

RSA



Tools & Methods

Supporting public
service entrepreneurs



Our vision

A world where
everyone is able
to participate
in creating
a better future



**Commit
to impact**



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).

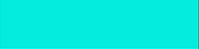
They accompany this publication:

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.

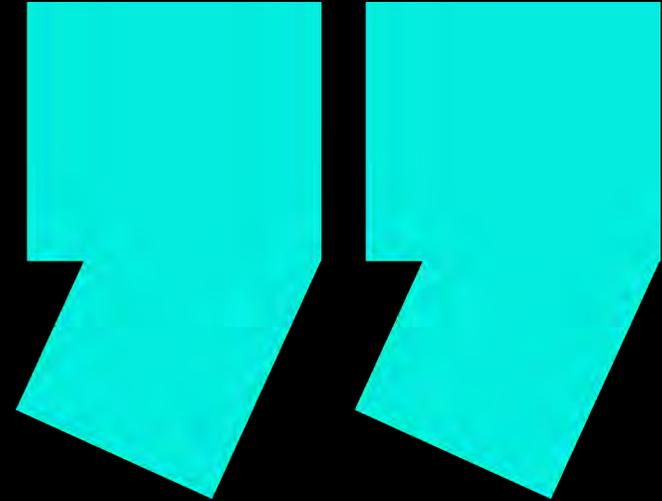
Many approaches here are RSA approaches or have been inspired, adapted or borrowed with thanks from existing techniques. Their references are provided.

Ian Burbidge
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.

CONTEXT

(wider systems)

What am I/we learning about the bigger picture?

ORGANISATION

(my organisation)

What am I/we learning about my organisation and my community?

COLLECTIVE

(the cohort)

What am I/we learning as a group of changemakers?

INDIVIDUAL

(me, my project)

What am I learning about my personal practice and the work I am doing?

What is my current / new understanding?

CONTEXT

(wider systems)

What am I/we learning about the bigger picture?

ORGANISATION

(my organisation)

What am I/we learning about my organisation and my community?

COLLECTIVE

(the cohort)

What am I/we learning as a group of changemakers?

INDIVIDUAL

(me, my project)

What am I learning about my personal practice and the work I am doing?

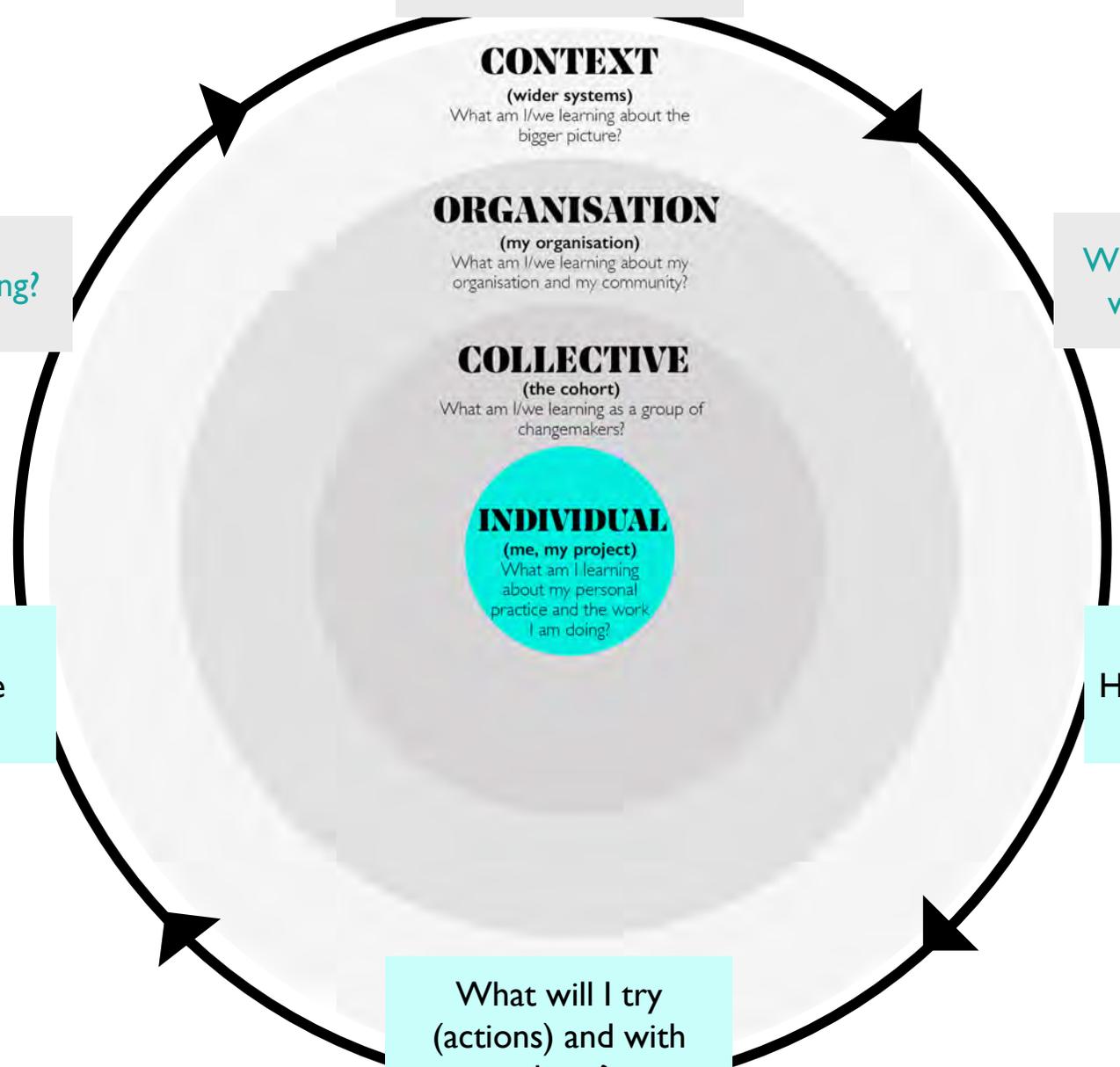
What am I noticing?

What questions do I want to explore?

Which insights / activities gave me energy?

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

What will I try (actions) and with whom?



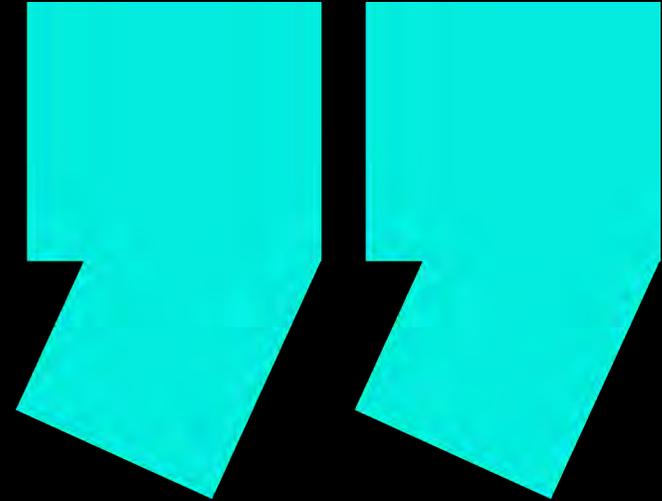


Day 1.

