

HARP

Health Arts Research People

a playbook for
innovation in
arts & health

developed based on learning from the
Health, Arts, Research & People (HARP) programme

The nuts and bolts.

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What is HARP?

HARP - Health, Arts, Research, People - explores how we can generate, grow and learn about impactful creative innovations that support the health and wellbeing of the people of Wales. It is an innovation and research partnership between Arts Council of Wales, Nesta and Y Lab (Cardiff University), set up because we know that the arts can have a hugely positive impact on our health and wellbeing, but designing and embedding creative activities for health and wellbeing can be complex.

HARP has sought to learn more about how we can meet these opportunities and challenges, combining grant funding with network building, structured innovation programmes, coaching and research for arts and health innovators.

We have worked with a range of health and arts organisations in Wales, building strong partnerships, growing the evidence base and generating learning that can benefit anyone working in this complex field.

Throughout HARP, the 17 teams we have supported used creativity and the arts to bring new approaches to some of our most entrenched health challenges. Our support of those teams was matched to their needs throughout **four stages of innovation - groundwork, test, invest and scale**. We took a 'people powered' approach to creating meaningful change, focused on collaboration, creativity, and learning-by-doing. The aim was to build competence and confidence in others to help the innovation teams meet their goals.

This playbook is based on our experiences designing and delivering HARP, and the insights we surfaced as the teams designed, tested and evaluated their innovations. It has a mix of tools, information and activities to support arts and health innovation teams.

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Who is this playbook for?

You. Anyone can be an innovator and so we designed this playbook to provide tips, tools and useful learning for people working in health and/or care who want to use art and creativity to create change for people, places, organisations and systems.

This playbook can help you:

Understand and create the conditions for innovation

Think differently about ways of working with artists

Proactively develop, test and evaluate new ideas

Effectively lead innovation by collaborating with others



Change isn't easy.

Change isn't easy and systems are complex. This playbook doesn't imply that innovation is easily accomplished. It isn't. But it provides a place from which to begin innovation efforts. But before we get into the details of the playbook we want to share a set of principles to act as your compass as you navigate your innovation journey.

Each journey starts from a place of empathy

To understand a challenge, you need to understand the world people live in when facing that challenge — their needs, motivations, desires, and behaviours. Empathy is the right vehicle for the route that will lead you to truly grasping the context and complexities of someone's life.

Parity is a party, we invite everyone

Ensure on an equality of voices, structural changes are brought to life by also paying close attention to the relationships and power dynamics that underpin new ways of working

People power pushes us forward

The collective power of people to adapt and take action is one of the strongest assets in an innovator's toolkit. Look for inspiration beyond the boundaries of your own imagination, seek alternative perspectives and challenge conventions to release the power of people closest to issues.

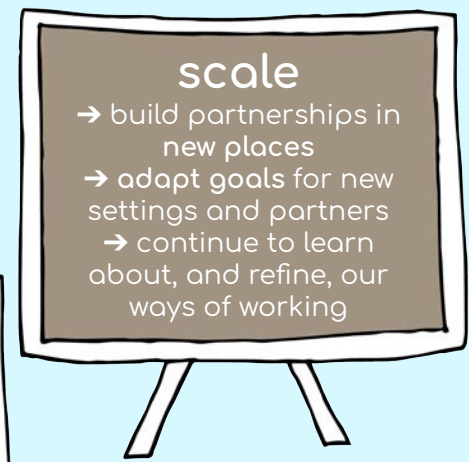
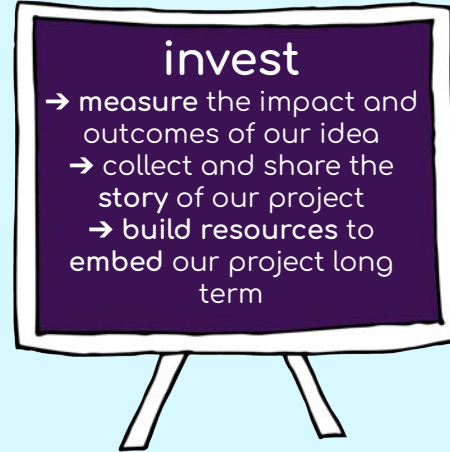
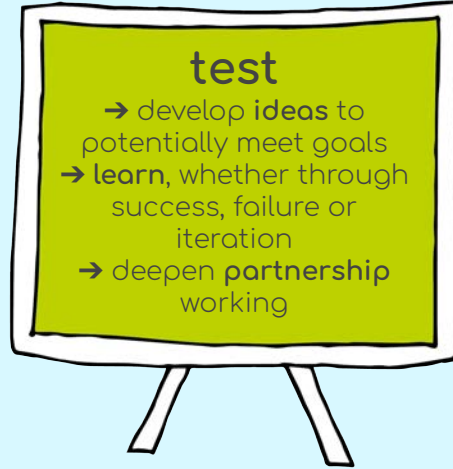
We dig the data

Understanding the scale of the challenge and using real time data to inform ideas.

We chase ideas and let go of limitations

When it comes to solving big challenges, there's a whole world of possibilities to pursue. Innovation is about iterating your way to the answer through a series of intentional cycles, instead of jumping straight to solutions at the start. An experimental, growth mindset is a must.

the four stages of an arts & health innovation process





HARP

Health Arts Research People

a playbook for innovation in
arts & health

the groundwork phase

Groundwork

The resources and recommendations in the Groundwork phase will help you consider what conditions you need in place in order to build a committed partnership, define your challenge and set shared goals that are ambitious but achievable.

There are many approaches to defining a health or care challenge you want to tackle. You might define your challenge and then seek out an arts organisation or artists to help you test ideas to solve it or you may work with an arts organisation or artist from the outset, identifying the challenge together before testing ideas. Either way, beginning your innovation journey by building a committed partnership focused on an ambitious but achievable goal is key.



groundwork

- build a committed **partnership**
- gain a deep **understanding** of the health challenge
- set clear **goals** for our people and organisations



resources and investment



commit time

health partners have allocated enough time to work on the challenge, supported by project sponsors (health leaders)

compensate artists

artists are paid for project development and collaboration work

plan to test

we are looking ahead to establish a small amount of funding for the 'test' phase

delivery and pathways



set our goals

all partners and some potential participants have informed a clear set of ambitious goals for our people and organisations

be clear on roles

we understand each other's roles on the team, we have a plan for who does what, and we share successes, delays and changes

explore referral pathways

we are clear who could refer people to our potential project and have started to explore their logistics and admin

relationships and storytelling



map audiences

we know who the key people and orgs are that we want to share the story of our project with and how to reach them

develop relationships

we are developing relationships with people and organisations that we believe could support our work

build trust with partners

all partners have an open mindset ready for R&D, where successes and failures are both valuable parts of the learning process

evidence and evaluation



explore existing evidence

we are looking into the existing evidence around our health challenge to inform our understanding

consider why evidence needed

we know who will read our evaluation report, why and what this might lead to in the future

establish a data lead

we have a dedicated data contact to inform this worksteam

Groundwork resources

This set of resources includes activities, templates, videos and top tips to help you build the conditions for innovation.



Creating the conditions for innovation

Building a Knowledge Bank

Establishing a learning agenda

Building strong partnerships: 10 questions to ask

Template: developing key relationships

Activity: building trust by 'Starting with why'

Adaptive challenges vs Technical problems

Template: setting ambitious but achievable goals

Video: engaging others and gaining buy in

Creating the conditions for front-line innovation

We have learned that eight conditions are critical to rapidly testing ideas within health and care settings. Here you can read more about each condition. We recommend revisiting the 'Conditions Wheel' throughout your innovation journey to review your progress around each condition.

Coaching

Sometimes the best ideas come from asking and helping people to find new ways of doing things, rather than telling them. Coaching and facilitation support can help teams to bring their ideas to life.

Data

To make progress, it is important to know where you are starting from, and if you're heading in the right direction. Use data and information to shape your thinking, to develop real-time insights as ideas are tested, and to consolidate learning to inform sustainability and scaling plans.

Experimentation

It is important to focus on action, testing and iterating ideas in real time, with real people.

Urgency

Short bursts of dedicated focus create a sense of urgency and momentum over a short time frame. Give yourself enough time to create goals and test new approaches on the ground, while building pace and energy for the work.

Sponsorship

A Sponsor ensures that learning and insights can directly inform longer-term strategic plans and help unblock the inevitable barriers that arise.

Permission

Flip on its head the tendency for problems to be tackled by those furthest away from the delivery. Leaders can give ownership of system problems to practitioners on the front-line, with the permission to experiment with ideas that achieve impact and learning.

Diverse place-based teams

Mobilise people from across organisations and communities to work together in new ways and include people with lived experience. Bringing together individuals with varying backgrounds and perspectives makes the work more robust, and helps problems to be considered holistically.

Goals

Create highly ambitious goals, focusing on specific population groups and results. This unites and motivates people around the same common outcome.



"Creating the conditions to innovate"
- from [People Powered Results](#).

Building a knowledge bank

To gain a deep understanding of your health or care challenge, you will need access to data and information about the challenge to inform the ideas you'll generate and the impact you set out to achieve. A Knowledge Bank is a snapshot of what is currently known about the challenge, based on data sources from across the system. It is not a complete picture but rather a starting point that can be combined with other data sets, insights from people with lived experience and your own knowledge about the neighbourhoods or areas you're working in.

Collectively, the Knowledge Bank can:

1. Inform which initiatives or ideas you decide to test
2. Shape the goals that you set
3. Support you to track progress and learning as you begin to take action

What to include in a Knowledge Bank?

- Population and key facts about the place
- How many people are impacted by the issue or challenge Certain groups that might be more affected
- How the issue or challenge is being measured currently
- Resources and support available for people impacted by the issue
- Key reports, research or helpful reading that exists
- Networks or patient advocate groups that can be engaged



Establishing a learning agenda

Taking a learning approach can help reinforce the need for a growth mindset when working in new ways and testing ideas. The design and set up for each project will look different due to the makeup of each local health and care system, but it is helpful to work in partnership across organisations to agree a set of questions outlining what you're hoping to learn. Here are a few examples of learning questions:

How can we ensure arts and health projects are inclusive?

Online creative facilitation - how do we do this well?

What is the impact of arts on people's health?

What is the value of the arts to the health and care system?

What referral routes are right for arts and health?

Could these ideas be scaled up to reach more people? If so, how?

What evidence will lead to future funding?

How do we share the story of arts and health with decision makers?

How might commissioning of arts and health services work?

What are the best long term funding prospects?



10 questions to ask potential partners

Teaming up with others is undoubtedly a great way to combine skills and experience to tackle challenges. We know that good partnerships are greater than the sum of their parts, so we've set out a set of questions that can be helpful to ask when considering a new partnership.

What is the change you want to see and who will it benefit?

What does this partnership offer over traditional change approaches?

Within your organisation, what support and influence do you have for taking part in this partnership?

What's been holding back change in your organisation?

How would you describe innovation'?

What do you hope to learn from working together?

What is the challenge you're seeing in the world (or your organisation) that you want to change?

What do you think is needed to achieve change in this issue?

What do you hope your participation in this will achieve in 12 months?

What would you bring to this partnership as a team member?

Developing key relationships

By developing relationships with people that you believe could support your work, you have a better chance of allowing impactful innovations to embed. A Sponsor and Data lead (ideally from within the health partner organisation) can support the work by reinforcing permission for frontline practitioners to participate, unblocking barriers, helping shape goals and ideas based on real time data and implement sustainability plans.



While navigating your local system, you are likely to face some inevitable challenges. Having a 'Sponsor' from the local system to help teams overcome these challenges is key. So, what does the Sponsor do? A Sponsor:

Builds links between frontline, leadership and wider system

- Provide a relationship with and route into leadership and help distil key learning across the system. As and when necessary, support teams to join dots with existing initiatives, programmes and individuals

Supports team

- Provide support and encouragement to the team working on the project – drop an email every week or so, grab a coffee to hear about how it's going

Acts as an "unblocker" when needed

- Teams will run into barriers that can't be overcome at the team level, help them troubleshoot...(without doing "for")



Gaining access to data can be a challenge. The Data Lead is a person ideally working in a role or specific department that captures or evaluates data within a health organisation. So, what does the Data Lead do? A Data Lead:

Acts as a 'point of contact'

- Act as a point of contact for data support from a health organisation. As and when necessary, support teams to join dots with existing datasets

Supports teams to consider relevant data

- Can support the creation of a Knowledge Bank and help consider relevant data when setting goals

Provides access to baseline data

- Can help you collect baseline data so you can effectively report against goals

Template: identifying key relationships and planning to engage



Data Lead(s)

Who? Which organisation?

