Working together for Change

The 8 Stage Process

Contents Page

Stage 1

Prepare

Agree how, when and where you want to use Working Together for Change and who needs to be involved.

Prepare:

Opening Considerations

The first important stage of Working Together for Change is all about preparation.

- Why are you using this process and what is the purpose?

- Is your focus on improving a particular service or area of support?

- Are you looking to co produce a particular strategy?

- Do you have a deadline you are working towards?

It is important to clearly clarify your purpose from the start and to involve other people in this decision. This will form your shared purpose statement that will be the aim of all your preparation and the focus during the workshops.

E.g.

> 'Working Together For Change to understand what matters most to people using Home Care services and to use that understanding to improve their lives.'

> 'Working Together for Change to understand what matters most to people who need help from support services and to use that understanding to make it easier for people to get in touch and find what they need.'

It's worth taking time to think about who the right people are to get involved in the initial planning and preparation.

This should include senior management, organisations delivering support and key voices of people who have lived experience of relevant services (e.g. within local support or focus groups or linking in with any existing co production groups).

To help with this initial planning everyone involved needs to understand what the Working Together for Change process is and how it works to make realistic decisions about the focus and scope of the project.

Initial support from senior management is key to a successful process to ensure that real change can happen further down the line.

Involving people with Lived Experience from the beginning ensures that the process is as inclusive as possible and starts with a firm foundation of co production.

Some starting pointers to include and discuss in an initial planning meeting:

- A good shared understanding of the Working Together for Change methodology so everyone involved in planning can decide the best way to use it.

- Agree a detailed timeline for the project.

- Decide the focus area you want to work on and what broader strategic decision making processes you may need to align with.

- Decide on whether you want to run a live or virtual process. (ideally this decision should be led by those people involved with Lived Experience who will be able to advice which will work best)

- Who do you want to attend the workshops and how can you make it the best experience for everyone involved?

- Think about what kind of report you need from the process.

Data Collection Planning:

See *Stage 2: Data Collection* for more detail.

A vital part of your preparation will be thinking about data collection. The success of this process hinges on the amount of good quality rich data that you have collected from a wide demographic of people.

It will help if you are clear about who you are trying to reach and make sure that you have the right people involved from the start, including those with their own Lived Experience who can advice on how best to go about this.

Workshop Planning:

You want a third each of people with Lived Experience, local providers and senior management/commissioners.

The WTfC process builds on a 2 day shared journey, starting with theming the data collection and running through a series of exercises leading towards Action Plans on Day 2. Whilst recognising that this may be a significant amount of time for some people to invest it is worth emphasising the importance of this for the best results.

Handy Hint

If it is hard to get people for the whole time you could suggest that some of them share a space and hand over for continuity but this should be limited.

Ideally you want senior management to be involved in the whole process. If this is not possible the minimum should be an initial presence at the beginning to endorse the process and values behind it. E.g. '*this process is open to surprises along the way!*' and involvement at the end in choosing stretching but realistic ideas for the Action Plans.

It may help to have an initial 'warm up' session for people with Lived Experience to put them at ease and help them to get the most out of the process.

Will you offer remuneration for people with lived Experiences time (e.g. this could be in the form of local supermarket vouchers which won't affect potential benefit issues).

Do you want to deliver the process virtually or in person?

In-person:

A good number is 30-40 max.

Choosing an appropriate venue for a WTfC workshop is really important. The aim of this process is to create a safe space where people can work together as equals. A relaxed familiar community space helps people feel more at ease than a corporate office space.

Think about the layout. A cafe style seating set up with tables surrounded by chairs works well so no one is stuck at the back.

Tables arranged 'café style' to encourage an informal relaxed atmosphere

Space in front of facilitation boards where people can bring their seats forward during theming

Think carefully about ensuring the workshops are as accessible as possible for everyone involved (e.g lift access, disabled toilets, additional sensory support).

The WTfC process uses 4 pin boards with sprayed paper and coloured card. If you don't already have access to this equipment you will need to hire it for the workshops.

Virtual:

It is also possible to run this process virtually.

See the section '*Virtual Workshop*' for more details.

Facilitation Training:

Training additional facilitators is important to help the process run smoothly. A good mix of people including management, local providers and people with Lived Experience is the ideal.

You are creating a Facilitation Team. Not everyone has all the skills needed individually. The aim is to encourage each other to be stretched and learn new skills in a supportive way.

Facilitation Group Work Roles

Facilitator - making sure that everyone's voice is heard and creating a good listening environment.

Recorder - summarising and capturing the best articulations on behalf of your group.

Reporter - supporting the group to share and feedback and encourage ownership.

Idea Seeder - floating images of possibility when things get stuck.

It is important to encourage people with Lived Experience that being part of the workshops and bringing who they are ensures the whole process is real and authentic, particularly if people are not feeling they have the skills or confidence to take part.

Things to think about:

- Can you identify who you want to train up as facilitators and sketch out the training process and time requirements.

- Do you have the right mix of people you are looking for including people with Lived Experience? (Ideally aim for enough people with LE to pair up with another facilitator for each workshop working group.?

- Do you have an invitation to invite people to sign up for facilitation training?

- Will the people identified have the capacity to have ongoing involvement with the Action Plans after the workshops. You will need at least one key person per workshop group/Action Plan to be able to commit to ongoing project management.

- Will the people identified have the capacity to take on facilitator work for future WTfC projects?

- What would be most helpful for people to prepare them for training? Would it help to have a preliminary information meeting so people can find out more.

- Are there trained facilitators from other Eastern region workshops who you could ask to be involved?

Longer Term Planning:

The ongoing aim of Working Together for Change is to build traction for high quality strategic coproduction that can be embedded as a core part of an ongoing collaborative process that carries on beyond the workshops.

Things to think about:

- Where do you want to be in 6 months time?

- What would good look like?

- What would the key milestones be for a successful roll out?

- How will you measure success?

- How can you ensure ongoing coproduction as a result of this process?

Stage 2

Data Collection

Data Collection:

The 3 Questions

Stage 2 of the Working Together for Change process involves the key element of data collection.

People experiencing services are asked 3 open questions to find out what really matters to them:

'What is working well for you?'

'What is not working well for you?'

'What is important to you in the future?'

Each person is asked to prioritise in their own words the 2 most important aspects for each question.

The answers are then brought into a coproduced workshop involving people with Lived Experience, commissioners and providers working together in a shared equal journey to deeply understand the information collected.

By the end of the workshops this understanding will culminate in Action Plans to bring about real tangible change to people's lives.

This 2 pronged approach to coproduction ensures that the process is more inclusive to a wider variety of people and avoids it just being the usual people involved which may not reflect a wider diverse population.

It is also mindful that not everyone can or wants to commit to the time involved in workshops. For those that can and do want to, there can be the opportunity to help work with that data in the workshops to ensure that what matters to people is kept at the heart of the conversations.

Holding the integrity of this collected data throughout the Working Together for Change process also helps to keep the focus on what really matters to people right from the start rather than what people within local commissioning or providing services think is going to be important.

Handy Hint

Ideally those people with Lived Experience of services who are joining in with the workshops will have answered the 3 questions themselves so they know that their voices are also being heard. If they haven't it is important that they understand that this is the data you will be working with.

Data Collection Preparation:

The success of the process hinges on the amount of good quality, rich data that you have collected from a wide demographic of people. It is worth spending some time getting this bit right and ensuring you have the time to do this properly.

Some Useful Questions to Think About Are

What area will be most useful to focus on given in mind the nature of the WTfC process?

Who do you want to reach?

How will you go about collecting the data?

Will you use questionnaires, organised interviews or go out to local community areas to talk with people, eg food banks, community hubs etc.

Good interviews give you the chance to collect rich person centred answers. Questionnaires can be useful but are best used as part of the approach, rather than the whole approach.

How will you ensure different approaches to cater for different people's sensory and access needs and requirements.

Who do you need to help you with this?

Do you need to train some interviewers to help?

Have you got existing services that you could utilise to collect information?

Plan to obtain more data than you need as not everyone you approach will want to participate so it allows a buffer for collecting the right amount.

When will you collect the data and what will your time frame be?

Allow yourself some time to be able to check the incoming data during the collection to ensure it is fit for purpose and to have time to re-collect some more if needed.

Does the collected data reflect a variety of people within your area of focus?

Think about who your harder to reach groups are and how you can ensure their voices are represented.

Is it in their own words, not in a third person?

Is it in a usable format?

The cut off point for collection should be well before the workshops so you have time to amend the information

Sample Size

A good sample size is 30-50 people which will mean you are theming 60-100 pieces of information.

Too small a sample and it won't have a broad representation. Too much data will be too time consuming to theme in the workshops.

Having said that a smaller quantity of good quality data is better than lots of poor data. Good data will mean that you are genuinely hearing the voices of the people that you are reaching out to who are expressing in their own words what is important to them.

> **Handy Hint**
>
> A question that often comes up in the workshops is who did you collect the information from? It is worth thinking about collecting some statistics to show that you met a diverse range of people using a particular service.

How to produce a good questionnaire:

What to Include

It is important to ensure that the process starts from a firm foundation of co-production and is as inclusive as possible from the earliest stage.

In practice this will mean ensuring the right people are involved in Step 1 when important decisions are made about the scope of work and its objectives.

Involving people with Lived Experience and community links you already have will ensure that your initial questionnaire is accessible to everyone and makes sense to people as well as helping with ideas to ensure you reach the greatest cross section of people possible .

A good Working together for Change questionnaire ensures that the questions are kept deliberately open and person centred.

It may be necessary to give some steer in an initial explanation but you don't want to steer so much that the responses are not able to be genuinely open. The beauty of this process is to find out what is really important to people and to allow for surprises.

How to produce a good questionnaire (continued):

"We are using WTfC to review day opportunities for older people across the borough so that people have more choice and control over what they do during the day"

Or

"We are using WTfC to understand how our service is working so that we can improve people's experience of the support we provide"

The purpose of your project will decide how far reaching your questionnaire needs to be.

Are you looking at reviewing a particular provider service (e.g. an old peoples residential home) which will mean you have a specific group of people to ask?

Or is your focus area covering a wider range of services involving a diverse mix of people (e.g. people accessing adult social care services)?

Or are you using this process to help write up a particular strategy or report?

A wider focus will mean you will need to think carefully about how to hear from differing groups of people to ensure a good mix of responses and an equal and inclusive process that doesn't inadvertently exclude people that are harder to reach.