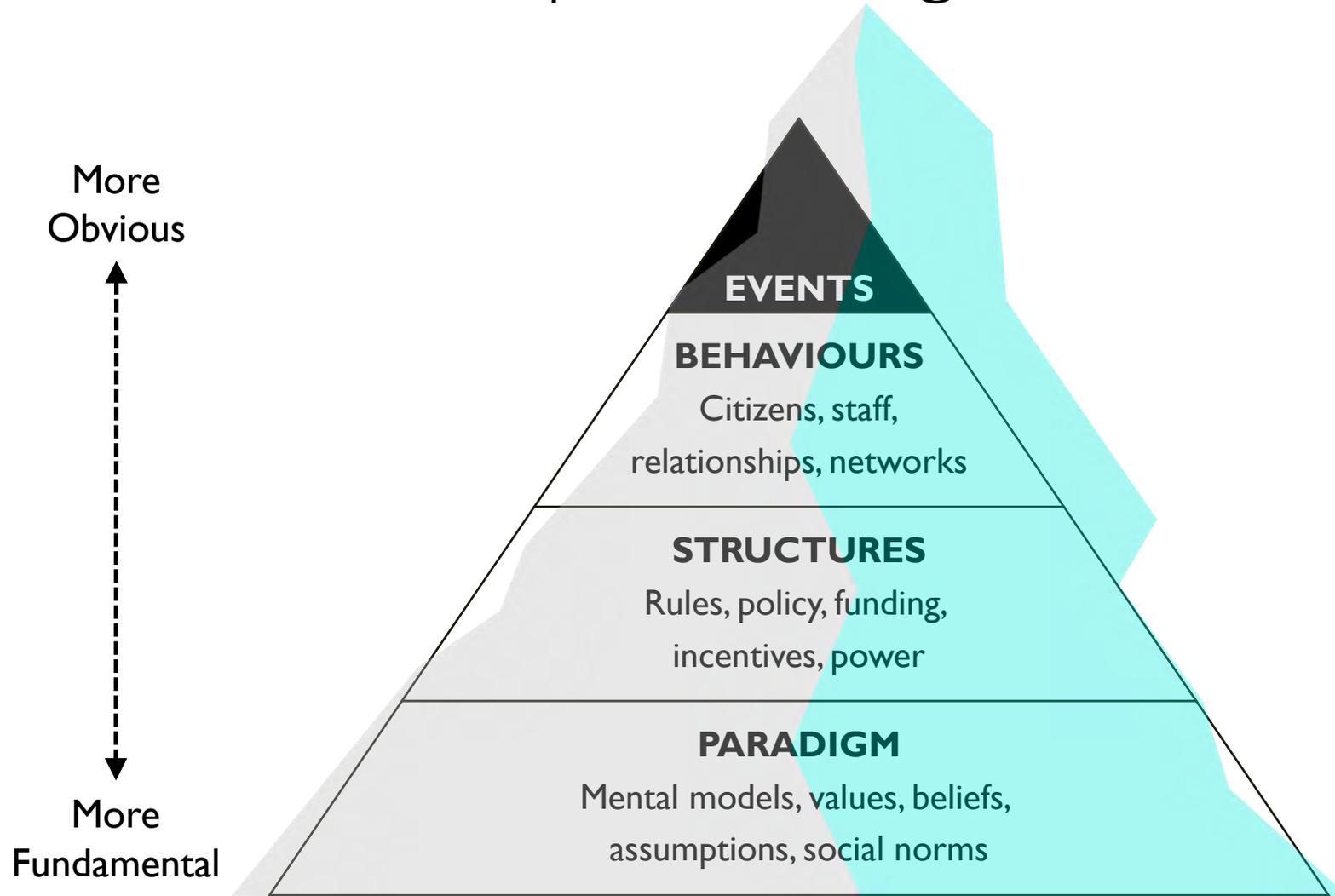
Coming together

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.

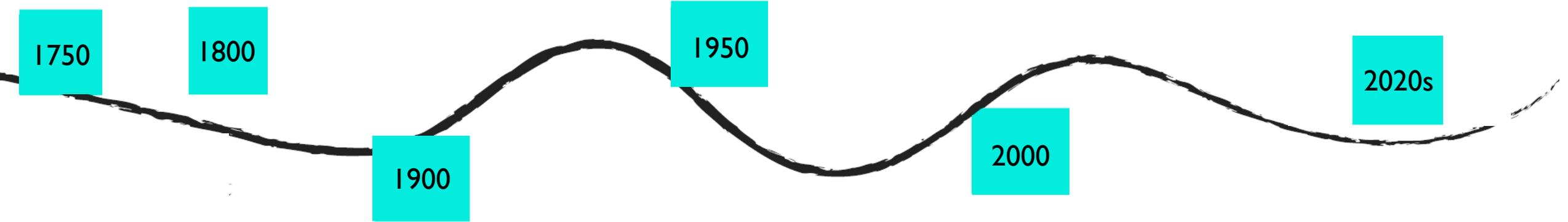
We can't address individual problems by seeking to standardise and achieve economies of scale. Instead, we need to build responsiveness, resilience and flexibility into our systems.

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?			
For individuals (eg habits, behaviours, beliefs)	For groups (eg activities, patterns, norms)	For organisations (eg processes, incentives, culture)	
What needs to happen?			
What new activity do we need to STOP?	What innovations do we need to AMPLIFY?	What old practice do we need to LET GO?	What old practice do we need to RESTART?

Wider context | Barriers + opportunities

	Taking action	
	Anticipated barriers	Anticipated opportunities
Individuals		
Communities		
Institutions		

Individual | Sharing ideas for change

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

Listening to the idea:

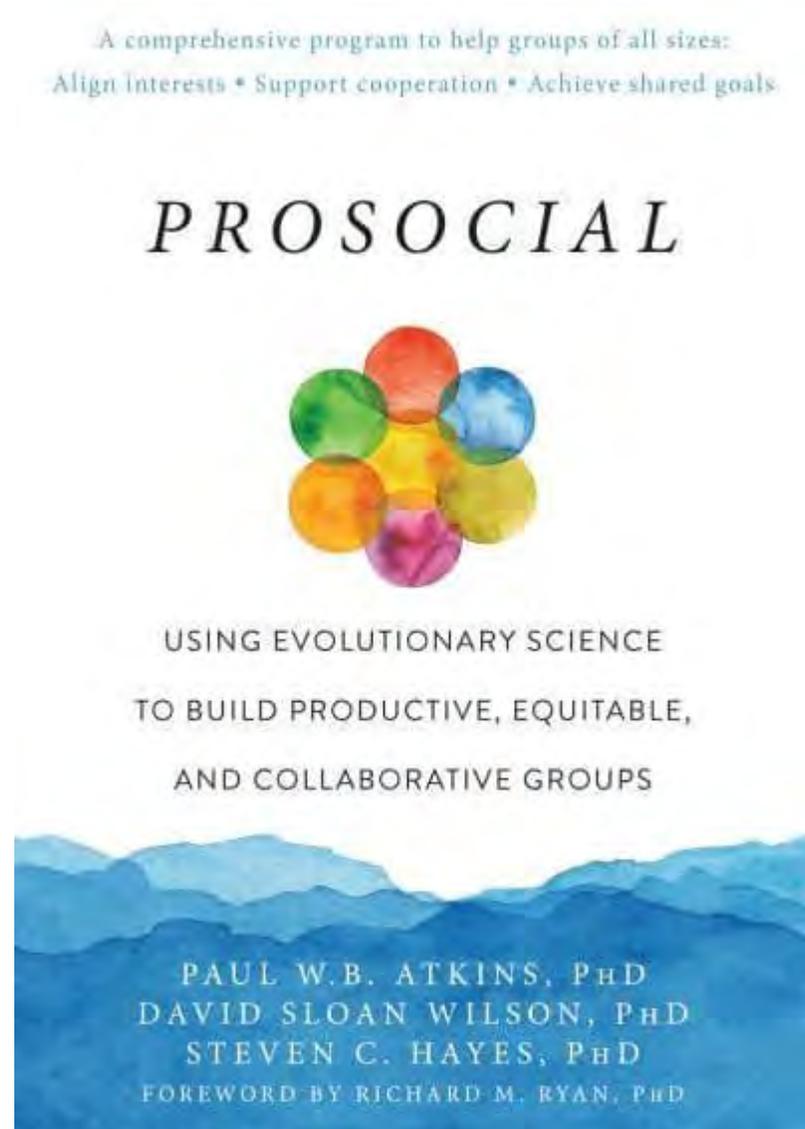
- one thing I like
- one question that came up for me
- any values that are clear
- any links with other ideas

Collective | Developing a shared purpose

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."



Inner Thoughts and Feelings

What people cannot see



AWAY



[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?



TOWARD

[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

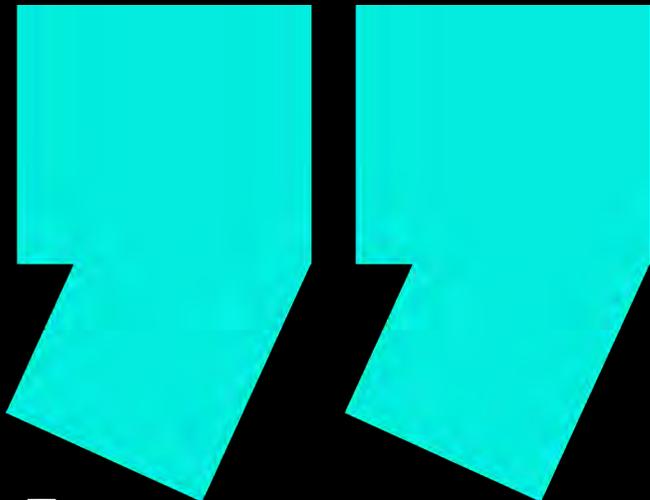
What other people could see us doing

[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.

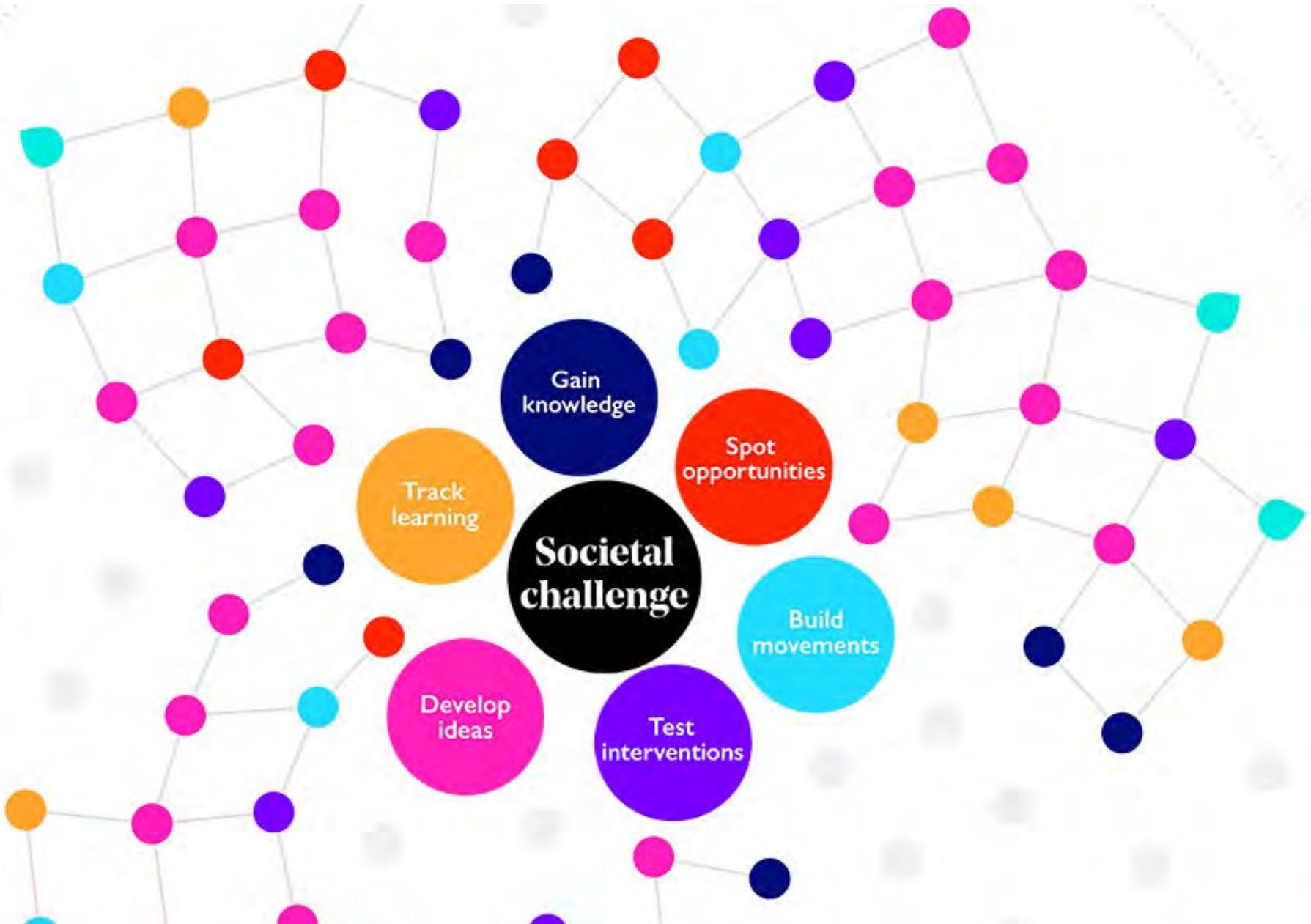
Being entrepreneurial



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 | The RSA's approach to change



