Support and severe and multiple disadvantage

WHAT DO WE MEAN, AND WHAT DOES IT TAKE?

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For the last 18 months, Lankelly Chase's strategic aim in the "support" pillar of our work has been:

To promote continual improvement and innovation in the support networks available to people facing severe and multiple disadvantage.

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We approached this aim as a process of enquiry, asking:

- Who are the people at the heart of this aim?
- What is good support?
- How does good support come about?
- What is Lankelly Chase's role in all of this?

This is what we found:

Who are the people at the heart of this aim?

Lankelly Chase's work in the People pillar of our strategy tells us there is no one type of person who experiences severe and multiple disadvantage[1].

Lives facing severe and multiple disadvantages are lived differently by different people in different contexts, influenced by their culture, gender, region, age, the relationships around them, and most importantly, by who they are.

If we limit this complexity and diversity we risk missing the full picture. We are then at risk of falling into common traps of simplistic thinking, bias and defining people by needs and deficits.

1. Strategy update: People presented to Lankelly Chase board June 2016

These themes, which have mainly emerged from the Equality and Rights strand of our work, seem to play out in our Social Innovation enquiry too.

Our partners providing support see people facing severe and multiple disadvantage as individual people in their own right. Not as problems, not as labels, not as an "other". They understand and embrace the complexity, diversity and resourcefulness of humans, making their work richer, more nuanced and, in many cases, more effective. They are, through their own action enquiry, contributing to our understanding of who experiences severe disadvantage.

This diversity and complexity is present amongst the innovators themselves. Just like those people receiving support, they are not a distinct group. They are frontline workers, they are people with lived experience of disadvantage, they are people who have studied and worked in the formal social innovation world, they are ex-nurses; ex-social workers, psychologists, artists, writers, actors, ex-commissioners, faith leaders, people of different genders, ages, ethnicities and cultures. The lines are frequently blurred between those offering and receiving support.

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The understanding of the individuality of the human lives at the heart of their work seems to be a point of difference between the support organisations with whom we partner and a more common model of support, which designs and implements services by focussing firstly on the problem rather than the person.

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What is good support?

From 2013-16, Lankelly Chase had an open call for partners to join our Promoting Change Network to seek different ways of providing support. We funded the best of these applicants, we helped them, and we hoped they might scale to create wider systemic change.

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With these partners we found a plethora of methodologies. These include:

- A trauma-informed centre, working with people with alcohol addictions
- Therapeutic family groups in schools
- Positive deviance models in communities leading to dads clubs on estates
- Coaching approaches with people who are currently homeless
- An arts centre providing space for people to reinvent their identities in new roles
- Rapid micro-business programmes supporting severely excluded people to develop social businesses and relationships with others
- A drop in mental health centre using relational approaches to allow "helper" and "helped" to move beyond these labels and devise their own solutions
- An education and social club for people in rehab or leaving custody that can lead to university education.

There are approaches and methodologies that arise here repeatedly: trauma-informed, relational, asset-based, community-focused, co-produced, bespoke…

So does this tell us what "good" support is?

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No.

These methodologies are part of the picture of good support. But they are not the whole picture.

If we are starting from a view of people as complex and diverse then there simply cannot be one methodology to support all of these people. There must be many. The diversity and complexity of people must be reflected in the diversity of the support and its ability to cope with complexity.

We moved away from searching for methodologies and started to listen to the values, principles and behaviours behind the work of our partners.

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They told us:

"Disadvantage isn't just about housing and work… it's also about networks, labels, resilience and power. We can have little impact on the jobs market or housing crisis… the work they [people facing severe and multiple disadvantage] do with us is the bit that is helping most because it involves fun, creativity, discipline and the development of networks and friendship.[1]"

"Everybody has a spark – you just have to find it.[2]"

"Communities have all the solutions, the collective intelligence. They are the best experts to solve their problems.[3]".

