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 by familiar with from earlier settings.

Building partnerships in new places

Adapt goals for new settings and partners

Continue to learn about, and refine, our ways of working

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
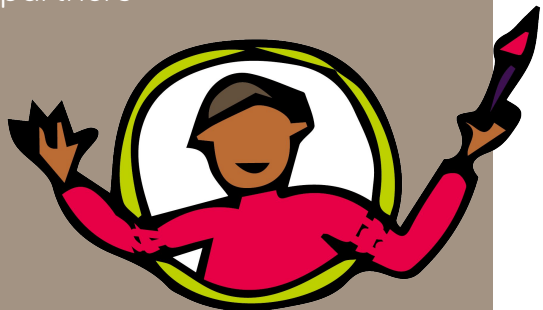
Scaling approaches

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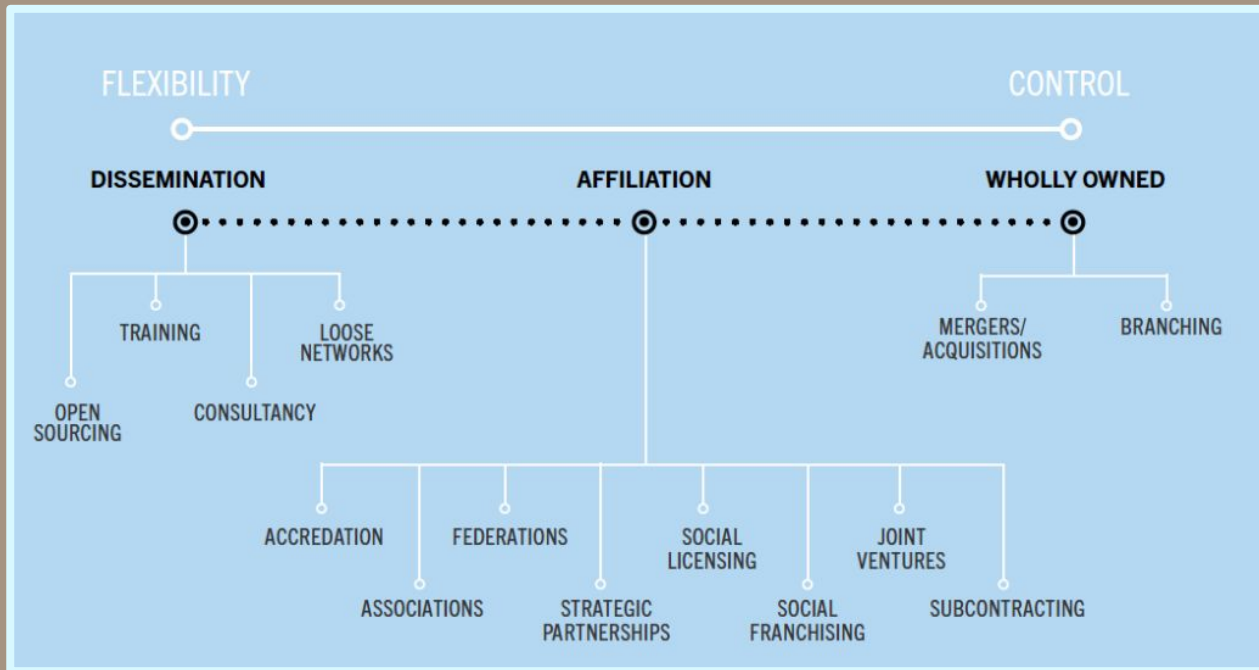
➔ **Dissemination**
At the 'flexible' end, you create resources that enable other organisations / teams to implement your venture in new locations. You may charge a fee for materials or advice but there is generally no ongoing financial or legal relationship.