Your journey | The RSA's approach to change

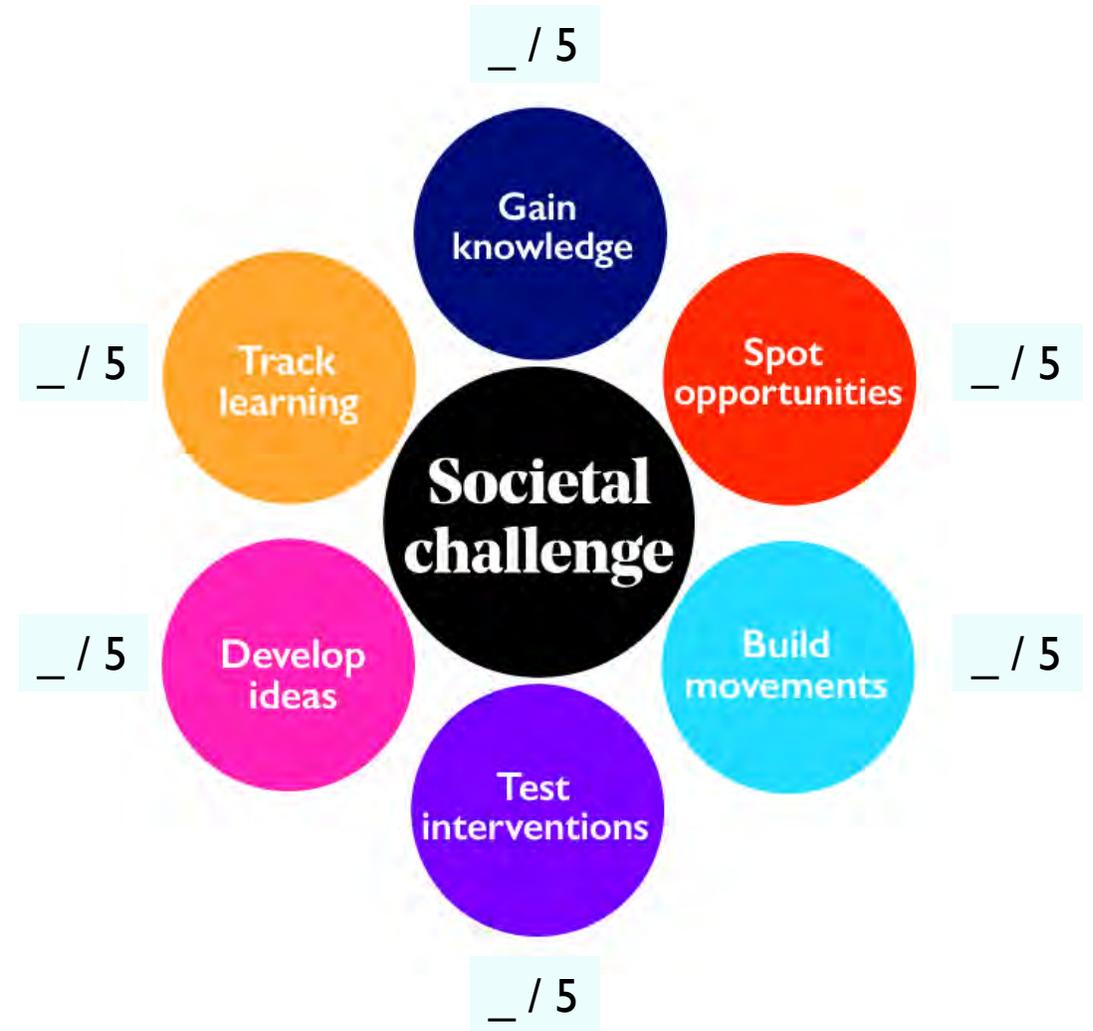


Your journey | Where are you on your journey?