Start with an explanation about the aim of the workshops. What is your focus area and who are you reaching out to.

Explain that you will be using a Working together for Change process that will work with the answers given within 2 days of workshops.

Let people know that all information collected will be anonymised.

It can be useful to tell people that each answer will be read out in the workshops so that they know that their information will be heard and really listened to and it is worth their while taking the time to respond.

You can include an invitation to be part of the workshops (explaining there will be limited availability) or the option to receive feedback afterwards.

It helps to offer different ways to be able to complete the questionnaire if people need help.

Explain that you want the answers to be relatively concise in plain everyday language in a sentence or short paragraph.

You might also want to include asking if anybody with Lived Experience would like the opportunity to receive some facilitation training and to have a chance to help facilitate during the workshops.

See printout *'Data Collection Questionnaire Example'* which is an example of a questionnaire created by Hertfordshire looking at Adult Social Care Gateway Services.

There is also a printout for interviewers who are collecting the data.

See printout *'Briefing for Interviewers Collecting Information'*.

Sorting the Data:

Once you have collected the data you will need to check it is fit for purpose and amend where necessary. One way of doing this is to collate the responses into a spreadsheet.

If you are making changes keep the original response in case anyone queries a change followed by the reason for change using the key on the next page and then the amended comment.

It is important to ensure that where possible you keep as much of the original comment as possible. Particularly if you are having to shorten a response. You don't want to lose the visceral realness of people's voices. Keep the realness and emotion in the comments.

The following is a key for any changes you make to the data you have collected. There is also a printout version.

See printout *'Data Amendment Key'*.

Data Amendment Key:

a) **Too long – shortened**

b) **Difficult to understand – rephrased in plain language.**

c) **Contains more than one point – split into single points per sentence.**

d) **In third person – changed to first person.**

e) **Other – reason specified in text.**

f) **Omitted – unable to understand point / inappropriate to include (reason specified).**

g) **Many more things than 2 or 3 - so some have to be omitted.**

h) **Query - check in something we are unsure about to see if we can get help to clarify before deciding action.**

Preparing the data to be used for the workshops:

In-Person Workshops

Before the workshop you will need to print off the amended data. A good font size is 23 bold. It can help to add in 'ww' 'nww' or 'iff' at the end of each statement in case information falls off the board. Each piece of date then needs to be cut up ready for the day.

Virtual Workshops

The easiest way to theme the data virtually is on a Jamboard. The post it notes have a character limit of 170 including spaces so any responses longer than this will have to be shortened but keep the integrity of the initial response.

Stage 3, 4 & 5

Workshop Day 1

Theme, Understand, Identify Success
(in person)

Day 1 Agenda

10.00 Welcome

10.20 Discuss the Working together for Change Approach

10.35 Local Context

10.40 Working Well Theming

11.40 Break

11.50 Not Working Well Theming

12.55 Lunch

13.25 Reflecting on what this is telling us so far

13.30 Voting

13.40 Root Causes

14.10 Identifying Success

14.35 Table feedback

14.50 Closing Round

15.00 Finish

Overall Aim

To come together in a shared equal space to deeply listen to the collected person centred data, theme what's **Working Well** and **Not Working Well**, vote on what would make the biggest difference to the most people if fixed, understand why these Not Working themes are happening and end with a positive focus on success from different perspectives to lead into Day 2 planning.

Welcome, Framing the Day, Opening Round

Aim

To ensure that everyone feels welcomed, included and understands what the expectations of the day are within a shared equal space.

Time

15-20 minutes - whole group activity.

Preparation:

See printouts *'Day 1 Workshop Set up'* and *'Day 1 Workshop Notes'*

Pre Workshop / On the Day

Write out the **Shared Purpose**, **Agenda**, **Ways of Working Together** and **facilitators names** and the **3 facilitator roles** on large pin board paper and attach to a pin board.

Set up a labelled '**Parking Space**' flip chart at the back of the room.

Welcome / Framing the Day

Explain that this is an inclusive shared equal space with a mixed group of people including those with Lived Experience. It will help to explain what you mean by 'Strategic Coproduction' and 'Lived Experience'.

Handy Hint

It's useful to start by highlighting the 'shared purpose' that has been decided so it can be referred back to, particularly if other issues are coming up.

Refer to the fact that there is a wealth of different experiences in the room including key policy makers to ensure that change can happen.

Agenda Run Through

Talk through the days agenda. You can decide if you want to add in all the times for the day or allow for flexibility with just the break times.

Check you have consent to take photos of people during the day.

Ways of Working Together

Talk through 'Ways of Working together' plus any housekeeping. Ask the group if there is anything else that need to be added.

Parking Space

Explain that if any issues come up that are important but can't be dealt with during the day, or may detract from the shared purpose, they can be written on the Parking Space and will be recorded.

It's useful to have decided on a designated person who will review Parking Space items and to let people know who that will be.

Facilitators and their roles

Ask facilitators to make themselves known to the group to help people feel at ease, know who is facilitating on their tables and what their role will be.

Opening Round

You want everyone to feel they each bring their unique and relevant experiences into the room. They are all an important part of the day whether through personal experiences of services, running services or commissioning services.

Handy Hint

Ask each person in turn to give a quick introduction about themselves plus something they are looking forward to about the day.

Overview of the Working together for Change process

Aim

To ensure that everyone understands why they are here, the history of 'Working together for Change' and an overview of the 8 stage process.

Time

10-15 minutes - whole group activity.

Preparation:

See printouts *'Day 1 Workshop Set up'* and *'Day 1 Workshop Notes'*

A piece of pin board glue sprayed paper attached to a board.

Write out the 8 stage process and attach to a pin board.

Pre Workshop:

1. Prepare

2. Collect the Info

Day 1 Workshop

3. Theme

4. Understand Why

5. Identify Success

Day 2 Workshop

6. Plan

After the Workshops

7. Carry out Action Plans

8. Review and share

Write out the 3 Person Centred questions on white card ready to be used if necessary.

What is Working Well?

What is Not Working well?

What is Important for the Future?

It can be useful to send out an overview of the Working together for Change process prior to the workshops so everyone has the right expectations about the 2 days.

Explain what has been done in Stages 1-2 prior to the workshop, what will happen today and the following day, and then importantly what will happen after the workshops.

> **Handy Hint**
>
> It helps to explain how Day 1 leads into Day 2 so that everyone understands that you are moving through a process that will result in Action Plans happening at the end of Day 2.

Explain how the data was collected and from whom and how you are using it. Any additional information will be written in the Parking Space.

> **Handy Hint**
>
> It's helpful to explain that this is a 2 pronged approach to coproduction by bringing data into the room collected from a variety of people and working with that data with a mixed group of people.

Highlight the importance of stages 7 & 8 of the process, explaining that it is really important that there is follow through so that people can see that their time has been used well and is helping to make a difference. This helps to build trust that there will be genuine change.

Local Context

Aim

To start the day with an understanding about how this work came about and how it fits in locally and regionally.

> **Handy Hint**
>
> It's useful to have someone with overarching authority to briefly explain how this piece of work came about, the local context and the ongoing aim and objectives.

Time

5 minutes - whole group activity.

Working Well Theming

Aim

To set the tone for the day with a positive feel by understanding and celebrating what people have said is **Working Well** for them.

Time

50-60 minutes - whole group activity
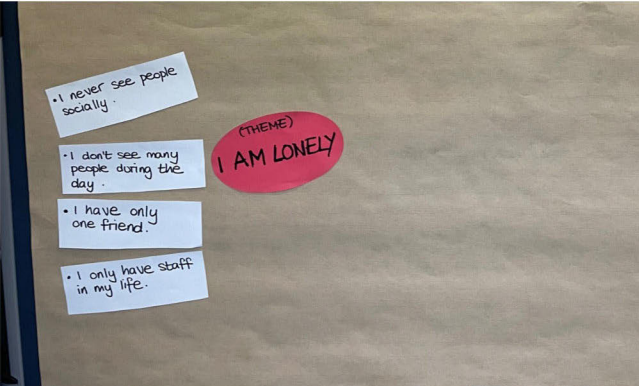
Preparation:

Before the workshop you will need to print off the amended '**Working Well**' data. A good font size is 23 bold. It can also help to add in '**ww**' at the end of each statement in case information falls off the board.

Each piece of data then needs to be cut up ready for the day.

Theming Example

Write out the 'I am lonely' example on white cards:

I never see people socially

I don't see many people during the day

I only have one friend

I only have staff in my life

On the Day

On the day you need to glue spray pin board paper and attach to a board with a green coloured card header, '**WORKING WELL**'.

You will need:

Green cards ready to write I statement themes on.

Marker pens for facilitators.

Scissors in case you need to cut any data in half.

Introducing the Activity:

Set the Tone

It's important to set the tone for this activity. Although theming is time consuming it's important to start this process together on the day to maintain the integrity of coproduction. Encourage people to stay with you on this journey.

Data Collection

Explain how the data was collected and sorted e.g. removing identifying information, ensuring there's only one point and it's not too long, that it makes sense and is written in the 1st person.

This is particularly important if there are people in the room who have answered the 3 person centred questions.

The Theming Process

Explain that you will group together the responses into themes and give each one an I statement. You want the I statements to be in real, visceral language, using words already used and avoiding professional speech.

You can use the Isle of Wight example which looked at services for older people. E.g. **"I am lonely"** rather than "Experiencing social isolation".

Running the Activity:

It's important to keep the pace going so there is time for the rest of the day.

Ask if a response is '*on its own or with another group?*'

Have 2 facilitators at the front alternating in reading out the responses. Be punchy with this to save time. Have another facilitator to write out the themes as they are decided.

> **Handy Hint**
>
> You can duplicate responses if they fit into two different themes. The important thing is that the response is covered somewhere.

There is a sweet spot of when to start theming. Jumping in early can be too leading but it can help when more data is being added to avoid confusion.

Ask if themes are emerging and how they might be worded in an I statement. Remember to ideally keep the I statements in words that have been used in the data.

Your job as a facilitator is to listen to the collective group and not to decide for them. If you need to speed things up you can suggest a theme. '*What do you think?*'

Ensure that everyone is engaged, not just a few people. It can help to ask '*What do other people think?*'

Acknowledge if a person has been unable to think of anything positive. It can go in a theme of its own.

> **Handy Hint**
>
> It can help people to decide on themes by giving an overview of the data, but be aware of time.