What data do they have access to that might support this project?

How might we reach out to engage them in this work?



Sponsor(s)

Who? Which organisation?

What is their role and how might their support help this project?

How might we reach out to engage them in this work?

Activity

Purpose: to learn more about each other and an opportunity to share our own 'why' and reflect on how that might relate to or differ from others we are working with.

Source: Adapted from [Simon Sinek, Start with Why](#).

Start with why

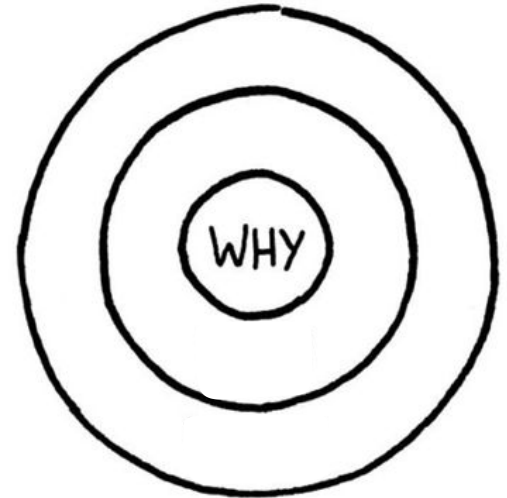
How it works:

Introduce the purpose of this activity. Take time to emphasise that we all have unique perspectives and have traveled different paths to get here today. Our diverse perspectives are powerful tools we can use to see challenges from different lenses.

Task: give everyone up to 5 minutes to find an object in their current space. In plenary, each person shares what they would like people to know about them from that object in relation to the health challenge. It can be in relation to the challenge, their professional journey or something personal.

As others are sharing, ask the group to listen and note down anything that: surprised them, excited them, things that they want to know more about, or any common threads or patterns emerging.

Listen to everyone first and then open up for discussion.



Technical problems vs adaptive challenges

Nearly every important problem has technical and adaptive components. Technical problems are usually well understood and have known solutions, whereas adaptive challenges - which may include technical problems - are less clear and require new learning to be understood and addressed. A rapid innovation process aims to address adaptive challenges. These are challenges that are:

Systemic

-They do not belong to one person or group

Stubborn & persistent

-A technical solution might quiet them down, but they keep coming back

Outside our common understanding

-We need to generate some new learning to better understand them and make progress on them



Activity

Purpose: to motivate teams to an unreasonable but believable goal.

Goal setting

How it works:

Introduce what a good goal is: it drives the work forward, not a target, a challenge, not a command, success is measurable, focuses the change/impact on the person, place or system

Getting to grips with the data: review and reflect on the data available - revisit the Knowledge Bank

Think through the following questions to set the goal(s):

Who...are the people you want to make an impact on?

Cohort size? Can we define through: Geography/Location? Age? Specific conditions?

What..is it exactly that you want to make a difference to?

Influenceable (within 'reach' of the team), Measureable, Greatest opportunity for impact, consider what can and what can't change

How much...of a difference would you like to make to this challenge?

Percentage difference, Unreasonable but believable

Thinking about what's going on for your group and the impact you want to have, set 2 - 3 goals with a focus on: People's health and wellbeing, The organisation, The wider health/care system

Template: articulating your ambitions for impact

It can be helpful to consider the impact you want to have as a 'ripple effect'. Starting with people, try to articulate the impact this project will have on each ripple.

Impact on arts & health Sector



Impact on place



Impact on health / care system



Impact on people



Video

Purpose: can help you think about how to gain support for an innovation project by 'recruiting followers' within your organisation or system

Source:

https://www.ted.com/talks/derek_sivers_how_to_start_a_movement?language=en

Engaging others and gaining buy in

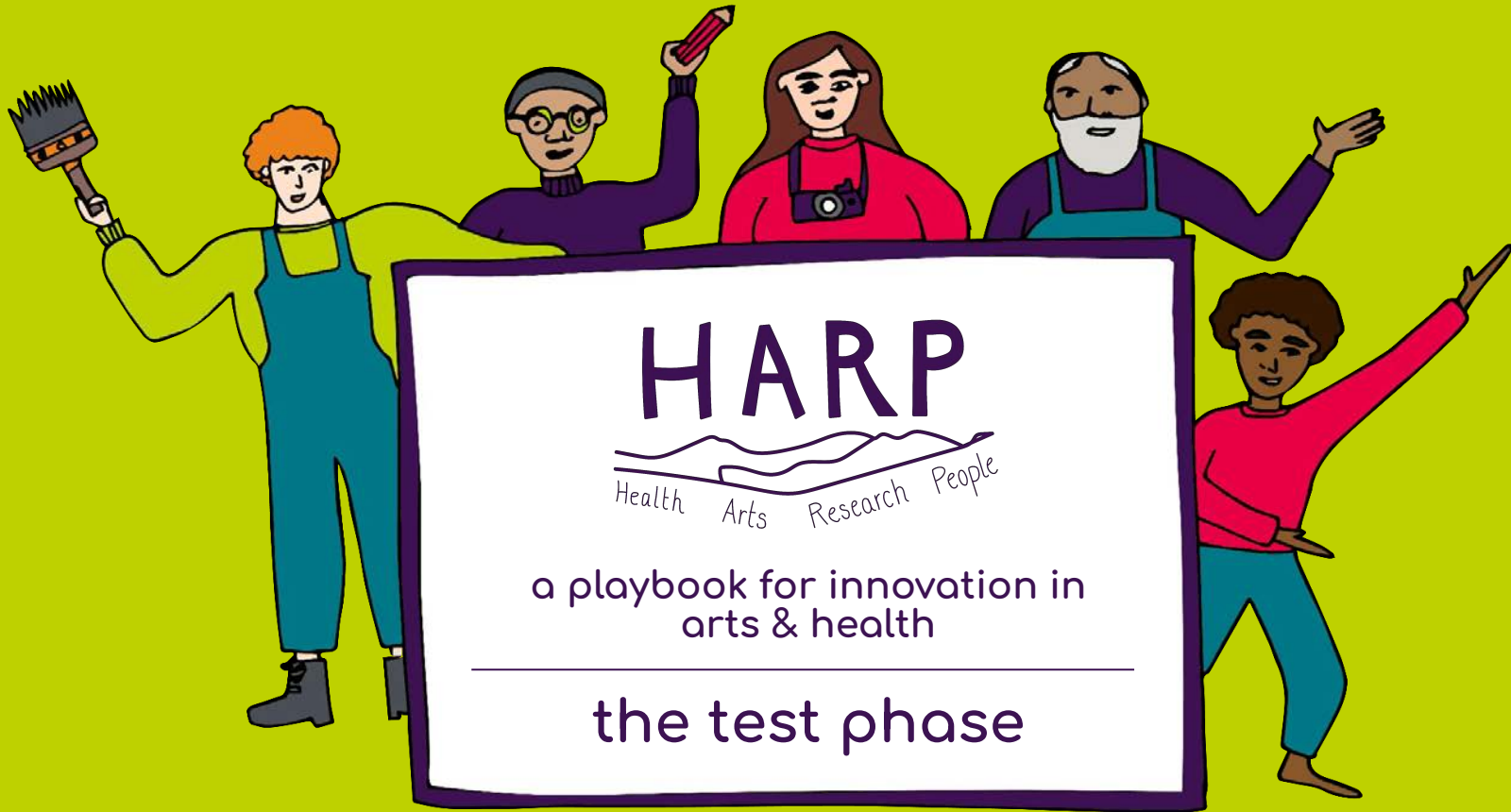
A popular Ted Talk that can help you think about how to gain support for an innovation project by 'recruiting followers' within your organisation or system.

How it works:

Watch the video and then have a discussion around how it relates to how you'll engage people in the challenge you're tackling. Here are a few key points to consider:


- The crazy hillside dancer is like the "lone nuts" in the room
- A big part of making sure it grows from the lone nuts to a larger movement is letting people see the dance that's been going on
- It is also important that the dance is made of easy moves which build into something powerful
- Everyone will be talking about the "dance moves"
- Create opportunities for your first followers to come and join the dance
- As the hillside fills with dancers, it becomes harder for people to not take notice of the movement!



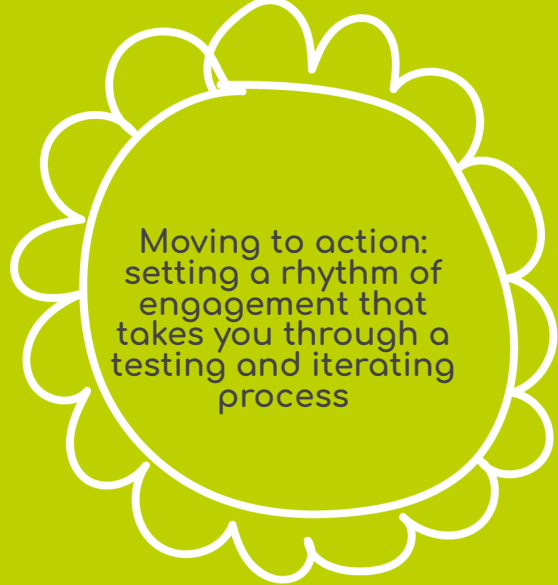


Test


Having set the conditions for innovation in the 'Groundwork' phase, you're ready to step into action and test your ideas. This phase should be an intensive period of action and collaboration that allows longer-term strategies to be broken down into tangible, short-term challenges with specific impact and learning objectives. In the 'Test' phase, use real-time data and insights to continuously shape and adjust your ideas to determine the impact of the ideas, make decisions on whether the ideas are worth developing and investing in, and don't forget to confidently share your learning as you go!



Ambitious but
achievable impact
and ideas



Moving to action:
setting a rhythm of
engagement that
takes you through a
testing and iterating
process



Reflective practice:
taking a
learning-by-doing
approach and
making time to
reflect



test

- develop **ideas** to potentially meet goals
- **learn**, whether through success, failure or iteration
- deepen our **partnership** working



resources and investment



secure leadership

we have project sponsors and/or coaches on hand to help unblock barriers, keep our focus on our goals and provide encouragement

commission and purchase
a small amount of funding is available to begin setting up service agreements with artists and purchasing materials

plan to invest
we are looking ahead to establish longer term funding to our 'invest' phase

delivery and pathways



test

we get going and we try ideas out, planning carefully as we go but also anticipating that not everything will be 100% successful in meeting our goals

learn and reflect
we meet often, with partners, sponsors and participants, to reflect on what's going well and what needs to change

iterate
we use these reflections to build on successes, make changes or stop ideas and try something else if needed. We see all this learning as useful, even when things don't work out

relationships and storytelling



be visible

if our project is suitable for someone in the place we're working, there's a good chance they'll hear about it

build trust with participants
we establish reciprocity with people who engage in our project, letting them know our progress and future plans, and how they can help

keep people in the loop
we share progress updates with our key audiences and our leadership, and we regularly ask them for help and insights when appropriate

evidence and evaluation



observe to generate questions

we're learning about what questions and methods might be best for future evaluation

gain early insights
we're establishing an open, transparent way of asking participants to share insights with us about our testing, to help improve what we do

get access to data
health partners are able to access data on relevant health outcome measures from their existing systems, to help explore progress

Test resources

This set of resources includes activities, templates, videos and top tips to help you move to action and test your ideas.



Activity: A to Z
idea generation

Involving people
with lived
experience

Template:
empathy
mapping

An iterative
approach to
learning

Activity: aligning
work based on
shared values &
understanding

Activity: I like, I
wish, I wonder

Activity: Covey's
Impact vs Effort
Matrix

Taking stock of
your ideas, so
far

Ways of working:
parity and
power dynamics

Activity

Purpose: a playful exercise to get any burning ideas out there and encourage people to think outside of the box

A to Z idea generation

How it works:

Explain that as a group we are going to ask them to generate ideas quickly, using a Learning Question as a prompt (this question should be pulled from your Learning Agenda and written at the top of the A-Z idea generation slide or board).