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

0 = no development / thinking yet

5 = fully developed / thought-through

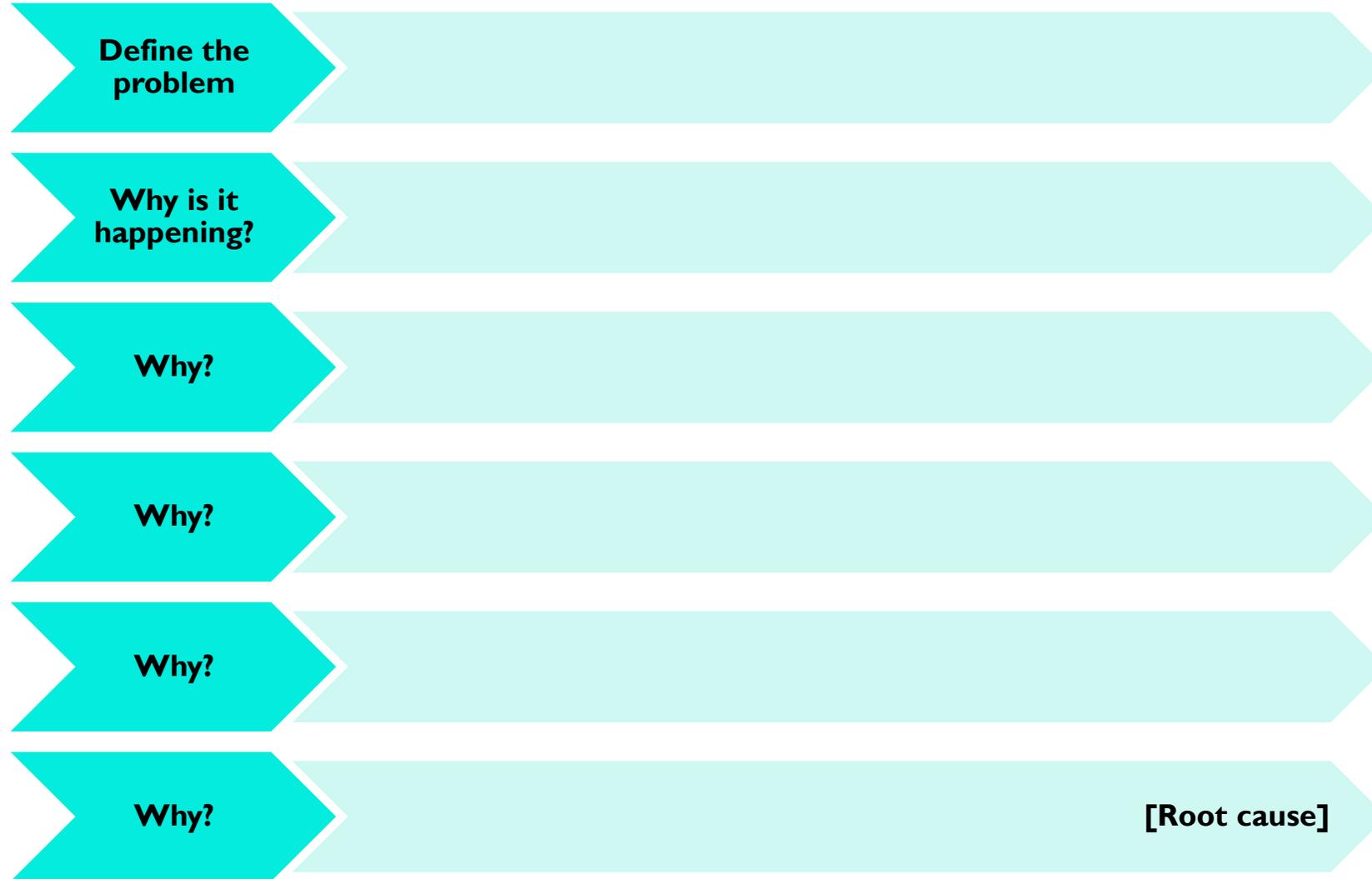




Developing a challenge statement | Step 1

Write out your challenge in your own words

Developing a challenge statement | Step 2



Developing a challenge statement | Step 3

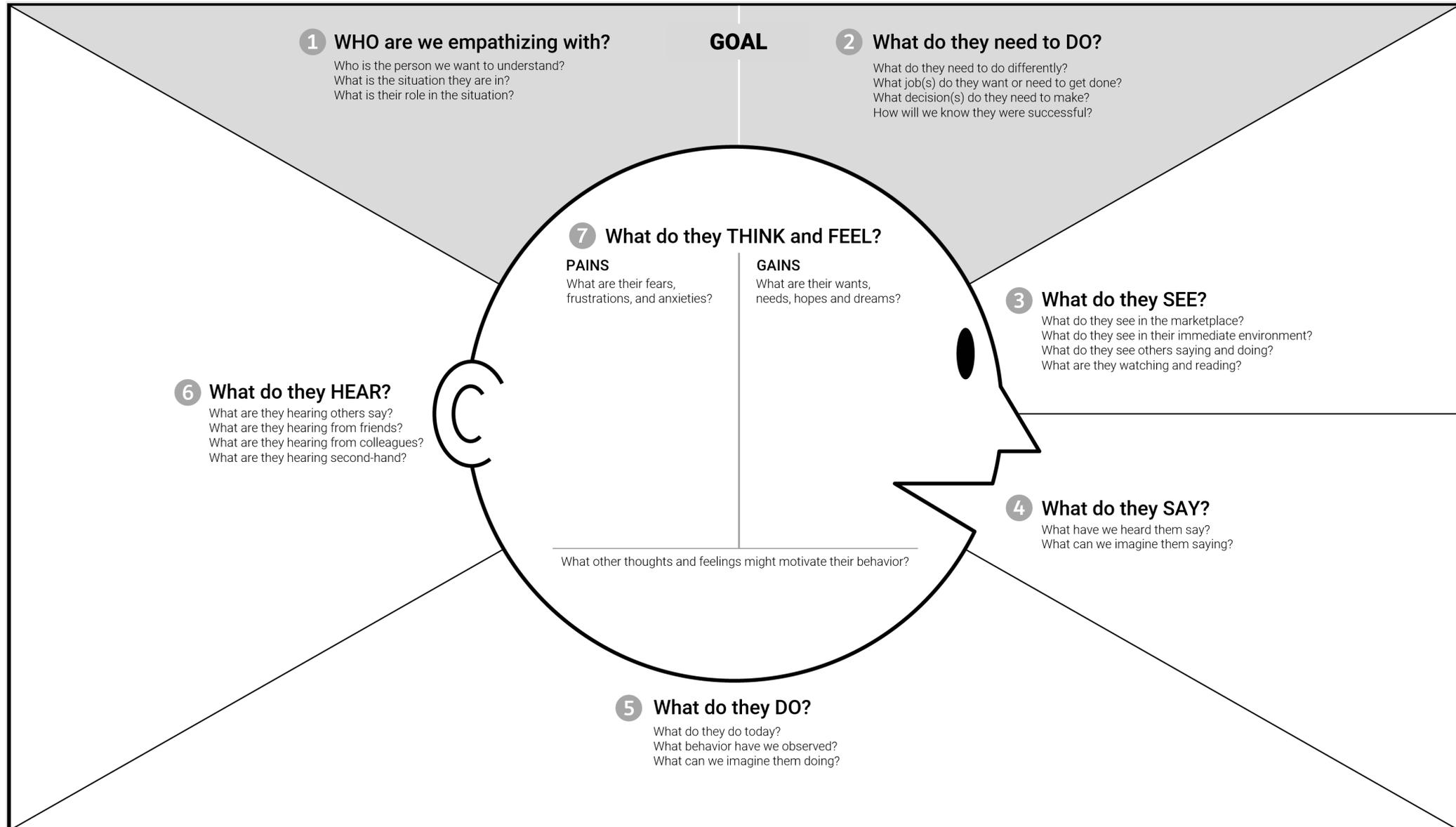
Write out your challenge statement in simple terms

Here's a suggested format:

[who is affected] + [what's happening to them] + [why this is an issue]