"Workers are working to targets. They have to get something done or they'll get in trouble. Workers then get bounced off other workers as they compete with each other, with no real clarity. No one knows what others are doing. Everyone has to be involved together.[4]"

1. Arts at the Old Fire Station annual grant report 2015.
2. Mayday Trust annual grant report 2016
3. Salford Dadz application to Lankelly Chase 2015
4. Sue Shelley quotation, *Bringing everything I am Into One Place: an inquiry into young people*; Dartington Social Research Unit, 2015

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"Failure is essential to success. Services put pressure on individuals to succeed, penalising failure. Failure is OK and part of how we learn. Understanding this create resilience.[1]"

"Diversity makes us all stronger. Maybe right now, in the future or past, we all have tough times and we are all the same.[2]"

"We need more innovation that is done with people, not to them.[3]"

"We're a change based organisation. But sometimes there's no change. Is that because we've done something wrong? Or the tenant has? Or neither and we're both just stuck? Figuring that out – that's the challenge and that's the task of change.[4]"

1. Camerados: the 4 Camerados principles.
2. ibid.
3. Conversation with Chris Dabbs, Unlimited Potential, 2016
4. Conversation with Hope into Action keyworker 2016;

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"The problem-service paradigm at its worst does learning to users, does not enlist them in the doing of meaningful and valuable activity, and cuts them off from belonging to "mainstream" society and communities[1]"

"The system gives people identity. People begin to say "I'm homeless" instead of "I'm Tommy, I'm 32.[2]"

"One of the main things we've learned about people, even the most entrenched in the system, is their asset levels are not as low as you might think.[3]"

"At a time when the Church wants to invest according to its values, we see a time when it is normal for investment portfolios to include homes for the homeless.[4]"

1. Redefining 'service' for social and community care, The Holy Cross Centre Trust;
2. Carol Hamlett quoted in Everything I Am Into One Place, Dartington Social Research Unit;
3. Mayday Trust annual grant report 2016;
4. Hope into Action proposal to Lankelly Chase 2015;

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"The importance of trusting and honest relationships has gained much interest recently yet through observation and experience we see it has a flip side. It has to be managed well. We have to think what skills do workers need to manage this. When can we begin to ask "what happened to you?" [1]"

"I don't know what my job is until I meet a person, and then we work it out together.[2]"

"I've always been fascinated by alchemy… I love that people could even conceive of such an impossible thing so far from reality. We are all base metals. But bring us together and we could be gold.[3]"

1. Sue Shelley's paper on Intense Mentoring progress so far 2016;
2. Conversation with Oscar del Rio, Edinburgh Cyrenians, 2014
3. Fiona Taylor, speech at Open Book Hullaballoo, 2016

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Working closely with our partners and taking principles of complexity and diversity of people as our starting points, we came to our first hypothesis:

It is the values and behaviours, not the methodologies of support that arise from them, that allow us all to appreciate and work with complexity, to build on assets and continually to ask "who is being missed?"

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The values and behaviours emerging from our partners seemed to overlap with the nine behaviours for successful change in a system that have emerged from Lankelly Chase's place-based work:

1. People see themselves as part of an interconnected whole
Everyone working towards improved outcomes understands that their actions form part of a web of activity made up of the contributions of many others. Each wants that system as a whole to work, and knows that they cannot control it.

2. There is shared purpose and vision
While everyone has a different contribution to make and role to fulfil, the whole system can only produce desired outcomes when people are able to appreciate each other's perspective and find common purpose.

3. Feedback and collective learning drive adaptation
When there's no fixed definition of the problem or prescription of the solution, people work most effectively when there is a learning loop between the actions they take and their understanding of the problem they are trying to solve, so that each is being continually adapted and refined.

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4. Open, trusting relationships enable effective dialogue
Relationships of trust lie at the heart of effective responses to multiple disadvantage because people need to feel safe to ask difficult questions and challenge the status quo, not least because this will raise uncomfortable emotions.

5. All people are viewed as resourceful and bringing strengths
Everyone is viewed as bringing both strengths and weaknesses, as a contributor and a receiver of support, as part of a resourceful network of people with whom they are continually interacting.

6. Power is shared and equality of voice actively promoted
All people need to be able to play their fullest role if the system is to operate effectively, and therefore unequal distribution of power needs to be continually addressed. This requires active attention to be paid to structural inequalities.