Take a photo of the board at the end of the activity.

> **Handy Hint**
>
> **As a last resort** if there is a lot of data to theme and time is running out, suggest to the group that it might be preferable to finish the Working Well theming at the beginning of the Day 2 workshop with the Important for the Future theming. Explain that you want to ensure there is enough time to theme the Not Working Well data.
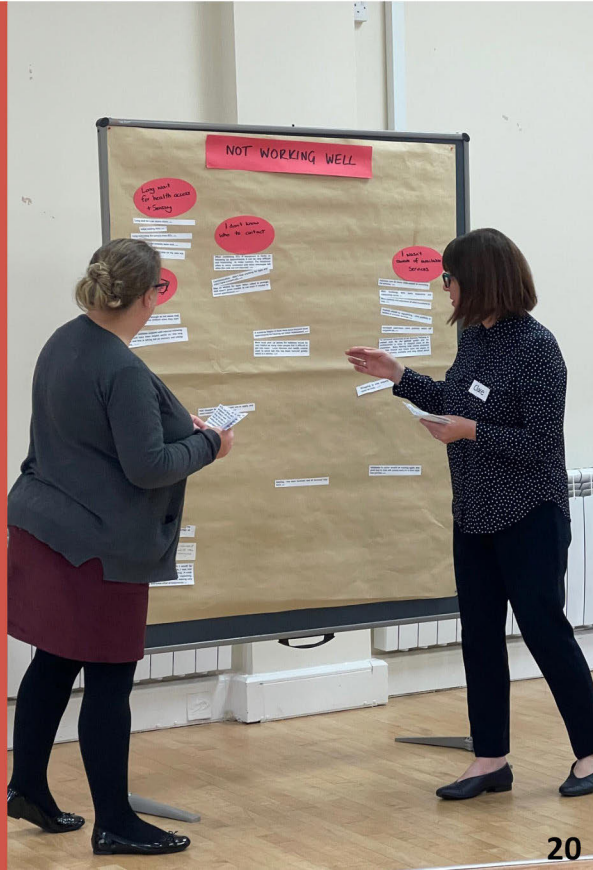
Not Working Well Theming

Aim

To listen deeply and understand what people have said about what is **Not Working Well** for them.

Time

65 minutes - whole group activity

Preparation:

Pre Workshop

Before the workshop you will need to print off the amended '**Not Working Well**' data. A good font size is 23 bold. Add in '**nww**' at the end of each statement in case information falls off the board. Each piece of data then needs to be cut up ready for the day.

On the Day

On the day you need to glue spray pin board paper and attach to a board with a red coloured card header, '**NOT WORKING WELL**'.

You will need:

Red cards ready to write I statement themes on.

Marker pens for facilitators.

Scissors in case you need to cut any data in half.

> **Handy Hint**
>
> If there are people in the room with Lived experience whose comments are not in the data collection, make sure that they understand that you won't be adding to that data but additional comments can be recorded on the Parking Space.

Introducing the Activity:

Explanation

Explain that this is the next push but a really important one. This is the same exercise as the Working Well theming but it's the harder one as you will be listening to what people have said isn't working well for them.

> **Handy Hint**
>
> It's useful to say that this may stir up emotions but you don't want to shy away from the realness and reality of what people are saying, you want to deeply listen and honour that data.

Listen without Solutions

Remind people that the aim for now is to listen and theme and not to think about solutions. There will be time for that later on in the process.

Not Personal

Reassure that this isn't personal, particularly for those involved in front line services. People's different experiences are pertinent to them. The fact that people are here today shows that they want to make a difference.

Running the Activity:

There may be similar data cropping up in both the Working Well and Not Working Well theming. It's helpful to acknowledge that people can have different experiences.

If data crops up that seems to fit better with Working Well you can decide as a group whether to move it or keep it on the Not Working Well board with a positive theme.

It's important to not let the group stray too far from the task at hand and to manage any strong voices.

If people in the room disagree with what the data says it can be helpful to acknowledge the differences but remind people in the room that this was important to the people answering the questions.

> **Handy Hint**
>
> Don't be scared to comment on raw feelings expressed in the data and acknowledge that it might be hard to hear.

Take a photo of the pin board at the end of the exercise.

Reflections so far

Aim

Time to pause, step back and reflect on where you have got to so far.

Time

10-15 minutes - whole group activity.

Running the Activity:

Take a few minutes to recap what you have achieved so far and ask if there is anything that has come up that has surprised people in the group or anything that they are surprised that hasn't been included.

Explain that to keep the integrity of the process you can only look at what people said in the collected data but if there are additional items they can be added to the Parking Space to be recorded and reviewed.

Voting

Aim

What would make the most difference to the biggest amount of people if this **Not Working Well** theme could be fixed.

Time

10-15 minutes - whole group activity.

Preparation:

On the Day

You will need:

3 sticky dots per person on each table.

Red cards ready to write the table's chosen **Not Working Well** theme for easy reference.

Marker pens for facilitators.

Introducing the Activity:

It's helpful to give a quick recap of what you've done to get to this point.

It's important to explain that each person is deciding what will make the biggest difference to the largest number of people if this **Not Working Well** theme could be fixed, rather than choosing what would be most helpful for them individually.
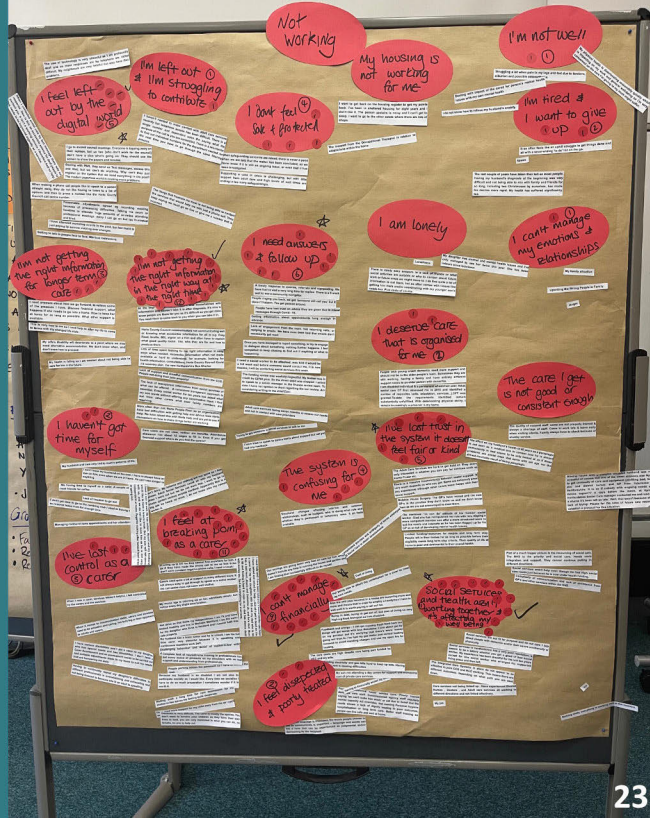
> **Handy Hint**
>
> You are thinking about whether you could either fix or make a dent in the problem. Some things might not be possible to fix completely but you could still make a difference with some creative thinking.

Explain that all of the theming is important but you are going to prioritise on a few to ensure that you can realistically make some changes. None of this information will be lost and other themes can be looked at and incorporated outside of these workshops.

Each person will have 3 votes. If they feel passionate about a particular theme they can vote twice for it but no more than 2 votes per theme otherwise it skews the results.

> **Handy Hint**
>
> Ask people to stick dots on the themed card so you are clear on which theme they have voted for. Just make sure to not cover the actual writing.

Running the Activity:

Decide whether facilitators will be voting as well, it's fine if they do want to participate.

Whilst people are voting look out for anyone that may need additional help or explanation.

Make sure that everyone has voted.

When the voting has finished, count and share the top themes.

> **Handy Hint**
>
> Make a pen mark on each dot as you count so you know if any additional dots get added.

Explain the results to the group and ask each table to choose from one of the top Not Working Well themes.

Ask a facilitator on each table to rewrite the theme on the red card for the table to refer to.

> **Handy Hint**
>
> It helps to have at least 2 people counting the votes and checking the results.

Take a photo of the pin board at the end of the voting.

Root Causes

Aim

You want to understand why this **Not Working Well** theme isn't working and to use that understanding as you move through the process.

Time

30 minutes - table activity

Preparation:

Pre Workshop

Write a red card with a '**Root Cause**' header for each table ready for when the pin board is populated with information.

Root Causes Example

Write out the '**I am lonely**' example on red cards:

Why are older people lonely?
Because staff don't connect people or support them to   make and maintain relationships.

Why don't staff connect people?
Because they are not trained in this and don't see it as part of their job.

Why is relationship building not identified as an important outcome in the contract?
Because the service specification focuses on outputs not outcomes and was not co produced with older people.

On the Day

You will need:

Red cards and marker pens on the table.

Introducing the Activity:

Each table will need have picked one of the top voted **Not Working Well** themes.

Explain that as a table their job is to think about why this theme isn't working. You want them to drill down and ask **'Why'** like a child until they feel they have come up with the 3 most likely reasons why.

> ### Handy Hint
>
> You don't just want to put a bucket under a leaky roof but fix the roof itself. Understanding *why* to start with helps with this.

Emphasise that you are **not looking for a solution at the moment.** This exercise is to help you understand why this **Not Working Well** theme isn't working. Explain that there will be time later on in the process to think about solutions.

You don't want to go so far that it is impossible to do something about e.g. '*because society doesn't care, there is no money*' etc. If you get to that point you need to come back up to a reason that could be realistically dealt with.

You want each table to write out their 3 reasons why this Not Working Well theme isn't working on the red cards in black marker pens.

Explain that facilitators on the table will help to facilitate, record and report back.

