and are working with the council and commissioners to develop collaborative ways of working and designing systems.

Greater systems participation with a view to cultivating relationships with other professional agencies also enables us to better understand and navigate complex systems and structures, gain insights into these systems from a range of different perspectives, and develop a sense of appreciation for the range of contributions made by different people, their expertise and resourcefulness, which we can draw on when encountering difficulties.

Leaders in organisations and Systems Stewards can actively support practitioners' active systems engagement by ensuring there are meaningful participatory processes that genuinely value the skills, knowledge and abilities of each member of staff, as well as recognise their potential to contribute in different but equally important ways. This requires both cultures and structures that support psychological safety, feelings of meaningful belonging, and positive and open communication.

Conclusion

This chapter highlights the many synergies between social pedagogy

and HLS, and we firmly believe that the use of social pedagogical principles and theory has many practical benefits for organisations developing HLS.

This starts with the Diamond Model's notion of each person's uniqueness and inherent value, which encapsulates the Human in HLS. By recognising every individual – whether they're a staff member or a person we support – as a "whole person" embedded within a social context, we can increase self-esteem and motivation within the workforce and staff teams and nurture people's sense of meaningful belonging and purpose.

Social pedagogy also reminds us to look for every person's unique learning potential and that we all benefit when we create an environment (within direct practice and within organisations) where people feel encouraged to learn in their own ways and draw on their creative potential. This is developed through moral leadership that relies on understanding power and is able to reduce hierarchical structures. This encapsulates the Learning in HLS.

The social pedagogical notion of head, heart and hands can make a helpful contribution to the Systems dimension of HLS, as it encourages holistic engagement with, and development of, the systems we're a part of. Systems – the complex interplay of relationships

and interactions which create outcomes in a person's life – exist at different levels, from the microcosm of a person's life to the macrocosm of the entire ecosystem. Social pedagogy can help us better understand and navigate the uncertainties and complexities within these systems, staying true to the values and purpose that underpins relationship-centred practice. It enables us to recognise that all people are resourceful, and that systems are at their best when we create the conditions in which everyone can bring in their individual strengths and unfold their unique potential. It is only collectively, by establishing moral leadership and cultivating systems that place relationships at their heart, that we can achieve healthier systems for everyone.

Bibliography

- Cameron, C., & Boddy, J. (2005). With Heart, Head and Hands. *Community Care*, 19(05), 36-37.
- Carter, A., & Eichsteller, G. (2017). Cultivating a relational universe. *The Therapeutic Care Journal*.
- Charfe, L., & Gardner, A. (2019). *Social pedagogy and social work*. Sage.
- Charfe, L., & Gardner, A. (2020). 'Does My Haltung Look Big In This?': The Use of Social Pedagogical Theory for the Development of Ethical and Value Led Practice. *International Journal of Social Pedagogy*, 9(1).
- Edmondson, A. C. (2018). *The fearless organization: Creating psychological safety in the workplace for learning, innovation, and growth*. John Wiley & Sons.
- Eichsteller, G. & Bradt, L. (2019). *Social Pedagogy as a Meaningful Perspective for Education and Social Care*. Insight Report. Beaumaris: ThemPra. [Available online](#).
- Eichsteller, G. & Holthoff, S. (2011). Social Pedagogy as an Ethical Orientation Towards Working With People – Historical Perspectives. *Children Australia*, 36(4), 176-185
- Freire, P. (1996). *Pedagogy of the oppressed* (revised). New York: Continuum.

- Gardner, H. (1992). *Multiple intelligences* (Vol. 5). Minnesota Center for Arts Education.
- Greenaway, R. (1992). Reviewing by doing. *Journal of Adventure Education and Outdoor Leadership*, 9(1), 21-25.
- Hämäläinen, J. (2012). Social pedagogical eyes in the midst of diverse understandings, conceptualisations and activities. *International Journal of Social Pedagogy*.
- Lorenz, W. (2008). Paradigms and politics: Understanding methods paradigms in an historical context: The case of social pedagogy. *British Journal of Social Work*, 38(4), 625-644.
- Moss, P. & Cameron, C. (2011). *Social pedagogy and working with children and young people: Where care and education meet*. Jessica Kingsley Publishers.
- Rothuizen, J. J., & Harbo, L. J. (2017). Social pedagogy: An approach without fixed recipes. *International Journal of Social Pedagogy*, 6(1), 6-28.
- Ryynänen, S., & Nivala, E. (2019). Inequality as a social pedagogical question. *International Journal of Social Pedagogy*.
- Seligman, M. E. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.

Storø, J. (2013). *Practical Social Pedagogy: Theories, Values and Tools for Working with Children and Young People*. Bristol: Policy Press.

Chapter 20 HLS themes: Public management paradigms

Public management paradigms

Authors: Toby Lowe and Richard Norman

[Contact the authors](#)

In this chapter, we will explore the idea of public management paradigms, and evidence about the effectiveness of New Public Management (NPM), which has been the dominant public management paradigm since the 1980s.