7. Decision making is devolved
Because complex problems play out in unique ways, are specific to their context, and create unpredictable consequences, the people closest to them need to be freed up to problem solve and use their initiative, within an agreed framework.

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8. Accountability is mutual
Service improvements are driven by accountability to the people being served, and people are supported to take responsibility for their own change
.
9. Leadership is collaborative and promoted at every level
Leadership is needed from the person facing multiple disadvantage and the frontline worker, as much as from the Commissioner or Chief Executive. All need to take tough decisions, equip others to act in difficult environments, seek resources from unusual places, and forge common cause at every point.

And an enabler: the role of money
If we accept that outcomes emerge from the behaviours, dynamics and make-up of the system, then we have to accept that we can't buy outcomes. Instead we have to invest in creating the system behaviours that lead to outcomes.

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We have been thinking about how the values and behaviours underpinning our partners' work maps onto the system behaviours which we believe are the most likely to produce good "outcomes".

People see themselves as part of an interconnected whole	"Diversity makes us all stronger. Maybe right now, in the furture or past, we all have tough times and we are all the same."
There is shared purpose and long term vision	" Workers are working to targets. They have to get something done or they'll get in trouble. Workers then get bounced off other workers as they compete with each other, with no real clarity. No one knows what others are doing. Everyone has to be involved together."
Feedback and collective learning drive adaptation	"Failure is essential to success. Services put pressure on individuals to succeed, penalising failure. Failure is OK and part of how we learn. Understanding this creates resilience." "We're a change based organisation. But sometimes there's no change. Is that because we've done something wrong? Or the tenant has? Or neither and we're both just stuck? Figuring that out – that's the challenge. That's the task of change."
Open, trusting relationships enable effective dialogue	"The importance of trusting and honest relationships has gained much interest recently yet through observation and experience we see it has a flip side. It has to be managed well. We have to think what skills do workers need to manage this. When can we begin to ask "what happened to you?"

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All people are viewed as resourceful and bringing strengths	"Everybody has a spark – you just have to find it." "I've always been fascinated by alchemy... I love that people could even conceive of such an impossible thing so far from reality. We are all base metals. But bring us together and we could be gold." "Communities have all the solutions, the collective intelligence. They are the best experts to solve their problems." "The system gives people identity. People begin to say "I'm homeless" instead of "I'm Tommy, I'm 32." "One of the main things we've learned about people, even the most entrenched in the system, is their asset levels are not as low as you might think."
Power is shared and equality of voice actively promoted	"The problem-service paradigm at its worst does learning to users, does not enlist them in the doing of meaningful and valuable activity, and cuts them off from belonging to "mainstream" society and communities."
Decision making is devolved	
Accountability is mutual	"I don't know how I'm going to work with a person until we meet them, and then we work it out together."
Leadership is collaborative and promoted at every level	"We need more innovation that is done with people, not to them."
The role of money is to enable 1-9	At a time when the Church wants to invest according to its values, we see a time when it is normal for investment portfolios to include homes for the homeless.

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So is this it? Is this what good support is?

Firstly, are these ten behaviours enough? Does behaving in this way mean that we end up with good support?

We think yes, in the large part. If these behaviours and values are central, support methods will arise that are good. They will be asset-based, open to learning and adaptation and be rooted in an understanding of complexity and working in uncertainty.

But there are some unresolved tensions for us here. We are not sure whether these behaviours and values necessarily lead to some technical support methodologies, such as psychologically informed support, or whether they just lead to good relational practice. We also are left with questions as to how this emerging theory of good support fits with our understanding of culturally specific support. A lot here seems to ride on the interpretation of "people see themselves as part of an interconnected whole", and our understanding of how different cultures in society view themselves and others in light of this.

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Leaving these tensions aside, we then asked: if good support is just support that embodies or arises from these behaviours, why doesn't everyone do it?

How does good support come about?

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To answer this we again turned to the organisations with which Lankelly Chase is partnered: the organisations delivering the support themselves.