Write the alphabet on a large piece of paper or on a slide (if working virtually). Set a timer for up to 5 minutes.

Each person takes it in turns to add an idea next to a letter, e.g. a is for arts and crafts classes, f is for football team, etc.

Each turn doesn't have to be in order of the alphabet, but the overall aim is to have an idea for each letter by the end of your time.

Once the first person has finished adding their idea they pass to the next person in line and so on until all of the gaps are filled in.

The rules are:

- Ideas must relate to the question posed (not just random ideas) and it must be something that can be tested in real life
- Try and be specific and write an idea you can test rather than a value - eg. festival compare to 'love'
- No idea too off the wall, don't censor yourself, be as specific as possible (eg. 'job coach rather than 'support')
- - Don't worry about thinking through your ideas at this point - the wilder the better!

To prioritise the ideas, you can use the Impact vs Effort matrix in this Playbook.

Diverse perspectives and involving people with lived experience

Why co-produce?

Put simply, we believe that co-producing services with people with lived experience is likely to make them higher quality and more impactful for a diverse range of people. When done well, there is a clear link between co-production and increasing health equity.

What do we mean by co-production?

Our understanding and experience of co-production is continually developing and growing, but the following text is a helpful definition:

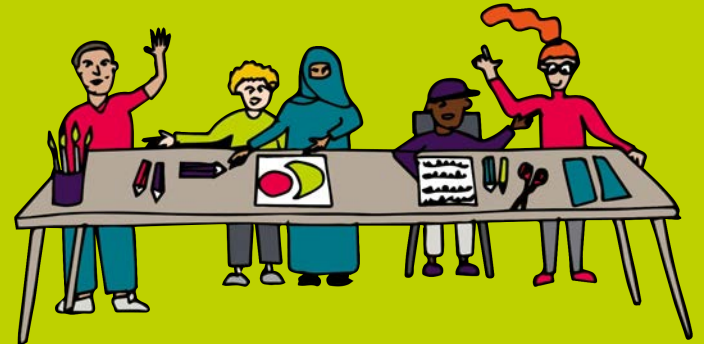
'Co-production is a way of designing and running programmes or services, where there is an equal and reciprocal relationship between staff / professionals and those who are accessing the service or programme. It's about breaking down barriers between those who 'use' services and those who 'deliver' services, with emphasis on sharing power more equally, and building on people's assets and skills so they can contribute meaningfully.'

Addressing barriers to participation

Have we considered...

- whose voices are missing?
- the barriers they may face in participating?
- practical ways that we can address these barriers?

Personas and empathy mapping could be used to consider the perspectives of those who are not yet round the table, and generate discussion about how to reach out to them.



Template: empathy map

An empathy map is a collaborative tool you can use to gain a deeper insight into people who will access your intervention. Consider your goals, and the impact you want to have, and consider the prompts from their perspective. This can be done before and after an intervention.

I have...

I feel...

I know...

I am...



An iterative approach to learning

Taking an iterative approach to learning often requires stepping into a new way of thinking and behaving in terms of approaching change. This can feel different for people who have taken a traditional approach. Spending some time understanding the difference can be helpful for your partnership ways of working. In an iterative approach, the idea is to embrace failure as a useful tool for learning. If you fail early and fail fast, you can quickly identify risks and elements that are not working and pivot. This approach emphasises repetition, collaboration, and efficiency to help overcome common pain points.

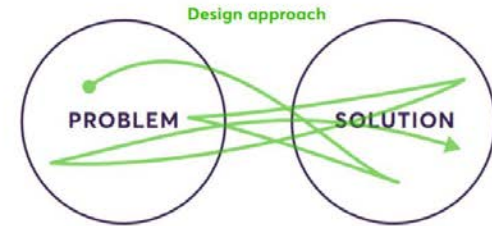
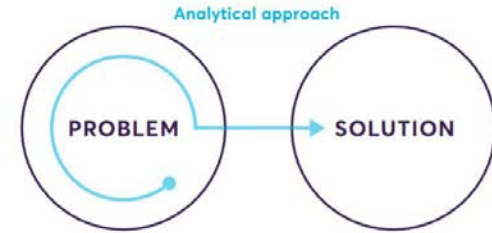
Take a look at the differences:

Traditional approach

Lots of time spent analysing the problem so that the root cause is understood and a solution can be developed. Often this solution will be launched with a one-off implementation.

Iterative design approach

Start with the problem and test out solutions to see how the world reacts to your idea. You find out what works. You then go back to redefine the problem and create a new solution, moving back and forth between the two. This is the essence of prototyping; accelerating learning about the problem and solution at the same time.



Activity

Purpose: generate new ideas by aligning our work based on shared values

Source: adapted from an activity at a book launch by Priya Parker (The Art of Gathering)

Take a stand

How it works:

In person logistics

Have participants sit on chairs in a circle. There's an accessibility caveat here - people need to be able to stand up/sit down comfortably. So something think about whether this activity is accessible for all bodies in the group.

Instructions

Read value statements aloud one at a time and if a statement feels true for someone, they should stand up. If it doesn't feel true, stay seated.

Virtual Logistics

- Have zoom on galley view
- Take out your headphones (and unplug so you hear the statements)
- Push your chair out of the way (don't trip on it)

Instructions

Imagine that a line stretches from your computer/desk to the wall (or specific point) behind you, representing a spectrum of absolutely true (closest to the computer/desk) to absolutely untrue (at the wall/specified point behind you). I will read statements aloud and you will react by placing yourself along the spectrum depending on how true it feels for you.

- The more you agree with a statement, the closer you stand to the computer/camera.
- The more you disagree with a statement, the further away you stand from your computer/the camera.

This will give us a visual cue of where everyone is at in this particular moment.

Activity

Purpose: to encourage, motivate and build on ideas

I like, I wish, I wonder

After you have already done idea generation and narrowed your ideas to 5 or 6 that you want to test, this exercise can help you draw on the collective experience and skills of the group to refine the ideas you plan to test. How it works:

Create boards or slides with one idea on each. Ask people to move around the room (or Zoom!) and leave comments accordingly:

I like = An impressive idea they are excited by
(and why)

I wish = An idea (or aspect of the idea) they want to modify slightly

I wonder - A thought they've had that could push the idea further

Allow some time for everyone to comment and view the comments.

Discuss the information gathered and how you want to approach it i.e. are there any new actions that have emerged from this exercise?

- Reflect on some of the conversations that you have heard and emphasise importance of pushing thinking, iteration, and sharing knowledge and resources.

I like = An impressive idea you are excited by

I wish = An idea (or aspect of the idea) you want to modify slightly

I wonder = A thought you've had that could push an idea further

Activity

Purpose: to support groups of people to decide on which ideas to test

Source: Adapted from Stephen Covey's matrix

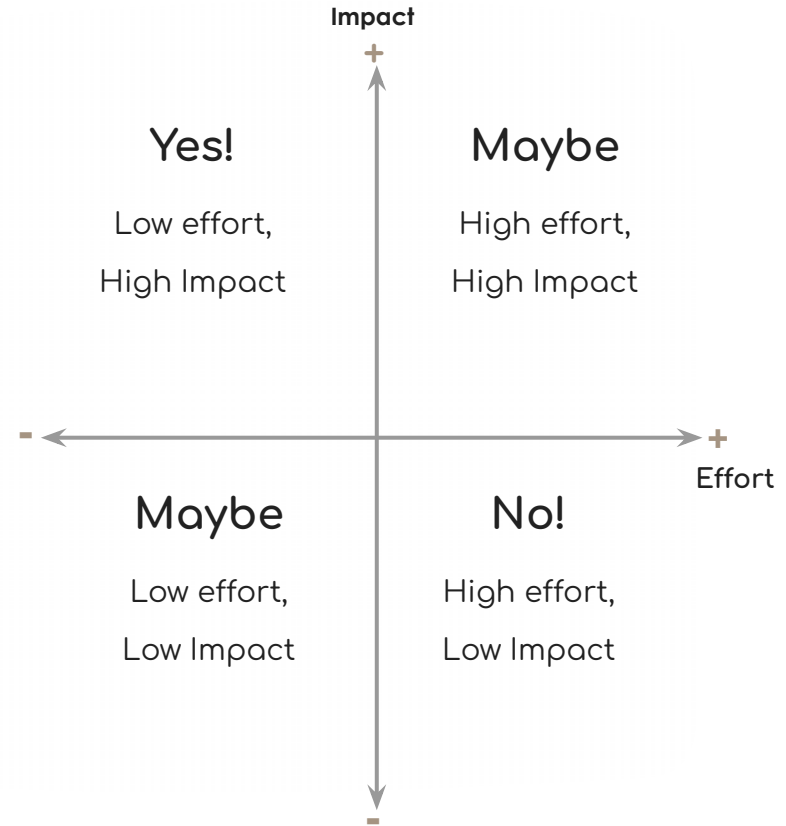
Covey's Impact vs Effort Matrix

How it works:

After spending some time generating ideas, this tool is a helpful way to map ideas on the axis and move toward a decision on which ideas to test

It is worth thinking through what each square means for your choices

During any discussion, encourage people to choose ideas or options which make sense to them rather than what they think the wider group might want



What do you want to let go of and build up?

This template can help you identify ideas that you want to keep testing, stop, sustain or scale. Revisit your impact goals and then consider the prompts.

Impact goals on:

Participants



Organisation



System



What do you need from partners, colleagues, leaders in order to make the shifts that you need?

Letting go...

Things that are unfit for purpose, or not showing promise, that we can stop doing

Using what we've learnt...

Things that have been tried that show promise for the future

Getting back to 'normal'...

Things that we put on pause, but we will need to keep doing

Business as usual

Future

Ways of working: parity and power dynamics

People have different styles when approaching work, so it is important we recognise that differing approaches may sometimes lead to conflict. Conflict can be useful and productive if approached in a positive way. A high-functioning team environment can allow people to debate and engage with their fellow colleagues using conflict to reflect and improve (rather than allowing it to halt progress).

Ask group members to be positive and open whilst working through the following questions:

- What are you trying to achieve and why?
- What are you having difficulty doing? (not whose fault it is)
- What problems are resulting for this group?

Ask everyone to discuss:

- How they want to feel.
- How they actually feel.
- What is making them feel the way they do? (being as open as possible about the range of causes)
- Ask each group member for a solution to another person's problem, encouraging them to be generous in offering changes in what they do.

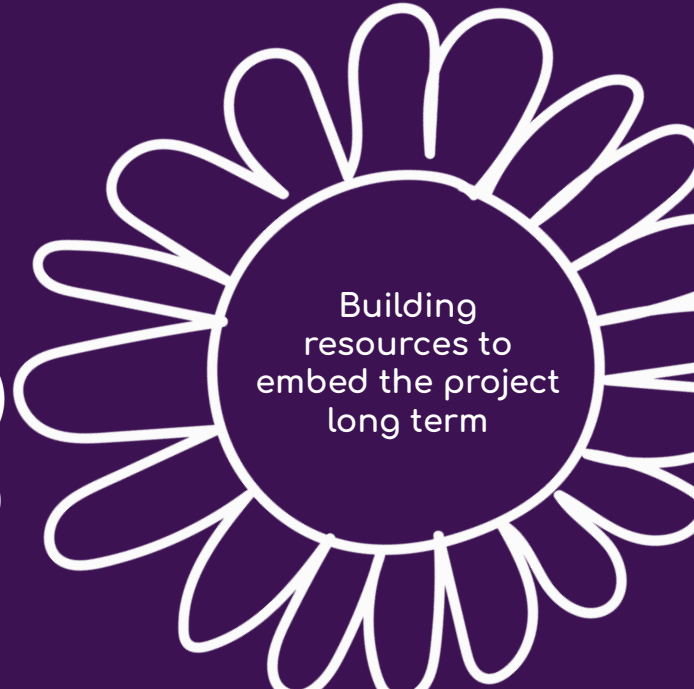




Invest

You've hit on an idea that your testing shows could meet the goals you identified for participants and the system. Now, you want to build your evidence by measuring the impact and outcomes of your idea through robust research or evaluation, as well as starting to share the story of your project and think about how you build resources - most notably, funding, to secure your project long term.