> ### Handy Hint
>
> You might want to introduce both this activity and the following one so they can be worked on one after the other.
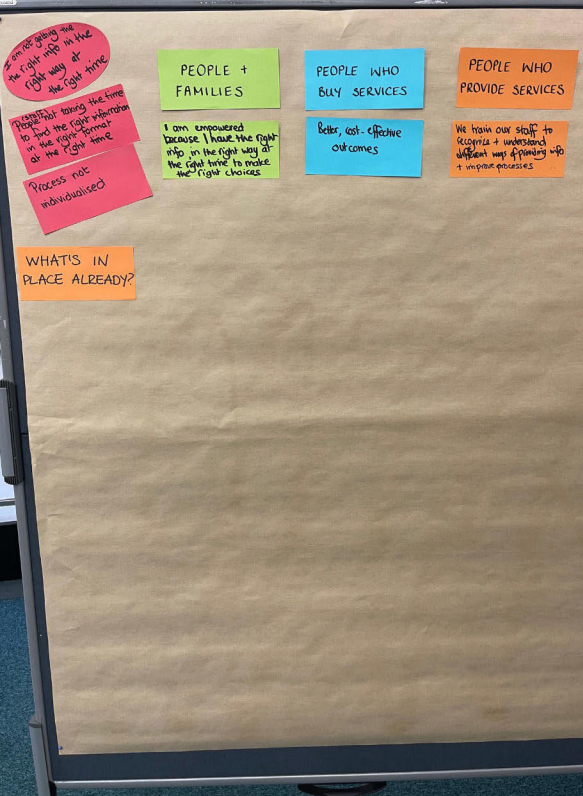
Running the Activity:

Write on **red** rectangle card in black marker pens.

When asking for feedback it's good to encourage a pair of people to do this together and to include someone with Lived Experience.

> ### Handy Hint
>
> It can be quicker to get feedback for both this exercise and the following Success Indicators in one go.

Take a photo of each tables pin board.

Success Indicators

Aim

To think about what success would look like from different perspectives if you could fix each of the voted **Not Working Well** themes to end with a positive aim to lead into Day 2 planning.

Time

25 minutes - table activity.

Preparation:

Pre Workshop

Write out different coloured card headers for each table ready for when the pin board is populated with information.

Yellow: **Identifying Success (from different perspectives)**
Green: **People and families**
Orange: **People who provide services**
Blue: **People who buy services**

Success Indicators Example

Write out the '**I am lonely**' example on coloured cards.

Green - People and families:
I am helped to keep and make new relationships and to be an active and valued member of the community.

Orange - People who provide services:
We train our staff to help people make and keep relationships and make sure they know this is an important part of their job.

Blue - People who buy services:
We make sure that contracts include helping people make and keep relationships and when we check what people say we can see how helpful it is.

On the Day

You will need:

Coloured card headers on each table ready to be used to populate the pin board.

Green, orange and blue card to write Success statements on.

Marker pens.

Introducing the Activity:

Encourage people that this is the last piece of work.

Briefly recap the journey you have been on during the day.

Explain that you want people to think about what good would look like for families & carers, people providing services and people commissioning/buying services. You want a **single** we statement from each perspective.
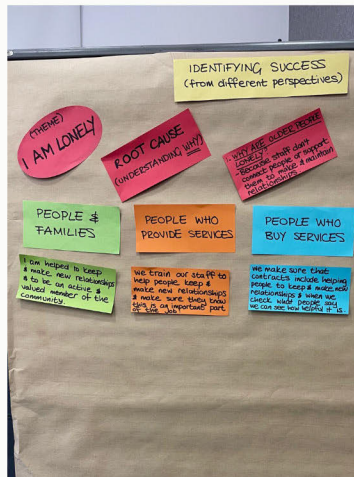
> **Handy Hint**
>
> Explain that you want to finish the day with a positive outlook and that this is the hook to take into Day 2 planning.

Running the Activity:

> **Handy Hint**
>
> Check that people understand that you need just one 'we' statement sentence from each perspective.

Take a photo of the board.

Feedback

Aim

For each group to share the work they have been doing.

Introducing the Activity:

Ask each group to briefly share the root causes and success indicators. Where possible it is good to have a couple of people from the table giving feedback and to include someone with Lived Experience.

Running the Activity:

Time is often tight so it can be helpful to give each group a timed 3 minute feedback and run it as a playful exercise in a light hearted way, encouraging those that keep to time!

> **Handy Hint**
>
> If you have run out of time you can suggest that photos of the activities will be circulated via email.

Time

15-20 minutes - whole group activity

Closing Round

Aim

To draw the day to a close in a collectively positive way.

Thank people for their time and commitment to the day. Remind them that in Day 2 they will be doing the important job of planning how you can use today's understanding to make a difference to people's lives so it is important that they come back!

> **Handy Hint**
>
> It's good to have a key manager give a brief thank you for people's time.

Invite people to come earlier for the Day 2 workshop to theme the Important for the Future data.

> **Handy Hint**
>
> Ask people to say something they have appreciated about the day. This is a good way to end on a positive note.
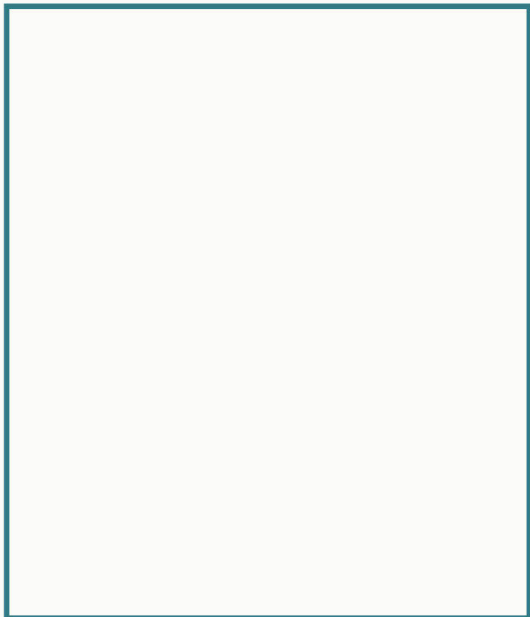
Time

10 minutes - whole group activity

Make sure you have photos of all of the boards.

After the Workshop

Where possible, store the pin boards with the information on them ready for Day 2.

29

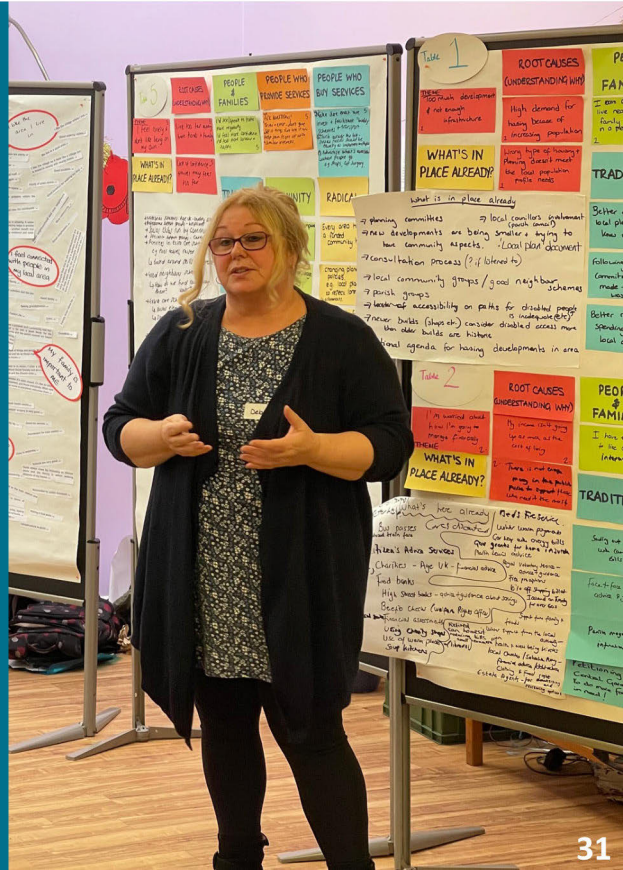*A space for your own notes and reflections following the Day 1 workshop.*

What did you learn?

What would you do differently?

Stage 6

Workshop Day 2

Plan
(in person)

Day 2 Agenda

10.00 Welcome/Opening Round

10.20 Recap on Day 1 Recap and run through Day 2

10.30 Important for the Future Theming feedback

10.40 Achieving Success: What's in place already?

11.00 Feedback

11.15 Break

11.30 Achieving Success: Generating New ideas

12.10 Feedback

12.30 Voting on the best ideas

12.40 Lunch

13.10 Investment Grid: Mapping the best ideas

14.00 Action Plans

14.35 Feedback

14.45 Next Steps/Closing Round

15.00 Finish

Overall Aim

To come together in a shared equal space to build on the understanding gained from Day 1 about the top voted **Not Working Well** themes with the visions of success in mind. Look at what's in place already, generate new ideas, vote on those which could make the biggest difference to the most people, think about the effort involved and the impact each could make before choosing which ones to create an ongoing Action Plan for.
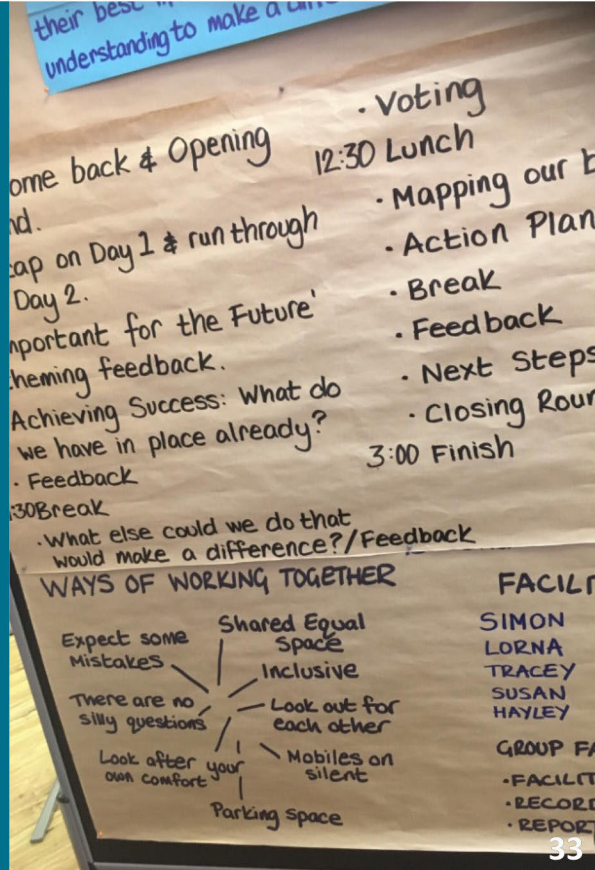
Welcome, Framing the Day, Opening Round

Aim

To ensure that everyone feels welcome, included and understands what the expectations of the 2nd day are within a shared equal space.

Time

15-20 minutes - whole group activity.

