
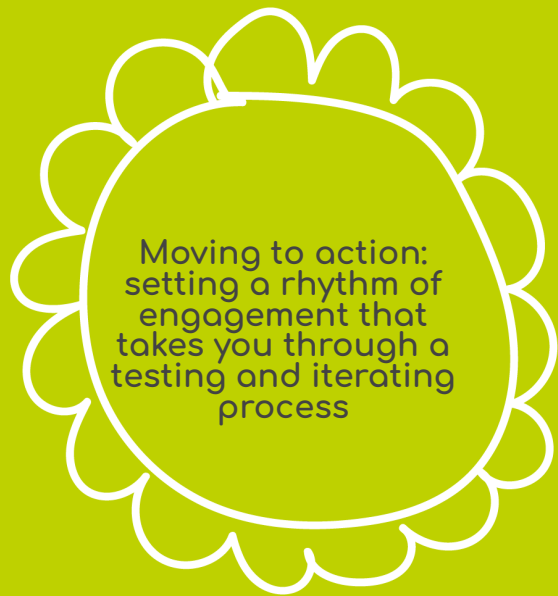


Test


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.

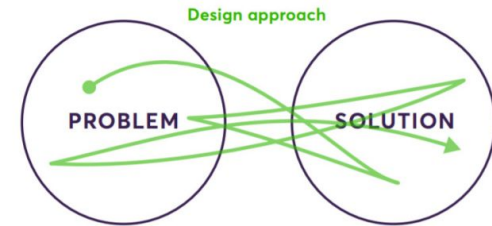
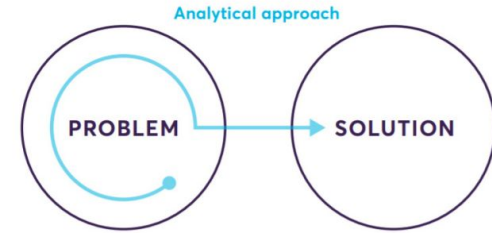
Take a look at the differences:

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

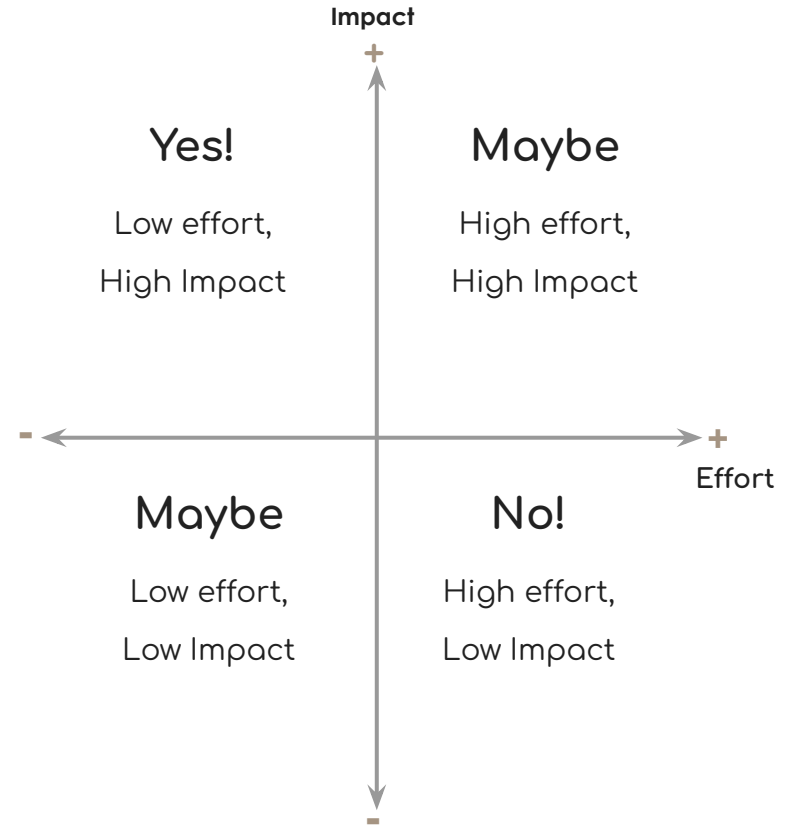
Covey's Impact vs Effort Matrix

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:

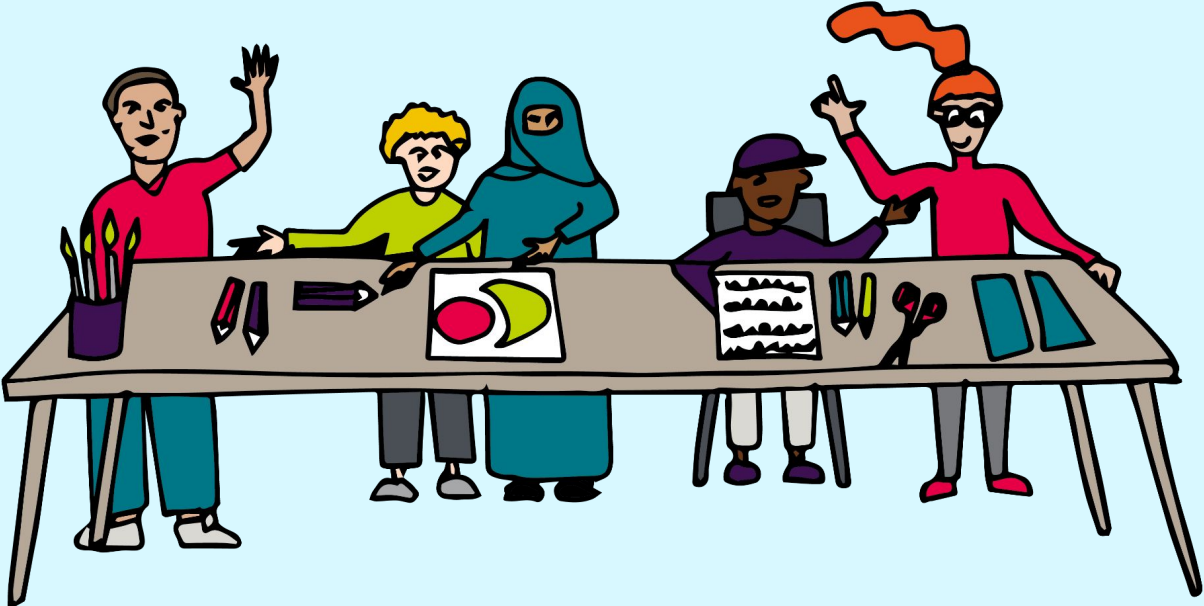
- What are you trying to achieve and why?
- What are you having difficulty doing? (not whose fault it is)
- What problems are resulting for this group?

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.



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

Resource: Feelings wheel

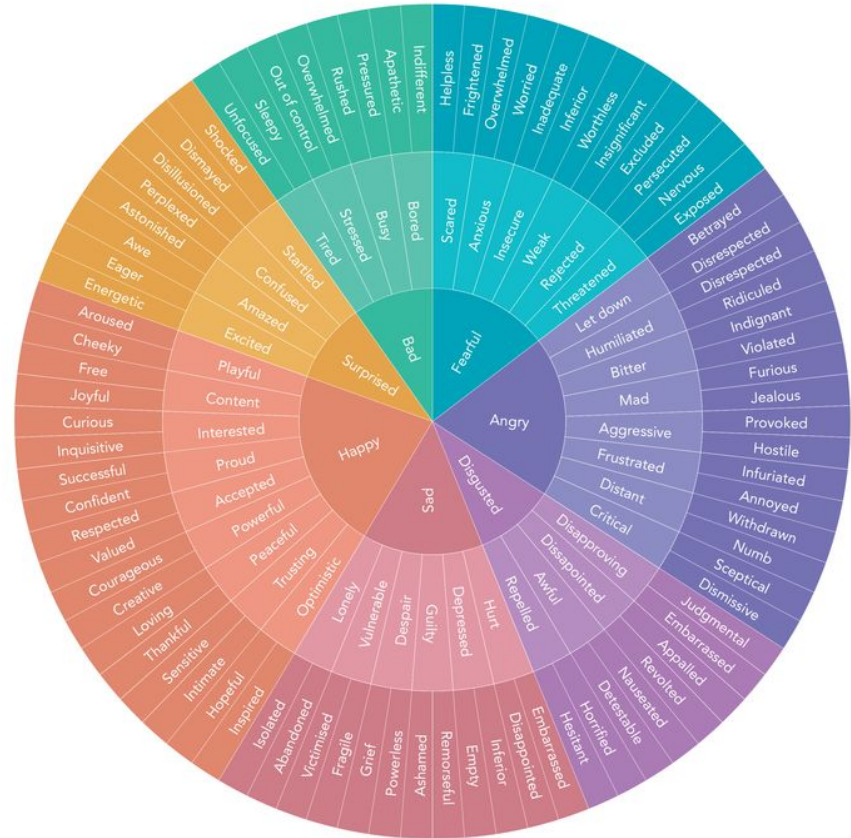
Purpose

A useful tool that enables people to describe their emotions and feelings.

How it works:

The feelings wheel can be used in any conversation or session where participants are encouraged to reflect on their experiences. You might design an activity around the wheel or just make it accessible during workshops or meetings to help people name how they are feeling.