Don't be afraid to stay reflective - if you identify challenges within your partnership, or things change, you may find it useful to refer back to the 'Groundwork' and 'Test' phases. Indeed you may move back and forth between phases many times; this is totally expected.





invest

- measure the impact and outcomes of our idea
 - collect and share the story of our project
- build resources to embed our project long term



resources and investment



build infrastructure

we are bringing in more people - creatives, fundraising, management - who can continue the work beyond the initial team

cost it up

we know the true cost of our project - per person, per month, per year

plan to scale

we have explored, and are securing, a range of future income sources and we have considered our suitability to scale up

delivery and pathways



focus on quality

the participants and partners in the project consider the artistic and social experiences of the project to be first-rate

refer on

we have a process in place to refer people on from our project to further support or creative activity

be inclusive

the most marginalised people (e.g. those experiencing racism or socioeconomic deprivation) are safely able to access the project

relationships and storytelling



know the market

we are learning how our project answers a clear strategic priority in health and/or care

know the story

we are developing a clear story to tell, collecting personal stories from our participants, and evaluation data

tell the story

we have a range of assets - web, print, video, reports - to help tell our story to our different audiences and can access appropriate channels

evidence and evaluation



collect and measure

we are using suitable, viable methods of collecting data to establish whether we've met our goals

draw on past research

we are using evidence that already exists (or doesn't), demonstrating that the type of project we're running is evidence-based

involve people in learning

we have clear learning questions for our evaluation that link to our goals and have been created with participants and leaders

Invest resources

You can find a few resources we've shared that will help evaluate and measure the impact of your ideas and consider how you will collect and share the story of the project.



An introduction to arts and health evaluation

Evaluation nuts and bolts

An example: cARTrefu evaluation

Mitigating discomfort: demographic information

The problem with 'measuring' and 'evaluating' wellbeing

Identifying who should invest in your project

Once you've identified your potential funders

Who are you telling your story to?

Mapping out resources and budget for your project

Measuring impact and outcomes: an introduction to arts and health evaluation



Evaluation planning

Evaluation is the systematic process of collecting and analysing data in order to:

- determine whether, and to what degree, your objectives have been or are being achieved
- make a decision (about whether and how to proceed, what resources to allocate, etc.)

Why evaluate?

When you get to the 'invest' stage you should have a clear set of goals and a well-formed project idea that you've tested out and has shown early promise in terms of meeting those goals.

Now, as you look towards fully delivering and embedding this activity in health and care settings there will be an expectation - from partners, health leaders, funders and most importantly your participants - that you **measure the impact of what you're doing**, and specifically discover whether your project is meeting your goals.

This is crucial to its long term success: we know that robustly evidencing your project's impact will unlock many future funding, partnership and scaling opportunities.

Your evaluation at the 'invest' stage should therefore be a major feature of your work, and needs to be amply resourced, planned and delivered, ideally in partnership with a data contact such as an academic researcher, or someone from your team who knows how to collect, analyse and present impact data. Hopefully the discovery work you've been doing in the prior stages will help you set the right questions, and choose the right methods.

(The full HARP evaluation planning template can be downloaded [here](#))

Why do we need evaluation?

To...

Engage
stakeholders

Understand
user needs

Demonstrate
effectiveness

Monitor
innovation

Check whether
a project
conforms to
specification

Identify areas
for (or of)
improvement

Increase capacity
for reflective,
evidence-based
practice

Improve team
dynamics



10

questions to help plan an evaluation

What do you want the evaluation to lead to? (future funding, more referrals, etc.)

What data does the health partner have access to that could help measure impact?

How will people be referred to this project, i.e. how will they consent to this evaluation?

Do you need ethical approval to do this evaluation? (If recruiting participants via the NHS, consider whether this is a research project or a service evaluation)

What is your budget for this evaluation?

Do you plan to commission an external evaluator? If so what funding do you need for this?

Who are your audience/s for an evaluation report? Who will read it, and why?

What support or resources do you have to conduct this evaluation? This could include people, time, funds etc.

What are the main challenges?

Who will collect the data and who will write up the evaluation report, by when?

Move evaluation planning forward by looking back on goals

For each goal you set, ask yourself:

- ★ What evidence already exists (or doesn't) that the type of project you're running could meet this goal?
- ★ What data does the health/care organisation have access to that could help to measure progress against this goal?
- ★ What methods of data collection are suitable in enabling you to most robustly measure your impact against this goal?

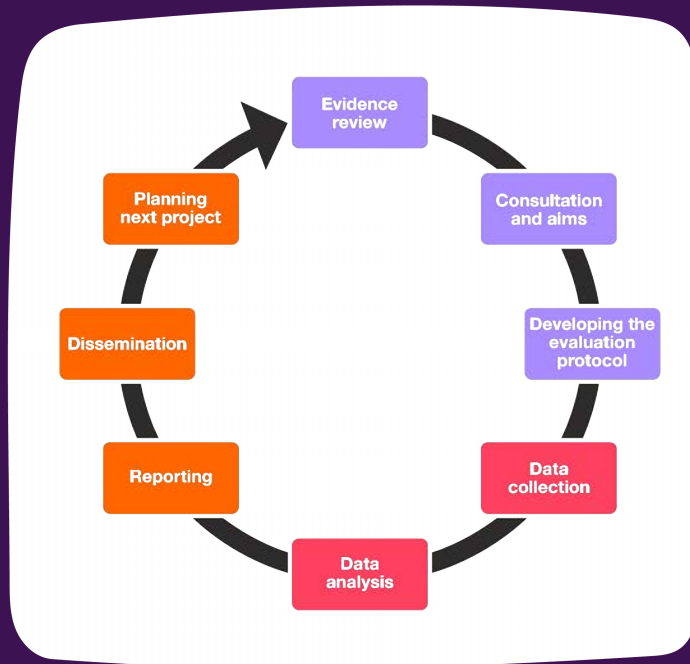


Evaluation nuts and bolts

how to make an evaluation work for you and your audience



The evaluation cycle



Source: <http://creativeandcredible.co.uk/>

Types of evaluation - some terms

Formative evaluation

examines processes as they are happening

Summative evaluation

reports what happened

Participatory evaluation

doing 'with' not 'to' - a partnership approach to evaluation with stakeholders

What makes a good evaluation (theory)

- Clear and measurable statement of objectives
- A theory: how will activities lead to improved outcomes (a programme logic)?
- Structure the evaluation questions around that logic
- Let evaluation questions determine evaluation method



- To evidence impact, consider using a baseline or comparison group to reduce bias
- Be open-minded about findings
- Have a clear plan for how you want/need to use the results

What makes a good evaluation (practice)

→ A succinct executive summary (1 page max)

→ Scale of analysis proportionate to your team/reach

→ 'Warts and all' NOT Disney

→ Do not describe, verify

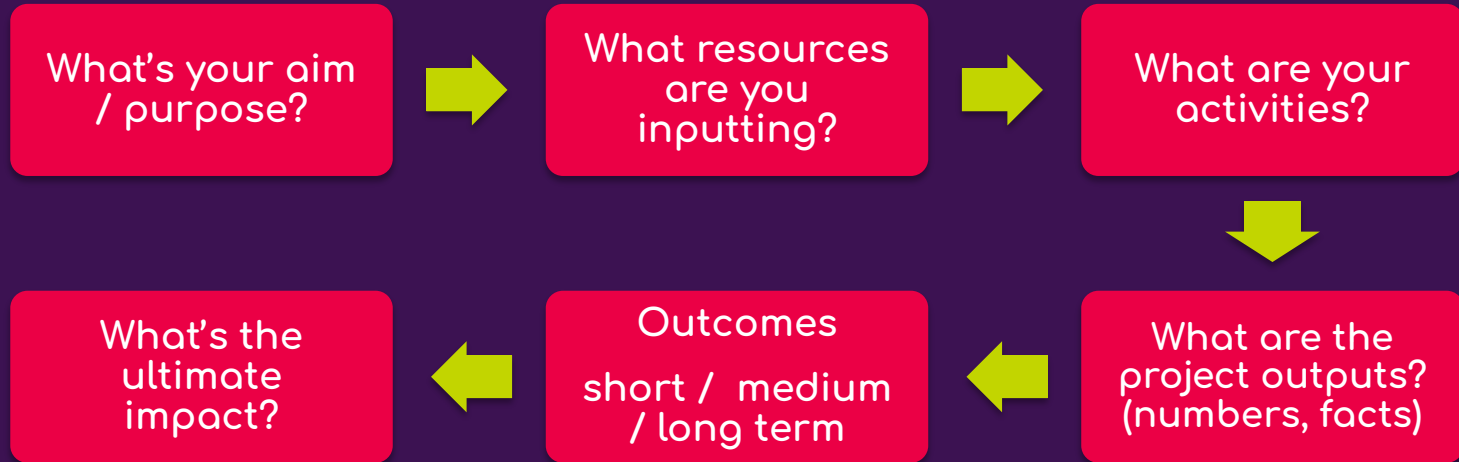


→ Understand and account for bias (empirical, methodological, personal, contextual): do you see a pattern when there isn't one?

→ Compare results to the counterfactual - what would happen if you didn't do anything?

Understanding Project Logic

Creating a logic model helps you explore, understand and articulate how your project's resources and activities might lead to impact.



What about barriers & enablers?

Types of impact relevant to arts and health

(Aesop framework)



● Health and wellbeing

What we're looking for: significant changes in multiple markers of health and wellbeing and data suggesting that these changes will have an effect beyond the end of the study.

● Social

What we're looking for: benefits extending to communities, reaching large numbers of people as a result of the project (e.g. the wider health system, arts system and with policy implications.)

● Economic

What we're looking for: positive financial impact of the project for the health service and other outside areas, such as local authorities and welfare.

● Artistic

What we're looking for: participants to possess the artistic skills to lead their own projects in the future and arts leaders have significantly expanded their way of working with the art form.

Evaluation methods

Purpose: to help measure the impact and outcomes of your project

Interviews

Talking one to one to participants to learn about how they experienced a project

Focus groups

Talking to participants in a group setting to learn about how they experienced a project

Questionnaires

Asking participants to fill in a form about the impact of a project. Can include validated scales.

Validated scales

Questions to measure changes in (e.g.) people's wellbeing in numbers, validated by academics

Comments box

A physical box where participants can leave anonymous comments in each project session

Observations

Being present to observe what's happening in the session, making notes and analysing them

Social media

Analysing what people have said about the project on social media posts

Creative methods

Using artistic methods (e.g. painting, poetry) to discover how participants experienced a project

Reflective diaries, journals

Real-time participant reflections on a project

An example: [cARTrefu evaluation](#) - aims and methods

cARTrefu was a two year programme run by Age Cymru which aimed to improve access to arts experiences for older people in residential care

Matching goals to methods

The team used different methods for each of their goals to measure whether activities:

→ contributed to improved wellbeing for residents

Method = smiley face questionnaire

→ Helped care home staff acquire new skills and the confidence to share them

Methods = staff questionnaire, approaches to dementia questionnaire

→ Developed the artist practitioners' professional practice

Methods = approaches to dementia questionnaire, reflective journal, focus group

Results

2,000 hrs of arts tuition, in 1,000 workshops in 122 care homes
1,500 residents, 200 staff members took part

Impact on residents

- Statistically significant improvement in wellbeing scores
- 86% of residents rated sessions as highly enjoyable (4 or 5 on a 5-point scale)
- Wider impacts included socialising more and regaining skills, like using a knife & fork

Impact on staff

- Statistically significant improvement in attitudes towards residents, especially those living with dementia
- Statistically significant increase in confidence to lead a creative arts session in the home.

