

The principles of workforce redesign

A framework for service transformation in adult social care



The Care Act (2014) is the culmination of the shift towards local, integrated, person-focused care and support. It has been driven by a combination of the need to respond to the exposure of very poor practice, a desire to ensure that individuals are supported in maximising the quality of their lives, and a need to ensure that available resources are put to the best possible use.

The seven 'principles of workforce redesign' set out the key things you need to take account of when changing the way in which people work to meet the opportunities and challenges of personalisation and integration. Originally developed in 2008, they have been updated to take account of feedback from the people who have been using them, and the ways in which care and support are delivered. They remain an important framework for workforce reform and will continue to be refined.

These principles are built on the belief that the quality of care and support is directly linked to the skills, knowledge, values and attitudes of the people delivering it. They acknowledge the invaluable contribution of the workforce to change, and recognise the significance of organisational culture to enable this to happen.

This document is one of four, which support workplace change and transformation in the way care and support is delivered. All four documents are available on the Skills for Care website:

- The Principles of Workforce redesign (this document)
- Workforce redesign: people, planning, performance. Practical guidance for involving people in using the 'Principles of workforce redesign' to plan and deliver care and support workplace change that helps implement the Care Act 2014.
- Workforce redesign theory & thinking. What drives the 'principles of workforce redesign' and using them to help implement the Care Act 2014.
- The principles of workforce integration

The Principles of Workforce Redesign

Skills for Care has also produced tools and resources specifically designed to support the implementation of the Care Act.

Using the principles and the further guidance developed by Skills for Care will help to bring about the transformation in care and support embedded in the Act, particularly when thinking about:

- ways to support, engage with, and learn from employees
- helping workers to build on their current skills, and feel confident about developing new skills that they may require
- ways to create a positive workplace culture that encourages and supports workers to embrace the changes brought about by the Care Act
- identifying all of the people and systems affected by changes, and bringing them together
- enabling people to learn from each other
- involving people in need of care and support in the process of change
- working within local communities to identify local needs and commission resources that meet them.

1 Take a whole systems view of organisational change

The way that people relate to each other in organisations and across partnerships affects what needs to change and how people are affected.

Workers, people in need of care and support, their families and friends are all part of the system and cannot be treated in isolation from it.

A planning and workforce development process that is participatory, inclusive and evolving has more chance of success.

The culture and the character of an organisation or partnership is determined by the people who work for it and who take responsibility for problems and solutions.

Supporting people in different parts of the system through the whole process of change is integral to any strategy and vision.

2 Recognise the different ways people, organisations and partnerships respond to change

Change can be threatening to individuals, making them feel 'de-skilled' and vulnerable. People are resistant to change that goes against the current work culture.

Resources to support change, including time, need to be in place if transformation is to be

successful and sustainable.

People learn and change at different rates, so change programmes need to be flexible to accommodate this.

Regular and two way communication that keeps people involved and updated will help to reduce negativity and anxiety.

Opportunities to support individuals in developing the confidence, skills and expertise they need to work in redesigned services need to be incorporated into all plans.

3

Nurture champions, innovators and leaders; encourage and support organisational learning

Environments in which managed risk is encouraged, help people feel safe to express concerns, discuss ideas and experiment.

Appropriate and supported delegation of tasks and responsibilities encourage creativity at the local level. Champions, innovators and leaders are key to successful organisational transformation. They should be identified, supported, sustained and encouraged to share their learning, including learning that arises from failure.

High quality supervision will empower people to be innovative, dynamic, adaptable and flexible.

Organisations with a non-hierarchical view of knowledge, experience and expertise encourage individuals feel valued and able to contribute to learning and the development of new and innovative services.

4

Engage people in the process; acknowledge value and utilise their experience

Identifying and sharing the experiences, ideas and concerns of people within the organisation, gives a strong and positive message about the way in which individuals are valued.

Sharing learning and experience across organisations, partnerships and communities provides a strong foundation for service transformation and supports the creation of effective networks and relationships. Encouraging the use of life experience in the workplace, and seeking out the learning from people's work enriches and improves the quality of care and support.

What works in practice is best learned from those people directly involved in it. Systems and processes that encourage the sharing of learning across organisations and partnerships are the infrastructure that makes this possible.

Everyone should be encouraged to contribute to creating a positive workplace culture wthat is a good place to work.

5 The different ways that people learn should influence how change is introduced and the workforce supported.

Adults tend to be goal-oriented and motivated by seeing the benefits of any learning they undertake. Adults are keen to learn where they see a practical application and can use their learning to help them solve problems.

Learning is reinforced when it is used in everyday practice.

People learn in different ways, and at different paces.

Previous learning and educational experiences have an impact on confidence and attitude towards present learning; this can be positive or negative.

The way in which learning takes place can be as important as the content.

Learning occurs in many different settings, including daily activities, observing others, and supervision. Good learning environments blend these with opportunities for training and qualifications.

6 Encourage and utilise the understanding of values, behaviours and practice to shape innovation

Working with people's attitudes, beliefs and understanding has a greater impact on cultural change and service transformation than focusing on behavioural changes.

Individuals with a personal commitment to the organisation's values and goals make a positive contribution to transformation and on-going improvement.

Listening to people, encouraging questioning, valuing experiences and supporting new ideas makes people more confident and proactive in contributing to service transformation.

"Doing the same better" limits any vision of high quality care and support. Focusing on the preferences and identified needs and wishes of people receiving care and support encourages imaginative and innovative ways of working with people.

7 Engage with your community to understand its cultures and strengths; work with the community to develop inclusive and creative workforce planning

Social care and support takes place within local communities, and is itself part of that community. Local communities are made up of people with diverse skills and talents. Lifestyles vary according to culture and other circumstances.

Involving the whole community in discussions and decision making about transformation ensures local need is identified and encourages people in the local area to contribute to its delivery.

Approaches to recruitment, volunteering and employment should reflect the local picture, encouraging talented people from all backgrounds into social care and support roles.

People living in the local community needing care and support should have their needs met in ways that fit with their individual lifestyle and preferences. The more diverse the workforce, the better this will be achieved.

Many people find themselves both in need of, and giving care and support. The dividing line between “cared for” and “carer” can be blurred, changing over time. To maximise community resources, and enable individuals to contribute as they wish, it is important to know both what people need, and what they have to offer. Transformed services need to incorporate sufficient flexibility to allow individuals to move between the different roles.

Organisational boundaries do not serve communities effectively. Relationships and networks that have the community, and people at their heart enable services to work together with a stronger community and person-centred focus.

The voluntary sector, including smaller, informal or grassroots organisations, has a significant contribution to make to the provision of care and support. Workforce commissioning strategies and market position statements should reflect this.

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