A paradigm is an organising story – a narrative – about how the world is, and how the world can be. As a paradigm, NPM is a set of beliefs and practices which are mutually reinforcing and internally coherent.

When thinking about the public management paradigm that is appropriate for your work, and which paradigm you choose to frame that work, it may be helpful to understand it as a choice about how you wish to view the world. What lens will you choose to help you understand the task of organising public service?

What are the different ways that different public management paradigms view the world?

New Public Management

“[Public Choice Theory](#)” is a major intellectual foundation for NPM and contributes these ideas:

- That outcomes in people’s lives are commodities that can be specified and purchased through market mechanisms
- That public servants cannot be trusted because, like everyone else, they are self-interested, rational utility-maximisers who (if left unchecked) will use public resources for their own ends rather than creating positive outcomes in people’s lives.

From these beliefs have come these prescriptions for the practice of public management:

- Research “what works” and particularly what is “best practice” in public service
- Specify through contracts and targets what is required for the delivery of “best practice” performance

- Create performance systems which use incentives and punishments to control delivery of contracted tasks and outcomes
- Use competition to incentivise public servants and others to “deliver” at the cheapest possible price.

We can see how the beliefs and practices reinforce one another. This is the nature of NPM as a paradigm – it is a mutually reinforcing, internally coherent, whole package of beliefs, mindsets and practices.

Human Learning Systems

HLS has different fundamental beliefs about how public management can create outcomes:

- It believes that outcomes are complex – that outcomes are “[emergent properties of complex systems](#)”

- They are different for each person who experiences them (e.g. my wellbeing is different to yours)
- They are made by hundreds of different factors interacting together in a system
- They are dynamic – what makes an outcome changes from place to place and time to time, so “what works” today in this place won’t necessarily work tomorrow in a different place
- They are beyond the control of any one of the actors in those systems.

We can see the idea that outcomes are emergent properties of complex systems clearly illustrated by this systems map of the outcome of obesity, produced by the UK government in 2007:

Figure 1: Systems map of obesity.

