Tools & Methods
Supporting public service entrepreneurs
Our vision

A world where everyone is able to participate in creating a better future
About these tools & methods

The following tools, methods and canvases were used by the inaugural cohort of twelve NHS Lothian staff in a six-month NHS Lothian Public Entrepreneur Programme (2021-22).

They accompany this publication: *Rough guide to being a public entrepreneur*

Reading the *rough guide* first will give you greater context, underpinning thinking and the detail as to why these approaches can help individuals and groups tackle challenges, harness opportunities and pursue big ideas for change in a public service context.

Many approaches here are RSA approaches or have been inspired, adapted or borrowed with thanks from existing techniques. Their references are provided.

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Jamie Cooke
Ella Firebrace
Benny Souto
Beatrice Bekar
Adanna Shallowe
The innovators journal

The following guiding principles and learning canvas were used to support the ‘public entrepreneur’ to reflect on, and track learning during their action inquiry.
Guiding principles

Committed to collaborating for change
We recognise that we play different roles in reimagining public service provision, so we support each other to move towards that shared goal. By connecting our work and strengthening peer relationships we can achieve more together.

Valuing different skills and perspectives
We embrace a range of experiences, knowledge and perspectives. We are open to questioning our own thinking and we value the collective wisdom of the group.

Learning through doing
We experiment with what we’re learning in the real world. We share what’s working and what isn’t, we learn from feedback, and we’re willing to change course along the way.
What is my current/new understanding?

What questions do I want to explore?

What did I learn? How does that change my understanding?

What am I noticing?

Which insights/activities gave me energy?

What will I try (actions) and with whom?
Day 1. Coming together

Day one was all about grounding our work in the wider context, sharing different ideas for change and coming together on a shared group purpose.

In the rough guide see pages 20-21
Wider context | The iceberg model

- **Events**
  - The visible work.
  - Activities, measures, actions, interventions etc.

- **Scales**
  - Local
  - Regional
  - National
  - Global

- **Perspectives**
  - Individual
  - Group
  - Institution

Adapted from The Iceberg Model by M. Goodman, 2002
**Wider context | The public sector**

**Wicked problems** with multiple causes interacting in unpredictable ways and which therefore require the alignment of a broad set of actors. These might include challenges such as obesity or educational attainment.

*We can’t address wicked problems by seeking a definable solution as complex challenges can’t be ‘solved’. Instead, we need to focus on process, systems and learning.*

Highly **individual problems**, including those related to life and living circumstances may require relational support, such as frailty and loneliness, unemployment, mental health or imprisonment.

*We can’t address individual problems by seeking to standardise and achieve economies of scale. Instead, we need to build responsiveness, resilience and flexibility into our systems.*

Highly **political problems** that require important ethical or material trade-offs, and therefore require deliberation and the mobilisation of consent, such as the location of new houses / roads or licensing regulations.

*We can’t address political problems by seeking to mandate solutions or change. Instead, we need to work with incentives and power structures and seek broader system change.*
Wider context | Looking back

Map key events across a timeline
# Wider context | RSA Future Change Framework

## What is changing?

<table>
<thead>
<tr>
<th>For <strong>individuals</strong> (eg habits, behaviours, beliefs)</th>
<th>For <strong>groups</strong> (eg activities, patterns, norms)</th>
<th>For <strong>organisations</strong> (eg processes, incentives, culture)</th>
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## What needs to happen?

<table>
<thead>
<tr>
<th>What new activity do we need to <strong>STOP</strong>?</th>
<th>What innovations do we need to <strong>AMPLIFY</strong>?</th>
<th>What old practice do we need to <strong>LET GO</strong>?</th>
<th>What old practice do we need to <strong>RESTART</strong>?</th>
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<table>
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<tr>
<th>Wider context</th>
<th>Barriers + opportunities</th>
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<tr>
<td><strong>Taking action</strong></td>
<td></td>
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<tr>
<td>Anticipated barriers</td>
<td>Anticipated opportunities</td>
</tr>
<tr>
<td>Individuals</td>
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<td>Communities</td>
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<td>Institutions</td>
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</table>
Individual | Sharing ideas for change

Share your idea to the group in a three-minute pitch.

Listening to the idea:
• one thing I like
• one question that came up for me
• any values that are clear
• any links with other ideas
What matters most to us as a group? What are our shared aims?

