

# NESSie

and

**the difference capacity to collaborate has made**

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with



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# NESSie

North Edinburgh Support Service



THE  
SPARTANS  
COMMUNITY  
FOOTBALL  
ACADEMY

north  
edinburgh  
**arts**

**move on**

**FreshStart**  
*helping people make a home for themselves*

# About NESSie

**NESSie is not a project.**

**NESSie is a way of working**

**Rooted in principles of Love, Care, Compassion and Dignity**

**Alliance of 4 local Edinburgh Third Sector orgs working in collaboration but retaining their unique identities**

**NESSie uses a liberated method to support people where they are and embrace the complexity of peoples lives**

**NESSie uses learning as a management strategy from person scale to place scale\* (Karen will cover this)**

**NESSie measures what matters**

# What makes NESSie different?

**Constantly reflecting, learning and adapting**

**Learning being the language of work**

**CEO input through active leadership**

**Self-managing team**

**Staff have agency & flexibility of role to do what is needed**

**Staff terms and conditions**

**No planned or contracted outcomes**

# Funding NESSie

**Funding has been difficult because of what makes NESSie different**

**Capacity to Collaborate & Robertson Trust**

**Traditional model of funding is still prevalent model**

# National Context

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Grant funding is a form of commissioning

Recognising the activities community, third sector, independents & social enterprises is very often health & social care.

SG policy around commissioning in health & social care is a move to collaborative, community informed, trust based, ethical commissioning that includes circular economy principle, fair pay & a human rights approach is there – [SPPN 7/2021](#)

Capacity to Collaborate is unique in public sector org fund the activities of collaboration rather than the output.

Inherent in the way fund is:

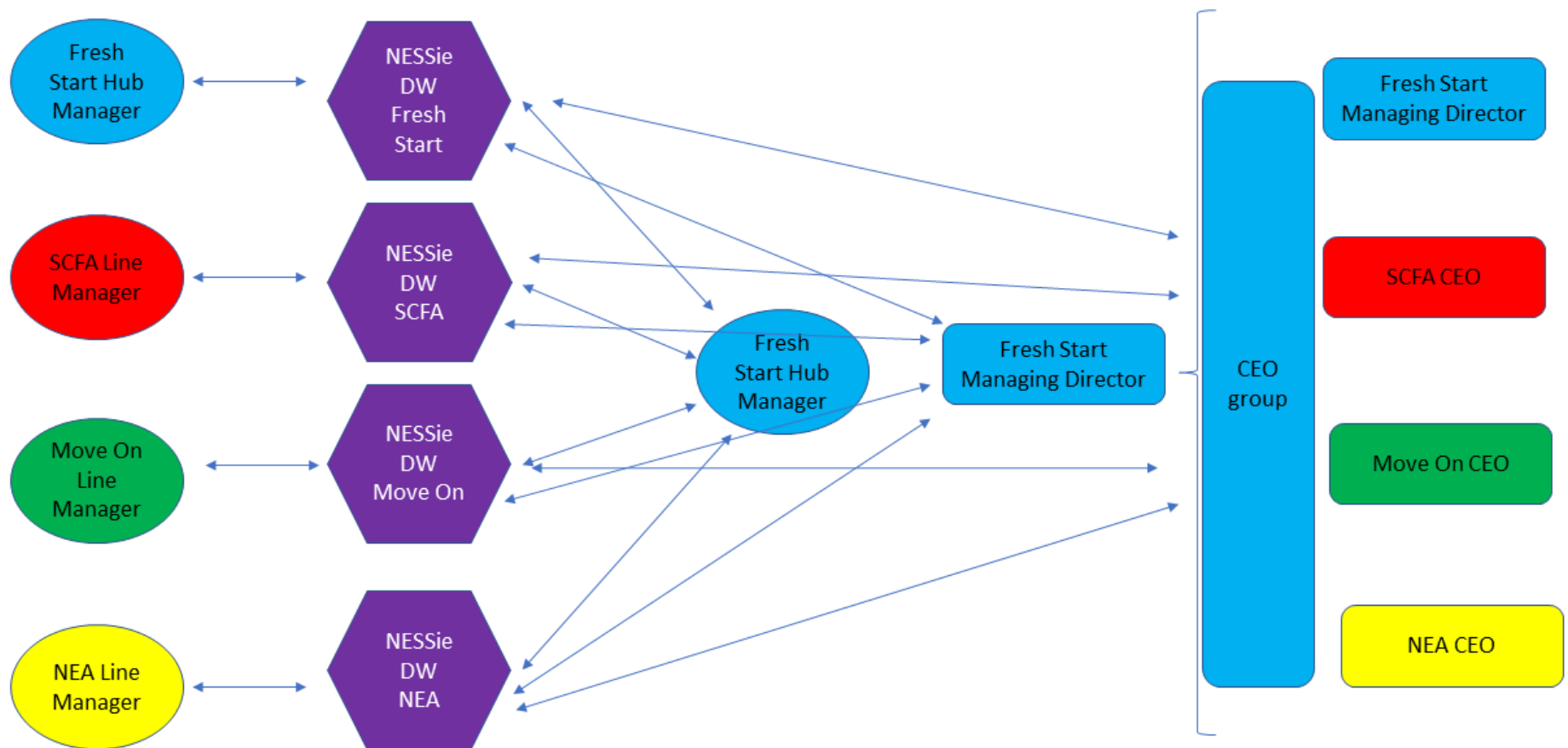
Trust

Flexibility

Investing in relationships

# How NESSie works?

## Structure



# How NESSie works?

**Development Workers are liberated to do what is needed**

**Operate within 3 rules:**

**Do no harm**

**Don't break the law**

**Don't break the bank**

**DWs have a budget as they see fit- account for not justify**

**Development Workers do not:**

**do assessments instead they seek to understand a person & their life**

**refer or signpost instead they are alongside the person**

**offer time limited support**



# How NESSie works?

## **Development Workers**

- **capture learning as part of what they do (not in addition or separate)**
