Changing the system

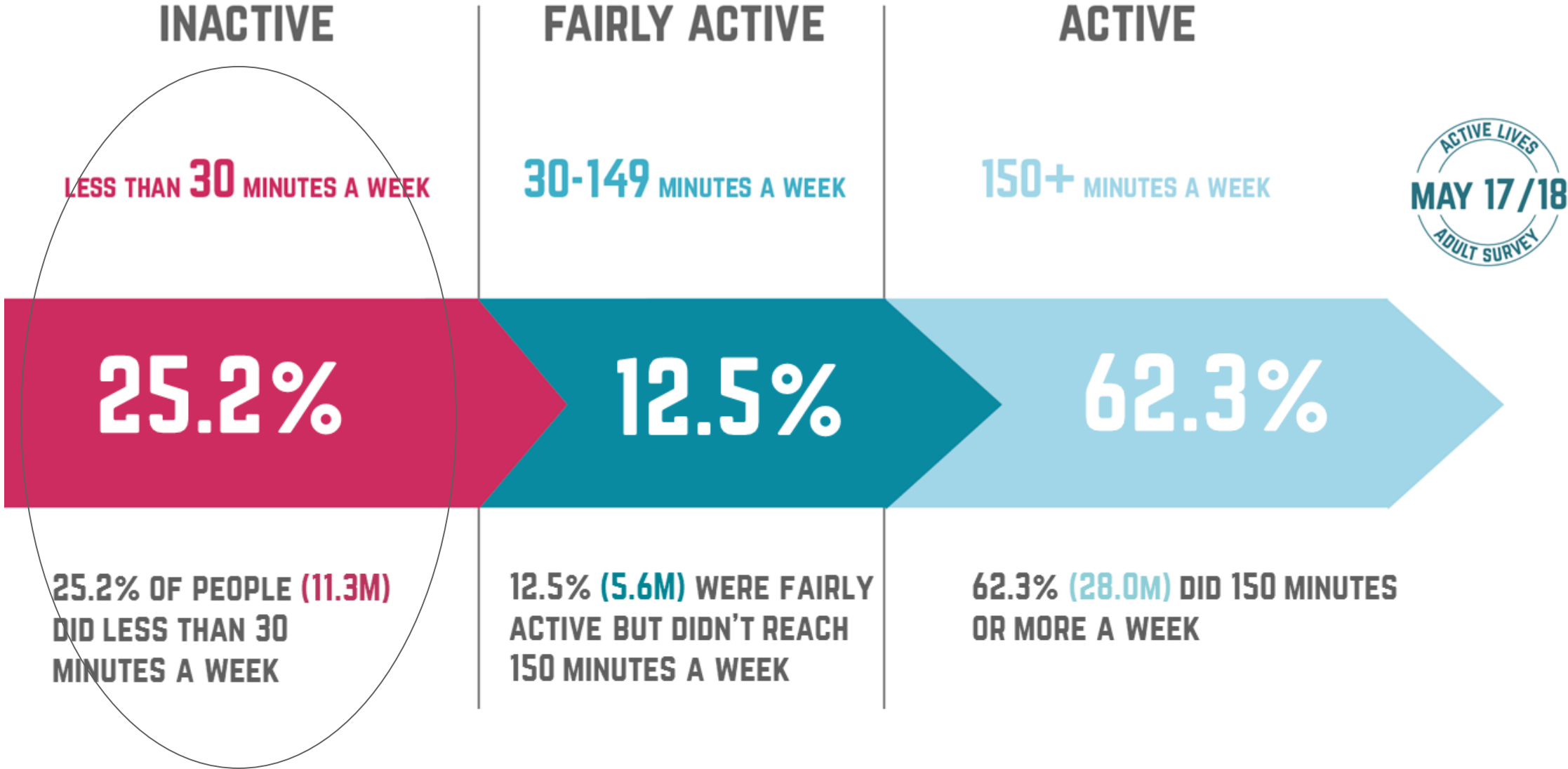## Chris Perks, Executive Director Local Delivery

A story about two systems

Why tell that story?