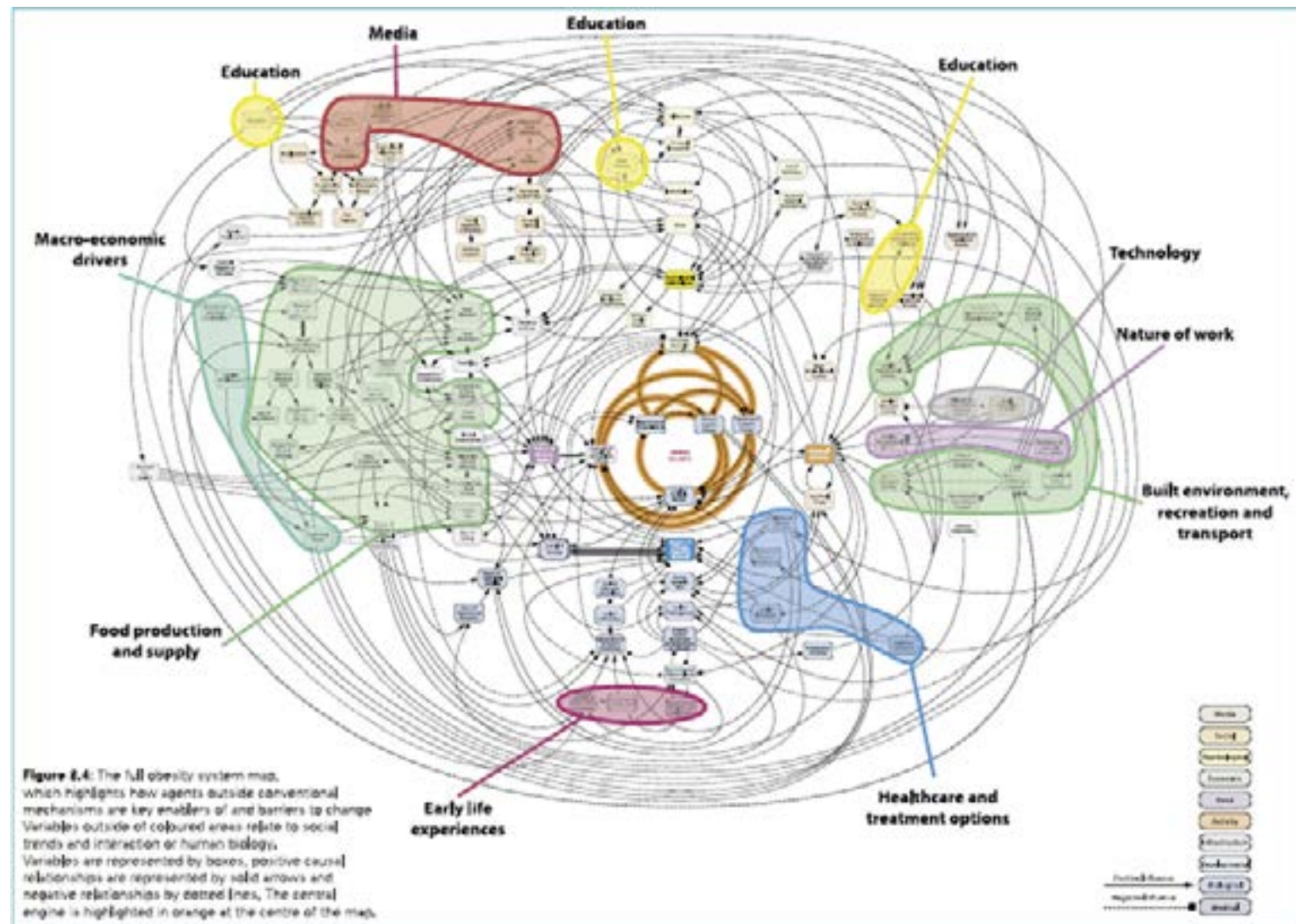


Figure 1: systems map of obesity
Diagram from: [Vandenbroeck, P., Goossens, J., & Clemens, M. \(2007\), Foresight Tackling Obesities: Future Choices – Building the Obesity System Map, London: Government Office for Science](#)

HLS also has a fundamentally different view of human motivation. It believes that public servants are motivated by [Mastery, Autonomy & Purpose](#). To do their jobs well, they require the opportunity to develop mastery over their skills, the autonomy to work in a self-directed way, and the opportunity to serve a purpose greater than themselves (the public good).

To choose one public management paradigm over another is essentially a choice about two things: (1) **how well each paradigm fits with the available evidence** about how the world works (the bits we can't change); and (2) **how well each paradigm fits with our values** about how we would like the world to be. As you can see, this represents two different types of judgment.

What does the evidence say?

There is a significant body of evidence which contradicts NPM's foundational

beliefs, and highlights that when implemented in practice, NPM creates significant problems. See [here](#), [here](#), and [here](#) for some examples.

The divergence between the claims of NPM to provide a better way to do public management and the reality of its multiple failures has led to the production of a number of [books and articles](#) exploring why it is still used, when it creates such significant problems.

“‘New public management’... was ostensibly intended to create ‘a government that works better and costs less’... So what do we have to show for three decades or so of ‘NPM reforms? The short answer seems to be: higher costs and more complaints.’”
(Hood and Dixon, 2015)

We can explore some of the key aspects of this evidence for why NPM is a poor choice of paradigm to help produce outcomes.

How outcomes are made in the real world

NPM conceptualises how outcomes are made in a simple, linear form:

Figure 2: A programme logic model

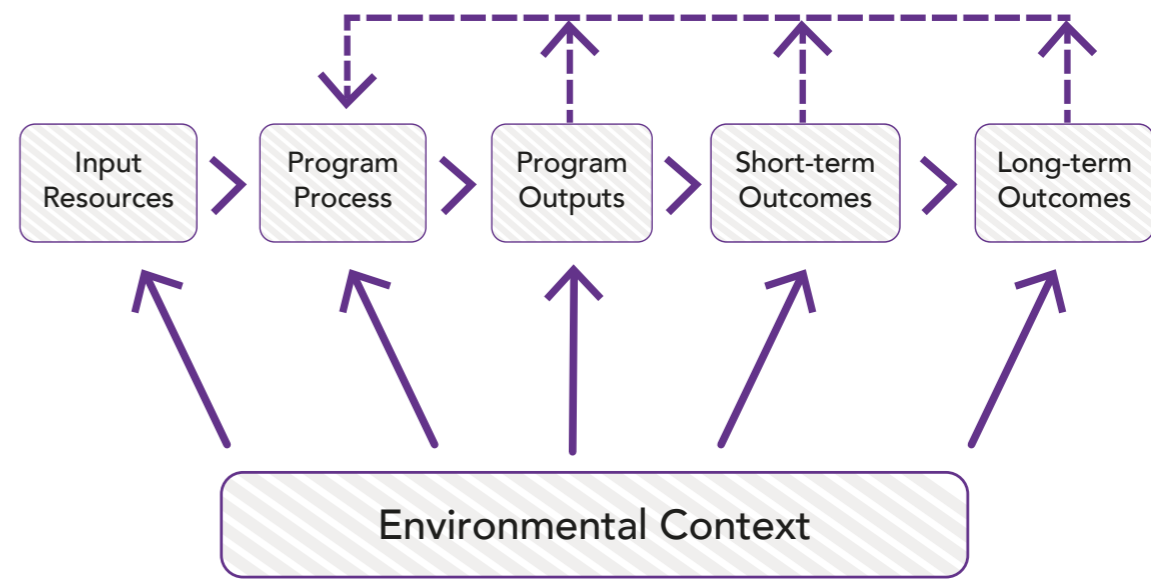


Image adapted from Schalock, R. L. and Bonham, G. S. (2003), "Measuring outcomes and managing for results", *Evaluation and Program Planning*, 26, 4: 229–35.

However, further research demonstrates that outcomes are not delivered by programmes (or people/ teams/organisations) in this way. Outcomes are made by whole systems, as Figure 1 (above) demonstrated.