➔ **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.
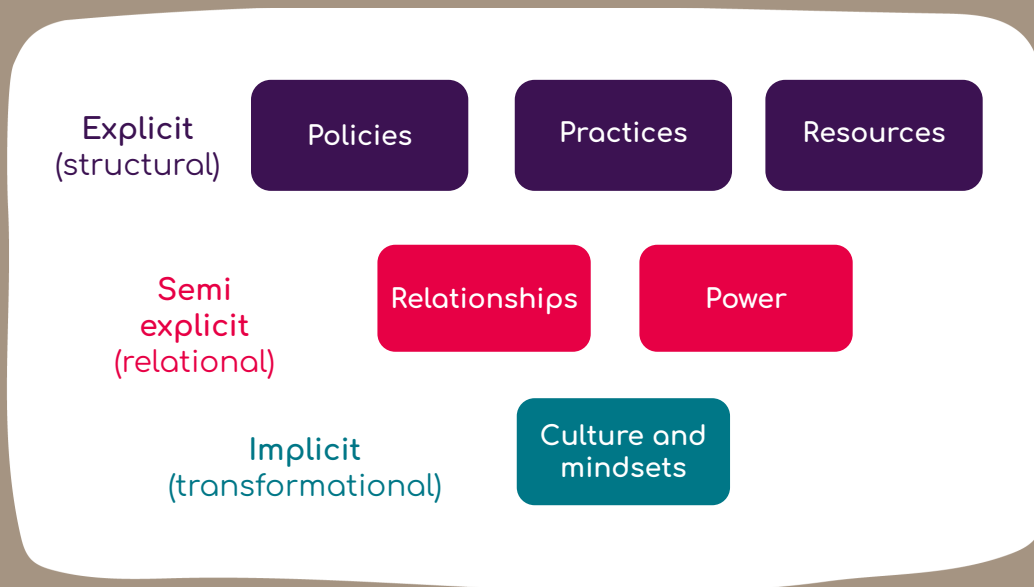

FLEXIBILITY — CONTROL

DISSEMINATION — AFFILIATION — WHOLLY OWNED

TRAINING
LOOSE NETWORKS
OPEN SOURCING
CONSULTANCY

MERGERS/ ACQUISITIONS
BRANCHING

ACCREDATION
FEDERATIONS
SOCIAL LICENSING
JOINT VENTURES
ASSOCIATIONS
STRATEGIC PARTNERSHIPS
SOCIAL FRANCHISING
SUBCONTRACTING

(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)

Explicit (structural)

| Policies | Practices | Resources |

Semi explicit (relational)

| Relationships | Power |

Implicit (transformational)

| Culture and mindsets |

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?

Adapted from The Water of Systems Change

Remember the conditions for front-line innovation

As you scale, keep in mind the eight conditions as you adapt and test deas 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.
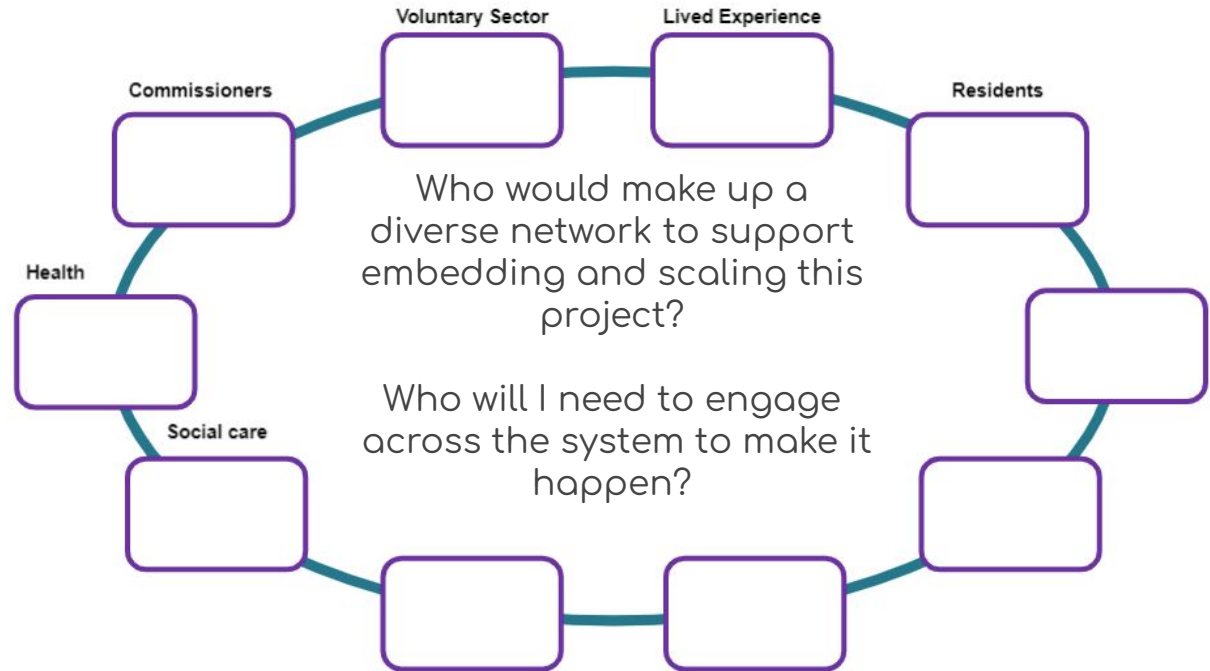