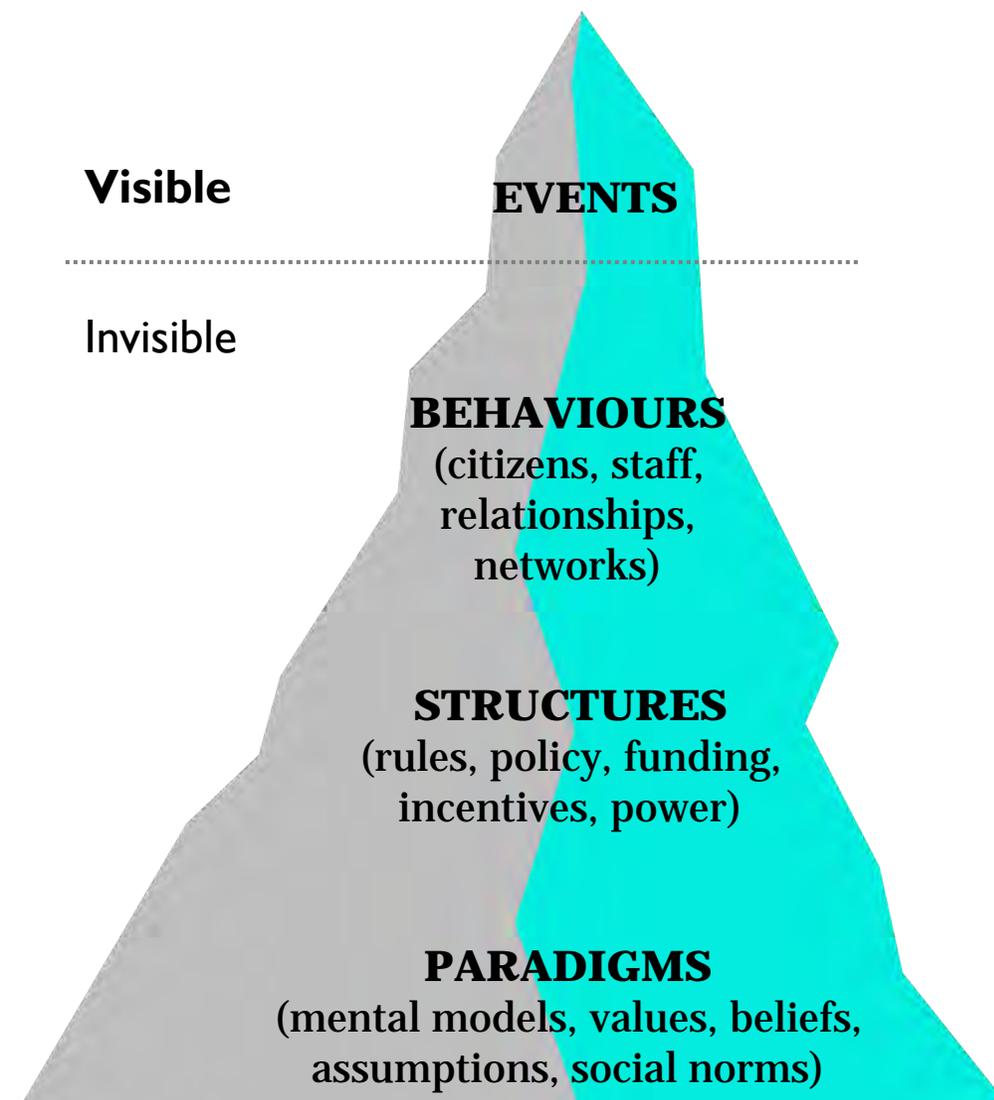
Eg Young people in Lothian affected by violence suffer reduced life chances

Intended beneficiaries | Who are they and why?



Underlying causes | Your project “as is”

	Individuals (users, citizens, etc)	Communities (groups, teams, neighbourhoods, cohorts)	Institutions (organisations, departments)	Environment (places, areas etc)
Events				
Behaviours				
Structures				
Paradigms				



Your ambition | Bringing it to life

VISION

What good looks like for your work

BACKCAST

Depict a possible journey towards that future

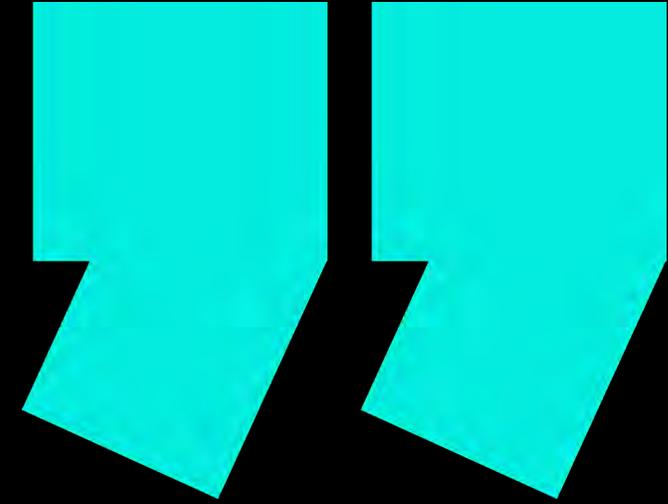
VISUALISE

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?