The following canvas is a typical collective ACT matrix (Action Commitment Therapy) as conducted within the Prosocial ACT process.

"Prosocial is about finding ways to balance and integrate interests at multiple levels so that we can create trust and collaboration at scale."
Collective Noticing Canvas: Building shared identity and purpose together

**Inner Thoughts and Feelings**

*What people cannot see*

- [3] What thoughts and feelings might hook me or others and get in the way of moving toward [1] and [2]?
- [1] What matters most to US as a team? What shared values and aims should we hold on to?

**Noticing 2 dimensions of my experience**

- [4] What might people see us doing when we are hooked by the thoughts of feelings in [3]?
- [2] If we were really living in line with the values in [1] what would we be doing more of or less of?

**Outer Actions**

*What other people could see us doing*

- [5] What strategies might help US to hold the left hand side of this map with awareness and self-compassion while still acting in the direction of what matters?
Day 2.
Being entrepreneurial

Day two was all about building the group’s ideas for change by unpacking how change happens in complex settings, defining their challenges, analysing their underlying causes and understanding their beneficiaries.

In the rough guide see pages 24-25
Your journey | Where are you on your journey?

Are you starting with:
• A challenge / problem
• An idea
• A solution / intervention
Your journey | The RSA's approach to change
Your journey | The RSA’s approach to change

Enhance our understanding about the challenge based on feedback from testing our ideas, recognising that learning takes place at the levels of the individual, group, institution and system. Are we looking for the unexpected impacts? What is our vision and how are we moving towards it? What does impact look like? What have we learned and how are we capturing it? How does the system respond?

Develop testable propositions for change, building a long-term vision or ambition and creatively imagining how we might move towards that future. What are our insights? Which idea(s) are we prioritising? How might we bring them to life? How might we bring them to life? Is there a compelling vision for the future? What are the disruptive trends that could play out? What scenarios could we develop?

Design, test and iterate our ideas in real-world context, continuously learning from our experiments and improving our way forwards. How do we try things out, test and learn in this context? Where are there existing innovations in the system? What needs to change in terms of incentives, values and authority?

Gain knowledge

Track learning

Spot opportunities

Societal challenge

Develop ideas

Build movements

Test interventions

Understand your challenge as a systemic one, seek to understand its context, key actors, and power dynamics sustaining the status quo.

How does the issue show up? How do we account for complexity? What is the history of this issue? How do we see the system and actors in it? What are the power dynamics and incentives?

Identify where there is energy in the system, the events and actions that might release it, and how we might harness it to achieve our ambitions.

Where do we see the possibility for change? What events can we anticipate? Where in the system might we best intervene? What has been tried before and what does it teach us? Where is there energy in the system?

Help build practical coalitions for change, identifying key stakeholders, influences and messages that will help our ideas travel and seed the value of change.

How can we leverage the power of narrative and framing? Who else is in this space? How can we convene relevant communities? Who are our natural allies? How will we share learning?
Your journey | Where are you on your journey?

To what extent have you developed knowledge and/or taken action in each area?

0 = no development / thinking yet
5 = fully developed / thought-through
Developing a challenge statement | Step 1

Write out your challenge in your own words
Developing a challenge statement | Step 2

Define the problem

Why is it happening?

Why?

Why?

Why?

Why?

Why? [Root cause]

Developed in the 1930s by Sakichi Toyoda, founder of Toyota Industries.
Developing a challenge statement | Step 3

Write out your challenge statement in simple terms

Here’s a suggested format:
[who is affected] + [what’s happening to them] + [why this is an issue]

Eg. Young people in Lothian affected by violence suffer reduced life chances
Intended beneficiaries | Who are they and why?

1. WHO are we empathizing with?
   - Who is the person we want to understand?
   - What is the situation they are in?
   - What is their role in the situation?

2. What do they need to DO?
   - What do they need to do differently?
   - What job(s) do they want or need to get done?
   - What decision(s) do they need to make?
   - How will we know they were successful?

3. What do they SEE?
   - What do they see in the marketplace?
   - What do they see in their immediate environment?
   - What do they see others saying and doing?
   - What are they watching and reading?

4. What do they SAY?
   - What have we heard them say?
   - What can we imagine them saying?

5. What do they DO?
   - What do they do today?
   - What behavior have we observed?
   - What can we imagine them doing?