Preparation:

See printouts *'Day 2 Workshop Set up'* and *'Day 2 Workshop Notes'*

Pre Workshop / On the Day

Use the same board from Day 1 with the **Shared Purpose**, **Ways of Working Together**, **facilitator names** and **facilitator roles**. Write out the Day 2 Agenda on new pin board paper and stick it over the previous agenda.

Set up a labelled '**Parking Space**' flip chart at the back of the room.

Welcome / Framing the Day

It's useful to recap on the information you gave out at the start of Day 1 to refresh people's minds and particularly for those that may not have been in the 1st workshop.

Remind people that this is an inclusive shared equal space with a mixed group of people including those with Lived Experience.

Refer to the fact that there is a wealth of different experiences in the room including key policy makers to ensure that change can happen.

Shared Purpose

Remind people about the shared purpose and the reason for starting the collaborative journey last time. The shared purpose is also a useful focus to be referred back to during Day 2, particularly if other issues come up during the day.

Agenda Run Through

Talk through the days agenda. You can decide if you want to add in all the times for the day or allow for flexibility with just the break times.

Check that you have consent to take photos of people during the day.

Ways of Working Together

Remind people of the 'Ways of Working together' plus any housekeeping. Ask the group if anything else needs to be added.

Parking Space

Explain that if any issues come up that are important but can't be dealt with during the day, or may detract from the shared purpose, they can be written on the Parking Space to be looked at after the workshop.

It's useful to have decided on a designated person who will review Parking Space items and to let people know who that will be.

Facilitators and their roles

Ask facilitators to make themselves known for anybody new, to help people feel at ease, and know who is facilitating on their tables and what their role will be.

Opening Round

You want everyone to feel they each bring their unique and relevant experiences into the room. They are all an important part of the day whether through personal experiences of services, running services or commissioning services.

Handy Hint

Ask each person in turn to give a quick introduction about themselves plus something they are looking forward to about the day.

34

Recap of the WtfC process / Day 1

Aim

To give a reminder of the 'Working together for Change' process and what you achieved in Day 1 and what you are hoping to achieve in Day 2.

Time

10-15 minutes - whole group activity.

On the Day

See printouts *'Day 2 Workshop Set up'* and *'Day 2 Workshop Notes'*

Check the 8 stage process and person centred questions (if used) are still up and ready to be referred to.

Remind people that this is a 2 pronged approach to coproduction by bringing data into the room collected from a variety of people and working with that data with a mixed group of people.

It is particularly useful to recap the WtfC process and Day 1 if there are new people.

Recap the Working together for Change process they went through in Day 1:

> to deeply listen to the collected person centred data and theme what was Working Well and Not Working Well,

> to vote on what would make the biggest difference to the most people if fixed,

> to understand why those Not Working themes were happening,

> to end the day by looking at what success would look like from different perspectives.

Handy Hint

It can be helpful to show the pin board information from Day 1 as a reminder.

Explain that your collective job today is to build on that understanding by looking at what's in place already, generate new ideas, and take the best ideas through into Action Plans.

Remind people of the importance of stages 7 & 8 to help build trust that you genuinely do what to bring about change. You don't want this to be a coproduction tick box exercise but to reassure people that their time is being used well and will help to make a difference.

Local Context

Aim

To start the day with a reminder about how this work came about and how it fits in locally and regionally.

Handy Hint

It's useful to have someone with overarching authority to briefly re explain how this piece of work came about, the local context and the ongoing aim and objectives.

Time

5 minutes - whole group activity.

Important for the Future Theming

Aim

To listen to what people say is important to them for the future and to keep this in mind as a valuable resource for planning and thinking ahead.

Time (to theme pre workshop/feedback)

30 minutes/10 minutes

Preparation:

Pre Workshop

Before the workshop you will need to print off the amended Important for the Future data. A good font size is 23 bold. It helps to add in **iff** at the end of each statement in case information falls off the board in between workshops. Each piece of data then needs to be cut up ready for the theming.

It is usually best to do this theming in between Day 1 and 2. One option is to invite people to arrive earlier on Day 2 to help with this. This should ideally include people with Lived Experience. It is usually a quicker exercise with less people than when run during the workshops.

On the Day

On the day you need to glue spray pin board paper and attach to a board with an orange coloured card header, '**IMPORTANT FOR THE FUTURE**', with:

Orange cards ready to write I statement themes on.

Marker pens and scissors for facilitators.

Remind people that this will be a similar exercise to group the responses into themes, each one with an I statement in real language that has ideally already been used in the data.

Feedback

Invite a couple of people involved to feedback the Important for the Future theming. Ask the whole group for reflections and if there are any changes they would like to make.
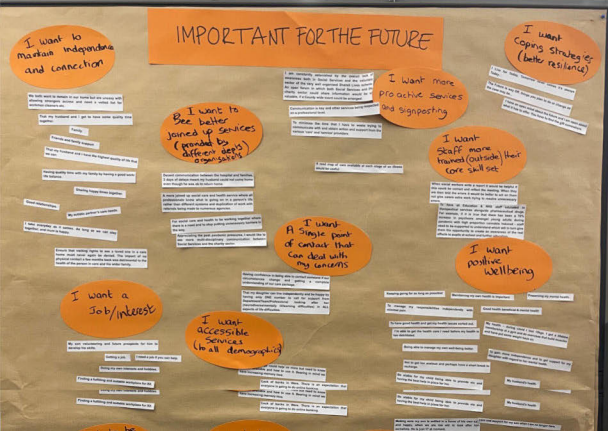
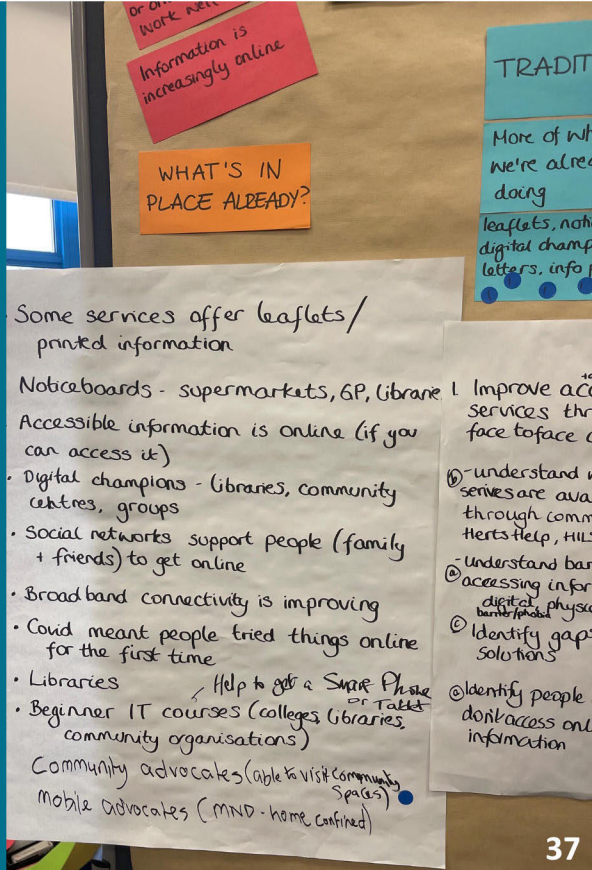# Achieving Success: What's in place already?

Aim

Look at what is already in place that could help with each voted **Not Working Well** theme, even if it is not being used in the best way.

Time (for the activity)

20 minutes - table activity.

Time (for feedback)

15 minutes - whole group activity.

Preparation:

A coloured card header for each table's pin board - **What's in place already?**

Flip chart paper and black marker pens on each table.

Introducing the Activity:

Remind people that you are going to be looking at the same Not Working themes they worked with on their tables during Day 1.

> ### Handy Hint
>
> You don't want to reinvent the wheel and start the next exercise thinking about new ideas if they are already being done.

Recap the Day 1 workshop process:

e.g. *'So we've themed what's Not Working Well, thought about the root causes of why this might be happening, thought ahead to what success would look like from different perspectives. Now we want to think about what is already there that could help with the Not Working Well themes, even if they are not being used in the best way.'*

You want to include council or community led services that are already in place that could help as well as draw on the wealth of different experiences and knowledge within the room.

Running the Activity:

Facilitators on the table need to ensure that this activity is kept on track, information is recorded onto the flip chart paper and a couple of people are asked to feedback at the end of the activity.

Try to avoid using abbreviations and acronyms when listing local services so that everybody understands what is being referred to.
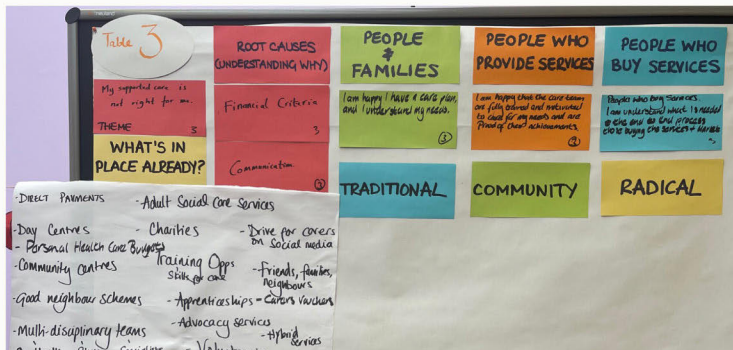
Feedback:

After each table has talked through their list, open it up to the whole group to add in their knowledge of what is already in place in the local area.

> ### Handy Hint
>
> Suggest that feedback is given in pairs ideally including someone with Lived Experience.

Add the flip chart paper to the table's pin board with the **What's in place Already?** card header.

Achieving Success: Generating New Ideas

Aim

To encourage the group to generate new ideas that would fix the **Not Working Well** theme and make a difference to people's lives.

Time (for the activity)

40 minutes - table activity.

Time (for feedback)

20 minutes - whole group activity.

39

Preparation:

Pre Workshop

Have header cards written out for each table ready for when the pin board is populated with information.

Blue rectangle: **'Traditional'**
Green rectangle: **'Community'**
Yellow rectangle: **'Radical'**

Generating New Ideas Examples:

Write out some 'I am lonely' examples ready to explain the activity.

On blue card for traditional:
Peer Support coffee mornings.
Information booklet to signpost to voluntary sector community activities.

On green card for community:
Creating a voluntary community befriending service.
Links in with primary schools to help with reading schemes.

On yellow card for radical:
Hiring a singing coach and starting a community choir
Pooling direct payment budgets to set up a gardening project.

