

# Identifying, Encouraging and Preparing Leaders of the Future in Children's Services

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## Why?

- Significant issues have been identified around recruitment and retention of leaders
  - Long-standing working/workplace cultures
  - Misunderstandings of what leadership is
  - Not everyone can lead
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## What does one look like?

- Credible
- Effective
- Enthusiastic motivators
- Engender trust
- Empower their organisation

Confident, Aspirational, an Expert?

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## How to create one

Current ethos:

- Leadership programmes
  - Funding/investment
  - Pathways
  - Succession Planning
  - Accelerated Leadership
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# Identifying, Encouraging and Preparing

- What characteristics do/can you identify in potential leaders?
  - How do/can you encourage these characteristics to develop?
  - How do/can you prepare individuals for leadership?
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What characteristics  
can you identify in  
potential leaders?

How can you  
encourage  
these  
characteristics  
to develop?

How can you prepare  
individuals for leadership?



## Current Research

A higher education response to develop the children's workforce capability when working across disciplinary boundaries.

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## Leading Multiagency Teams

'An important aspect of the ChIPS programme is the development of students' ability and confidence to lead multiagency teams comprised of different professionals. From students' own perspectives, 79% strongly agreed and 9% agreed that the ChIPS degree would increase their confidence in this regard'.

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## Finding 1

- 68% strongly agreed and 21% agreed that they were more able to identify effective changes that could be implemented within their setting.
  - These statistics demonstrate that students feel that their personal capacity to identify change and their confidence in this ability had improved as a result of the degree.
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## Finding 2

- Despite being able to identify potential changes in practice, there was a significant drop in the proportion of students that felt able to communicate their ideas to colleagues. (51% strongly agree, 40% agree)
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## Finding 2 cont

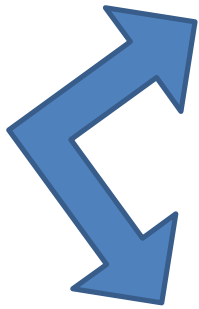
- Clearly, this uncertainty about whether one's ideas and suggestions will be listened to and perhaps acted upon by colleagues, is significant in terms of the effective leadership of multiagency teams.
  - In order to lead such teams students need to inspire the trust and confidence of their colleagues and to establish and maintain a degree of professional status.
  - As Walker notes, such trust is 'not automatic and needs to be built up over time and gained' (Walker 2008, p 139).
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## Conclusion of Research

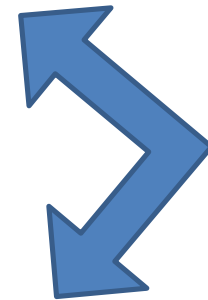
While the majority of students' reported feeling that they had acquired the necessary skills to lead multiagency teams, in particular their knowledge and ability to identify changes to existing practice, this did not always translate into an ability to effect change within their setting and to inspire the confidence and support of their colleagues.

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# The Way Forward



Identifying staff with potential



Facilitating the emergence of potential

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## Final Thoughts

Leading in a Culture of Change, Michael Fullan 2004.

- (1) The goal is not to innovate the most, but rather to innovate selectively with coherence;
  - (2) It is not enough to have the best ideas, you must work through a process where others assess and come to find collective meaning and commitment to new ways;
  - (3) Appreciate early difficulties of trying something new. It is important to know, for example, that no matter how much pre-implementation preparation, the first six months or so of implementation will be bumpy;
  - (4) Redefine resistance as a potential positive force. Naysayers sometimes have good points, and they are crucial concerning the politics of implementation. This doesn't mean that you listen to naysayers endlessly, but that you look for ways to address their concerns;
  - (5) Reculturing is the name of the game. Much change is structural, and superficial. The change required is in the culture of what people value and how they work together to accomplish it;
  - (6) Never a checklist, always complexity. There is no step-by-step shortcut to transformation; it involves the hard day-to-day work of reculturing.
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