6. What do they HEAR?
   - What are they hearing others say?
   - What are they hearing from friends?
   - What are they hearing from colleagues?
   - What are they hearing second-hand?

7. What do they THINK and FEEL?
   - What are their fears, frustrations, and anxieties?
   - What are their wants, needs, hopes, and dreams?

Underlying causes | Your project “as is”

<table>
<thead>
<tr>
<th></th>
<th>Individuals (users, citizens, etc)</th>
<th>Communities (groups, teams, neighbourhoods, cohorts)</th>
<th>Institutions (organisations, departments)</th>
<th>Environment (places, areas etc)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
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<tr>
<td>Behaviours</td>
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<tr>
<td>Structures</td>
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<td></td>
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<tr>
<td>Paradigms</td>
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</tr>
</tbody>
</table>

Visible

EVENTS

Invisible

BEHAVIOURS (citizens, staff, relationships, networks)

STRUCTURES (rules, policy, funding, incentives, power)

PARADIGMS (mental models, values, beliefs, assumptions, social norms)

Adapted from The Iceberg Model by M. Goodman, 2002
Your ambition | Bringing it to life

**VISION**
What good looks like for your work

**BACKCAST**
Depict a possible journey towards that future

**VISUALISE**
Draw, build, act, metaphor, write…
Day 3.

Seeing the system

Day three was about challenging our underlying assumptions about the present and positioning our ideas for change within the broader system of values, beliefs, key players and power dynamics.

In the rough guide see pages 28-29
Challenging assumptions | What assumptions are we making?

Audio dramas

Listen to SITRA's audio drama’s available here: www.sitra.fi/en/projects/futures-frequency/#

What came up for you and what are the existing assumptions on which stories are based?
Challenging assumptions | Reframing beliefs

**Determine a core belief**
- Identify the most prevalent, long-held belief related to the topic on which you’re working. Only pick one limiting core belief.

**Define supporting notions**
- Identify four supporting notions by asking:
  - Why do I believe this core belief?
  - What makes this core belief true?

**Define opposite supporting notions**
- Turn the four notions on their heads:
  - Start with the literal opposite of each notion.
  - Make each notion extreme.
  - Select the most interesting one. It does NOT have to be true, logical or even possible. If the team members are laughing, you’re on the right track.
  - Select one opposite per each supporting notion.

**Construct a reframed core belief**
- Define a reframed version of your core belief. This should not be a direct opposite of the original core belief. Do this by asking:
  - Considering these four new notions, what would be our new core belief?
  - If this was the world in which we lived, what would be our core belief?
  - Finally, with this reframed core belief in mind, define a solution space — the concept that might activate this core belief to bring it to life.

Seeing the system | What do we mean by systems?

A system is a group of interconnected entities that together form a coherent whole.

A system, surrounded and influenced by its environment, is described by its boundaries, structure and purpose, and expressed in its functioning.

An agent is anything that acts (ie has agency) within the system – not only an individual but could also be a group, an idea, a story etc.
Seeing the system | Systems mapping

Step 1 – Stakeholders and organisations

Place the beneficiary at the centre of a large piece of paper and start to connect:
- People
- Partnerships
- Organisations
- Groups
- Communities

Step 2 – Connections and feedback loops

Using tracing paper, draw connections amongst the parts of your system:
- Identify strong and weak connections
- Which players seem most important in shaping the state of your system?
- How do they shape the system (upstream causes) and what is the resulting effect (downstream effects)?

Step 3 – Mapping power / incentives

Annotate on your system maps where there is responsibility for or access to:
- Funding
- Other resources and/or assets
- Policy and/or regulations
- Decisions

Also highlight:
- Any blocks, disconnects, gaps, or competing incentives in the system
Seeing the system | The power dynamics at play

**SYSTEMS**
- Other organisations and partnerships
- System-wide funding
- Unintended consequences
- Incentives
- Who benefits?