We started to notice some trends:

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There were trends in how the staff at all levels across the organisations embodied the values and behaviours we have identified as leading to systems change. The embodiment of these change behaviours amongst staff seemed to affect how effective the organisations were, and how well they supported and enabled change amongst beneficiaries.

Organisations where all levels of staff embody behaviours	Superstars!
Organisations where some of the staff embody the behaviours	Showing potential
Organisations where none of the staff embody the behaviours	Unlikely to make real change

There were trends in the degree to which the organisations' funding enabled them to embody the change behaviours, and also the organisation's ability to influence this funding and wider system around them

Organisation receives funding that allows it to embody change behaviours AND organisation influences funders to shape the funding and wider system around them	Superstars!
Some funding to organisation allows it to embody change behaviours and perhaps some influence from organisation to funders and the wider system around them	Showing potential
None of the funding allows change behaviours to be embodied. No attempt to influence funding environment or wider system around them	Unlikely to make real change

There were trends in the degree to which the organisations' as a whole (as well as individual staff within them) were truly able to learn and adapt, with learning processes enabling them.

Organisation entirely lives to change principle of learning and adaptation, testing hypothesis, with infrastructure for learning and operating in a reflective and agile way	Superstars!
Individuals within organisations learn and adapt, and some infrastructure allowing organisation also to do this	Showing potential
Organisation unable to learn and adapt	Unlikely to make real change

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So how does good support come about? We think these three key trends are crucial:

Where support to people facing severe and multiple disadvantage is good, organisations from top to bottom and all the individuals within them are embodying the behaviours of change through a nuanced theory of **change**; they having funding that enables them to **run** their organisation well to work in this way and they in turn in turn influence the funding environment; and they have **learn**ing and adaptation built in throughout their operations.

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As we have been exploring the trends arising through practice, we have also delved into literature and theory. Three major pieces of theory have influenced our thinking:

Communities of practice: The work of Kings College London and Revolving Doors Agency on the use of communities of practice to improve frontline collaborative responses to those facing severe and multiple disadvantage showed the lack of long term viability of these approaches in hostile systems[1]. Whilst reflective communities of practice did allow participants to move beyond their own roles, build a picture of the wider systems, build collaborative relationships, learn and improve certain outcomes by motivating the participants, once the funding for this particular community of practice research finished it was hard to maintain. Even with the funding in place, staff found it hard to take part given the pressures already on them. To us, this suggests part of an incomplete picture – change behaviours were only being embedded at one part of the system or organisation, rather than across it.

Systems leadership: Looking across the practice of our partners we have noticed that they demonstrate the characteristics of what have been termed "systems leaders": those able to see the world through other people's eyes, therefore building a picture of the larger system[2]. They foster reflection and generative conversations and are so able to build trusting, collaborative relationships. With an understanding that not everything can be known and that there is strength in some ignorance, systems leaders are happy to learn by doing. With this open approach they can move beyond just reacting to problems to build more positive visions of the future, something which is quite unusual in the risk-averse cultures in which we often work and something which seems to be essential to the change behaviours we are seeking.

1. _Little Miracles: using communities of practice to improve frontline collaborative responses to multiple needs and exclusions_, M. Cornes et al., Journal of Interprofessional Care, May 2013
2. _The Dawn of Systems Leadership_, P. Senge, H. Hamilton and J. Kania, Stanford Social Innovation Review, Winter 2015

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Teal organisations: Teal theory emphasises the identity and purpose of the organization as a separate entity, not merely as a vehicle for achieving management's objectives, with the organisation viewed as a living organism or living system[3]. Teal organisations are characterised by self-management structures amongst their members and a lack of traditional hierarchy: positions and job descriptions are replaced with roles, where one worker can fill multiple roles. Teal is fluid, changing and adapting as circumstances demand to achieve the organization's purpose. Teal organisations are also characterised by "wholeness" of their staff, noting that energy is unleashed when a professional mask is dropped and a whole self can be brought to work. Aligned to this is a focus on reflection amongst all teal organisations, no matter what sector they inhabit The theory terms this evolutionary purpose – the idea that the organisation has a life of its own but this can only be adhered to through reflection and deep listening. Many of our partners exhibit these characteristics, making them well equipped to deal with complexity, change and continual challenge.