"Creating the conditions to innovate"
- from People Powered Results.

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.

Voluntary Sector

Lived Experience

Commissioners

Residents

Health

Social care

Who would make up a diverse network to support embedding and scaling this project?

Who will I need to engage across the system to make it happen?

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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.

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

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, roals 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

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.
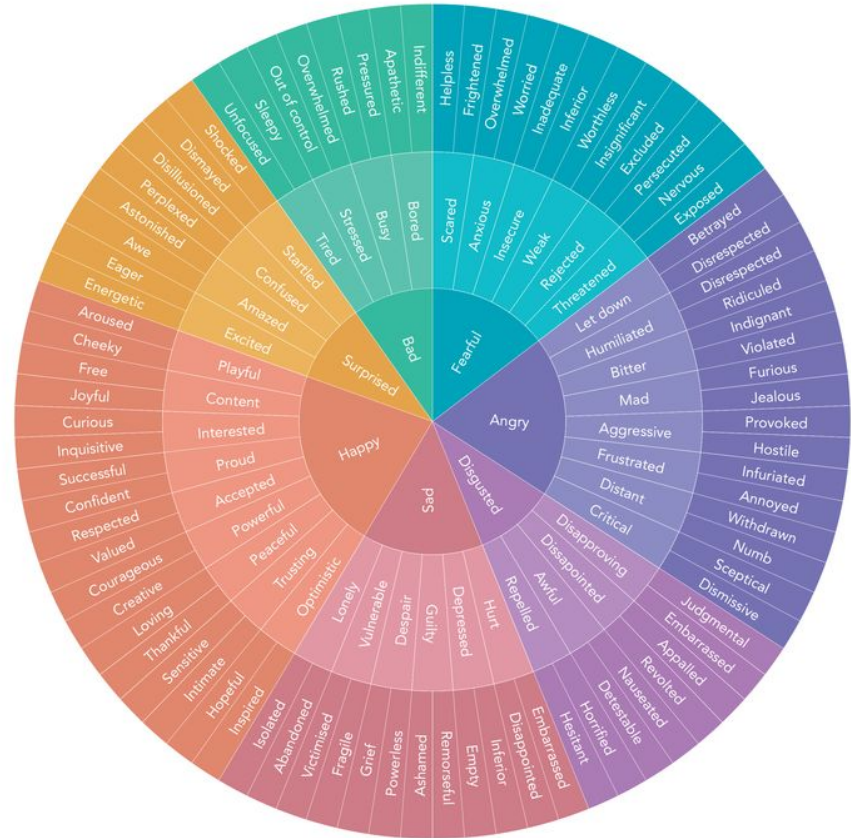
Activity: Writing letters to future and past selves