The wheel is broken up into three sections involving a primary, secondary, and tertiary layer. In the first section there are six central emotions – sad, angry, scared, powerful, peaceful, and joyful. These primary emotions then branch out into secondary and tertiary emotions designed to help individuals decipher exactly what it is they are feeling.



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.

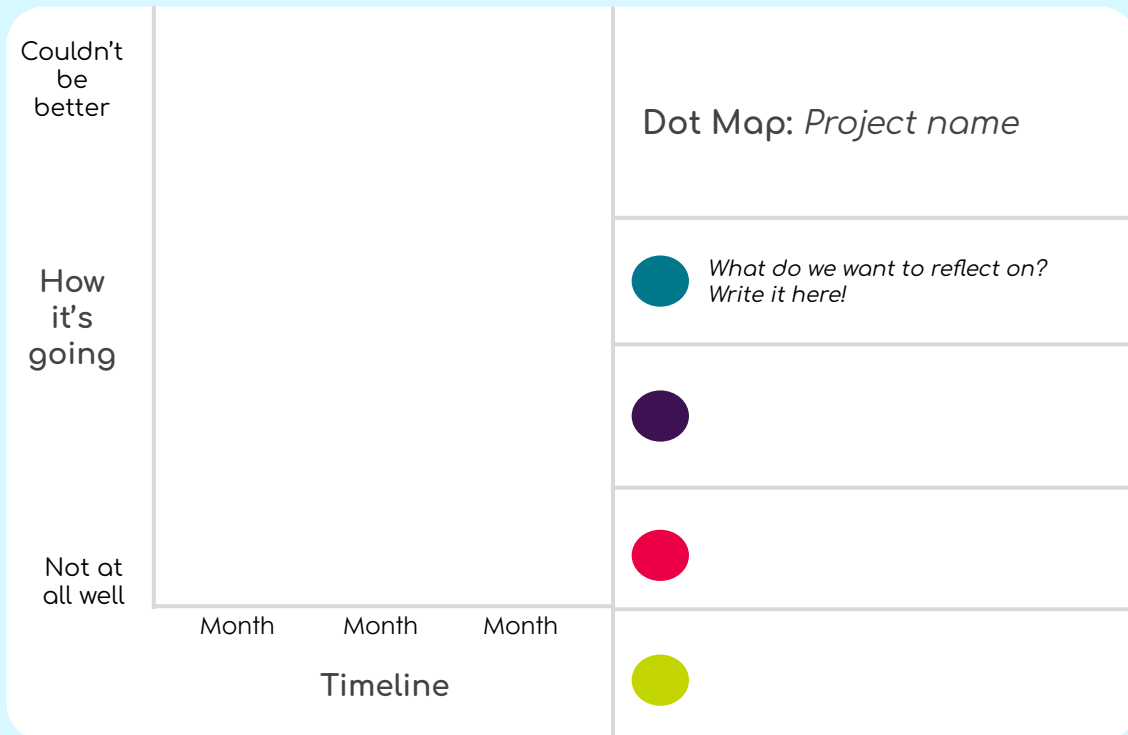
How it works:

- 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

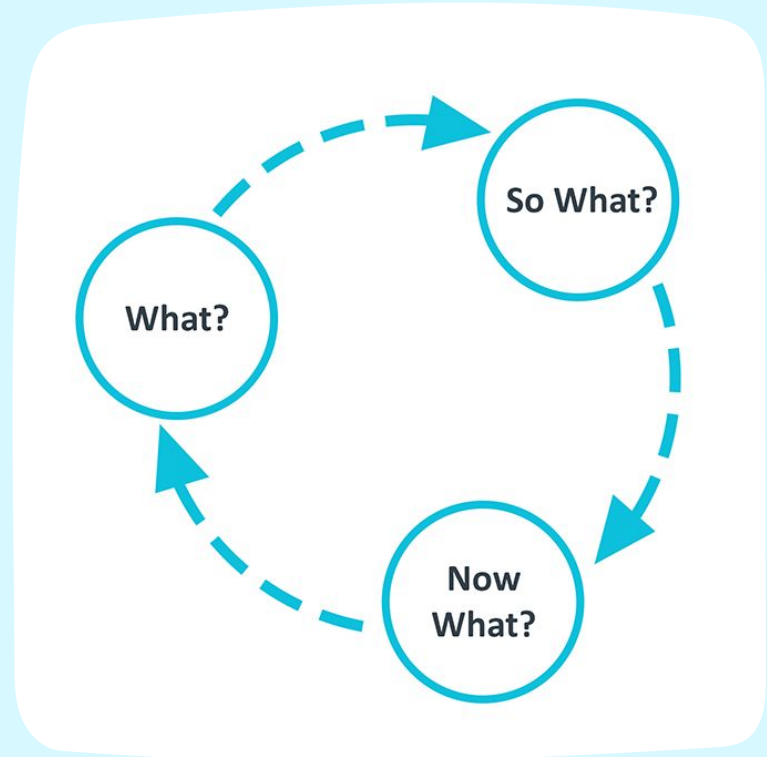
This tool provides a simple way for individuals or groups to reflect and extract learning from an experience. Driscoll (1994) developed this model of reflection based on three questions: What? So what? Now what?