This is the reality of how outcomes are made – they are emergent properties of complex systems. And the reality of how complex systems work is fundamentally at odds with the core beliefs of NPM. [Complex systems are not predictable](#). Tiny (unmeasurable) variances in the starting conditions of complex systems lead them to produce wildly differing results. What works at one point in time won't necessarily work in another. What works in one place won't necessarily

work in a different place. This is the uncomfortable reality of how outcomes are made.

The most devastating evidence of all for NPM is that in complex systems, to the work of any particular intervention. It is not merely difficult, but in fact impossible to do so reliably. This means that it is impossible to "pay for results", because the "results" produced are the work of a whole system, not of any particular programme or organisation. And no amount of fancy mathematical tools or the application of data makes it possible – the [impossibility is hard-wired](#) into the way that complex systems function.

But the impossibility of payment by

results in complex environments hasn't stopped people from [repeatedly trying it](#). They keep trying, not because it works, but because NPM needs it. This is the nature of NPM as a public management paradigm – as an internally coherent and mutually supportive set of beliefs and practices. If public service is to deliver outcomes, NPM needs to be able to identify whom to reward and whom to punish within its competitive marketplace. For this, it needs to know who was responsible for outcomes being (or not being) delivered. For NPM, if you can't measure impact, you can't reward and punish, and if you can't reward and punish you can't make public servants do the right thing, and you can't allocate resources efficiently.

Gaming

One of the most significant problems that NPM faces is that it [turns the job of public service into the production of good looking data](#). This is called "gaming". NPM faces this problem because the rewards and punishments it creates for public servants aren't given for real-world performance, they are given for having good-looking data. At best, the data is a [thin, abstracted, pauperised version](#) of the real world. At worst, it is [an outright lie](#). A systematic review of research into the effects of target-based performance management

systems found that over 80% of studies find evidence of gaming and 74% find evidence of people deliberately lying ([Franco-Santos and Otley, 2018](#)).

"The most salient unintended consequences of directive performance management systems are gaming, information manipulation, selective attention, illusion of control and relationships transformation."

(Monica Franco-Santos and David Otley, 2018)

And because NPM focuses on creating change in data rather than change in the real world, it creates "[perverse incentives](#)" including de-incentivising collaboration and cooperation:

"Ultimately, the current system encourages competition, not collaboration. Our service was increasingly being sought out by women, we were building a second team and had a waiting list. But, every woman who chose care with us was a loss of income to other providers in the area. In short, we were being too successful and were seen as a threat, not as a partner."

([Neighbourhood Midwives case study](#))

The evidence shows that NPM creates what is called a "[performance paradox](#)" – the more performance is measured and managed, the harder the task of real-world public service becomes.

Motivation

There has been lots of research done about [public service motivation](#). This research clearly demonstrates that public servants are not motivated in the way that NPM believes they are – they're not simply self-interested, rational utility-maximisers.

And the most damning of all the research findings about motivation is that it isn't hardwired and immutable – it is constructed. People who were intrinsically motivated to do something become [extrinsically motivated](#) (will only do something if the appropriate rewards or punishments are in place) when they are placed within an extrinsic motivation context.

NPM does not find selfish public servants, [it creates them](#). It turns people who have an intrinsic desire to serve the public good into people who will only behave in a certain way if appropriately rewarded or punished.

Measurement

The evidence about measurement practices in public service shows that measurement is not the neutral

observation of the world that NPM needs it to be. Measurement, when used for performance management purposes, distorts the practices it is intended to monitor.

In his famous essay "[Assessing the impact of planned social change](#)", Donald Campbell formulated what has become known as Campbell's Law:

"The more any quantitative social indicator is used for social decision-making, the more subject it will be to corruption pressures and the more apt it will be to distort and corrupt the social processes it is intended to monitor."

(Campbell, 1979)

One way to summarise the evidence about the problems of NPM is that NPM creates a simplified fantasy world for managers to live in. It removes the complex mess of the real world and substitutes the thin abstractions of data [produced by those who are incentivised to lie](#). It then pretends that this fantasy world of dashboards and RAG (Red-Amber-Green) ratings is real, and tells managers that their job is to create change in such data. Unsurprisingly, this approach is ultimately wasteful, demoralising and dehumanising.

The limits to evidence

The accumulation of evidence about the consistent failings of NPM might be useful to help explain some of your experiences as a public manager. The dissonance that people feel between their observations of the world, and the story of how it is supposed to work offered by a paradigm, [is a classic driving force behind paradigm shift](#).

However, if you are looking for evidence to prove that one public management paradigm is better than another, then you're going to be disappointed. It is impossible to "prove" that one public management paradigm is better than another, because (for example) HLS asks different questions from NPM, and treats the data gathered differently. You could try to do A/B comparison research using different paradigmatic approaches in different places or times, and gather data on what happens. But how would you disentangle the differences in public management approach from all the other differences between those two places? In a

complex system, you can't know in advance what all the important variables will be, and so you cannot control for those differences.

So, evidence will only take you so far.

How does it feel?