- Both 'here and now' pictures

- Reflect the participation/inactivity challenge

- About the 'system' in each place

- You are in there - leadership

- 'People and place' – local context is important

- A story of us and a story of now

The challenge of inactivity

INACTIVE	FAIRLY ACTIVE	ACTIVE
LESS THAN **30** MINUTES A WEEK	**30-149** MINUTES A WEEK	**150+** MINUTES A WEEK
25.2%	**12.5%**	**62.3%**
25.2% OF PEOPLE (11.3M) DID LESS THAN 30 MINUTES A WEEK	12.5% (5.6M) WERE FAIRLY ACTIVE BUT DIDN'T REACH 150 MINUTES A WEEK	62.3% (28.0M) DID 150 MINUTES OR MORE A WEEK

ACTIVE LIVES
MAY 17/18
ADULT SURVEY

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What do we want life to be like for our people?

PHYSICAL WELLBEING

MENTAL WELLBEING

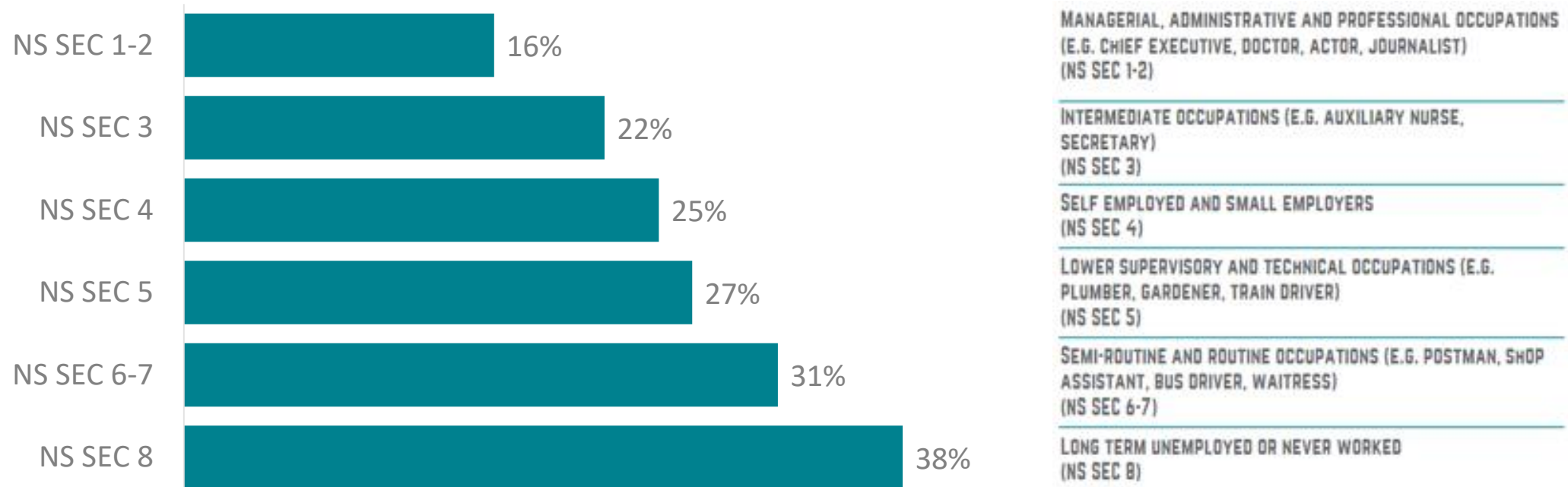**INDIVIDUAL DEVELOPMENT**

SOCIAL & COMMUNITY DEVELOMENT

ECONOMIC DEVELOPMENT

© Getty Images

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stubborn inequalities – a long game

Socio-economics (Inactivity)

NS SEC 1-2	16%
NS SEC 3	22%
NS SEC 4	25%
NS SEC 5	27%
NS SEC 6-7	31%
NS SEC 8	38%

MANAGERIAL, ADMINISTRATIVE AND PROFESSIONAL OCCUPATIONS (E.G. CHIEF EXECUTIVE, DOCTOR, ACTOR, JOURNALIST) (NS SEC 1-2)

INTERMEDIATE OCCUPATIONS (E.G. AUXILIARY NURSE, SECRETARY) (NS SEC 3)

SELF EMPLOYED AND SMALL EMPLOYERS (NS SEC 4)

LOWER SUPERVISORY AND TECHNICAL OCCUPATIONS (E.G. PLUMBER, GARDENER, TRAIN DRIVER) (NS SEC 5)