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.
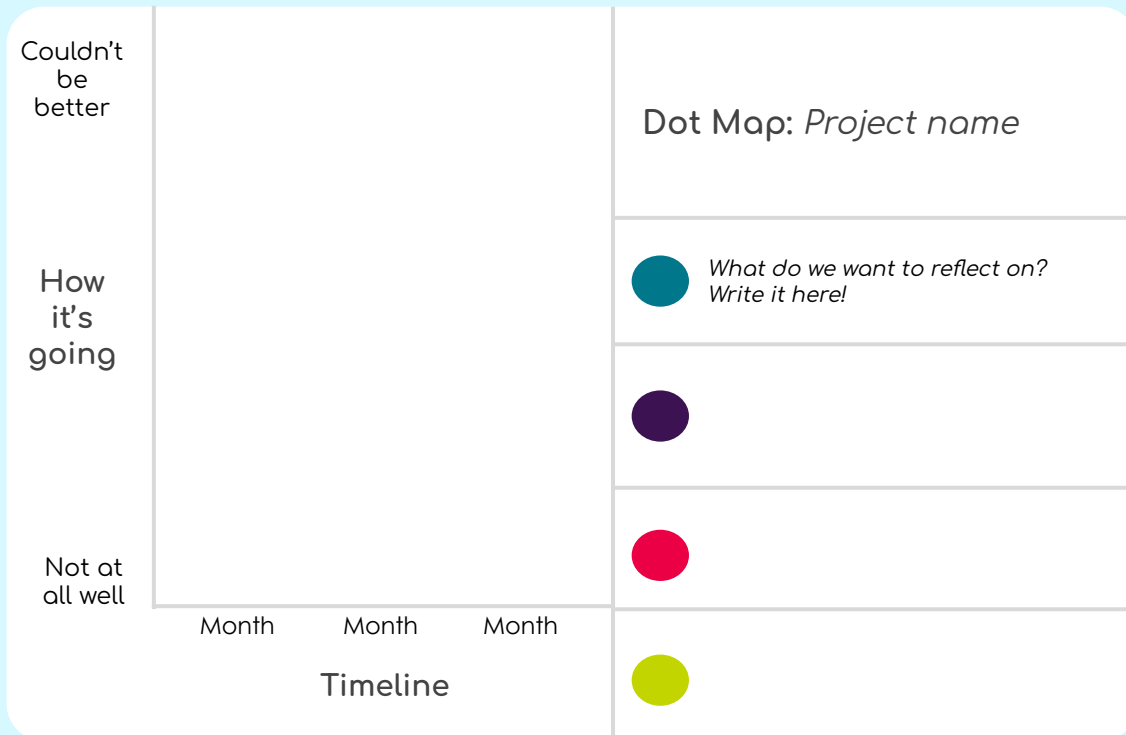
How it works:

- 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.
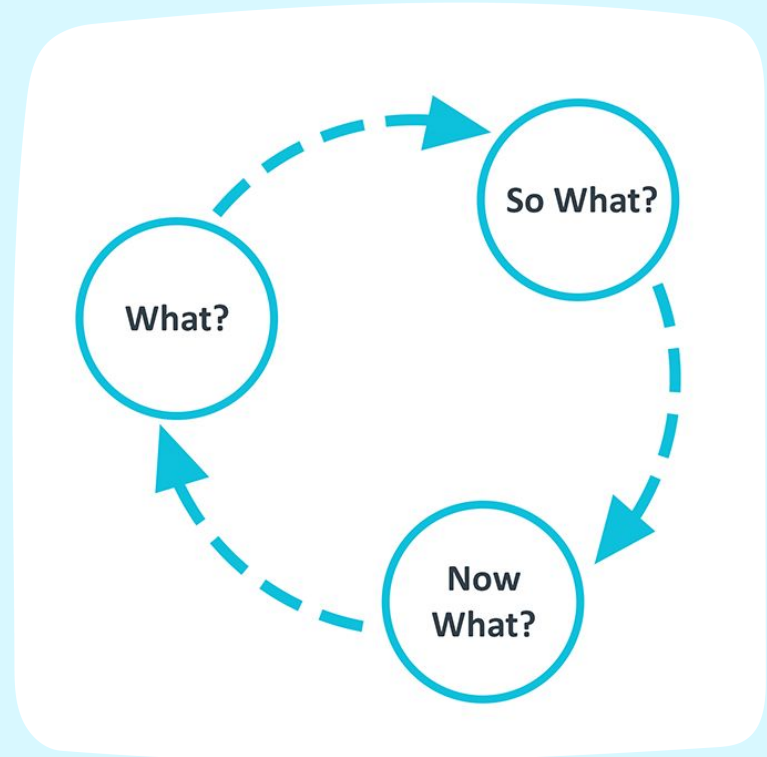
Tool: Chameleon Coach