Impact on artist practitioners

- Statistically significant improvement in attitudes
- Personal development and the development of new skills

Mitigating discomfort: collecting demographic information

invest



Demographic data

Demographic data is an array of socioeconomic information about people, including:

- Gender
- Age
- Occupation
- Religion
- Postcode
- Education
- Finances
- Disability
- Living arrangements

This can be a sensitive area of data collection in arts and health. Collecting demographic information often feels uncomfortable because it IS uncomfortable for participants to provide you with personal information. They know that you are seeking to assess disadvantage, and they also know that their data is your livelihood.

There are some things to consider when collecting this kind of sensitive data, when registering people for your project, or when asking them about its impact.



Mitigating discomfort

→ Involve participants in the design of your demographic survey

→ Carefully determine your purpose and goals for collecting *each piece* of demographic data. Why do you need it?

→ Keep your survey as brief as possible

→ Explain to your participants how you will use their data



→ Pay attention to language

→ Focus on relationship building

→ Research the current best-practices for collecting demographic information

→ Consider open-ended vs closed questions and be aware of current debates eg. trans rights

Identifying funding sources and telling your story

invest



Identifying who should invest in your project

An approach to establishing your best funding sources

Whilst grant funding from arts councils, trusts and foundations remains the mainstay of arts and health work, fundraising for projects will remain somewhat responsive, by which we mean it'll depend on what funding calls these partners release.

However, when thinking about long term, embedded funding for your innovation, we believe it's useful to think about two things when identifying potential funders:

1. What stage is your project at?
2. Who will have the most vested interest in your project, based on its specific purpose and value within the health and care systems?

In the next few pages we've provided some models and questions to help you think about these.

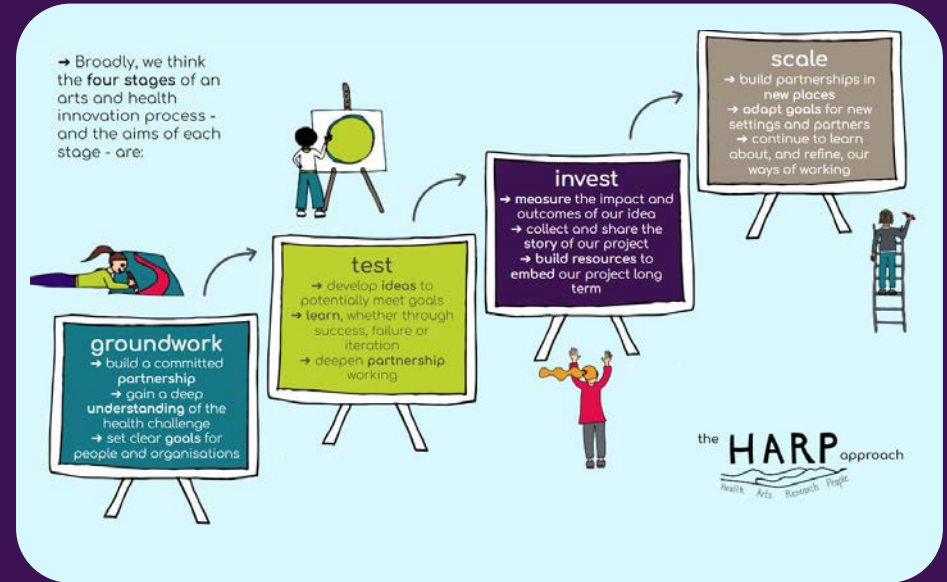
It's also useful to think about where you are located and what the local priorities of funders in your area are.

What stage is your innovation project at?

It's important to take an honest look at where your innovation project is in its journey, to establish where the most realistic funding sources for your project might be. You can use the HARP Approach to do this!

Some investors, like trusts and foundations, are perhaps more likely to invest earlier stage, research and development projects, whereas the NHS will most likely step in as a funder later on, when there is strong evidence that a project delivers clinical or therapeutic benefits before investing in it. Of course, if you've been working well in partnership with a health or care partner since the beginning, they are the obvious place to start.

As well as helping you to identify funders, the HARP Approach tool should also help you identify exactly what you're asking for funding for. For example, if you're in the invest phase you might want to ask for investment in research or in a training programme for artist practitioners. This also helps you tell a story to funders, because you can demonstrate how their funding is allowing you to move through the stages of innovation and unlock future potential for impact.



Who should fund our type of arts and health project?

It's tempting to think all arts and health projects are created equal when it comes to funding models and opportunities.

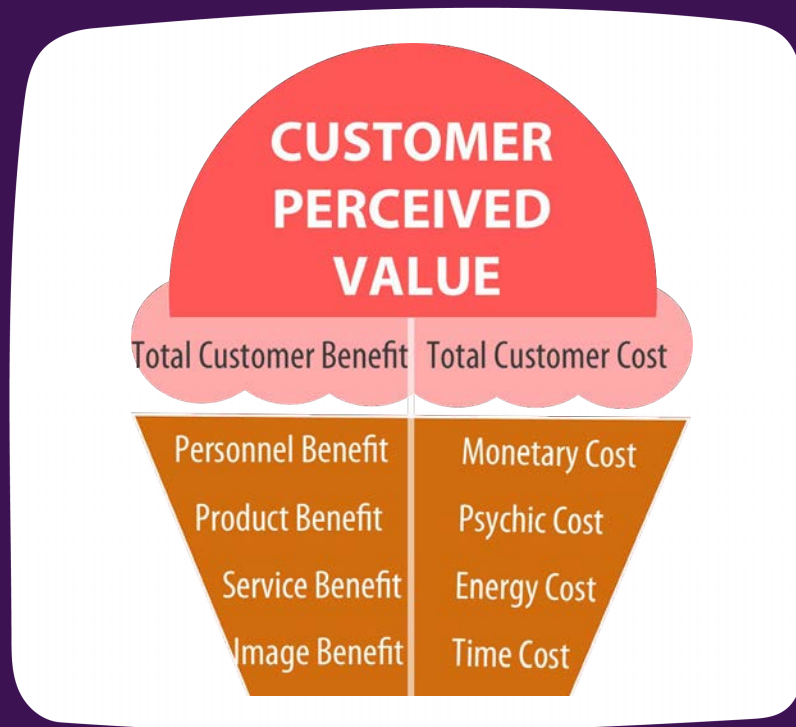
However, they aren't.

At this stage there's much to gain by carefully and honestly considering what value you are bringing to the health and care system, and who - NHS, local authorities, arts organisations - has most to gain from that value.

By value, we *aren't* talking about money. We're talking about whether - and how - the value (benefit) your project brings to an organisation matches their goals and priorities. That - and the cost of your project - is what helps partners (who in this case are your 'customers') decide whether its right for them to fund.

To do this, look back at your goals and what your evaluation data tells you about the impact of your project. How do your aims match up to the aims of different types of partners? The tool on the next page can help you figure this out - remember there may be more than one 'match'.

Bear in mind this is highly likely to be one of the partners you've worked with on your project to date, but it also may not be.



How do the settings, needs and goals of your particular project 'match' those of different health partners?

Potential funder	What their aims and priorities might be around arts and health, in their remit (not exhaustive)	Types of arts and health projects that might meet these aims
NHS	Treating and curing disease (including mental health conditions), pain management, physical mobility, palliative care	More established arts projects with good evidence of impact, often with health practitioner directly involved; specific clinical aim (mental or physical health).
Local authorities	Keeping residents well through physical and social activities, reducing isolation and loneliness, offering care services	Community-based projects for general wellbeing, perhaps targeting isolated people, or particular groups more at risk of isolation (e.g. older people).
Health or hospital charities	Psychosocial or welfare support around specific health conditions, research and innovation	Projects targeting people with a specific health condition, or in a particular hospital, but addressing wellbeing rather than health improvement
Arts organisations and arts councils	Supporting artists, producing and making artistic work, ensuring access to the arts for everyone	Projects that are more creatively led, perhaps part of an arts organisation's outreach goals. Projects at an early stage (R&D).
Research funders (e.g. research councils, NIHR)	Growing the knowledge base around how the arts impacts on our health and wellbeing	University-led partnerships on projects which have completed a pilot/testing phase and have a promising idea that they now want to evidence the impact of.
Trusts and foundations	Innovation (R&D), place-based wellbeing, ensuring access to the arts for particular groups of people, health improvement	Projects at a relatively early stage, testing ideas in a particular place (could be NHS), or with a particular group.

Once you've identified your potential funders...



Tailor your story

For NHS organisations you will need statistical evidence of impact and probably a cost-benefit analysis. Local authorities may be more interested in reach, and philanthropic funders will place a high value on stories and qualitative information.



Look at where others have been successful with that investor!

Analyse their approach to building evidence and relationships.



Talk to them

Relationships are crucial. Ask them what they want to know, and how you can convince them to support your project.

Who are you telling your story to?

Who?	What do you want them to know about your project?	What do you want them to feel about your project?

What channels (social media, newsletters, presentations) will be most effective in reaching your audiences?

Of course, think about potential funders, but also consider how you are building broader awareness of your work so that it gathers momentum and support.



The Hero's Journey

A popular animation to help you think about how to gain support for your innovation project by 'telling the hero's journey'.

- Discover how digital tools are returning humanity to a new oral tradition and what kinds of stories will work in this new era of empowerment marketing.
- Inspired by Joseph Campbell's Hero's Journey, Sachs lays out a story model any brand or cause can use to get its message heard, and explains why stories must be not just told, but lived.



Mapping out required resources and budget for your project

Description - give a brief description of the activity

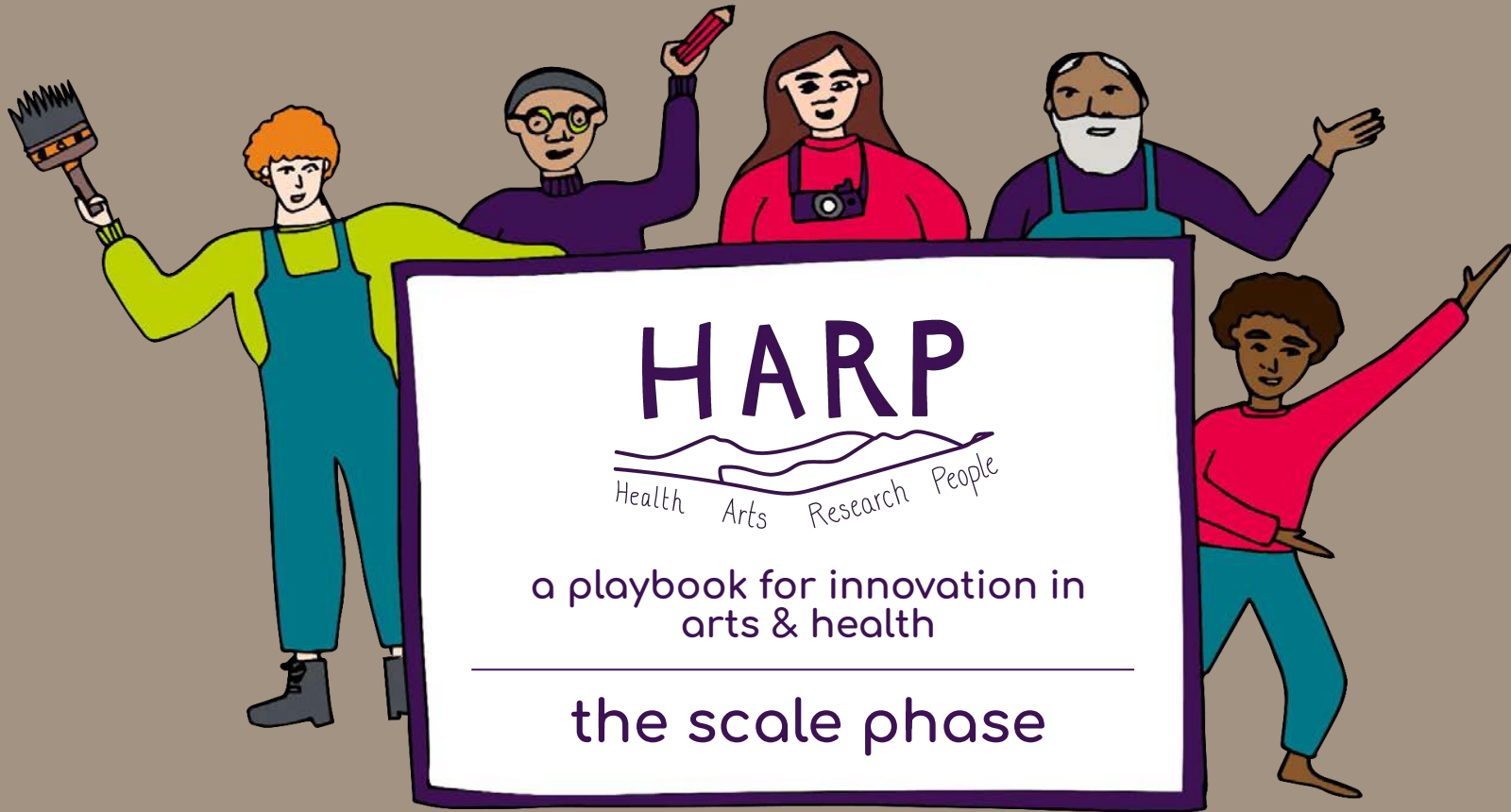
Delivery - when will this take place (start and end dates)?
How often (dates & times)?