SEMI-ROUTINE AND ROUTINE OCCUPATIONS (E.G. POSTMAN, SHOP ASSISTANT, BUS DRIVER, WAITRESS) (NS SEC 6-7)

LONG TERM UNEMPLOYED OR NEVER WORKED (NS SEC 8)

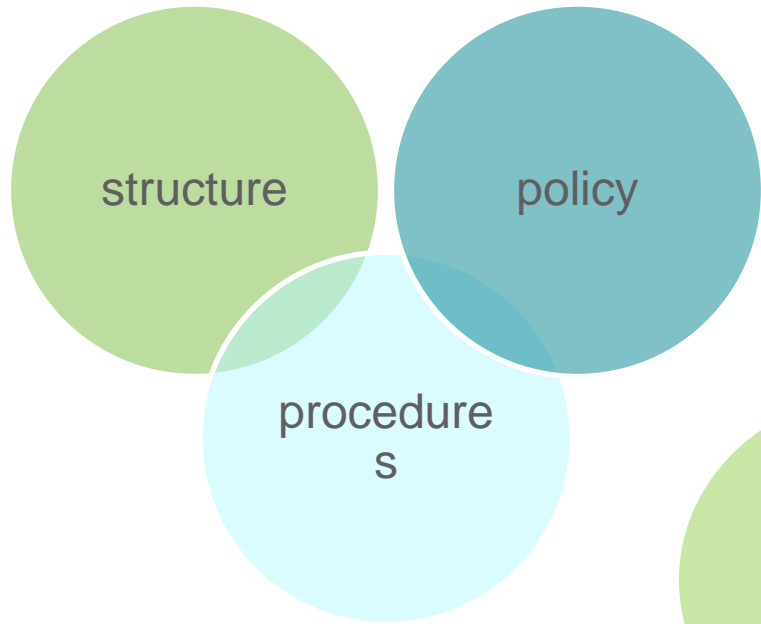Sport England: Towards an Active Nation 2016-21

2 things to help – community engagement?

- Austerity means not straightforward
- to engage for ideas and 'delivery'
- Users/ outreach
- Tools/ tips/ techniques
- *How* as important as *what* – key principles

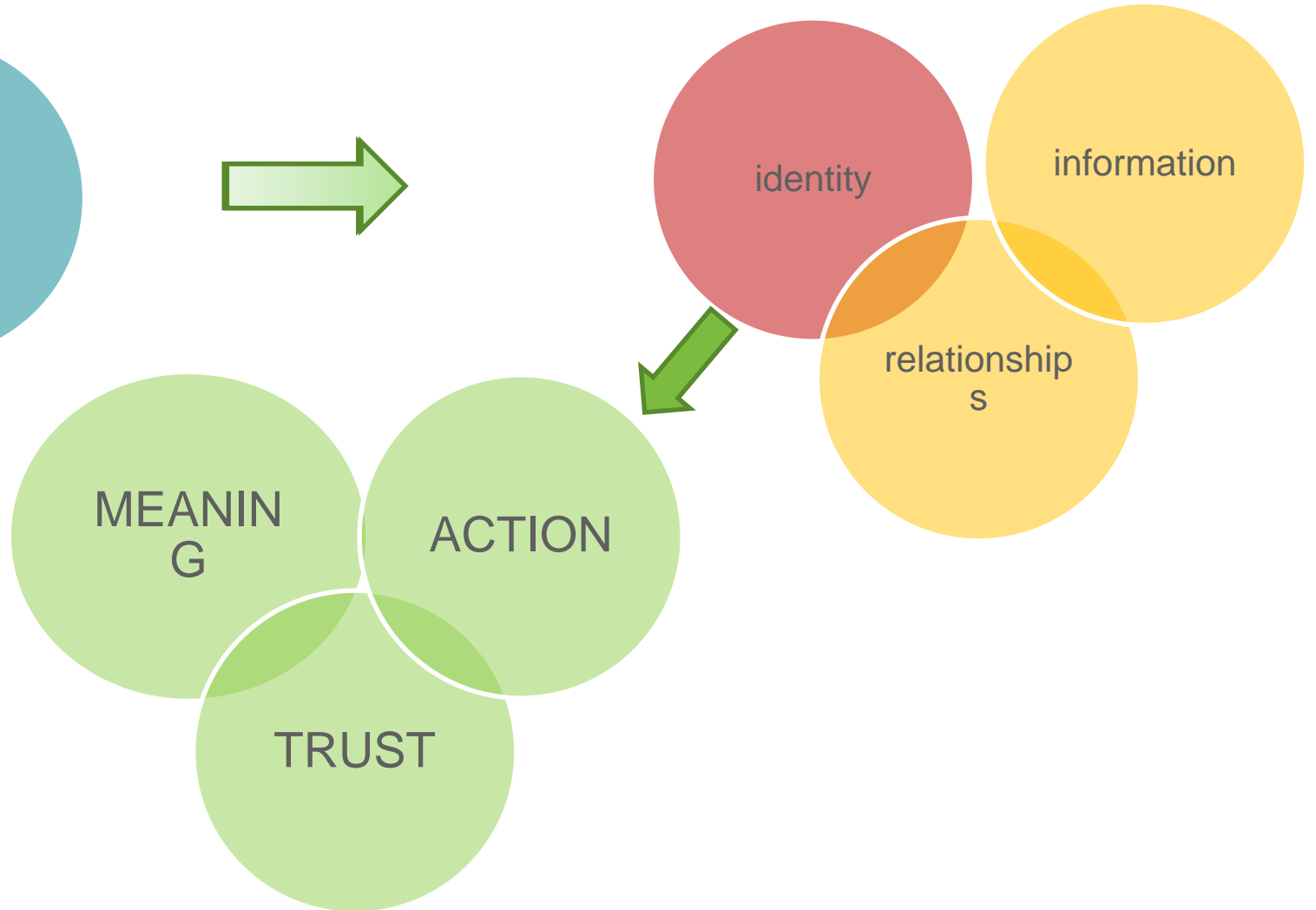*e.g. with not to', start with what is strong'*