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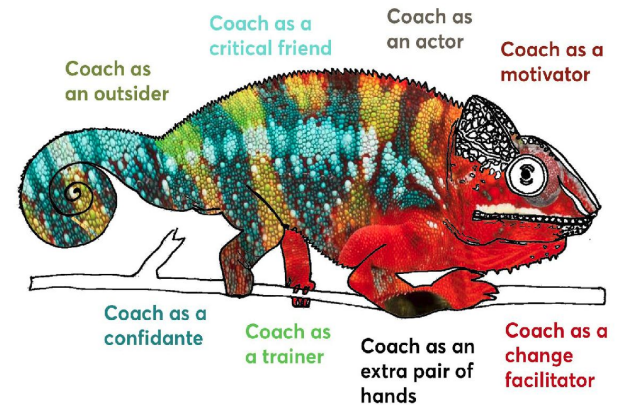
Motivator: Ensure positive morale by connecting to people's purpose, sense check how they are feeling, give positive feedback and celebrate achievements

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...
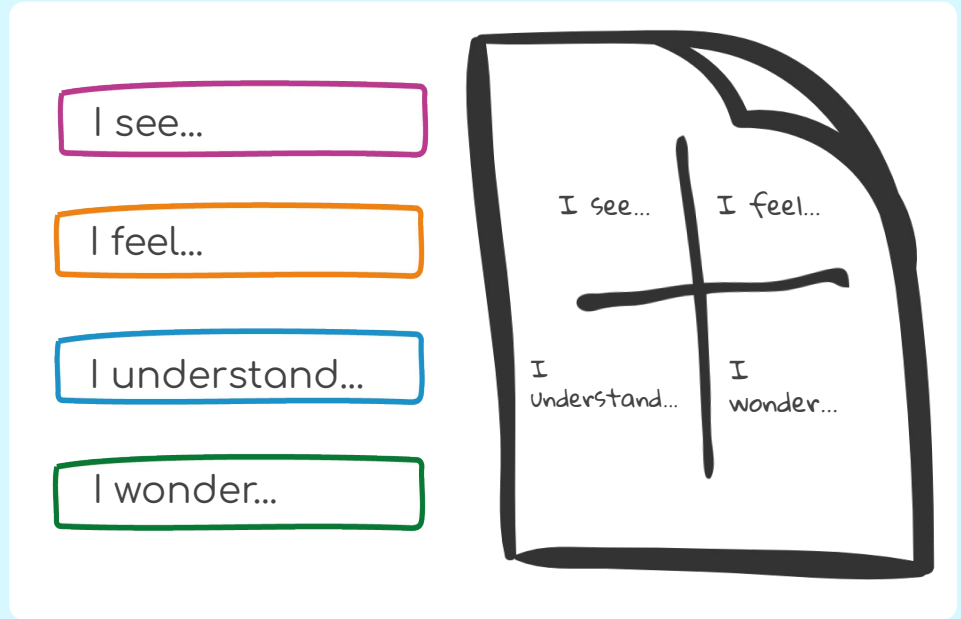
Resource: asking reflective questions

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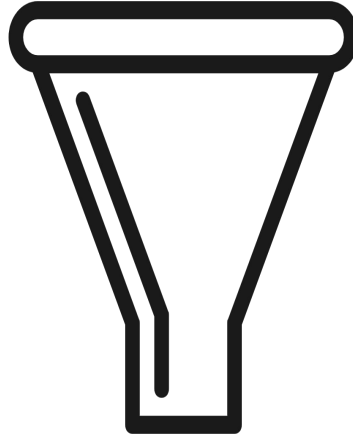
If
Purpose: Unlocks desire and imagination
Examples: 'imagine if...' / 'If money were no object...'

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

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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Wales Arts
Health & Well-being
Network
Rhwydwaith Iechyd a
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