- **team have weekly learning meetings**
- **learning is mobilised to Chief Execs**
- **learning is mobilised to funders & partner organisations to affect system change**

# More about 'learning as a management strategy'

[Summary in Professor Toby Lowe's](#) blog- 7 min read.

[Case Study from Gateshead-](#) 11 pages of what is possible.

What does 'Learning as a management strategy actually mean?

Fundamental differences to current approaches taken:

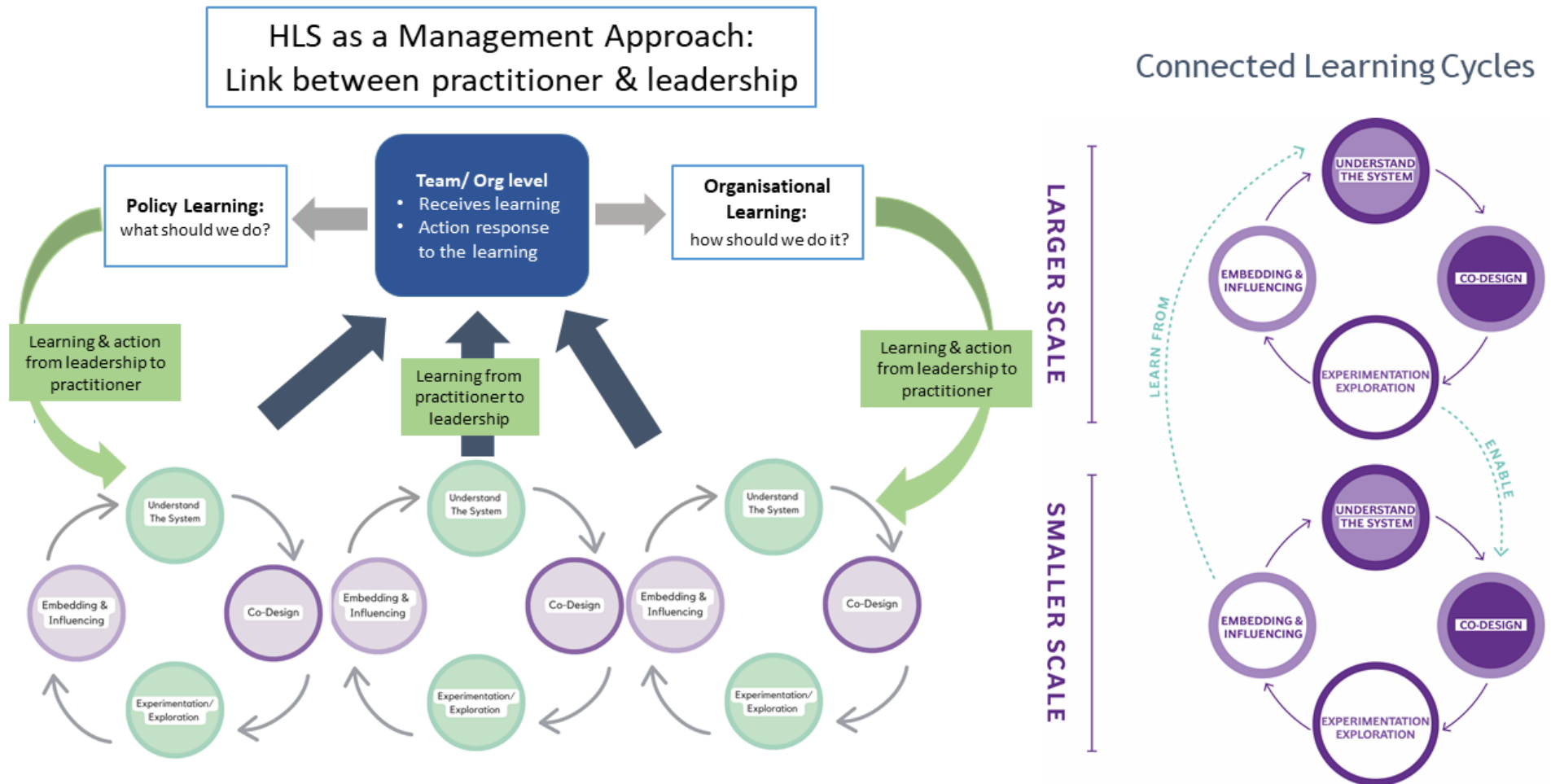
- Alternative to a Performance Management approach (including funding)
- Focuses on learning as a mechanism to understand, inform, improve and adapt 'the system' to better support people
- People and relationships are central\*

