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.

Building a committed partnership

Explore and expand your understanding of the challenge

Set ambitious but achievable goals for people and organisations

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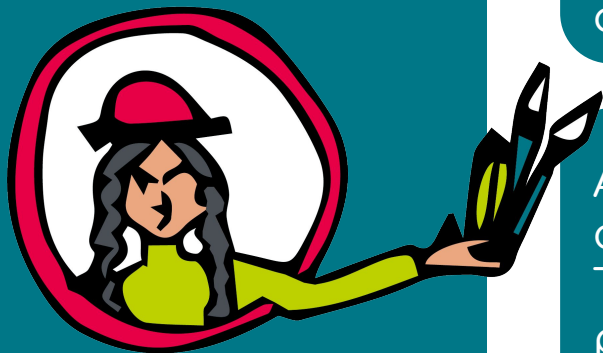
consider why evidence needed
we know who will read our evaluation report, why and what this might lead to in the future

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?

Learning agenda

Delivery

Evidence

Pathways

Value

Funding

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?

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.
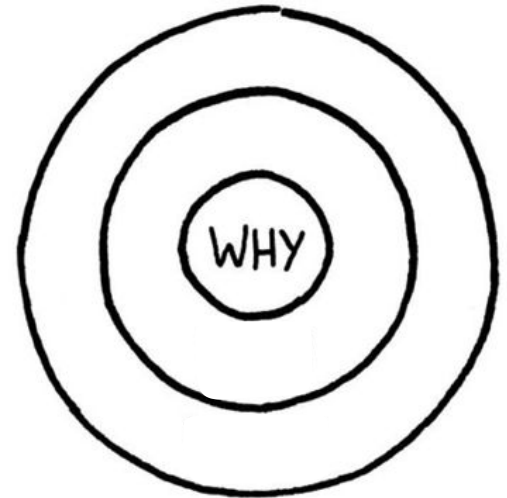
Technical problems vs adaptive challenges

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

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 place

Impact on arts & health Sector

Impact on health / care system

Impact on people

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!

How to start a movement

With help from some surprising footage, Derek Sivers explains how movements really get started.

(Hint: it takes two.)

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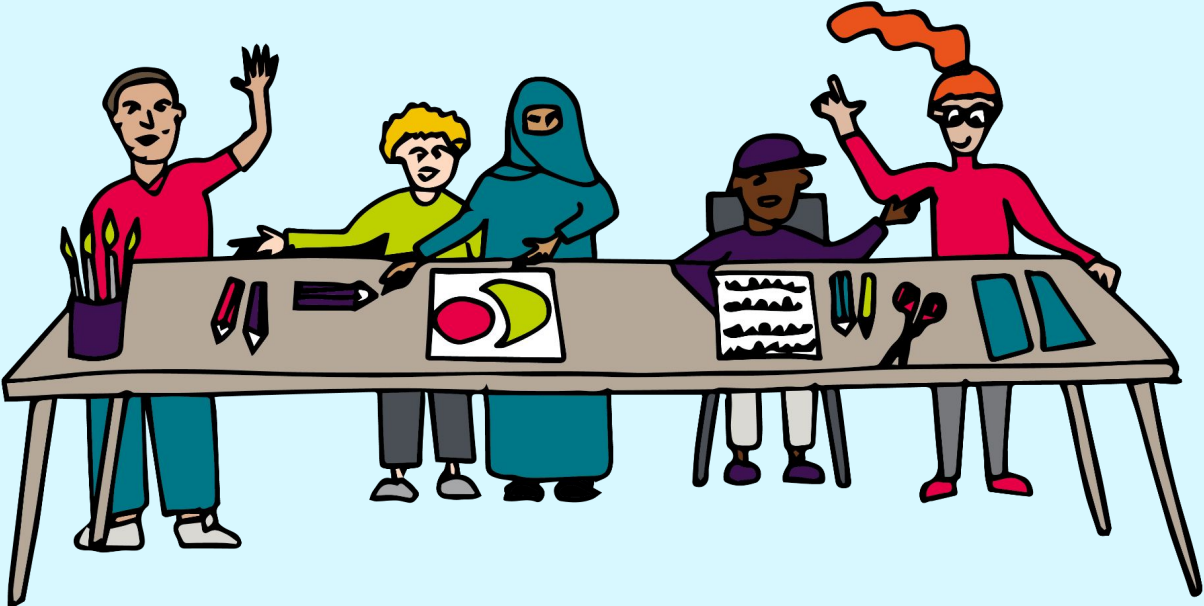
Reflective practice resources