3. Reinventing Organisations: A guide to creating organisations inspired by the next stage of human consciousness, Frederic Laloux, 2014

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As with our previous question, we are left with some major unresolved tensions that we need to explore to understand fully how good support comes about:

- Our reading into communities of practice suggests that they alone are not enough for deep reflection and an adaptive way of working to survive. Is it therefore that new types of organisations (teal organisations, or those that embed the change behaviours from top to bottom) are necessary for this good support to arise, and to allow practitioners to work as system leaders?

- If yes, how do these organisations exist within such hostile systems? We have some examples of them influencing funding environments, but these are small and sparse. Can they exist without also doing the role of influencing the environments around them? Is influencing the environment around them the only way they can sustain and exist?

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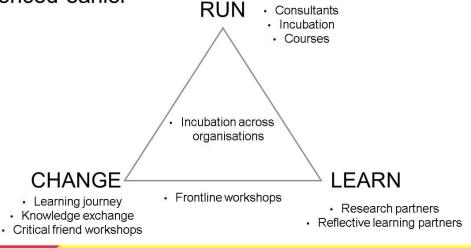# What is Lankelly Chase's role in all of this?

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Over the last 18 months we have been piloting different models of support to organisations who are at different stages of creating change.

These social innovation pilots have included:

- Learning journeys and knowledge exchanges for people with ideas to learn from other innovators and to develop and explore their theory of change.
- Incubation and consultancy support for individuals and organisations facing challenges running their organisations.
- Research and learning partners to develop partners' learning processes and to challenge their theory of change.
- Critical friend workshops to expose (in a supported way!) partners to other views, practices, ideas and perspectives.

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As we have reflected on our interventions we realised that they clustered around the three themes we referenced earlier

RUN
- Consultants
- Incubation
- Courses

- Incubation across organisations

CHANGE
- Learning journey
- Knowledge exchange
- Critical friend workshops

- Frontline workshops

LEARN
- Research partners
- Reflective learning partners

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We have been supporting our partners to explore and improve their own theories of change through modelling system behaviours; the ways in which they run their organisations; and their organisational ability/time to reflect, learn and adapt. All three of which, when done well, seems to enable the organisation in question to bring about change in a much more nuanced, dynamic and exciting way.

There have, of course, been different gradations of success across this support we have offered organisations. There are some human factors that come into play here, for example the presence of background trauma, the confidence of the individual leading the project, the strength of the networks around them, their relationship with power. We are still at the early stages of understanding these factors and their impact.

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But even with these destabilising factors, when we reflected, we realised that where our support to our partners has worked well and they have developed, we have ourselves embodied the ten change behaviours. We have shared purpose. We collectively learned and adapted. We built open, trusting relationships before the 'intervention'. We have viewed and treated every person as resourceful.

Where it has not worked well we did not embody these behaviours. We did to, rather than with. We were unclear what we wanted out of the partnership. We were not open. We helped rather than enabled. We sympathised rather than empathised.

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This doesn't prove a causal relationship, but it indicates that there is another level that we need to consider in our analysis of support. We need to consider what are the actions, behaviours and values we need to live at Lankelly Chase – externally with partners and internally amongst colleagues - in order for us to enable others to bring about change as effectively as they possibly can.

Once again, we come back to our first hypothesis: it is not entirely the methodologies of support that make the support effective but rather the values and behaviours behind them. This is true whether it is frontline professional staff supporting people in crisis or Lankelly Chase staff supporting innovators and practitioners.

It is these values and behaviours that allow for and enable change.

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There have been several changes in Lankelly Chase's structures and processes, and new techniques which have particularly allowed us to embody these change behaviours in our practice.

These range from top level strategic changes such as our theory of change review and the shift in delegated authority from the Board to the Executive Team to make grants, to the more operational changes, such as team coaching sessions, reflective practice and using co-resolve methodology in Executive Committee.

These methods all themselves embody our change behaviours. So it is when Lankelly Chase itself embodies the change behaviours to support each other, then we are able to embody the change behaviours in how we support our partners.