Resources - list all resources associated with activity e.g. people, materials, space

Budget - how much will this activity cost?

Any potential barriers? How will you overcome them?

How will you measure success / evaluate this activity?



HARP

Health Arts Research People

a playbook for innovation in
arts & health

the scale phase

Scale

Your investment in measuring the outcomes of your idea has allowed you to build good evidence that this is an impactful idea that meets your goals and could transform the health or care system. Congratulations! You've also got a range of invested partners and funding to secure your project long term. Of course, if it's right is for your project to simply continue to exist at that initial local level and scale, then that's absolutely fine.

Alternatively, you may be thinking about bringing your project to more people, or more places. The resources here may help you think about how to approach that. Scaling complex interventions can be tricky; it's likely to involve working with new partners, adapting to different health settings or contexts, and continuing to take a learning and iteration approach. This section therefore contains many tools and resources you'll already be familiar with from earlier settings.





scale

- build partnerships in new places
- adapt goals for new settings and partners
- continue to learn about, and refine, ways of working



resources and investment



commit time

new partners have allocated enough time to work on the project, supported by health leaders as necessary

compensate artists

artists are paid for ongoing development and collaboration to map scaling models and requirements

diversify funding (core/seed)

appropriate partners are investing core funds to secure the project, with seed funding sought if needed for new areas

delivery and pathways



reset our goals

new partners and existing participants have informed a revised set of goals for our people and organisations

new referral pathways

we are clear on which new organisations and teams could be referring people to our potential project and have explored logistics and admin

be clear on roles

we understand everyone's roles on the team, how they may have changed and how we communicate any delays or changes as we scale up

relationships and storytelling



map new audiences

we know who the key people and organisations are that we want to share the story of our project with and how to reach them in these new places

build trust with new partners

we are clear with partners that there is still an element of testing: in any scaling project, things may work differently in new places and settings

keep telling the story

we're always adding to our assets - web, print, video, reports - to help tell our story to new and existing audiences

evidence and evaluation



standardise and implement

we are exploring what the common ingredients of our project are as we adapt it to new places, so that we can continue to scale more

continue collecting data

we continually take a learning approach to scaling, so we keep adding to the evidence base around our project

build out questions

in scaling our project, we are considering what we don't know about how the project may work in new places and address knowledge gaps

Scale resources

You can find a few resources we've shared that will help you consider how to embed, scale and sustain your project with new partnerships in new places.

You'll notice that many of these suggested tools are similar to those at the earlier phases, to support you to adapt your innovation to new places and work with new partners



Scaling approaches

Embedding and scaling across a place

Remember the conditions for front-line innovation

Mapping a new network

Building strong partnerships: 10 questions to ask

Community mapping exercise

Adding to your knowledge bank

Revisiting your learning agenda

Re-setting your goals and ambitions for impact

Scaling approaches

Scaling up can take many forms. At this stage, you may want to think about the pros and cons of different approaches, weighing up cost, flexibility and control. For example, growing your own team to grow the service will allow you to maintain control of the quality of the work, but it'll be more resource intensive and expensive than more flexible approaches. On the other hand, more flexible models don't offer as much certainty that your project will have the same impact in new places:

→ Dissemination

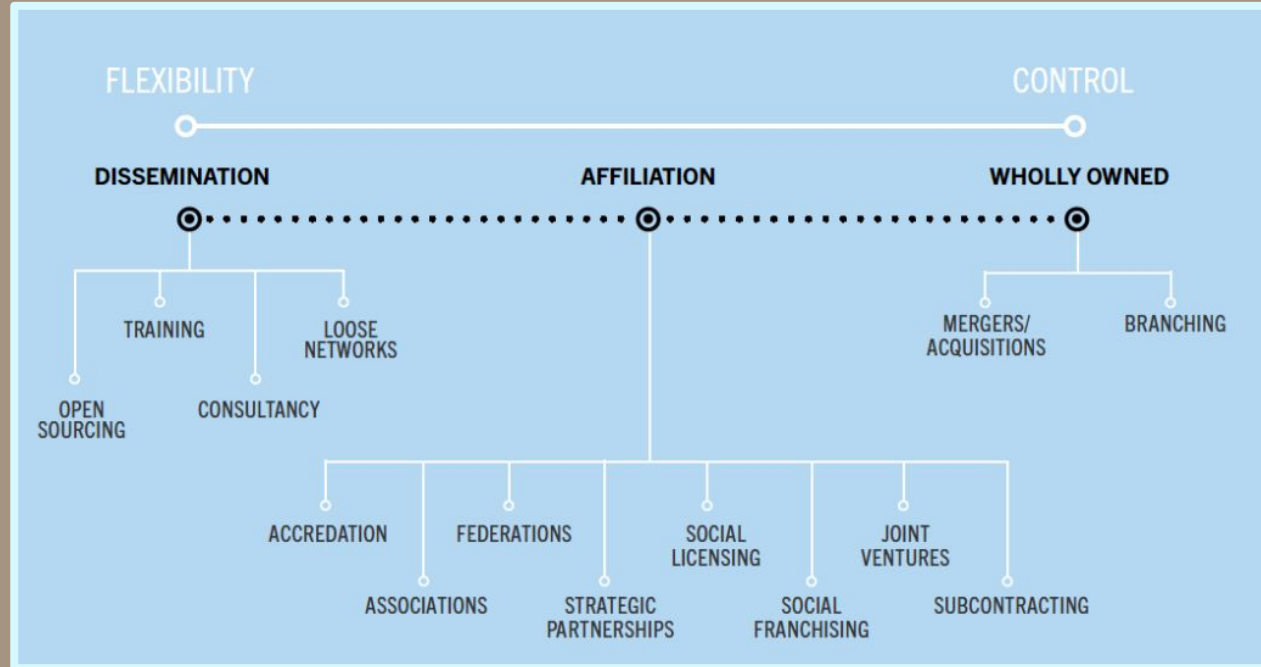
At the 'flexible' end, you create resources that enable other organisations / teams to implement your venture in new locations. You may charge a fee for materials or advice but there is generally no ongoing financial or legal relationship.

→ Affiliation

You have an official ongoing relationship with independent individuals or organisations to help them implement your venture. There is generally a legal and financial relationship between the parties.

→ Wholly-owned

In this model you would carry out direct delivery of the programme in new locations, for example, through setting up local or regional offices.



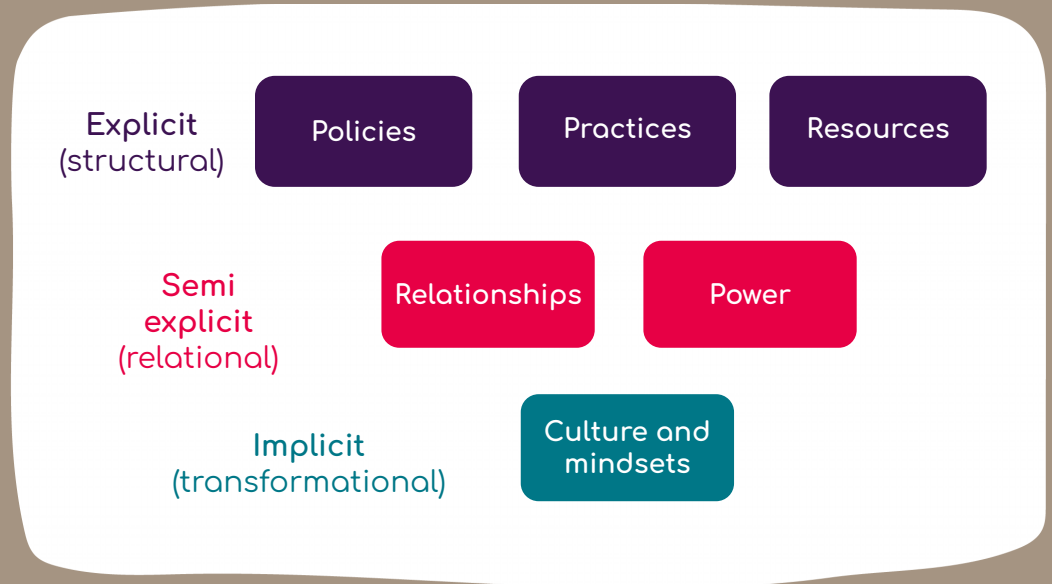
(Source: [School for Social Entrepreneurs](#))

Tool: Embedding and scaling across a place

Purpose: 'Water of Systems Change' offers one way for you to view of what's required to make further change at a system level. For innovation projects to be embedded, sustained and scaled it requires a systemic approach to change, across all levels of the system. This includes shifts in structural, relational and transformational conditions, as shown in The Water of Systems Change Framework.

Scaling up, and shifts in health and care systems, are more likely to be sustained when change happens at all three levels:

- Explicit (structural)
- Semi Explicit (relational)
- Implicit (transformative)



Where are the opportunities to take the work and ways of working forward and apply this to shape systems change?

What do you need to know to be able to exploit these opportunities?

How can you gain buy in and build confidence that the ideas you've tested and learning you've gained will have further impact across a system?

Remember the conditions for front-line innovation

As you scale, keep in mind the eight conditions as you adapt and test ideas within new settings and partnerships

Coaching

Sometimes the best ideas come from asking and helping people to find new ways of doing things, rather than telling them. Coaching and facilitation support can help teams to bring their ideas to life.

Data

To make progress, it is important to know where you are starting from, and if you're heading in the right direction. Use data and information to shape your thinking, to develop real-time insights as ideas are tested, and to consolidate learning to inform sustainability and scaling plans.

Experimentation

It is important to focus on action, testing and iterating ideas in real time, with real people.

Urgency

Short bursts of dedicated focus create a sense of urgency and momentum over a short time frame. Give yourself enough time to create goals and test new approaches on the ground, while building pace and energy for the work.

Sponsorship

A Sponsor ensures that learning and insights can directly inform longer-term strategic plans and help unblock the inevitable barriers that arise.

Permission

Flip on its head the tendency for problems to be tackled by those furthest away from the delivery. Leaders can give ownership of system problems to practitioners on the front-line, with the permission to experiment with ideas that achieve impact and learning.

Diverse place-based teams

Mobilise people from across organisations and communities to work together in new ways and include people with lived experience. Bringing together individuals with varying backgrounds and perspectives makes the work more robust, and helps problems to be considered holistically.

Goals

Create highly ambitious goals, focusing on specific population groups and results. This unites and motivates people around the same common outcome.