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

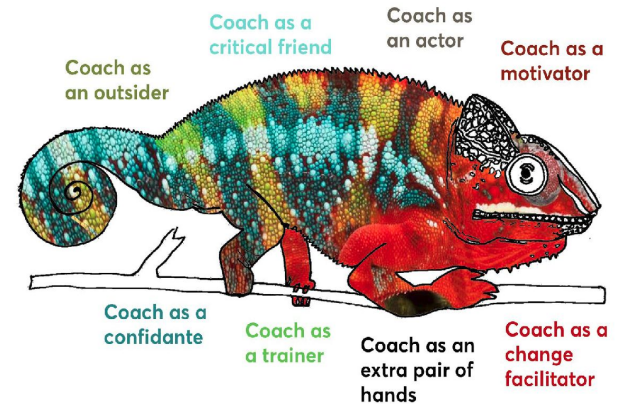
Motivator: Ensure positive morale by connecting to people's purpose, sense check how they are feeling, give positive feedback and celebrate achievements

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.

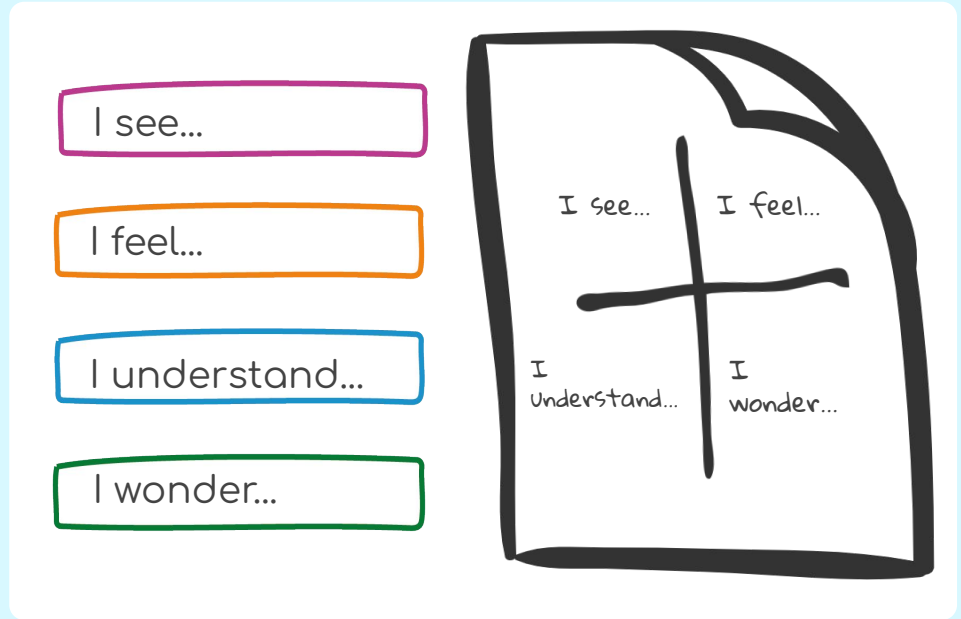
How it works:

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.

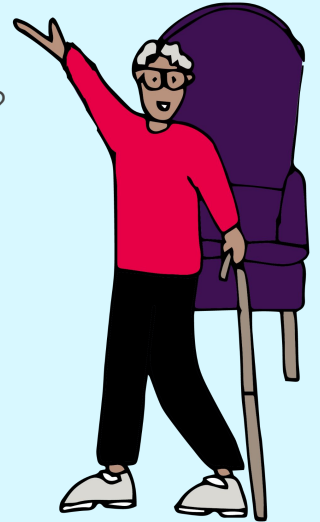


Resource: asking reflective questions

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



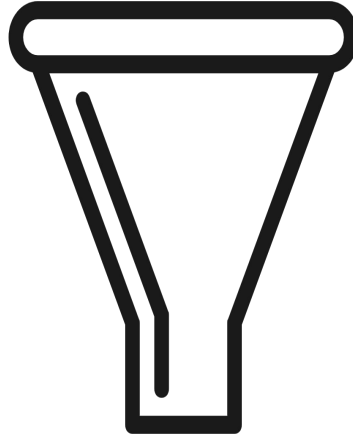
Tool: Question Funnel

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



Health Arts Research People

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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