If you are using the chefs example on the next page, it can be a helpful visual to print out pictures of Delia Smith, Jamie Oliver and Heston Blumenthal.

On the Day

You will need:

Blue, green and yellow cards on each table.

Black marker pens.

Introducing the Activity:

Briefly recap what you have done so far:

e.g. *'So we've themed what's Not Working Well, thought about the root causes of why this might be happening, thought ahead to what success would look like from different perspectives, listed what's in place already, now we are going to think about what else we could do that would make a big difference to fix what's not working'.*

You are wanting to encourage the group to expand their thinking and to inspire each other to generate new and different ideas and solutions.

Explain that to do this activity you are going to think of new ideas with 3 different thinking hats, and to help you are going to use 3 well known chefs as examples.

You want 3 ideas for each different thinking hat written onto the coloured cards. 9 ideas per table altogether.

Suggest at least 10 minutes per thinking hat.

> ### Handy Hint
>
> This is an example using different chefs but you can think of your own ideas and ways of getting people to think in different ways that may be more appropriate to a particular group of people.

Introducing the Activity (continued):

Handy Hint

Ask people which chef belongs to which thinking hat. Get them to call out. Make it fun and interactive.

Traditional

You want to think about traditional, top down, service led ideas. Good solid ideas that have been around for a while but work well and have been tried and tested over the years.

What ideas might you normally think of but are no more or less valuable because they are traditional?

Delia Smith - Delia is known for her traditional roast dinners and comfort meals.

Community

You don't just want to fix things from the top down. You also want to think about bottom up, community based ideas which harness connections, assets and energy that is already 'out there'. You want to think about things that you would like to see more of in the community.

What sort of ideas could fix your Not Working Well theme that have a community based flavour?

Jamie Oliver: Jamie is known for his community based projects, e.g. school dinner and socially orientated campaigns.

Handy Hint

Mark each idea with the table number it has come from and whether it is a Traditional (T), Community (C) or Radical (R) idea for future reference. e.g 2T, 3R

Radical

Encourage people that this is their chance to be brave and to think outside of the box. You want radical, left field ideas that you wouldn't typically think about. Sometimes the wildest ideas really can work, or at the very least a nugget can be taken from them.

Heston Blumenthal: Heston is known for his radical approach to food with his snail porridge and bacon and egg ice cream!

Feedback

Ask each table to feedback their ideas to the whole group. Ideally in pairs including someone with Lived Experience.

Check with the whole group whether they need any further clarification on each idea. This is important because they will then be voting on which ideas they think will have the biggest impact on the most people.

Take a photo of each tables pin board.

Voting

Aim

To think about which ideas are achievable and within scope and would make the biggest difference to the most people if they were implemented.

Time

10 minutes - whole group activity.
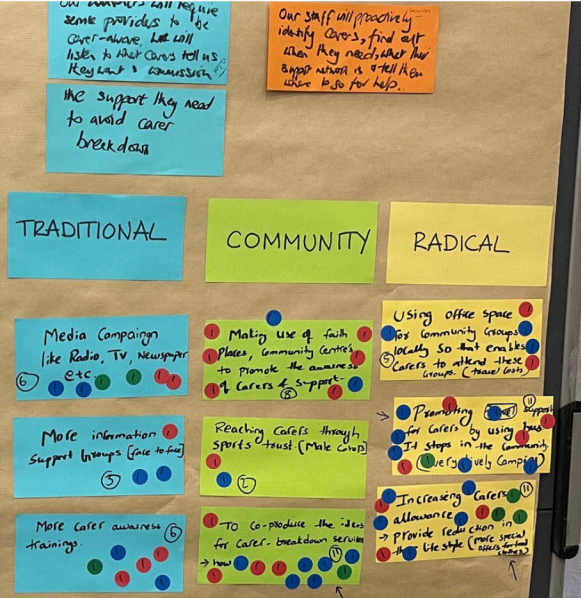
Preparation:

On the Day

You will need:

3 sticky dots per person on each table.

Introducing the Activity:

It's helpful to give a quick recap of what you've done to get to this point.

Explain to the group that they are deciding what will make the biggest difference to the largest number of people if this idea was implemented rather than choosing what would be most helpful for them individually.

Remind the group that the top voted ideas will be taken forward as options for an Action Plan at the end of the day so remember to choose what is practical and possible.

> **Handy Hint**
>
> Bear in mind that some ideas can be achieved in creative ways that don't always have to involve large budgets.

Each person will have 3 votes. If they feel passionate about a particular theme they can vote twice for it but no more than 2 votes per theme otherwise it skews the results.

Running the Activity:

Ask people to stick dots on the themed card so you are clear on which theme they have voted for but not to cover the writing.

> **Handy Hint**
>
> Make a pen mark on each dot as you count so you know if any additional dots get added.

Look out for anyone that may need additional help or explanation and ensure that everyone has voted.

> **Handy Hint**
>
> It helps to have at least 2 people counting the votes and checking the results.

When the voting has finished, count and share the top themes.

> **Handy Hint**
>
> Practically it helps to ask the group to vote before they go to lunch to give you time to count the votes and move the top voted ideas to the Investment Grid.

Move the top 3 voted ideas per board onto the Investment Grid, usually 12 - 15 ideas depending on the number of groups.

Take a photo of the pin board at the end of the voting.

Investment Grid: Mapping the best ideas

Aim
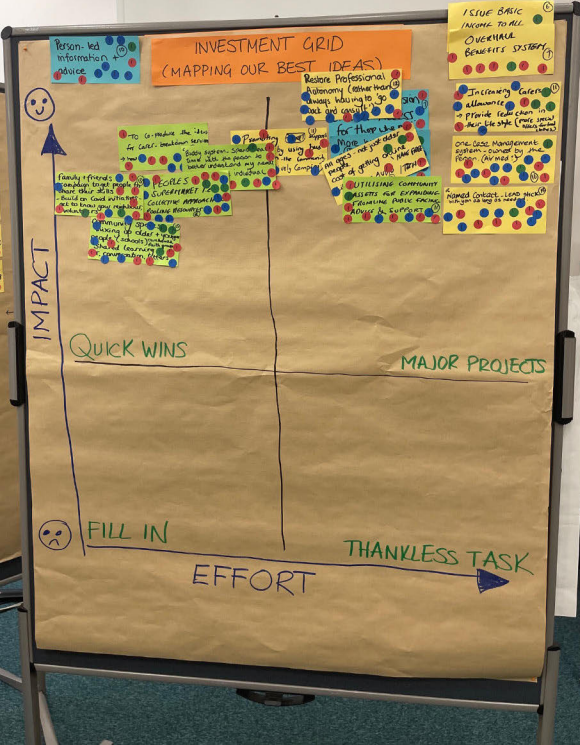
To help pick the best ideas for Action Plans that will make the biggest difference to the most people's lives and which are practical and possible to achieve.

Time

50 minutes - whole group activity.

44

Preparation:

On the Day

You will need:

Glue spray pin board paper and attach to a board with an orange coloured card header, '**INVESTMENT GRID - mapping our best ideas**'

Draw a grid with 4 quadrants allowing more space for the top half as hopefully most of the ideas will be above the middle line.

Draw a vertical line on the left hand side with an arrow pointing up and label '**Impact**'.

Draw a horizontal arrow along the bottom of the grid with the arrow pointing right and label '**Effort**'.

Label the 4 quadrants (near the outside edges) as follows:

Quick Wins	Major Project
Fill Ins	Thankless Task

Introducing the Activity:

Handy Hint

If people are tired after lunch, reassure them that they are nearly at the end of the process and the next part is all about making a real difference to people's lives.

Explain that the purpose is to map the ideas onto the Investment Grid. This will help pick the best ideas for Action Plans that are practical and possible to achieve and will make the biggest difference to people's lives.

Explain the 2 lines

The vertical lines plots the impact this idea will have on people's lives:

The further above the middle line the more impact it will have. Ideas that get picked should be placed above the middle line.

The horizontal line plots the effort it will take to make the idea happen:

Effort can mean time, money or people involved. Anything on the left will be low effort so not much work to achieve (e.g. a few phone calls). Anything on the right will involve a lot of time and effort to achieve (e.g. reports, funding and approval sign off).

Explain the 4 quadrants

Those ideas that end up in the **top right** will be **Major Projects**.

They will take a lot of effort in terms of time, money and resources to achieve, i.e. up to 6 months. It doesn't mean you can't pick ideas that end up here, particularly if they will make a big difference to people, but you will need to be realistic that they are achievable before picking them.

Those ideas that are placed in the **top left** are **Quick Wins**.

They will make a big difference to people's lives without involving a lot of time and energy. **These will be good ideas to pick because they are achievable in a few weeks.**

Those ideas that are placed in the **bottom left** are **Fill Ins**.

They won't take much effort to achieve but they won't make as much difference to people.

Any ideas placed in the **bottom right** are **Thankless Tasks.**

They will take a lot of effort and won't make much of a difference so should be avoided.

Running the Activity:

Run this activity with 2 facilitators at the front alternating reading out the ideas and asking the group where they should be placed.

Start with the idea in the middle and encourage people to shout out with a quiz like energy 'higher' or 'lower' until there is a general consensus as to the right place.

Handy Hint

Having a mixed group of people to comment from different perspectives is particularly helpful here. Those with their own Lived Experience of services will know first hand how big an impact an idea can make and those in senior management will have a sense of how much effort is involved.

It's important to have some discussion but be aware of time and remind the group that you want to have enough time for the important Action Plans.

Take photos of the pin board as you go along if ideas start to cover each other.

Handy Hint

This is a good exercise to energise the group ready for the last important push of Action Plans. Keep the pace moving in a fun and interactive way and encourage people to call out higher or lower.

The next step will be asking each table to choose an idea that they feel connected with that they could realistically and practically develop an Action Plan for.

If 2 ideas are similar they can be merged.