- This empathy is really hard

2 things to help – its about leadership?

- Don't confuse with seniority
- All the evidence points to this…so

1. Importance of shared vision/purpose
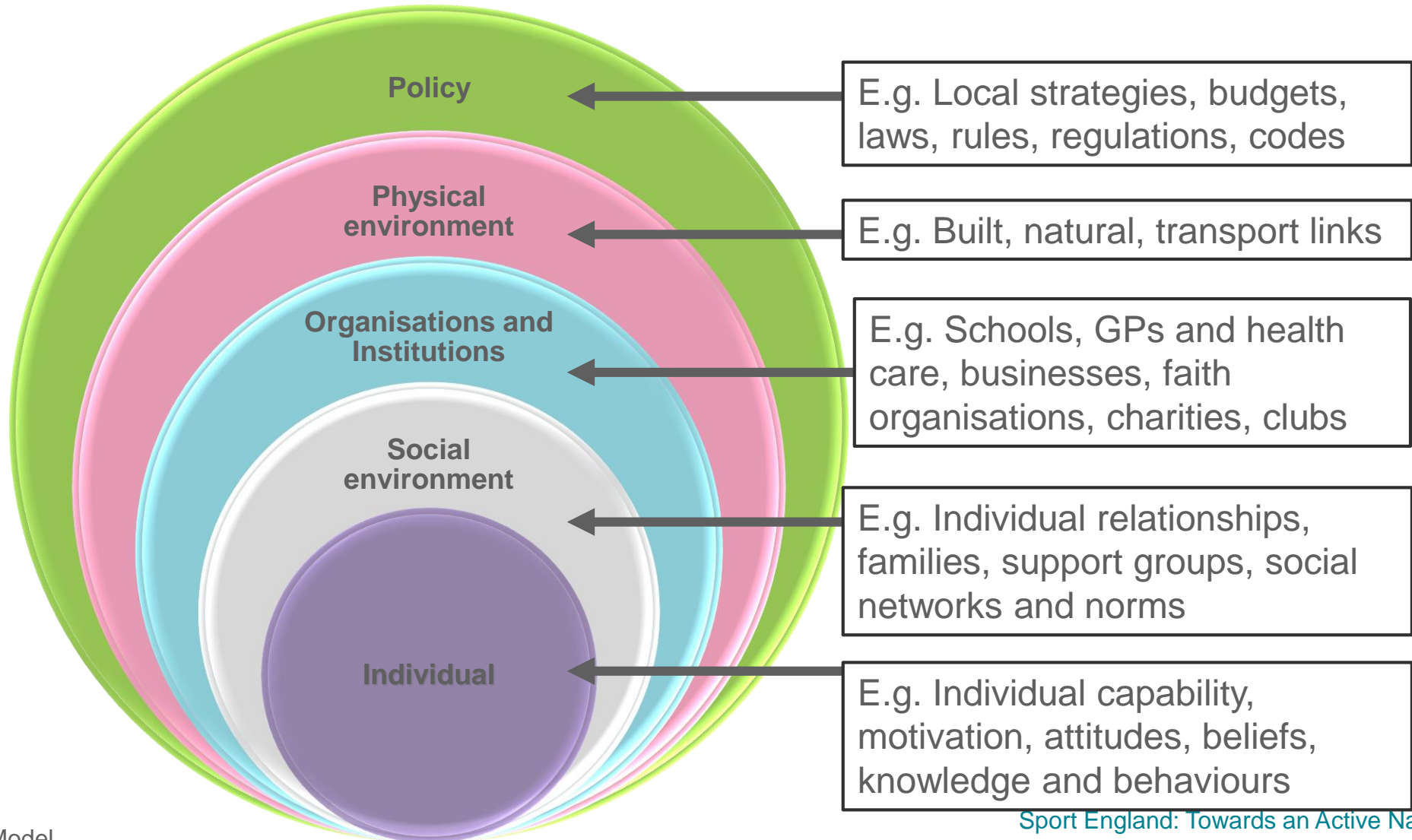2. Understand the system
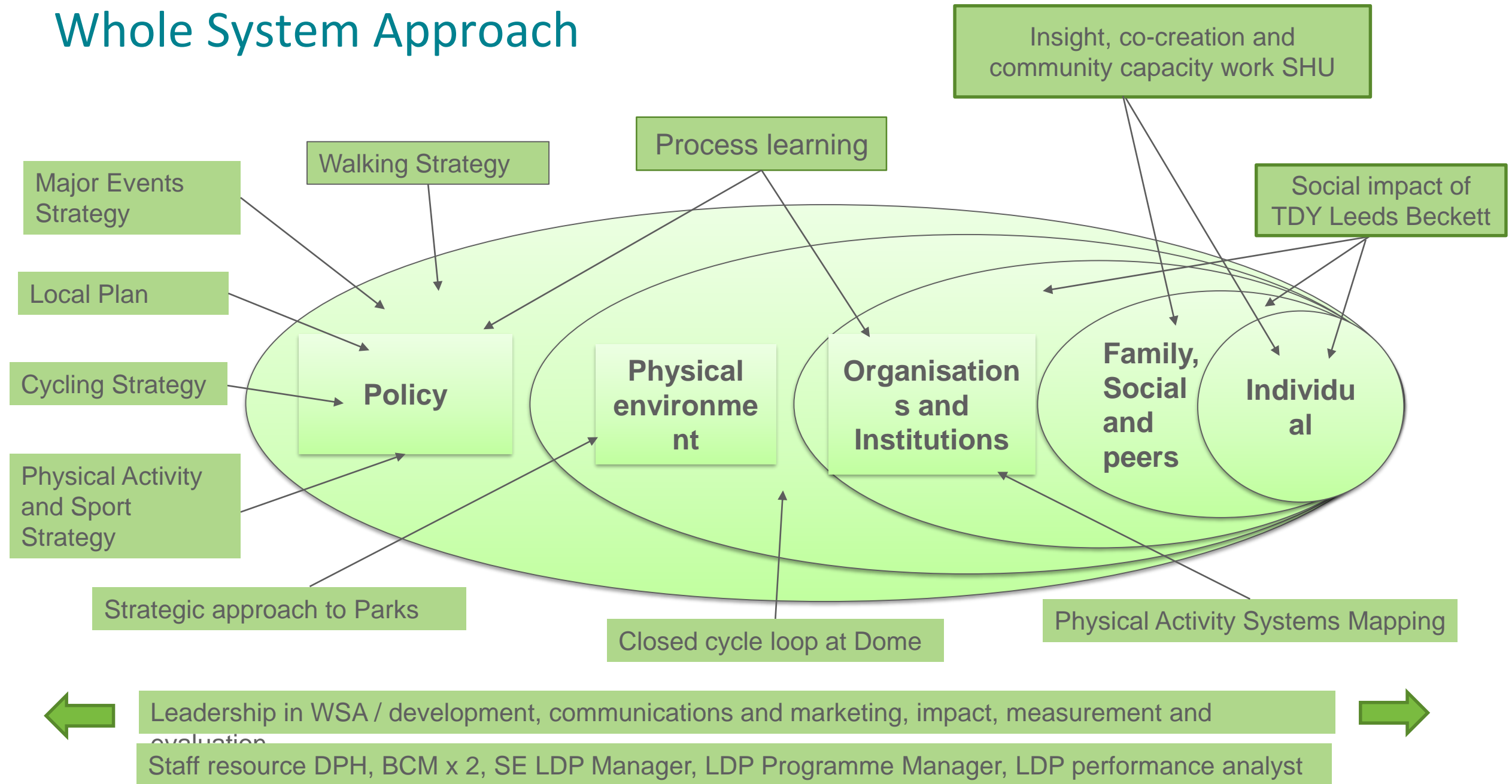3. Lead with some key principles