Perhaps the most important question from the perspective of each public manager is this: how does working in the current way make you feel? Do you feel a sense of dissonance? Can you make the story of how NPM is supposed to work fit with your experience? Do its fundamental beliefs and values match your own?

If the answer to any of those questions causes you to want to explore an alternative to NPM, then hopefully this e-book is of some use with that exploration.

References:

- Bevan, G., & Hood, C. (2006). What's Measured Is What Matters: Targets and Gaming in the English Public Health Care System. *Public Administration*, 84(3), 517–538. <https://doi.org/10.1111/j.1467-9299.2006.00600.x>
- Boulton, J., Bowman, C., & Allen, P. (2015). *Embracing Complexity*. Oxford University Press. <https://global.oup.com/academic/product/embracing-complexity-9780199565269?cc=gb&lang=en&#>
- Byrne, D., & Callaghan, G. (2013). *Complexity Theory and the Social Sciences: The state of the art*. Routledge. <https://www.routledge.com/Complexity-Theory-and-the-Social-Sciences-The-state-of-the-art/Byrne-Callaghan/p/book/9780415693684>
- Campbell, D. T. (1979). Assessing the impact of planned social change. *Evaluation and Program Planning*, 2(1), 67–90. [https://doi.org/10.1016/0149-7189\(79\)90048-X](https://doi.org/10.1016/0149-7189(79)90048-X)
- Copernican Revolution. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Copernican_Revolution&oldid=1017934824
- Deci, E. L. (2004). Intrinsic Motivation and Self-Determination. In C. D. Spielberger (Ed.), *Encyclopedia of Applied Psychology* (pp. 437–448).

- Elsevier. <https://doi.org/10.1016/B0-12-657410-3/00689-9>
- Francis, A. (2021). *Neighbourhood Midwives* (Human Learning Systems Case Studies). Neighbourhood Midwives. <https://www.humanlearning.systems/uploads/Neighbourhood%20Midwives.pdf>
- Franco-Santos, M., & Otley, D. (2018). Reviewing and Theorizing the Unintended Consequences of Performance Management Systems. *International Journal of Management Reviews*, 20(3), 696–730. <https://doi.org/10.1111/ijmr.12183>
- French, M., Lowe, T., Wilson, R., Rhodes, M.-L., & Hawkins, M. (2020). Managing the complexity of outcomes: A new approach to performance measurement and management. *Handbook on Performance Management in the Public Sector*. [https://researchportal.northumbria.ac.uk/en/publications/managing-the-complexity-of-outcomes-a-new-approach-to-performance-measurement-and-management\(0b41a2b8-339c-45a6-9f1f-a8ed80a6f985\).html](https://researchportal.northumbria.ac.uk/en/publications/managing-the-complexity-of-outcomes-a-new-approach-to-performance-measurement-and-management(0b41a2b8-339c-45a6-9f1f-a8ed80a6f985).html)
- Ghoshal, S. (2005). Bad Management Theories Are Destroying Good Management Practices. *Academy of Management Learning & Education*, 4(1), 75–91.

Jakobsen, M. L., Baekgaard, M., Moynihan, D. P., & van Loon, N. (2018). Making Sense of Performance Regimes: Rebalancing External Accountability and Internal Learning. *Perspectives on Public Management and Governance*, 1(2), 127–141. <https://doi.org/10.1093/ppmgov/gvx001>

Lowe, T. (2016, July 5). #Soapbox: The sorry tale of 'Outcome-Based Performance Management.' Slugger O'Toole. <https://sluggerotoole.com/2016/07/05/soapbox-the-sorry-tale-of-outcome-based-performance-management/>

Lowe, T. (2020, June 1). Made to Measure: How measurement can improve social interventions. *Medium*. <https://medium.com/centre-for-public-impact/made-to-measure-how-measurement-can-improve-social-interventions-2212a6ed6138>

Lowe, T., & Wilson, R. (2017). Playing the Game of Outcomes-based Performance Management. Is Gamesmanship Inevitable? Evidence from Theory and Practice. *Social Policy & Administration*, 51(7), 981–1001. <https://doi.org/10.1111/spol.12205>

Mayne, J. (2007). Challenges and Lessons in Implementing Results-Based Management. *Evaluation*, 13(1), 87–109.

Norman, R. (2019). Rediscovering Public Service in New Zealand after 30 Years of New Public Management? *Policy Quarterly*, 15(4), Article 4. <https://ojs.victoria.ac.nz/pq/article/view/5993>

Outcome-based payment schemes: Government's use of payment by results. (2015). National Audit Office. <https://www.nao.org.uk/report/outcome-based-payment-schemes-governments-use-of-payment-by-results/>

Perry, J. L., & Hondeghe, A. (Eds.). (2008). *Motivation in Public Management: The Call of Public Service*. Oxford University Press.