**ORGANISATIONS**
- Legal (policies, laws, guidance)
- Economic (restrictions, taxes, discounts etc)
- Marketing (messaging, communications)
- Behavioural (nudges, defaults etc)

**COMMUNITIES**
- Social norms + values
- Community and social networks
- Story of place/team: events, narratives, heritage, geography etc
- Shared assets
- Movements for change

**INDIVIDUALS**
- Agency, sense of power
- Identity
- Behaviour and trends
- Motivation/ambition
- Entrepreneurialism
- Life events
- Incentives

**SYSTEMS**

**ORGANISATIONS**

**COMMUNITIES**

**INDIVIDUALS**
## Anticipating social moments

<table>
<thead>
<tr>
<th>INDIVIDUAL people’s lives</th>
<th>GROUPS and communities</th>
<th>ORGANISATIONS and systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disruptions in habits and motivation</td>
<td>Disruptions in social norms and dynamics</td>
<td>Disruptions in systems and incentives</td>
</tr>
<tr>
<td>Leading to new behaviours and habits… or entrenching negative ones</td>
<td>Leading to purpose, engagement and activism… or dysfunction and unrest</td>
<td>Leading to new ways of doing things… or institutional / system failure</td>
</tr>
</tbody>
</table>
Day 4: Designing experiments

In day four, we continued to develop our understanding of the complex systems within which our ideas for change are nested and identified a range of actions (or micro-experiments) to generate learning and insights about the contexts we’re operating in.

In the rough guide see pages 32-33
Drivers of change | What’s driving change?

PRESSURES
Problem, challenge

What problems and challenges are most/least likely to drive change?

MOMENTS
Opportunities, disruptions

What opportunities are most/least likely to drive change?

VISIONS
Solution, idea

What solutions and ideas are most/least likely to be adopted and drive change?
Rapid ideation | Generate ideas or micro-experiments

**Step 1**

**Idea download**

Write down your current idea(s) / the first ideas that come to mind

Five minutes

**Step 2**

**Diverge**

Use the prompts on the screen to help you generate more ideas

20 minutes

**Step 3**

**Converge**

Select the elements you like the most from the ideas you just generated

10 minutes
Step 1: Idea download

Write down your current and/or the first ideas that come to mind
Step 2: Diverge

**Prompt 1**
What if you had cutting-edge technology?

**Prompt 2**
What if the idea had to be fit for the next generation?

**Prompt 3**
What if you incorporated a disruptive element?

**Prompt 4**
What if you couldn’t use any digital tools, the internet etc?

**Prompt 5**
What if it had to work tomorrow?

**Prompt 5**
What if budget wasn’t a constraint?
Prompt 6
What if you were the prime minister?

Prompt 7
What if you had unlimited access to world class experts?

Prompt 8
What would a seven-year-old do to solve your challenge?

Prompt 9
What if you had no money/budget available?

Prompt 10
What if you reversed the most obvious idea?
Step 3: Converge

1. Select one idea or element you like the most

Think about:

- The most rational options or ideas
- The ‘most likely to delight’ or receive traction
- Your own favourite ideas / elements
- The ‘long shot’, those that mean a great risk but great reward if successful
## Working on your challenge

<table>
<thead>
<tr>
<th>Challenge statement</th>
<th>Inquiry question</th>
<th>Ambition for change</th>
<th>Core elements</th>
<th>Priority idea</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write out your challenge statement in simple terms</td>
<td>Turn your challenge statement into a question starting with ‘how might we…?’ Eg <em>How might we prevent young people in Lothian from being affected by violence?</em></td>
<td>What does a world in which your challenge is no longer an issue look and feel like?</td>
<td>What are the smaller chunks of the bigger picture you want to achieve?</td>
<td>Your priority idea: 1. What specifically do you want to achieve? 2. What date will you achieve it by? 3. How will you measure your future success?</td>
<td>Break your priority idea into smaller actions</td>
</tr>
<tr>
<td>Here’s a suggested format: [who is affected] + [what’s happening to them] + [why this is an issue] Eg <em>Young people in Lothian affected by violence suffer reduced life chances</em></td>
<td></td>
<td>Write your ambition statement in a sentence.</td>
<td>Keep going until you are specific enough to identify some goals you can quantify.</td>
<td>See the example on p. 42 of this document.</td>
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</tr>
</tbody>
</table>

### Break your priority idea into smaller actions

1. **What specifically do you want to achieve?**
2. **What date will you achieve it by?**
3. **How will you measure your future success?**
Core components | Breaking down your challenge

- What are the smaller chunks of the bigger picture you want to achieve?
- Keep going until you are specific enough to identify some goals you can quantify

Gilbert, A. (n.d.) Go MAD Thinking. Available at: https://gomadthinking.com/the-go-m-a-d-thinking-system/
Working in different contexts | Cynefin Framework
Capturing actions | Working in different contexts

<table>
<thead>
<tr>
<th>Complex</th>
<th>Complicated</th>
<th>Clear</th>
<th>List any areas that are Unclear</th>
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Use 'safe-to-fail' experiments

Find good practice (experts)

Find best practice

Get more information
Day 5.
Generating Value

In Day 5, we reflected on what we’ve learned from our micro-experiments and identified where our work could generate wider value for society and the planet through a set of futures thinking exercises.