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Bringing together these insights - the trends we have seen across our partner organisations and also how we at Lankelly Chase have worked this year - we came to our second hypothesis:

We cannot understand support for those experiencing severe and multiple disadvantage without considering the wider support structures of those who are providing the support. Just looking at support on the frontline - to those experiencing severe and multiple disadvantage - tells only part of a story, limits the complexity of reality and puts us in danger of falling into a trap of categorising people by needs and deficits.

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After all, each frontline worker is managing not only the relationship with their 'client', but also with their own manager(s), who, in turn, is handling their relationships with another line of management, or a funder, commissioner, not to mention their own personal relationships.

Our working hypothesis takes us back once again to our system change behaviours: that people need to understand themselves and their role as part of their own interconnected whole.

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What next?

And what do these two hypotheses mean for us?

The hypotheses we have proposed have primarily come out of the social innovation team's work over the past 18 months. Although they have been analysed by the wider team, they are reflective of the group of partners with which the social innovation team work most regularly.

As well as this practical learning, several social innovation theories have shaped and will continue to shape our process of enquiry into how change happens.

How we understand social innovation

Given how very harsh the landscape is for innovation to arise and then survive in the sectors in which we work [1], we have moved away from seeing the innovations with which we work with as <u>the</u> change we want to see in the world. Instead we view them as a foreshadowing of the wider change that must take place. Many of the innovations themselves are unlikely to survive, but collectively they point us in the direction we should be travelling[2].

How social innovation may become systemic change

In the rare cases where social innovations not only survive, but spread to lead to a wider systemic change, they force a change in the environment around them, prompting new ways of thinking about the social issue[3]. This theory rings true to us as we see our partners influencing the thought of those around them. This theory also reinforces how unlikely it is for the under-resourced organisations with which we work to be able to achieve this influencing role.

1. As noted in the paper presented to the Board in June 2015: social innovation a first look.
2. *The Task of the Social Innovation Movement*, Roberto Unger, 2013. This lecture can be watched here: http://youngfoundation.org/publications/the-task-of-the-social-movement-roberto-magabeira-ungers-keynote-speech-from-social-frontiers-2013/
3. *The Open Book of Social Innovation*, R. Murray, J. Caulier-Grice abd G. Mulgan, 2010

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The role of money

One of the core behaviours that we believe will lead to good outcomes is that the role of money is to enable the other behaviours to exist. This is crucial in our understanding of social innovation for two reasons.

1. **There is a shortage of money available for experimental work in the social sector, particularly in the fields of severe disadvantage**. The funding that is available for innovation is usually short term, or a one off payment. The longer term innovation funding is often pegged to outcomes. Neither of which allow for sustainable, adaptive research and development into new approaches to working in complexity. A recent article in the Stanford Social Innovation Review promotes the iterative, relational "evocative grantmaking" method to create resilient organisations able to thrive in complexity. This closely resembles the theory of money we have been developing, using funding to promote behaviours rather than outcomes[1].

2. **The funding that is available co-opts organisations and limits the change they are trying to make**. We noted above that social innovation can only become systemic change if it changes ways of thinking. But funding for social organisations is usually through contracts which arise from established bureaucracies. To win this funding usually entails moving away from learning and adaptation, and co-opting into the status quo.

1. An funding approach very similar to the one taken by Lankelly Chase was recently featured in the article *How Grantmaking Can Create Adaptive Organisations*, D. Easterling, Stanford Social Innovation Review, Fall 2016

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Most of our thought until now has been focussed on structuring our enquiry into support, gathering and comprehending the emerging learning, understanding the role of innovation and testing different approaches. We are only now turning our attention fully to what is ahead.

Returning to the questions we posed at the start of this presentation, we think there might be several lines of enquiry that we need to explore. We welcome the Board's thoughts on these as potential areas of work.