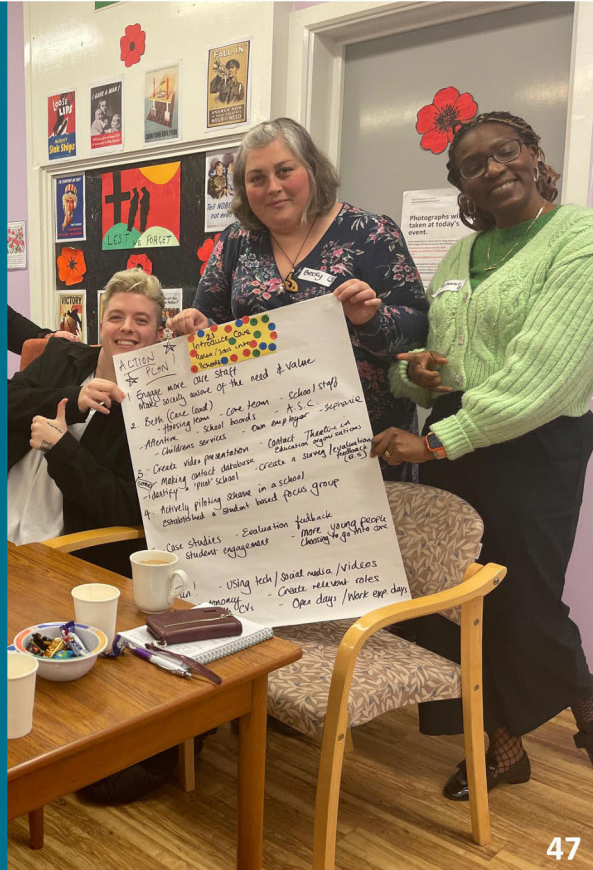Take a photo of the Investment Grid at the end of the activity.

Action Plans

Aim

To make a practical Action Plan with specific next steps and named people involved to ensure that real change happens.

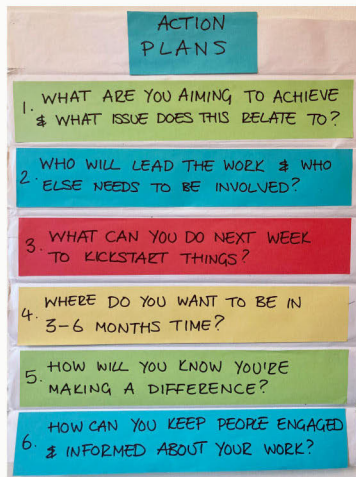## Time

35 minutes - table activity.

Preparation:

Pre Workshop

Prepare a coloured card header for each table's pin board - '**Action Plan**'

Write out each of the following 6 questions on long different coloured rectangles and attach them to flip chart size paper.

On the Day

You will need:

Flip chart paper, black marker pens and printed out Action Plan questions on each table.

Introducing the Activity:

Ask each group to pick one of the ideas from the Investment Grid. It should be from the **Quick Win** or **Major Project** section.

Make sure that the groups are picking ideas that can realistically and practically be achieved by people within the room.

If anybody wants to be involved in a different group's Action Plan allow them to swap. Make sure that there is still a good mix of people on each table to ensure a realistic and effective plan.

Explain the 6 questions. If you can answer these to start with there is a much stronger chance that something will actually happen.

1. What are you aiming to achieve and what issue does this relate to?
How would you explain this idea to someone who wasn't here? Expand it for a broader audience being specific about what you want to achieve.

2. Who will lead the work and who else needs to be involved?
Who is going to be in charge of this work? Each Action Plan needs to have a named person from within the group to take things forward. No nominating someone not in the room!

3. What can you do next week to kickstart things?
If you start as you mean to go on it's much more likely to happen. Planning what you will specifically do next will help with this. Is there anyone else you need to contact to get involved with this work?

4. Where do you want to be in 3-6 months time?
Again be specific. These questions help Steps 7 & 8 of the Working together for Change process to be achieved. Check in at an agreed time to discuss where things have got to.

5. How will you know you're making a difference?
Keep the plan under review and communicate your progress back to all involved including those with Lived Experience.

6. How can you keep people engaged and informed about your work?
In particular check how involved people with Lived Experience are able to be after the workshops and how they might like to continue to input and be involved.

Running the Activity:

Ask each table to write down their answers to the questions on a flip chart piece of paper being as specific as possible.

Encourage each table to push through with this last activity and to get some answers down quickly.

Handy Hint

It's really important to name someone on the table who will take the next step forward following the workshop to ensure that something starts to happen quickly.

Remember:

The Action Plans are not the end of the journey but the start of making a real difference to people's lives. If you get to this point and then nothing comes out of it following the workshops it is worse than not having started the process!

It may be that after the workshops new information comes to light that means the plans may have to be adapted or changed to be more realistically possible. The key thing is to be honest about where you are at, particularly to those people with Lived Experience who are involved.

Feedback

For the whole group to celebrate what has been achieved so far through these workshops.

Introducing the Activity:

Ask each group to briefly share the Action Plans they have written.

Running the Activity:

> **Handy Hint**
>
> Time is often tight so it can be helpful to give each group a timed 3 minute feedback encouraging those that keep to time.

Celebrate what has been achieved by all the hard work and commitment of everyone involved.

Where appropriate it's great to take photos of each table with their Action Plan after they have talked it through.

Time

20 minutes - whole group activity

Next Steps & Closing Round

Aim

To draw the day to a close in a collectively positive way and to inform people about what will happen after the workshops and how they can stay involved.

Thank people for their time and commitment over the 2 days of the workshop and how much difference they are making to bring about real change. It's useful to explain what will happen next and how people, particularly those with Lived Experience will be kept informed.

It's a good idea to have a key manager to give a brief thank you for everyone's time.

> **Handy Hint**
>
> If appropriate you can mention the Peer Leadership Development Programme for anybody that would like to know more about using their own Lived Experience as a Peer Leader in strategic settings. (add hyperlink?)

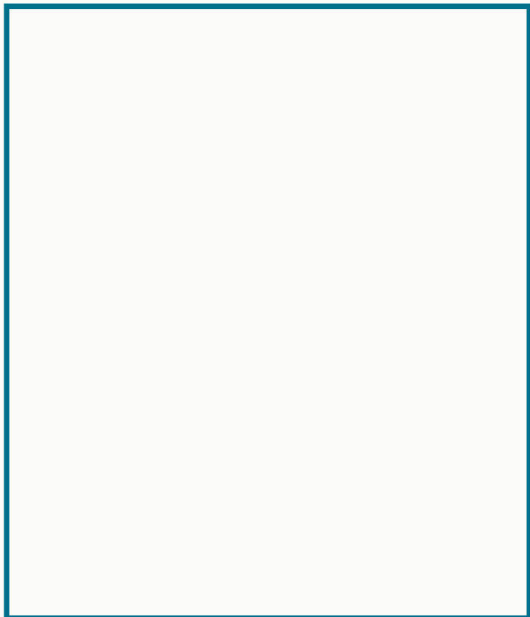Ask people to say something that they have appreciated about the day.

Time

15 minutes - whole group activity

A space for your own notes and reflections following the Day 2 workshop.

What did you learn?

What would you do differently?

Working Together for Change

Virtual Workshops

Being able to carry on working and have a good work/life balance helps my physical and mental health

I work to keep... keep... and around a positive person and have a very positive outlook on life.

My husband goes to the and balance and his balance improved. He falls before group and m hasn't had any since.

Exercise is important to me and it stops me getting lonely and keeps me healthy

friendships going to the exercise group

I "lock up" ing I didn't go uld seize walk 2 x day e home exercises I was shown at group

I like volunteering, giving something back to the community makes me feel good about myself

that makes me feel like I'm giving something back and I meet people who I can talk to and helps to prevent loneliness

Having a home that works for me with space to connect and entertain guests

Direct Payments help me get out

to visit mus and things

Support and services are working well for me

I have a strong Support network of family and friends

Carer support gives me time for myself

helping me have a bit of free time for myself.

I cut out as much negatively from my life as possible. Over the years a lot of my issues have been emotionally related. I think negativity affects the immune system.

Having an active hobby is good for my mental health

I'm lucky, I' fit and acti a garden an do light ga when I can

him anymore but still love horses which is good for me and my mental health.

Not working well

1. I'm struggling to get the right suppport for my health (11)

2. I need help with my housing (1)

Having no

Cheaper and more affordable access to leisure activities. Many clubs don't offer

I'd like to move on from living here and

I am having more problems with my short term memory and have to use to do lists and things to keep me organised.

3. My health is impacting my quality of life (2)

I am a carer for my

6. I'd like to be more independent (6)

The NHS have let me down recently as I feel a hip feel

9. I'm struggling to be as active as I'd like (4)

4. Staying employed (1)

5. trying to eat well – diabetes

8. I am lonely.(2)

7. I have lost someone I love and am struggling (0)

Nothing.

I don't feel that I'm getting the disability benefits that

If I didn't have my car for I app

If I didn't have my car it would be extremely difficult to access the community by public transport-the cost of living is also impacting my ability to go out as much as I want.

12.I'm worried about the future and being able to get abo

Virtual Workshop:

Originally the WTfC workshops were in person only but Covid-19 meant finding new ways to work and subsequently realising that the choice of virtual or real life sessions offered more flexibility.

There are pros and cons of both approaches. The key consideration is which version would work better for the group of people you are wanting to connect with.

We have found that certain groups find online interaction easier, including people with autism, carers that find it difficult to get away from a carer role or for people that may find travel difficult. But we can never assume so involve the people you are working with from the start and check it out.

It may also be that certain times of the year dictate a preference. There may be people that need to be cautious about being in contact with viruses who would prefer an online workshop in the winter months.

Whilst an in person workshop may feel more personable and beneficial, if the cost implications of venue hire and catering are prohibitive it is good to have other options available.

Common pros and cons when running a virtual workshop

Pros

- May be more inclusive to a certain group of people you are wanting to connect with.

- Less cost involved.

- Information is already captured by the end of the workshops.

Cons

- People may not feel as included or part of the process on the day.

- Not possible to have informal chats over lunch to connect with people.

- Harder to check if people are ok during the day.

- The risk of Digital Exclusion if people don't have a digital device, don't feel confident accessing an online version or are unfamiliar with how to interact during the day.

- Less people are able to be involved (25-30) and there may be the need for more screen breaks.

Additional considerations

You need someone that can run the breakout rooms, voting/polling, chat monitoring, technical issues and troubleshooting during the day e.g. access issues.

It usually works better to have someone separate to do this so you can concentrate on running the workshop.

Make sure that the person sending out the invites ensures editor rights to others running the workshop if needed.

How will you do the voting exercises?

Voting can be done via the chat or using polling tools. You will need someone to add up the scores. There are also various online polling options you may wish to explore.

Vote before lunch to allow time to count the votes.

Online concentration

We would advise limiting numbers to 25-30 to ensure that people can still feel involved.