Pink, D. H. (2011). *Drive*. Riverhead Books. <https://www.danpink.com/books/drive/>

Public choice. (2021). In Wikipedia. https://en.wikipedia.org/w/index.php?title=Public_choice&oldid=1016882990

Public sector porkies – 10 years of lying up the hierarchy. (2021, March 9). Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/public-sector-porkies-10-years-of-lying-up-the-hierarchy>

Schallock, R., & Bonham, G. (2003). Measuring outcomes and managing results. *Evaluation and Program Planning*, 26, 229–235. [https://doi.org/10.1016/S0149-7189\(03\)00027-2](https://doi.org/10.1016/S0149-7189(03)00027-2)

[org/10.1016/S0149-7189\(03\)00027-2](https://doi.org/10.1016/S0149-7189(03)00027-2)

Siltala, J. (2013). New Public Management: The Evidence-Based Worst Practice? *Administration & Society*, 45(4), 468–493. <https://doi.org/10.1177/0095399713483385>

Van Thiel, S., & Leeuw, F. L. (2002). The Performance Paradox in the Public Sector. *Public Performance & Management Review*, 25(3), 267–281. <https://doi.org/10.2307/3381236>

Vandenbroeck, I. P., Goossens, D. J., & Clemens, M. (2007). *Foresight Tackling Obesities: Future Choices – Building the Obesity System Map* (p. 46). Government Office for Science. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/295154/07-1179-obesity-building-system-map.pdf

Chapter 21 HLS themes: About this report: how this report was made

About this report

This report was developed by a working group of the [Human Learning Systems Collaborative](#) – a set of people and organisations who have come together to purposefully create a paradigm shift in how public management is done.

The people behind it are:

In alphabetical order of surname, the core group behind this report are:

[Andy Brogan](#) from [Easier Inc](#)

[Gabriel Eichsteller](#) from [ThemPra Social Pedagogy](#)

[Melissa Hawkins](#) and [Hannah Hesselgreaves](#) from [Newcastle Business School](#) at Northumbria University

[Bridget Nurre Jennions](#) and [Toby Lowe](#) from the [Centre for Public Impact](#)

[Dawn Plimmer](#) from [Collaborate CIC](#)

[Vita Terry](#) from the [Institute for Voluntary Action Research](#)

[Guy Williams](#) (freelance Project Manager)

We have also had additional written contributions from:

Lowis Charfe – University of Central Lancashire

Jeremy Cox – JC Thinking

Max French – Newcastle Business School, Northumbria University

Brendan Hill – Bluestone Collaborative

Jeff Masters – Collaborate CIC

Richard Norman – Emeritus Professor of Public Management, University of Wellington

Helen Sanderson – Wellbeing Teams

Mark Smith – Gateshead Council

Rob Wilson – Professor of Digital Business, Newcastle Business School, Northumbria University

Case studies

The material in this report is drawn from the incredible work of people and organisations who have been adopting an HLS approach. Find the list of case studies that were produced for this report [here](#). It also draws on experience and knowledge from previous HLS case studies. You can find the full collection of HLS case studies [here](#).

Backstory

We have been seeking to develop complexity-informed approaches for the past five years (and more). Each organisation has its own version of this story. You can see some of these different stories [here](#).

This e-book is the third in a series of reports in which we have sought to articulate our growing knowledge about complexity-informed public management practice. The first two reports, co-authored by Collaborate CIC and Dr. Toby Lowe are:

Collaborate CIC and Newcastle University (2017) [A Whole New World – Funding and Commissioning in Complexity](#)

Collaborate CIC and Northumbria University (2019) [Exploring the new world: practical insights for funding, commissioning and managing in complexity](#)

We have drawn on the insights and knowledge from both of these reports for this work.

Method: coproducing a report

Invitations to produce case studies

Each of the organisations in the core group is part of a network of public and voluntary sector organisations who have been seeking to adopt a HLS

approach to public management. Each organisation in the core group invited the organisations they know best to write their own case studies, reflecting on their HLS practice. To support this process, we created a template that would help writers structure their reflections.

Producing the case studies

The group issued invitations to 49 different organisations. Of these, 35 organisations responded saying that they would like to write a case study. And of these, 29 wrote a study for this report.

In addition, the Centre for Public Impact have undertaken research with the Foreign & Commonwealth Development Office (FCDO) of the UK Government, and the Finnish National Agency for Education (EDUFI) to coproduce these case studies with those organisations.

Sense-making and report-writing

- The report authors (“we”) developed an analysis template, and analysed the case studies we were each connected to
- We gave each case study to the author of a different case study, along with the analysis template – and asked the case study authors to analyse that study

- We invited all the case study authors to share their analyses with one another at a sense-making session. This was a process of sharing what each practitioner had seen in the other studies, and then identifying patterns amongst the findings of these analyses
- Following this “shared sense-making”, we invited organisations to review and revise their case studies
- We collated their sense-making and our own analysis to write this report
- Each author wrote drafts of their own chapters
- We shared our drafts with one another to check for commonalities and tensions
- We shared our draft chapters with external reviewers
- We edited and revised the chapters to produce final text.

Chapter 22 Further questions

Further questions

As we have highlighted throughout this report, we are only at the beginning of understanding Human Learning Systems (HLS) as an alternative approach to public management. Here are some of the questions we think it will be useful to explore next. We have grouped them into different thematic areas.