People and organisations are doing aspects of this but not consistently and collaboratively and often many barriers which make this more difficult

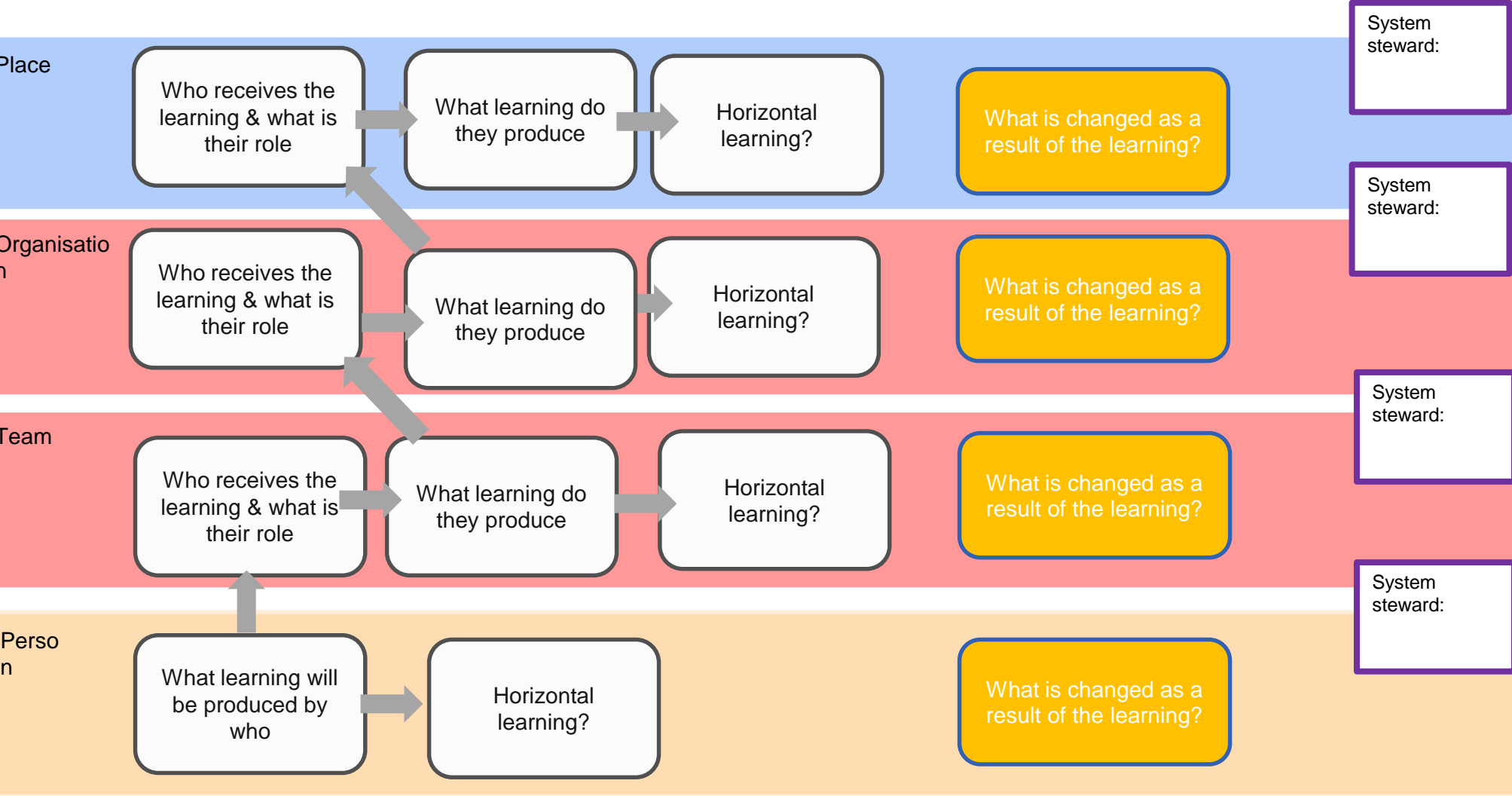


# Learning Cycles at Person, Team & Org level

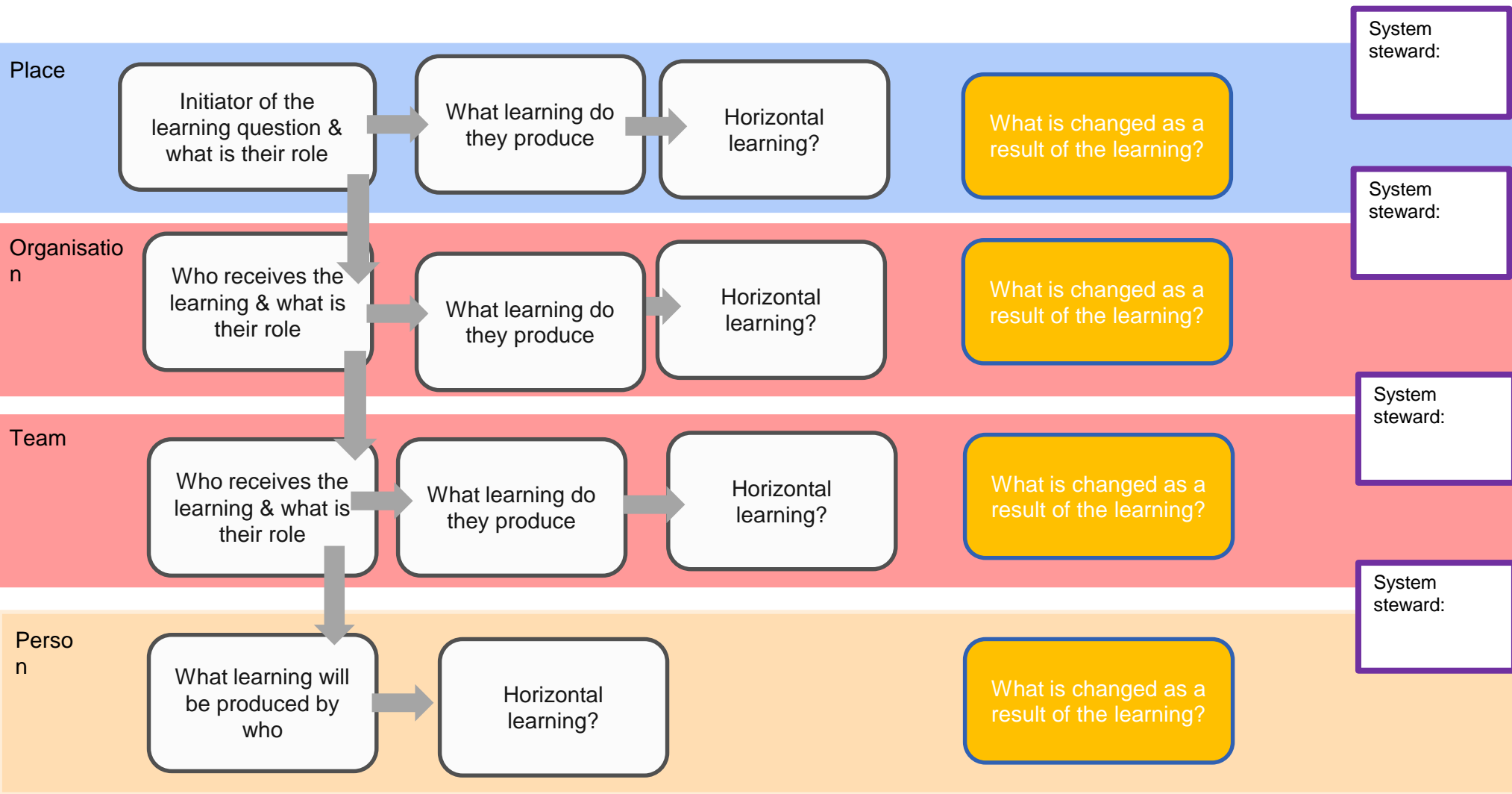
## Important role of **System Steward**



Learning Mapping (UP) through the scales: Where does the learning go **PERSON** to **PLACE**



Learning Mapping (**DOWN**) through the scales: Where does the learning go **PLACE** To **PERSON**



# Examples

## **Damp (current ongoing issue)**

- **NESSie were seeing more people with damp problems**
- **NESSie DW convened local councillor & Right There & Pilton Community Health project to produce a register of people (26) with known unresolved damp issues**
- **Councillor then convened meeting with CEO of Council & Head of Housing who were given the register and heard the stories of those people on the register**

## **Difference made:**

- **Immediate response for those waiting a long time were moved to alternative accommodation**
- **Community Grants have been included & there a notable change.**

# Examples

## Kitchen door

- **Morag attended pantry spoke of how difficult she was finding a lot of aspects in her life.**
- **Asked what would make the biggest difference Morag answered having a kitchen door.**
- **Freshstart went round to measure up**
- **Issues internal were raised around liability & contacted landlord for permission**
- **Set off a chain of events resulting in landlord has providing a kitchen door**

## Difference made:

- **Morag's stress levels at home greatly reduced as her autistic son can be safely kept from kitchen utensils**

# Some Reflections

**Capacity to Collaborate (and Edinburgh Health and Social Care Partnership) has been instrumental in bringing NESSie about.**

**Through the inherent trust woven through Capacity to Collaborate it has made doing the right thing for people easier.**

**Working in complexity with people at the centre and using learning is difficult, messy and time consuming because of the system,**

## **Any questions or reflections?**



# Bonus Slides!

## Example: Plymouth Alliance

### Key messages:

- £80m 10 year commission for adults with complex needs
- Alliance contract
- No targets, no KPIs
- Orgs commissioned to learn together to achieve shared purpose