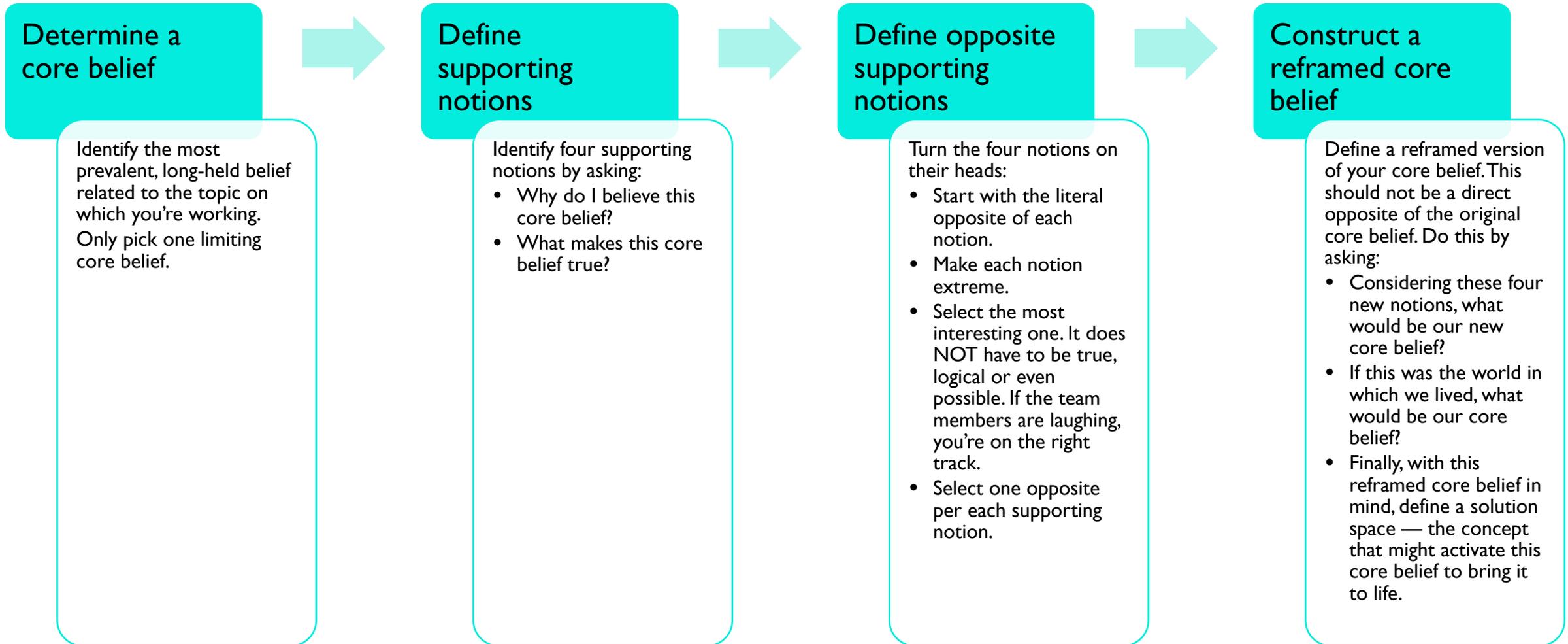
Audio dramas

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



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

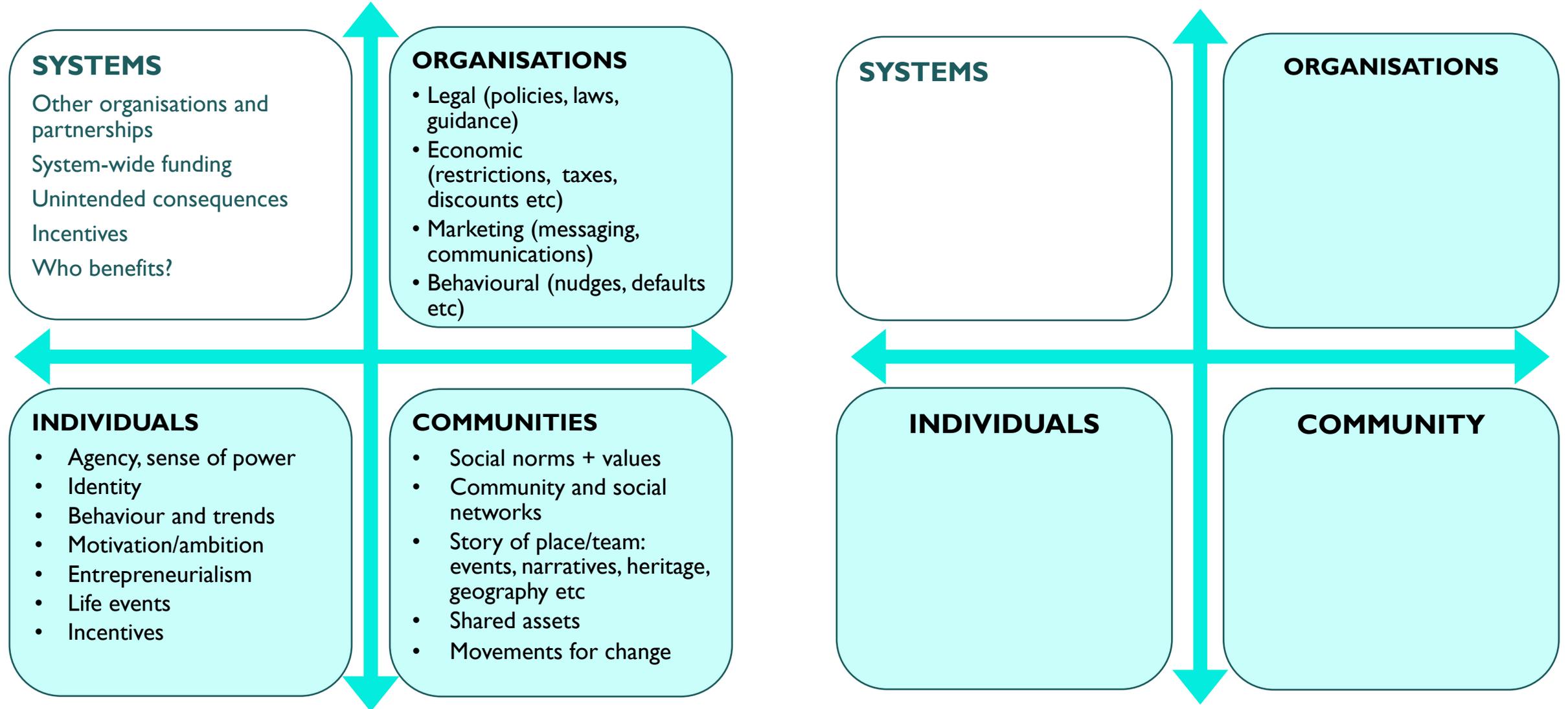
Annotate on your system maps where there is responsibility for or access to:

- Funding
- Other resources and/or assets
- Policy and/or regulations
- Decisions

Also highlight:

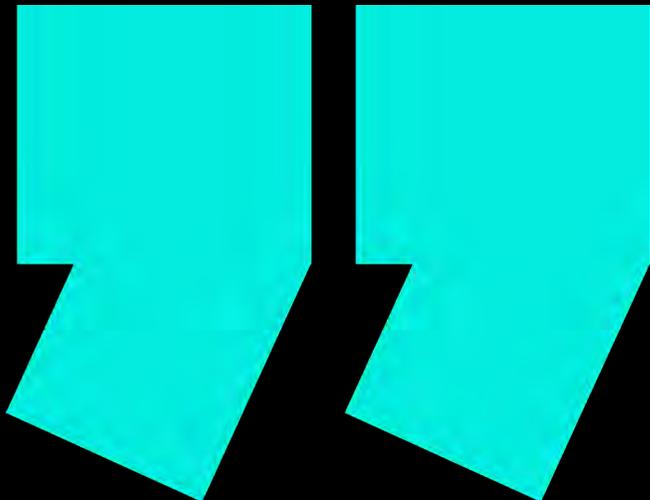
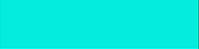
- Any blocks, disconnects, gaps, or competing incentives in the system

Seeing the system | The power dynamics at play



Anticipating social moments

INDIVIDIAL people's lives	GROUPS and communities	ORGANISATIONS and systems
Disruptions in habits and motivation	Disruptions in social norms and dynamics	Disruptions in systems and incentives
Leading to new behaviours and habits... or entrenching negative ones	Leading to purpose, engagement and activism... or dysfunction and unrest	Leading to new ways of doing things... or institutional / system failure



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?

Step 2: Diverge

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

I. Select one idea or element you like the most

Think about:

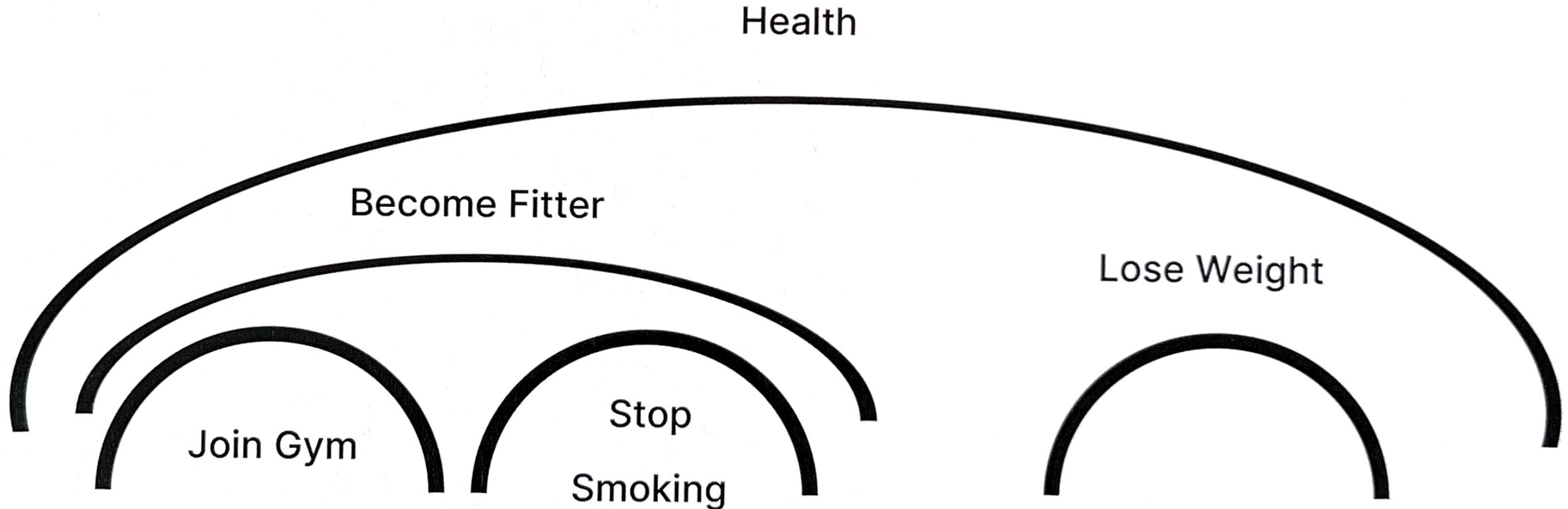
- The most rational options or ideas
- The ‘most likely to delight’ or receive traction
- Your own favourite ideas / elements
- The ‘long shot’, those that mean a great risk but great reward if successful