1. Who are the people at the heart of this aim?
    Unpicking the tensions and draw enquiries together
2. What is good support, and how does it come about?
    Testing our support hypotheses further
    Testing Lankelly Chase's theory or change and system behaviours proposition
    Increasing our understanding of learning and evaluation approaches
    Exploring our own system behaviours
3. What is Lankelly Chase's role in all of this?
    Populate and revise the run/ learn/ change framework of support
    Turn our attention to seeking new ideas
    Consider how we share these hypotheses with other funders

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1. Who are the people at the heart of this aim?

- We need to continue to pull the learning about "who" faces severe and multiple disadvantage arises from the Support strand of work into the People strand (and vice versa) to reshape the prevailing view of multiple disadvantage by revealing its interlocking nature, enabling people to describe themselves on their own terms and creating a litmus test for the reach and effectiveness of systems of support.

- Part of this process is to understand how the hypotheses presented here, particularly the idea that it is values and behaviours that produce good support, not methodologies, fit in with culturally-specific models of support.

2. What is good support and how does it come about?

- We will need to explore our hypotheses and general arguments further with all our partners, not just the ones held by the social innovation team and with the sector more broadly.

- Part of this is dependent on the testing of Lankelly Chase's theory of change and in particular our proposed system behaviours for creating good outcomes. We hope to commence this in 2017.

- We particularly need to increase our knowledge about learning and evaluation approaches that fit in with the complex, exploratory and reflective paradigms that we are trying to encourage so that we can share learning effectively and build our own learning systems.

- We also need to explore and review how we at Lankelly Chase behave in terms of these system behaviours, seeing ourselves as part of the interconnected whole allowing good support to arise and exist.

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3. What is Lankelly Chase's role?
Last year we shared with the Board our framework for understanding innovation: sparking innovation, seeking it, supporting it and spreading it.

The work we have done to date, focussing on supporting and spreading innovations, has led to the proposition of the Run/Learn/Change framework. We have also, unintentionally but happily, sparked many new ideas both through this support work but also across Lankelly Chase in our systems and people strands of work as we learn with partners and co-create new approaches and ways of understanding old problems.

But if we view social innovations as showing us the direction that we all need to travel, then it is crucial that we return to seeking social innovations in the near future in order to refresh our ideas and be open to new learning.   **[continued on next slide]**

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There are several questions we have not yet answered and will need to before we return to seeking.

a. Who are seeking?
- Just the so-called "superstars", already to a large degree embodying change behaviours, influencing funders and learning effectively.
- Just those with potential, with whom we work to reach "superstar" level.
- Both.

b. How are we seeking?
- We know application processes are not only an imperfect way to find the partners across the UK who can be co-creators, but it also deters potential partners who feel they do not fit criteria.
- A networked approach feels more appropriate, bearing in mind the bias such approaches can produce.
- But a networked approach on a large scale is a huge task. For now we could deepen our understanding of this through our work in place.

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c. Where are we seeking?
- Given how difficult we think it might be for these different types of organisations to exist in the majority of current systems, we support organisations to become the best versions of themselves accepting that many will ultimately fail to influence more widely, but that important learning will nonetheless arise.
- We only support organisations in places where the wider system is more adaptive/understanding itself;
- Over time, we move to supporting people and organisations operating within systems that we are directly trying to influence and create, for example in tandem with our work in place.

[continued on next slide]

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As well as applying own methods of supporting, spreading and seeking social innovations in house, we are asking should we, and if so how do we, influence other funders and supporters of organisations to accept the hypotheses we are proposing. Should we be proposing the systems behaviours as the base of their support to innovations?

If we do this, it needs to be with humility. We might be wrong, we must continue learning and adapting and we are at an early stage of exploring many tensions and assumptions. We want to continue to enquire into these, holding open different possibilities and changing our perspectives and approaches as necessary.

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Finally, as well as exploring all of these lines of enquiry, we need to revisit our strategic aim in light of this learning.

Is *promoting continual improvement and innovation in the support networks available to people facing severe and multiple disadvantage* an appropriate strategic aim for an organisation goal is an adaptive system that is effective in responding to the interlocking nature of multiple disadvantages, such as homelessness, drug misuse, violence and abuse and mental ill health?

We are looking forward to working with the Board on all of this, and starting our discussions on 26th October.

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