Factor in the difficulty of concentrating for long periods online and the need for more screen breaks.

Virtual Workshops

Checking people are ok

How you will monitor how people are doing?

Encourage people to raise their hand or use the chat box

Remind facilitators to check in with people during breakout group work.

Having an additional 'chill out' room to go to that will need a separate link and to be notified if anyone accesses it.

Online Accessibility

How can you support people to connect if they don't have the necessary digital appliances or will need additional support?

One way of managing this may be to hire a community centre where you can help people to connect to the workshop.

Online involvement

How can you help people feel connected and involved from the start?

Allocating informal time before the workshop. This helps ease people into the day as well as a giving time to handle technical issues.

An initial welcome and round of introductions is particularly important. Using a levelling icebreaker works well i.e. "what is your favourite biscuit?"

Make time to explain how to use the technology to everyone. Set some virtual etiquette e.g. how to use chat box, raising hand before talking, etc.

Allocating some time after the workshop to allow people to debrief.

Online Inclusivity

What additional requirements might be needed for people with sensory loss?

E.g. Captions, audio format, etc.

Ways of Working Together (online version):

- Camera's on where possible
- Rename yourself if needed (1st and last name)
- Mute and unmute yourself
- We may need to mute you if background noise interferes
- Use chatbox and hand raises

- Be patient with us
- Will be using break out rooms
- On mute unless when speaking to cut down background noise
- Virtual etiquette - raise hand or comment in chat

Other suggestions:

Using a Google Jamboard works really well. In particular for the theming and Investment Grid exercise, as it is very visual and interactive, and allows facilitators to easily sort the data in front of everyone.
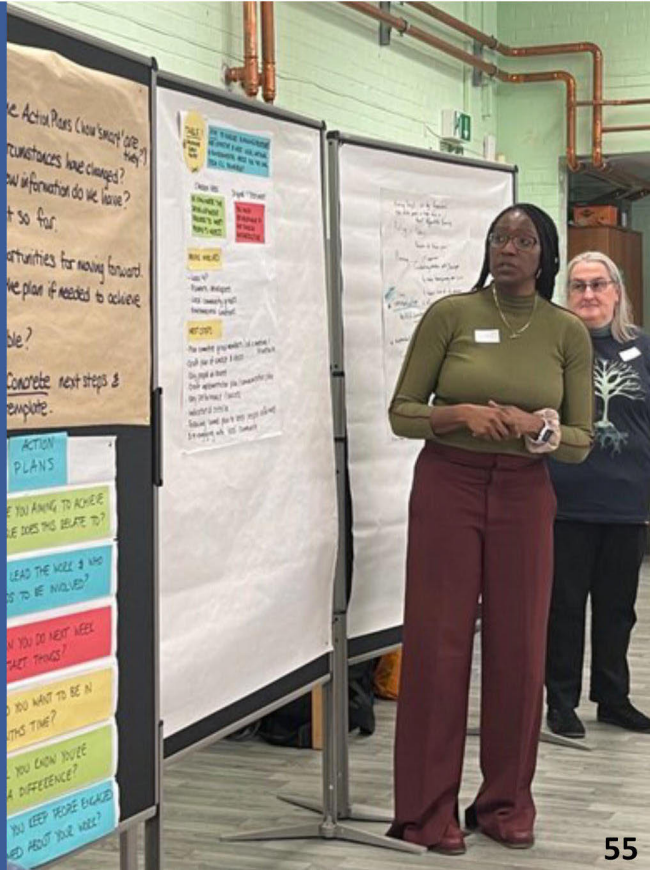
A Jamboard page can also easily be used to populate information during the breakout rooms.

Stage 7

Implement

Identify where you are at now (baseline) and how else you will know you've been successful (indicators). Share and start to implement the Action Plans.

Implement:

This is where your work really starts!

You've delivered your workshops, now it's time to move forward with the co produced Action Plans. Where possible next steps should retain the flavour of coproduction, building on the foundations of relationships from the workshops.

> Involving people with Lived Experience in the forward planning will help build relationships and nurture trust .

Moving forward: thoughts and ideas.

How can you take the action plans that emerged out of the workshops and put them into practise?

Bringing people together to work out how you are going to do this should happen within 2-4 weeks of the workshops so it is still fresh in everyone's mind. At this point you will also ideally have had a chance to take some small action towards your goal, which will help build momentum and may also provide some early and helpful learning.

Try to make sure you have all the key stakeholders involved from the start to help steer the project forward and check the plan

is both within scope, as well as practical and impactful.

This is a chance to check and challenge the plan, add in further detail, decide practically where to initially focus your time and attention, think about who else you might need to inform and involve and do some more detailed costing where needed.

Senior involvement and support is critical at this juncture to ensure plans are practical, aligned with other activity and that they can be adequately resourced. Keep your plans flexible and aim to ensure they add value to what else may be going on in this space.

Checking and challenging plans in this way should be done as soon as possible to keep the momentum gained as a result of the workshops.

Adapting Plans

There may be plans you decide on that (after further research) are not going to be as realistic as you initially thought.

Where there might be some jarring or tension with other projects you may need one to one conversations with senior managers to work out how best to adapt the plan and focus on what is possible.

The key thing is to be open and transparent about where you go from here and continue to take people with you on the journey. If certain aspects need to be re-evaluated and changed that's alright, but try to include people in the conversation.

A follow up 'Mop Up Meeting' may be helpful to check and challenge the plans and to bring in additional people whose support you may also need in the room (see next section for more on this).

Things to consider

- **Do you have the right named person/ people to lead the project?**

- **Who else do you need to involve in ongoing implementation of the Action Plans?**

- **How can you continue to keep people with Lived Experience involved where appropriate or at the least informed of updates?**

# Ongoing Work:

Thoughts and ideas. What did we miss?

The workshops are designed to purposely filter data into a set of priorities, then hone in on what to do first that will make a real difference in people's lives. However there will be lots of rich additional information, insights and ideas generated during the workshops that may merit further attention. A 'Mop Up Meeting' can help you do this.

Usually these meetings are held online within 4 weeks of the original workshops. They bring together a small but equally mixed group of people from the workshops bolstered by any additional people you may need to involve.

A helpful set of questions to examine in a Mop Up Meeting is as follows:

- What are the most populated themes which might not have been the ones chosen?

- Are there any cross cutting themes which occur across WW, NWW and FF? If so what additional insight does that give you and how best can you use that?

- What ideas were not taken forward at the workshops which you still might want to action?

- What additional ideas and comments recorded in the Parking Space might be useful and how?

- What else might have been missed?

- Are there any ideas which more naturally cluster together?

- What insights do they give you into other work areas?
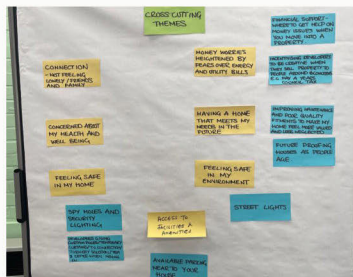

Facilitator learning:

You may also want to use a 'Mop Up Meeting' to help bring facilitators together after the workshops or hold a separate space to bring people together for some reflective learning. A good question to focus on for facilitators is '*What additional learning and experiences would help to consolidate your skill set?*'.

If things are stuck:

- What has happened so far?

- What circumstances have changed?

- What new information do we have? What is practical and possible now we have more information?

- What do we need to do next? Think about concrete next steps and an updated plan from the original template?
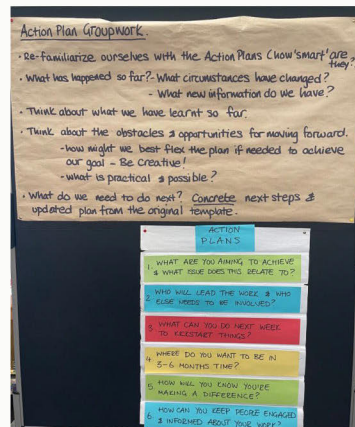
Stage 8

Review

Evaluate your progress against the established success criteria. Communicate progress and next steps to all involved.

Review:

This is not the end of the process!

This stage involves spending time to evaluate the process you have used and the outcomes you have achieved. Ideally you would look to do an initial check at 3 months and hold at least one of two more gatherings to track the lifespan of the projects arising from your action plans, as well as take a step back to understand the broader learning gained.

A key focus for a review to to consider:
'*How you can strengthen your coproduction muscles using the momentum, trust and relationships gained to embed coproduction in an ongoing way?*'.

Review: thoughts and ideas.

Other useful questions to focus on:

- How successfully have you been able to achieve the Action Plans?

- How else have you been able to incorporate the rich data, theming, ideas into ongoing policy and strategy?

- How have you been able to communicate the impact it has had?

- What ongoing work has to come out of using this process?

- How have you captured an evaluation of the process from all the different people involved?

- How have you fed that information back to people? A useful tool is a 'You said, we did' summary sheet, which could look something like this:

- What do we need to do next? Think about concrete next steps.

Embedding coproduction: thoughts and ideas.

- How can you use the momentum gained from using this process for ongoing co production in your area?

- How can you embed the process and adopt WTfC as part of strategic core business in the future?

- How can you involve people with Lived Experience that have taken part in ongoing strategic decision making?

- What would ongoing cooproduction look like in your area? Would it be topic or area specific?

- What framework would work? e.g. Strategic Coproduction, Steering or Working groups?

59

Working together for Change

The 8 Stage Process

Workshop Day 1

Workshop Day 2

1 Prepare
Agree how, when and where you want to use Working Together for change and who needs to be involved.

2 Collect
Gather the information from reviews - what are the two top things that are working and not working for each individual, and what do they want for the future?

3 Theme
Work with a range of stakeholders, including people with support needs, to recognise themes in the information from reviews and give each theme an "I" statement.

4 Understand
Work together to understand the root causes of what is not working for people and prioritise the top ones to address.

5 Identify Success
Identify what success would look like if the root causes were addressed and changed. Agree success statements from different perspectives.
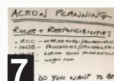
6 Plan
Look at what is happening already to move towards success, think together about a range of other ways to make change and agree which ideas to turn into action plans going forward.
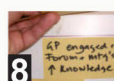
7 Implement
Identify where you are now (baseline) and how else you will know you've been successful (indicators). Share this information and start to implement action plans.

8 Review
Evaluate progress against success criteria and write a Working Together for Change report. Communicate progress and next steps to all involved and other people interested in the changes.