In the Rough Guide see pages 36-37
**Casting ahead | The futures wheel**

**Step 1:** Choose a disruptive change (as a group)

**Step 2:** Place it in the middle of the wheel

**Step 3:** For each of the rings, assume the change in the middle has taken root and become a widespread factor of daily life

- **Primary impacts:** It’s 5 years from now – What are the immediate impacts of that change having taken root – whether good, bad or otherwise? Offer three - four immediate impacts, placing them around the wheel (Yellow sticky notes)

- **Secondary impacts:** It’s 10 years from now – Considering each of the primary impacts, what secondary impacts might each of these have? Offer one - two impacts (Green sticky notes)

- **Tertiary impacts:** It’s 30 years from now – Considering each of the secondary impacts seperately, what tertiary impacts might each of these have? Offer one - two tertiary impacts (Red sticky notes)

**Step 4:** Look at the world you’ve created. What’s it like to live in this world?
Casting ahead | Telling the story

Look at the world you’ve created! It’s now 2052!
What’s it like to live in this world? What are the critical issues of this future? What are the opportunities/challenges/issues people are now facing? What’s been enabled?

What's happening now?
News headlines/current affairs.

Who or what caused or is causing this?
The social structures, relationships, behaviours, processes, technologies, politics, economics, environment.

What values are being held?
The dominant v the marginalised viewpoints

What lies at the base of it all?
The myths, the metaphors, the cultural beliefs and values.
You’re employed by the news desk of **Future News** and you need to draft a front page from the year 2052.
Generating value | Value mapping canvas

## Building a compelling story | Value creation canvas

<table>
<thead>
<tr>
<th>Great stories (&quot;Wow!&quot;)</th>
<th>Compelling data (&quot;What!!&quot;)</th>
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</table>
# Building a compelling story | Dynamic impact (performance accountability) canvas

<table>
<thead>
<tr>
<th>Direct</th>
<th>Dynamic</th>
<th>Long term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outputs + immediate impact</td>
<td>Organisational + shared learning</td>
<td>Partnerships, outcomes + networks</td>
</tr>
</tbody>
</table>
Day 6. Inspiring a movement

On day six, we identified and drew together some of the key threads of this work, to reflect on the ground covered so far and the journey still to come both on the individual projects and the collective impact of the group.

In the rough guide see pages 40-41
## Business model canvas

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key partners</strong></td>
<td>Organisations you need to partner with or outsource to, to deliver your value propositions</td>
</tr>
<tr>
<td><strong>Key activities</strong></td>
<td>Things you must DO backstage to deliver your value propositions</td>
</tr>
<tr>
<td><strong>Social value propositions</strong></td>
<td>Things you offer that create value for your customer segments</td>
</tr>
<tr>
<td><strong>Customer segments</strong></td>
<td>Customers you would like to reach and work with (paying and non-paying)</td>
</tr>
<tr>
<td><strong>Macroeconomic environment</strong></td>
<td>What are the economic, social and technological changes taking place that make your pathway relevant for the future? Who else plays in your space and why are you different?</td>
</tr>
<tr>
<td><strong>Key resources</strong></td>
<td>Things you must HAVE to deliver your value propositions</td>
</tr>
<tr>
<td><strong>Channels</strong></td>
<td>How do you reach out to customers segments to deliver the value proposition?</td>
</tr>
<tr>
<td><strong>Cost structures</strong></td>
<td>All costs you need to bear to deliver the model (assume this is £500K all in)</td>
</tr>
<tr>
<td><strong>Surplus</strong></td>
<td>How do you intend to reinvest any surplus?</td>
</tr>
<tr>
<td><strong>Revenue streams</strong></td>
<td>How revenue is generated to make your pathway’s business model sustainable</td>
</tr>
</tbody>
</table>
The RSA Team

Ian Burbidge | @ianburbidge
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