- Significant cash savings – e.g. emergency accommodation spending halved in 6 months
- Better outcomes for citizens – e.g. fewer homeless people, greater recovery levels



Case Studies



### Summary

The journey of the Plymouth Alliance has been driven by considerable processes of consultation with citizens, staff and other stakeholders, and engagement with politicians.

Extensive consultation with service users revealed the dysfunctional nature of parts of the system and led to transformational change through the 'complex needs alliance'.

Under the complex needs alliance there has been a sustained period of system exploration. The current approach embraces Human Learning Systems, operating on the basis of listening, learning and experimenting.

## Plymouth Alliance for Complex Needs

# Bonus Slides!



## How did they do this?

### Complexity – informed approach to data

- Use of Appreciative Inquiry to gather complex stories
- Measurement used for collective sense-making, not performance management

### Change in performance management approach

- Mastery, Autonomy, Purpose – rather than extrinsic motivation
- Systematically build empathy - sense of shared humanity & purpose

### Change in accountability structures – accountability for learning

- No performance targets
- Rigorous process for experimentation – understand, experiment, make sense of the data collectively
- Shared governance responsibility – are we upholding our principles?
- Complete financial transparency



## [Link to Changing Futures Northumbria](#)

### The vision

It should be easy and straightforward for people experiencing multiple and complex disadvantages to get the support they need. Currently, it is not. Currently, it is incredibly hard and, in many cases, impossible.

Many in our partnership have been working separately for years to tackle these massive challenges. Changing Futures provided an opportunity for us to join forces and imagine what tackling this at a regional level with national support could look like.



### We work differently

Changing Futures Northumbria is one of 15 Changing Futures projects across the country. Funded by the Department for Levelling Up, Housing and Communities (DLUHC) and the National Lottery, we are a partnership of six local authorities, the Police and Crime Commissioner's Office, local NHS trusts, and a variety of voluntary sector organisations.