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.
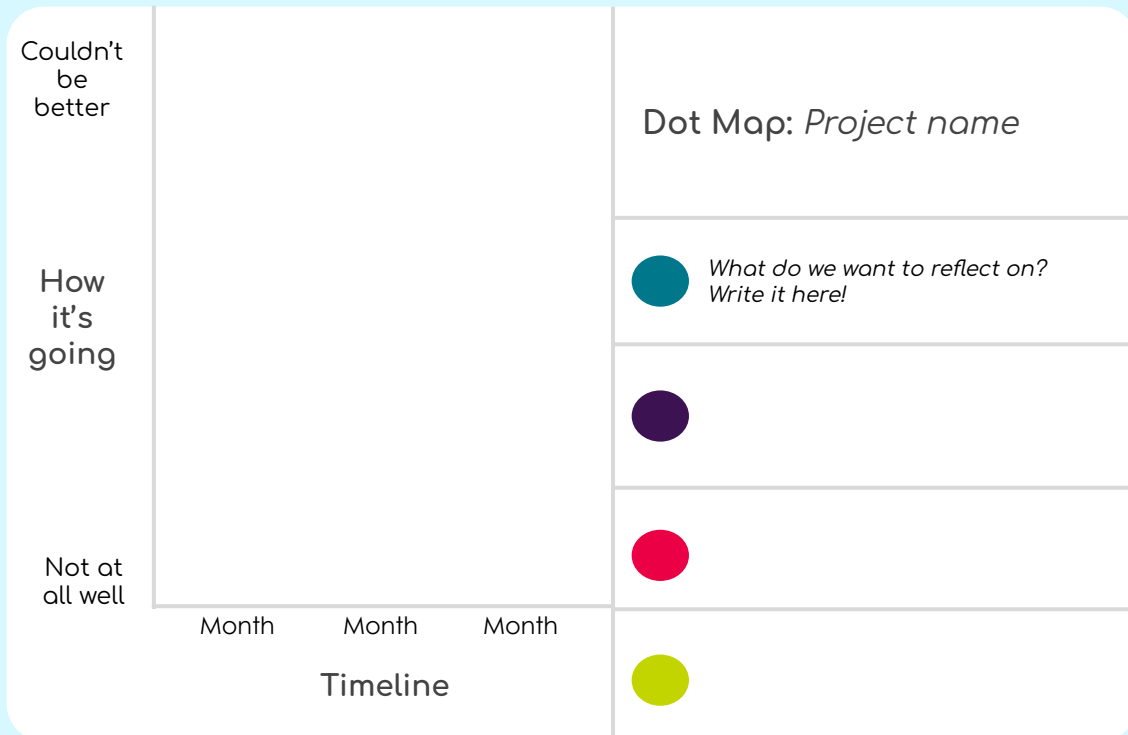
How it works:

- 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.