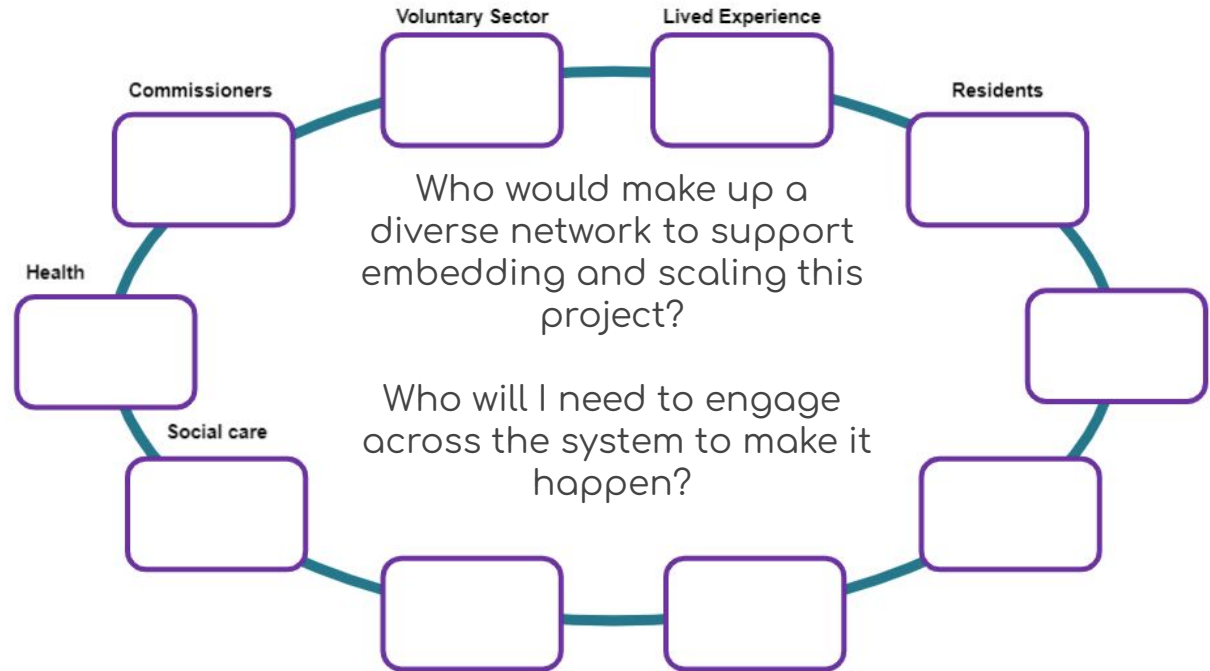
"Creating the conditions to innovate"
- from [People Powered Results](#).

Tool: Mapping a new network

Purpose: As you're considering scaling your innovation project in a new context, this tool can help you identify the different roles which make up the new network so you can recognise gaps and consider how to fill them in a new context.

How it works:

Spend some time thinking about the prompts in the middle of the diagram. Populate the roles with people you already know, or need to engage, who can support your efforts to scale your project.



10

questions to ask new partners

What is the change you want to see and who will it benefit?

What does this partnership offer over traditional change approaches?

Within your organisation, what support and influence do you have for taking part in this partnership?

What's been holding back change in your organisation?

How would you describe 'innovation'?

What do you hope to learn from working together?

What is the challenge you're seeing in your local setting that you want to change?

What do you think is needed to achieve change in this issue?

What do you hope your participation in this will achieve in 12 months?

What would you bring to this partnership as a team member?

Tool: Community mapping exercise

Purpose: moving forward, you'll need to make decisions about the shape and focus of your work in new contexts. A fresh mapping exercise can help you create a shared understanding of what's happening in the new contexts as you scale up.

How does it work:

Working with others you've identified in your new network, fill in the map to review what's going on across an area or within a system.

<p>Current initiatives Active community groups, grassroots and asset based initiatives</p>	<p>Challenges and opportunities Greatest needs and challenges and opportunities to shift</p>	<p>Bright Spots Where the energy is, where and who are the most engaged communities and people</p>	<p>Other Anything else...</p>

Adding to your knowledge bank

You have a deep understanding of the challenge from your previous work. Here, it's good to think about what additional data and information about the challenge will inform the how you adapt and test your innovation in new places. Remember, a Knowledge Bank is a snapshot of what is currently known about the challenge in each place, based on data sources from across the system. It is not a complete picture but rather a starting point that can be combined with insights from Experts by Experience and your own research about the new neighbourhoods/areas you're working in.

Collectively, the Knowledge Bank can:

1. Inform which initiatives or ideas you decide to test
2. Shape the goals that you set
3. Support you to track progress and learning as you begin to take action

What to include in a Knowledge Bank?

- Population and key facts about the place
- How many people are impacted by the issue or challenge Certain groups that might be more affected
- How the issue or challenge is being measured currently
- Resources and support available for people impacted by the issue
- Key reports, research or helpful reading that exists
- Networks or patient advocate groups that can be engaged



Revisiting your learning agenda

Continuing to take a learning approach as you scale up and work in new areas, will help you keep a growth mindset when working in new places. The design and set up for each project will likely need to be adapted due to the makeup of each local health and care system, so it is helpful to revisit these questions with new partners, outlining what you're hoping to learn. Here are a few examples of the learning questions we chose in HARP:

How can we ensure arts and health projects are inclusive?

Online creative facilitation - how do we do this well?

What is the impact of arts on people's health?

What is the value of the arts to the health and care system?

What referral routes are right for arts and health?

Could these ideas be scaled up to reach more people? If so, how?

What evidence will lead to future funding?

How do we share the story of arts and health with decision makers?

How might commissioning of arts and health services work?

What are the best long term funding prospects?



Re-setting your goals

You will have your goals from earlier on in the process. Thinking about what's going on for your target group in these new places and the impact you want to have, we recommend re-visiting these. Remember, goals should be ambitious, specific, achievable! So, **with your new partners**, consider what can and what can't change.

Focus on:

People's health and wellbeing

The organisation

The wider health/care system

Up to 3 goals. No numbers or targets.

What positive change do you want to see?

"We will know we have had a positive impact if / when ..."

Template: ambitions for impact

Impact on place



Impact on arts & health Sector



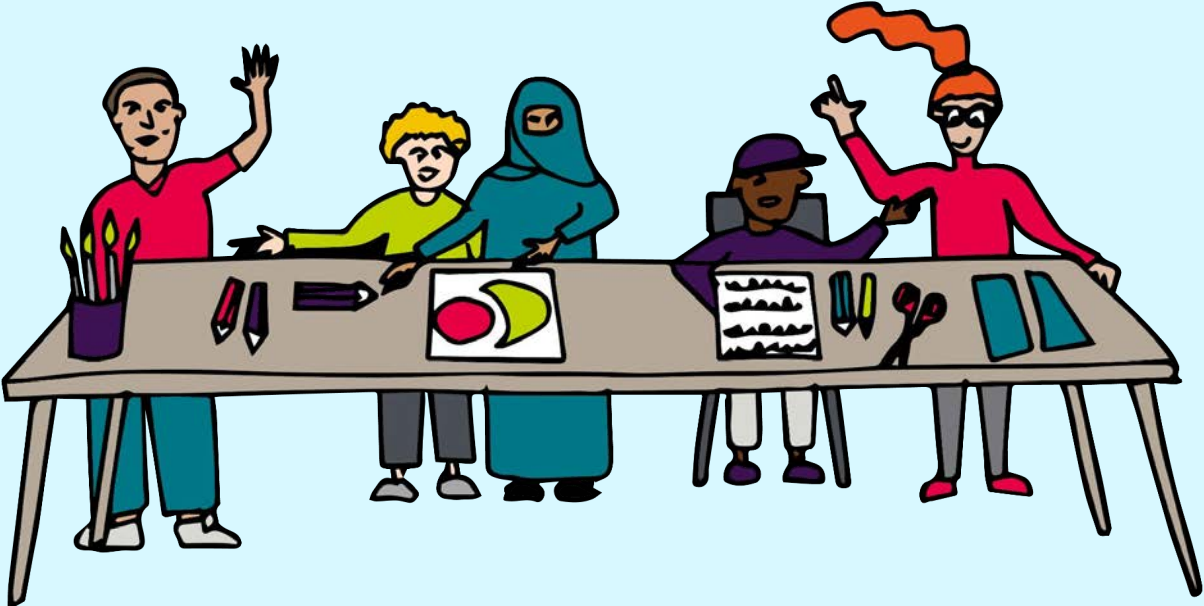
Impact on health / care system



Impact on people



General tools, resources and activities,
useful at any stage for reflective practice,
developing skills or team building



Reflective practice resources

Resources, tools and activities that support people and groups to deepen their understanding, accelerate learning and improve self-assessment.



Tool: Feelings wheel
A tool that helps people and groups explore and name feelings

Activity: Writing letters to future and past selves
Challenges people to think about who they are, who they were and who they want to be

Tool: Dot mapping
Helps provoke conversation about how things are going in a project

Activity: What? So what? Now what?
Three reflective stages to think about an experience, its implications, and the future

Tool: Chameleon Coach
An adaptive approach to coaching that supports coaches to respond to the needs of individuals or groups

Tool: Active Listening Skills
7 key active listening skills that can help you become a better listener

Activity: Active Listening
Encourages active listening from people who may be in 'observer' mode during a workshop or activity

Tool: Reflective questions
A bank of questions to help people and groups access, make sense of, and learn through experience

Tool: Question Funnel
Tips for structuring questions so they create safe, non judgmental spaces with individuals and groups

Activity: Writing letters to future and past selves

Purpose

Writing letters can help you think critically about what you're doing in the here and now, and how that might impact your future. There is great value in both writing the letter and doing the assessment of your current direction. Remember that where we see ourselves in the future is likely to change, and therefore doing this activity occasionally can help you assure that you are heading the right direction.

How it works:

Introduce the activity by explaining that it is about imagining where you are and who you are going to be sometime in the future. Five years is often used as the point in the future to envision as it is both far enough away that things could be completely different, but close enough for it to seem tangible. This letter will focus on who you want to be and what you have accomplished between now and then - you can focus on the whole project or an element of a project.

Steps

- Identify a date in the future (for example five years)
- Write the letter to yourself to be received on that day in the future; write it as an actual letter
- In your letter address questions like the following: Who do I want to be?, Where do I want this project to be?, Who has been important to this work?, What do I want to have contributed to this work?, What is the impact I've had?

Putting the letters away to revisit at the middle or end of the project is a great way to reflect on the progress you have made.



Reflecting on progress: Dot Mapping

Purpose: To provoke conversation about how things are going and encourage reflective practice. Can also help individuals and groups strategise about what needs to happen to move the dots upwards.

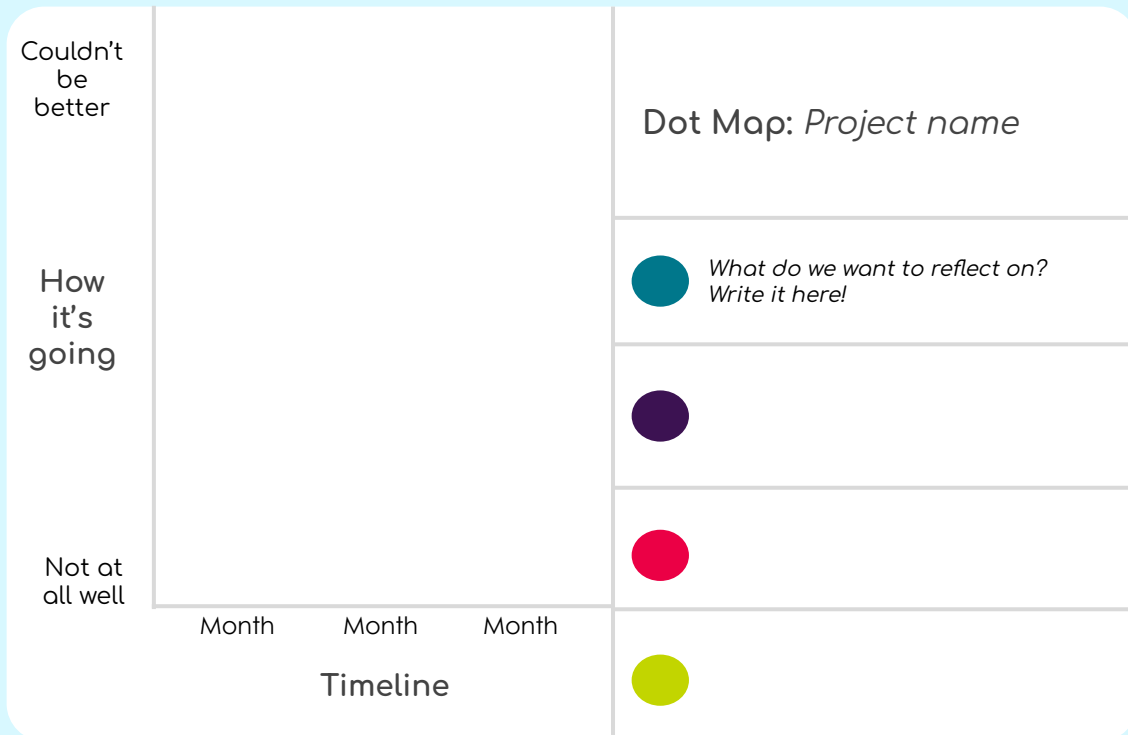
How it works:

- Allocate a unique coloured dot for a few different areas around which you want to reflect (e.g. relationships, collaboration, level of innovation, involvement of people with lived experience, results achieved).