What is the appropriate scope of HLS as public management practice?

We have established the principle that HLS is a useful public management paradigm for public service which seeks to create outcomes in the real (and therefore complex) lives of people. Our case studies are replete with examples from what some call “human services” (public service that directly supports (groups of) people: health and wellbeing, social care, education, community development and so on). We have also seen examples from less direct services, such as [planning control](#).

In practice, we do not know the full potential scope of the HLS approach to public management. Could it usefully apply to economic development? To transport planning? To refuse services?

Deepening our understanding of implementing a learning strategy

The Learning Cycle

How can the Learning Cycle model be improved? What range of experiences is currently missing? Does it need to look different in different contexts/scales?

Managing Learning Cycles

What are the detailed questions that managers need to ask at different system scales, in order to manage their Learning Cycles effectively?

Governing Learning Cycles: exploring accountability

What are the different legal mechanisms by which learning cycles are governed?

How do these relate to the emerging alternative forms of accountability?

The whole area of accountability in complex environments requires further exploration. The good news is that we have seen promising ideas and practices which begin to show what accountability can usefully mean in different contexts. However, there is

significant practical and conceptual work still to do. For example, does complexity require a switch from “holding to account” to “helping to account”? Or is the switch from “accountability for results” to “accountability for learning” sufficient? Do different systems require different forms of accountability? For example, does accountability need to look different for politicians and public service workers?

Systems Stewards and Learning Partners

In this report, we identify two different roles that enable “healthy systems” to be nurtured. The Systems Steward role has overall responsibility for the health of a system – do the actors collaborate and learn together effectively? Do they trust one another? And so on. The Learning Partner role supports organisations and systems to undertake the Learning Cycle well in their context: how will you help actors to understand the system? What experiments will you codesign, and how will you run those processes equitably? How will you learn from those experiments? And so on.

There are a number of questions about both what it means to play these roles in different contexts – for example, what are the capabilities and skills required for these roles? Does System Stewardship work better as a

distributed leadership responsibility? Or is it better as one person’s role?

There are also significant questions about how the roles fit together: What are the boundaries of these roles? How can they complement one another (rather than get in each other’s way)? Do they need to be played by different people/organisations?

Relationship to other paradigmatic fields

Relationship to politics

We have seen a small number of politicians embrace an HLS approach to public management. For example, it seems to fit well with the Finnish approach to [Humble Government](#) and the Plymouth Council’s cabinet and scrutiny committee have seemed very supportive of the HLS approach there.

However, the HLS as a public management paradigm seems to sit ill with a “command and control” version of politics in which politicians make explicit target-based promises – “I promise to reduce recorded crime by 10% this year”, etc.

What forms of politics provide a mutually supportive environment for an HLS approach? How might such forms be encouraged?

Relationship to the media

The way in which the media has

learnt to hold politicians and public servants accountable is also intimately connected with NPM. How can the media support accountability for learning? And for “helping to account”?

Relationship to digital working

Very few of the current HLS case studies have a strong digital component. Why is that? Given that digital technology has the potential for transformational change, what is the appropriate relationship between HLS approaches and digital working?

There is work to be done to explore how the “digital transformation” work that many public services are undertaking connects with HLS. At its best, this digital transformation work shares some underlying ideas and practices (for example, [Human-Centred Design](#)). However, we have seen too much digital transformation which seeks to turn relational services into transactional ones, in the mistaken belief that this form of standardisation will reduce costs.

System scales

There are many questions to explore concerning system scales, and the relationship between different scales of system. Firstly, is there a better way of articulating the idea of systems with different scope than “scale”? (In writing

this, I wonder whether “system scope” might be a better term).

Secondly, in this report, we identified four scales, because we saw those in the case studies. What other relevant scales are there? How do Learning Cycles manifest themselves at those scales?

There is also a functional analysis to managing and governing Learning Cycles at – and between – system scales that requires further exploration. There may be value, for example, in applying a [Viable Systems Model](#) analysis to the actors in learning systems. There is definitely an aspect of these relationships that we’re currently missing.

Finally, the relationship between system scales requires further exploration. There are two aspects to this. The focus we have seen from the case studies so far mostly involves systems at larger scale looking downward for their learning – they learn from the scale below. This seems appropriate, as it roots the learning of systems in the real-life experience of people using public service. However, is this learning as unidirectional as it seems? How do lower-scale systems learn from those above?

The biggest gap in our understanding of practice in this area is the horizontal (and diagonal?) relationships between

Learning Cycles. How does this relate to the question of how system boundaries are drawn and maintained? What are the mechanisms by which horizontal and diagonal relationships between Learning Cycles are usefully enacted? For example, at a national level, how can public service systems designed to create a thriving sustainable economy learn with, and from, education systems? And how can they both learn with health systems? And social care?

What is required of national-level actors to enable cross-system learning?

National scale questions

As the most recent area of exploration for Human Learning Systems public management practice, there is still significant areas for further exploration. We will explore a few of these now.