Couldn't be better

How it's going

Not at all well

Month   Month   Month

Timeline

Dot Map: *Project name*

● *What do we want to reflect on? Write it here!*

●

●

●

# 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.
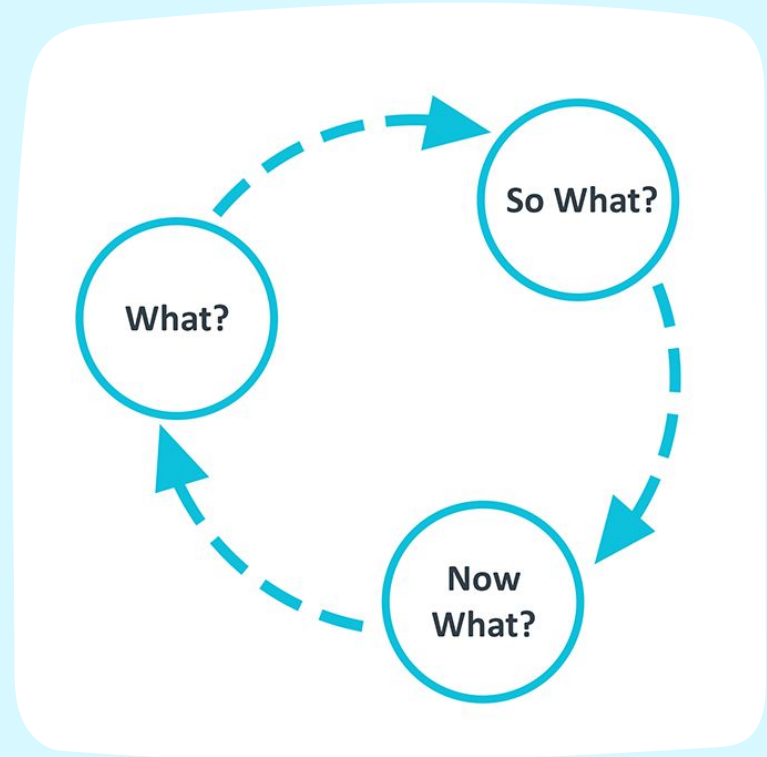
Tool: Chameleon Coach

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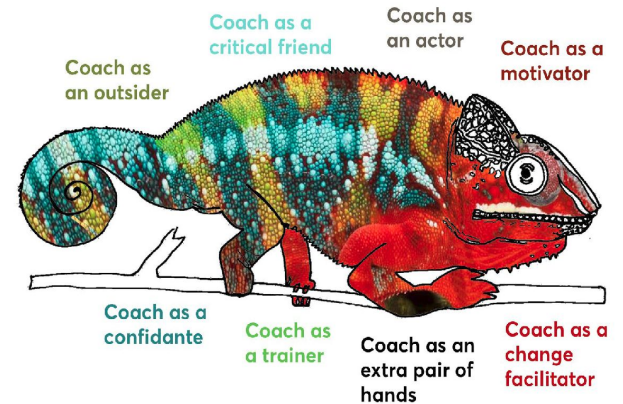
Motivator: Ensure positive morale by connecting to people's purpose, sense check how they are feeling, give positive feedback and celebrate achievements

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

Coach as a critical friend
Coach as an actor
Coach as a motivator
Coach as an outsider
Coach as a confidante
Coach as a trainer
Coach as an extra pair of hands
Coach as a change facilitator

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.

I see...

I feel...

I understand...

I wonder...

I see... I feel...

I understand... I wonder...
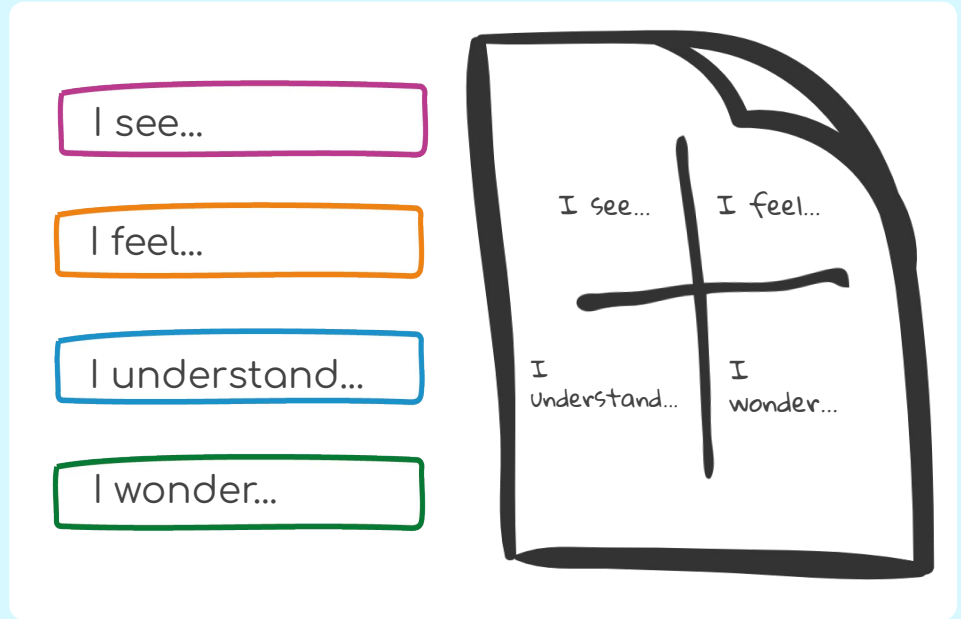
Resource: asking reflective questions

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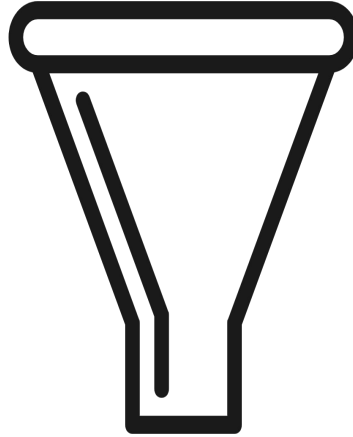
If
Purpose: Unlocks desire and imagination
Examples: 'imagine if...' / 'If money were no object...'

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