We think of the current system of support services as a maze, where it is very hard to find your way through and many people get lost inside it. Our work in Changing Futures Northumbria is not to help people to navigate the maze, but to show plainly where all the walls of the maze are and then start to knock them down.

Our liberated approach frees our colleagues to use their considerable skills and expertise to deliver the best possible support, all driven by each individual's unique conception of 'what matters to me'. In doing this, we are step-by-step developing a picture of what would work better than getting people to negotiate the current labyrinth of options in finding the solutions that work for them.

# Want to know more about HLS?

## Further reading & watching

**(Good first read)** Toby Lowe [Blog & Summary of HLS](#)- 8 min read

Toby Lowe talking about [HLS as a way to do things differently](#) (28 mins)

ihub held 2 intro sessions in Nov 2021 and the recording are available to watch:

17th Nov - [Putting people first : How health and social care in Scotland can be different](#)

9th Dec- [Putting people first- Part II Practical Insights of using HLS](#)

[Recent HLS for Senior Leaders](#) on 4<sup>th</sup> Nov 2022. Includes David Hambleton speaking about his experience of being a senior leader using a learning approach

[HLS: A practical guide for the curious](#)- don't read from beginning to end. I would recommend intro & tools & resource and any section you have a particular curiosity about

And because it is great- The Relationship Project's [Kit for Councils](#)

**(Good second read)**

[Gateshead Care Study- Mark Smith](#)- A practical guide for the curious

Specific examples

Mark Smith, Director of Public Reform, Gateshead Council talks about [examples of real world commissioning at a person level](#)- 20 mins

Mark Smith's work 'Doing experiments and Debriefing' about them - [27 mins](#) & [22 mins](#) from the follow up event and Learning and Sense making – 28 mins - [Q&As](#) 35mins

[Gateshead Case Study](#)- A practical guide for the curious

Gary Wallace (Assoc. Director of Public Health, Plymouth City Council) speaks about commissioning to understand, learn and promote collaborations. [Overview](#) and in detail '[Hypothesis Testing](#)' & '[System Probe](#)' experiments and [Using Appreciative Enquiry as a tool](#) & [Q&As](#), [Managing and governing experiments Creative Solutions Forum](#)- 15mins & [Q&As](#)- 23mins



## Building a better society by building better relationships

Relationships span every corner of our lives, from the places we live and work to the places we socialise and seek help. At The Relationships Project, we believe that the quality of these relationships matter. When they're nurtured, valued and prioritised, people are happier and healthier, communities are stronger and more resilient, and businesses are more successful and efficient.

We know we're not alone in believing this. We work with others to sharing learning about relationship-centred practice and support the application of the learning with communities of experience, tools and training.

[Link to Relationships Project](#)

A graphic showing the table of contents for the Relationships Project kit. It consists of a large blue circle at the top left containing the word "Contents". To its right is a red rectangle containing the title "Navigating Towards the Light" and the page number "03", followed by a bulleted list of four items. Below the blue circle is a light beige rectangle containing the title "The Relationships Framework" and the page number "07", followed by a bulleted list of nine items. To the right of the beige rectangle is a dark blue circle containing the title "Pressing Ahead" and the page number "17", followed by a bulleted list of three items. A large orange triangle is positioned at the bottom right, partially overlapping the beige and dark blue shapes.

<b>Contents</b>	<b><u>Navigating Towards the Light</u></b> 03 <ul style="list-style-type: none"><li>• Summary</li><li>• Rays of light</li><li>• The importance of relationships</li><li>• Who is this kit for?</li></ul>
<b><u>The Relationships Framework</u></b> 07 <ul style="list-style-type: none"><li>• 9 principles for Councils:<ul style="list-style-type: none"><li>■ 1: Shift the obstacles</li><li>■ 2: Sustain motivation and build new purpose</li><li>■ 3: Develop the Covid social infrastructure</li></ul></li><li>• Setting Course<ul style="list-style-type: none"><li>■ 4: Create open and transparent cultures</li><li>■ 5: Enhance the everyday touchpoints</li><li>■ 6: Build relationships into physical spaces</li><li>■ 7: Renew relationships with the voluntary sector</li><li>■ 8: Train and empower staff</li></ul></li><li>• Holding Course<ul style="list-style-type: none"><li>■ 9: Embrace new accountabilities</li></ul></li></ul>	<b><u>Pressing Ahead</u></b> 17 <ul style="list-style-type: none"><li>• The Relationships Navigator</li><li>• The Framework in Action</li><li>• Travelling Together</li></ul>