- Ask everyone to plot a dot on the graph according to where they think the project is at on each of those measures. You can think about this individually first and then discuss as a group, to draw out differences in opinion.

- Through conversation, the group has an open discussion about what's going well and what isn't as they place each of their dots on the graph.

- There is an optional component to the exercise where the group can strategise about specific things each person can do to help move the dots upwards over the next week, month etc.



Activity: What? So what? Now what?

Purpose

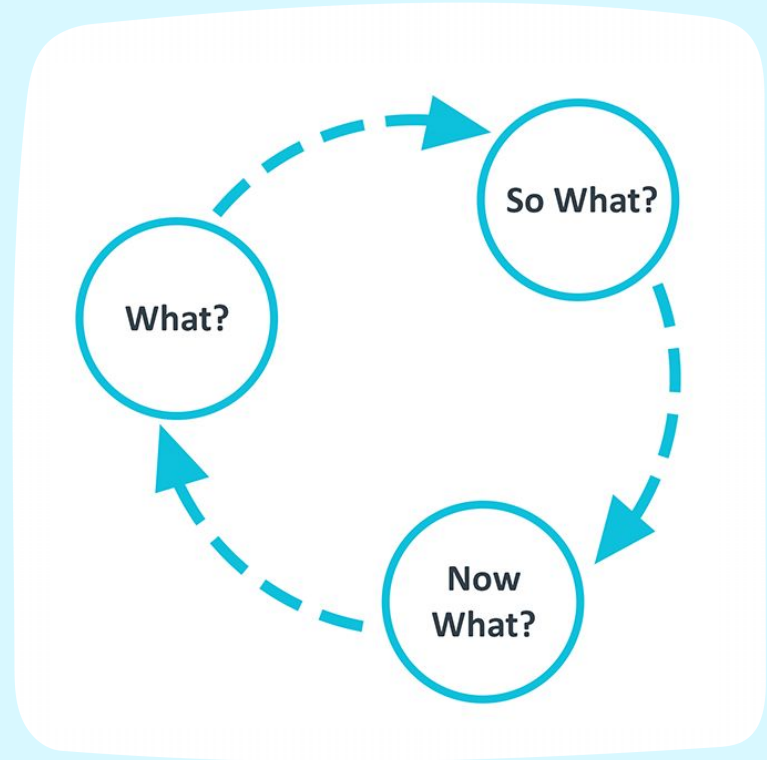
This tool provides a simple way for individuals or groups to reflect and extract learning from an experience. Driscoll (1994) developed this model of reflection based on three questions: What? So what? Now what?

How it works:

1. Introduce the three questions:

- 'What?' helps you describe the situation you want to learn from. You should identify the facts and feelings of the situation.
- 'So What?' allows you to extract the meaning of 'What?'. What knowledge you and others had in the situation that could help you make sense of the situation.
- 'Now what?' encourages you to create an action plan for the future based on the previous questions.

2. Offer individuals or groups time to reflect on a particular challenge or experience using the three questions.



Tool: Chameleon Coach

Purpose

An adaptive approach that supports coaches to consciously operate across a number of core roles (or 'modes'), in response to the needs of individuals or groups.

How it works:

When working with groups, there is a need to build relationships quickly, challenge people and groups to broaden their thinking when needed, and support people to make powerful cultural and practical shifts. Adaptive coaching can help you work responsively and adapt quickly to what's happening around you.

The Chameleon Coach offers insight into different 'modes' of coaching you might step into when delivering an innovation project.

Outsider: Stretches thinking and ambition, connecting the person to learning and people outside the local system.

Critical friend: Asks comfortable questions and challenges assumptions helping to shift the mindset and focus efforts better

Actor: When a certain perspective is missing, the coach can act a part to help understand another perspective

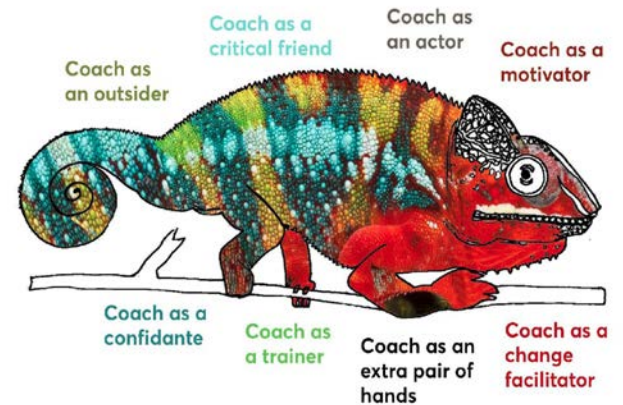
Motivator: Ensure positive morale by connecting to people's purpose, sense check how they are feeling, give positive feedback and celebrate achievements

Confidante: People we coach can be often under a lot of pressure and sometimes disengage from the process due to a lack of confidence/understanding. In these situations the coach can connect, listen to concerns and provide clarity to keep them engaged.

Trainer: Helps people grow as practitioners by shifting their thinking, adopting new skills and developing capabilities e.g Support to facilitate meetings

Extra pair of hands: Sometimes people's capacity is a challenge. You might need to step in to support people with practical actions e.g. sending out follow-up notes.

Change facilitator: supports creative thinking and clarity in thinking to move to practical action



The Chameleon Coach from [People Powered Results](#)

Tool: 7 Key Active Listening Skills

Purpose: active listening is a skill that can help you become a better listener, improve your productivity and your ability to influence, persuade and negotiate.

How it works:

The way to improve your listening skills is to practice "active listening." This is where you make a conscious effort to hear not only the words that another person is saying but also the complete message being communicated. To do this you must pay attention to the other person very carefully. Try not to let yourself become distracted by things going on around you, or by forming counter arguments while the other person is speaking.



- 1 Be attentive
- 2 Ask open-ended questions
- 3 Ask probing questions
- 4 Request clarification
- 5 Paraphrase
- 6 Be attuned to and reflect feelings
- 7 Summarise

Resource: Active Listening

Purpose

This activity is designed to encourage active listening from people who may be in 'observer' mode during a workshop or presentation.

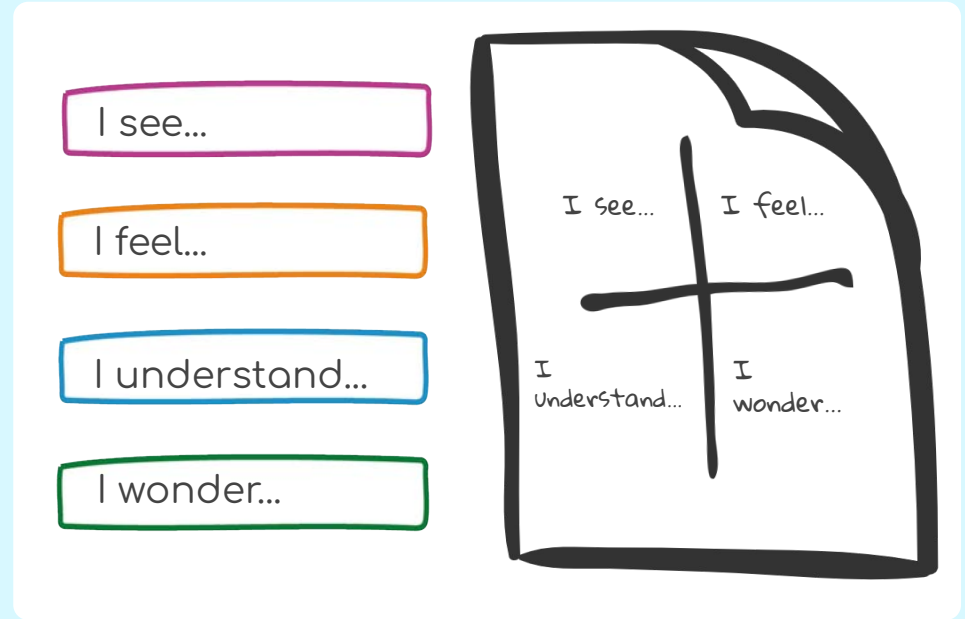
How it works:

The soul of active listening is empathy. Seeking out connections with and being inspired by the journey that others have been on. From a place of empathy, this activity will tap into your active listening skills to take you on a journey of discovery.

You will need a piece of paper and a pencil. On the paper, draw a horizontal line and a vertical line to divide the paper into 4 quadrants. In each quadrant, write one of the prompts: I see, I feel, I understand, I wonder

Throughout this session, extend your awareness antennae and allow yourself to see the world differently, to feel something, to improve your understanding of an issue and to spark your curiosity and make you wonder!

By the end, you will ideally have at least one thing in each quadrant. You'll be invited to share your observations with your peers.



Resource: asking reflective questions

Purpose: a bank of questions that can help individuals or groups reflect on an experience or situation.

Question bank

- Now that it's over, what are my first thoughts about this?
- What were the most interesting discoveries I made? About myself? About others?
- What were some of my most powerful learning moments and what made them so?
- How well did I or my group communicate? What would I keep/do differently next time?
- What were some things that my group did that helped me to learn or overcome obstacles?
- Were my milestones and goals mostly met, and how much did I deviate from them if any?
- What did I learn were my greatest strengths? My biggest areas for improvement?
- What would I do differently if I were to approach the same challenge again?
- What moments was I most proud of?
- How will I use what I've learned from this challenge in the future



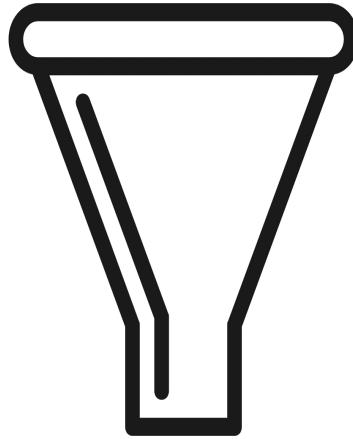
Tool: Question Funnel

Purpose

Good questions can enable you to test assumptions, invite participation, gather information, and help probe for hidden insights. The 'Question Funnel' can help you structure questions so they create a safe, non judgmental spaces with individuals and groups.

How it works:

Designing and asking really good questions is a core skill in one-to-one coaching, and is also helpful when managing group dynamics. The way that you word a question can have a big impact on the response that it elicits. It is useful to keep a record of questions that you've found effective in eliciting thoughtful responses, managing difficult situations etc., and start building up a mental database of 'go-to' questions.



If

Purpose: Unlocks desire and imagination
Examples: 'imagine if..' / 'If money were no object..'

Super open

Purpose: Unearths details
Examples: 'Describe..' / 'Explain..' / 'Tell me a bit more about..'

Open

Purpose: Clarifying reality/ goal, gaining more information, moving towards a decision
Examples: E.g. Who, What, Where, When, Why, How

Closed

Purpose: Reaching a decision, confirming something
Examples: Yes / no questions

Question Bank

'Tell me a bit more about...?'

'What would success look like for...?'

'Can you think of a time when...?'

'Can you describe a practical example of...?'

'What would you like to change / be different about...?'

'What's most important to you in this situation?'

HARP



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Thank you to our partners: Arts Council of Wales, Nesta, Cardiff University's 'Y Lab', Welsh NHS Confederation, Wales Arts, Health and Wellbeing Network and all our HARP teams.

For more information about HARP, please visit healthartsresearch.wales

To find out more about People Powered Results, please visit www.peoplepoweredresults.org.uk

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