Policymaking

What happens to the traditional (at least in a UK context) role of policymaking at a national government level? We have seen elements of a practice that gives us clues about the way in which policymaking changes in an HLS context.

We can see that applying HLS public management practice at a national government level has a transformative effect on how the task of policymaking is conceived. Again, we can refer to

the Finnish Government's "Humble Government" thinking. In policy terms, they refer to a learning strategy applied to policymaking as "experimentalism":

"Top-down steering is replaced by a continuous and repeated or iterative circle in which policy goals set at the political level are amended in light of new information arising from the "ground", where a policy is to have effect. Experimentalism thus requires a humble approach to policymaking, as actors must be ready (and allowed) to change their mind as new information arises. A humble approach is fundamentally a process for building trust."

Annala et al, 2021

We can see how this approach could impact on different areas of policymaking:

Change in policy focus – learning as policy

We can see that a significant amount of the focus of policymaking changes in an HLS context. Rather than specifying what public service should do at a national level, the creation of learning strategies becomes the job

of policymakers. Many of the crucial policymaking questions shift from "what is it that we want public service to deliver?" to "how can public service learn to serve people better at a local level?"

Coproduction of policy with local actors

Some aspects of public service may still require national-level frameworks, in order to establish "guardrails" and common reference points. In these cases, national policymakers operating in an HLS way seem to take a coproduction approach, convening dialogue among local actors, and contributing national-level knowledge. An example of this can be found in the Finnish National Curriculum, the most recent iteration of which was developed using a coproduction approach, bringing local and national actors together.

Who do we need to be working in public services and why

If HLS informed thinking takes hold across range of public service and policy areas, this will in turn have a significant impact on how those policy outcomes and services meet and interact with their public via our workforce. What different relationships will be required between that workforce and their public and how will the value and content of the

'offer' change. How can our existing workforce be supported to adapt and how can we reset the dial for the new?

Horizontal learning across government

As we can see from the diagram in the [Learning](#) chapter, there is a horizontal as well as a vertical aspect to learning across public service systems. For example, how can public service systems designed to create a thriving sustainable economy learn with and from education systems? And how can they both learn with health systems? And social care?

There are growing examples of this form of [cross-system learning and adaptation at a place level](#). What is required of national-level actors to enable cross-system learning?

We strongly suspect that our conceptual framework for understanding the relationship between horizontal and vertical learning and System Stewardship needs work. How does the task of managing and governing a Learning Cycle at one scale connect with the task of building learning infrastructure which spreads knowledge between systems?

Community as system

[Community is a very important](#) (but frequently misused) concept in

public service. This report could have explored in greater depth the question of how we understand communities as systems, both in terms of the public service work that is done in and with communities, and how “community” fits into our conception of different system scales. We know that this is important work to do. Further exploration of this can be done by looking at the existing case studies. There is also scope for expanding our understanding by developing new case studies in this area.

Disrupting systems and creating healthy systems

Most of the case studies that we have seen use the tactic of nurturing healthy systems as a way to create positive outcomes. A small number use the tactic of seeking to disrupt systems which create negative outcomes. What is the relationship between these two tactics? Can they be pursued simultaneously?

References:

- Annala, M., Leppänen, J., Mertsola, S., & Sabel, C. F. (n.d.). *Humble Government: How to Realize Ambitious Reforms Prudently* (Steering2020 Project). Government of Finland.
- Human-centred design. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Human-centered_design&oldid=1023390260
- Lowe, T. (2021, February 26). *What is “community” and why is it important?* Centre For Public Impact (CPI). <https://www.centreforpublicimpact.org/insights/what-is-community-and-why-is-it-important>
- Mortimer, J. (2020). *Melton Mowbray Statutory Service* (Human Learning Systems Case Studies). Melton Borough Council. <https://www.humanlearning.systems/uploads/Melton%20Mowbray%20-%20%20Case%20Study.pdf>
- Viable system model. (2021). In *Wikipedia*. https://en.wikipedia.org/w/index.php?title=Viable_system_model&oldid=1021328201



Human Learning Systems:

Public Service for the Real World

Join the conversation

Join the HLS Community – to connect with others, share your experiences and/or ask for help.

enquiries@humanlearning.systems
Follow us @SystemsHuman



June 2021

This ebook is distributed under [Creative Commons Attribution-NonCommercial 4.0 International](#) license.

This work is distributed under [Creative Commons](#) license – Attribution-NonCommercial 4.0 International (CC BY-NC 4.0)

You are free to:

Share – copy and redistribute the material in any medium or format

Adapt – remix, transform, and build upon the material

The licensor cannot revoke these freedoms as long as you follow the license terms.

Under the following terms:

Attribution – You must give [appropriate credit](#), provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.

NonCommercial – You may not use the material for [commercial purposes](#).

ISBN: 978-1-9161315-2-1

A collaborative publication, published 2021 by ThemPra Social Pedagogy, 2 Mount Pleasant, Church Road, Allithwaite, Cumbria, LA11 7RE, United Kingdom.

Publication designed & typeset by [Pistachio](#)