1.Work can be like this…

but when it is like this…

structure

policy

procedures

MEANING

ACTION

TRUST

identity

information

relationships

2. understand the local system

Policy — E.g. Local strategies, budgets, laws, rules, regulations, codes

Physical environment — E.g. Built, natural, transport links

Organisations and Institutions — E.g. Schools, GPs and health care, businesses, faith organisations, charities, clubs

Social environment — E.g. Individual relationships, families, support groups, social networks and norms

Individual — E.g. Individual capability, motivation, attitudes, beliefs, knowledge and behaviours

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Source: Social-Ecological Model

Whole System Approach

Insight, co-creation and community capacity work SHU

Process learning

Walking Strategy

Social impact of TDY Leeds Beckett

Major Events Strategy

Local Plan

Cycling Strategy

Physical Activity and Sport Strategy

Policy

Physical environment

Organisations and Institutions

Family, Social and peers

Individual

Strategic approach to Parks

Closed cycle loop at Dome

Physical Activity Systems Mapping

Leadership in WSA / development, communications and marketing, impact, measurement and evaluation

Staff resource DPH, BCM x 2, SE LDP Manager, LDP Programme Manager, LDP performance analyst

3. 'DNA', principles and leadership behaviours

- **Keep going back to your/the common purpose** – **the why**

- **Accept it's messy, disruptive**

- **Action -** "start anywhere and be willing to follow it everywhere"

- **Nothing about us, without us** - involve people ('unusual suspects') in the discussions and the solutions

- **build trust** with partners and throughout the system
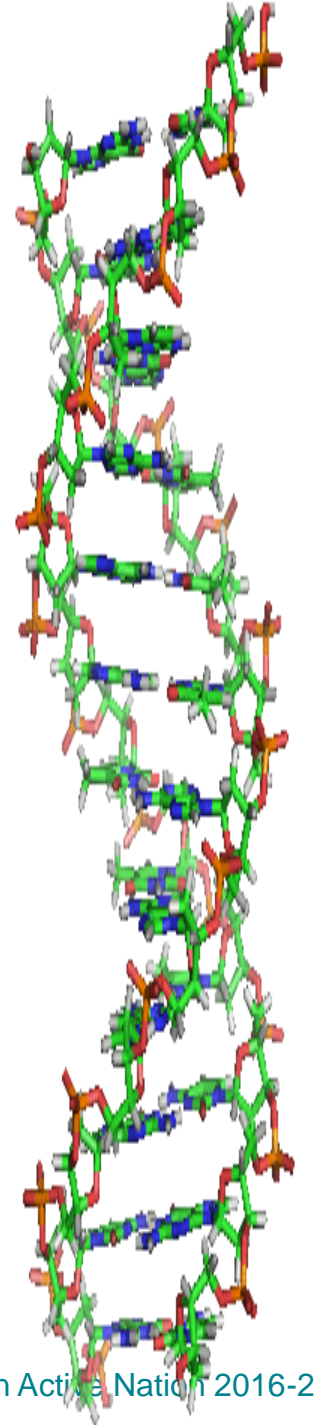
To conclude:

- What binds us is the challenge of inactivity
- Behaviour change in people but also ourselves

That means:

1. Right approach to community engagement
2. Leadership starting with us:

 - relationships not transactions

 - understand the system

 - use key principles