Working on your challenge

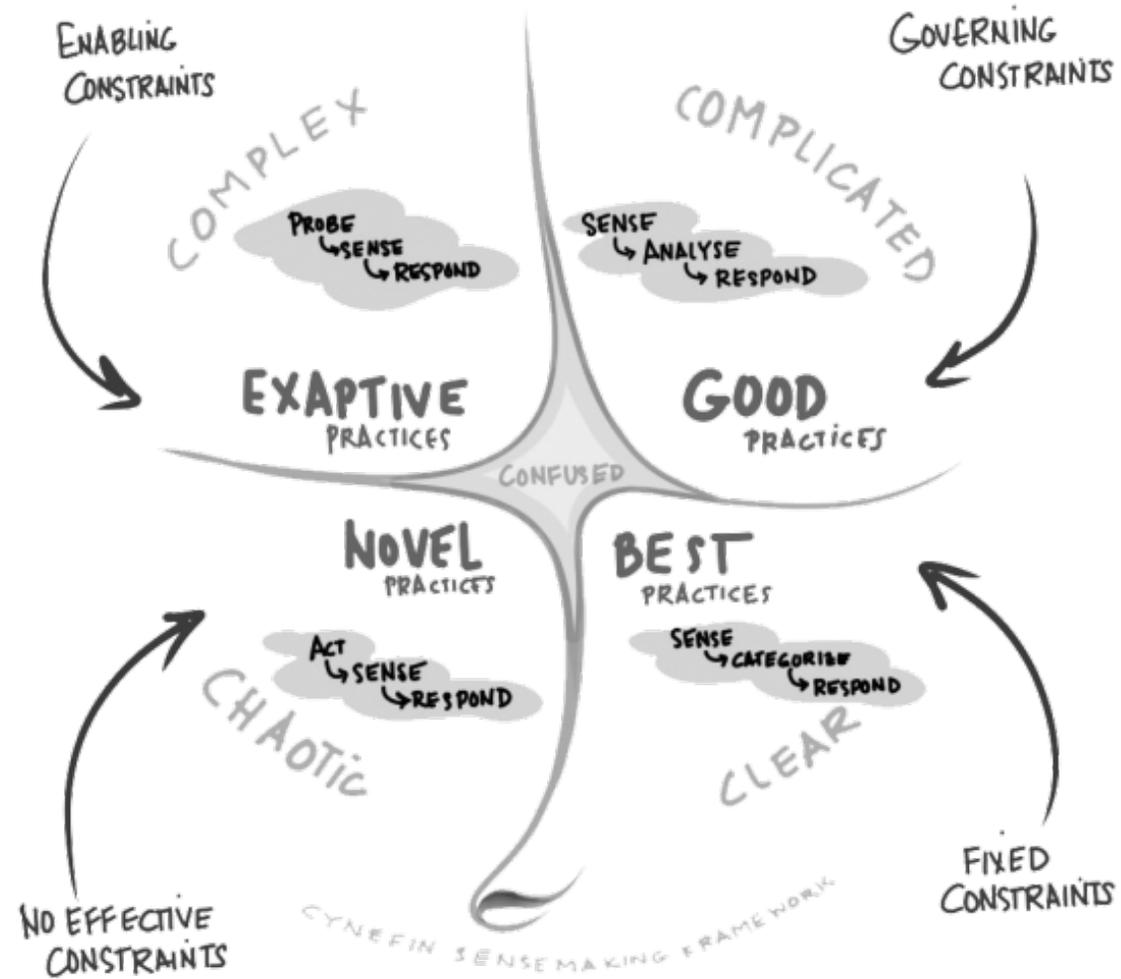
Challenge statement	Inquiry question	Ambition for change	Core elements	Priority idea	Actions
<p>Write out your challenge statement in simple terms</p> <p>Here's a suggested format: [who is affected] + [what's happening to them] + [why this is an issue]</p> <p><i>Eg Young people in Lothian affected by violence suffer reduced life chances</i></p>	<p>Turn your challenge statement into a question starting with 'how might we...?'</p> <p><i>Eg How might we prevent young people in Lothian from being affected by violence?</i></p>	<p>What does a world in which your challenge is no longer an issue look and feel like?</p> <p>Write your ambition statement in a sentence.</p> <p>Here's a suggested format: In the future [who/what/where] + [verb] + [what]</p>	<p>What are the smaller chunks of the bigger picture you want to achieve?</p> <p>Keep going until you are specific enough to identify some goals you can quantify.</p> <p><i>See the example on p. 42 of this document.</i></p>	<p>Your priority idea:</p> <ol style="list-style-type: none"> 1. What specifically do you want to achieve? 2. What date will you achieve it by? 3. How will you measure your future success? 	<p>Break your priority idea into smaller actions</p>

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



Working in different contexts | Cynefin Framework

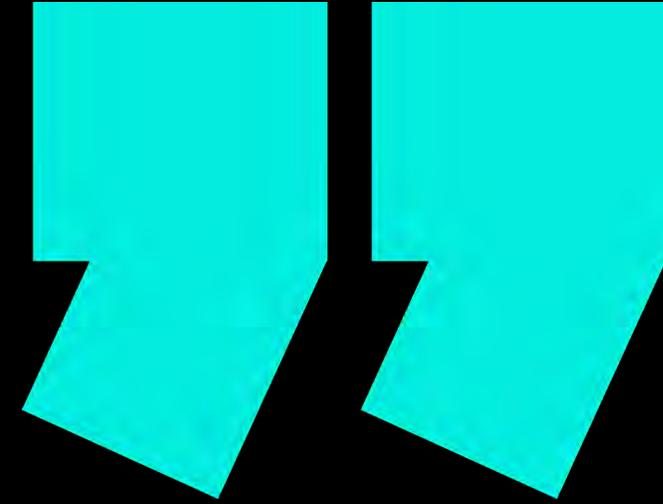


Capturing actions | Working in different contexts

Complex	Complicated	Clear	List any areas that are Unclear
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

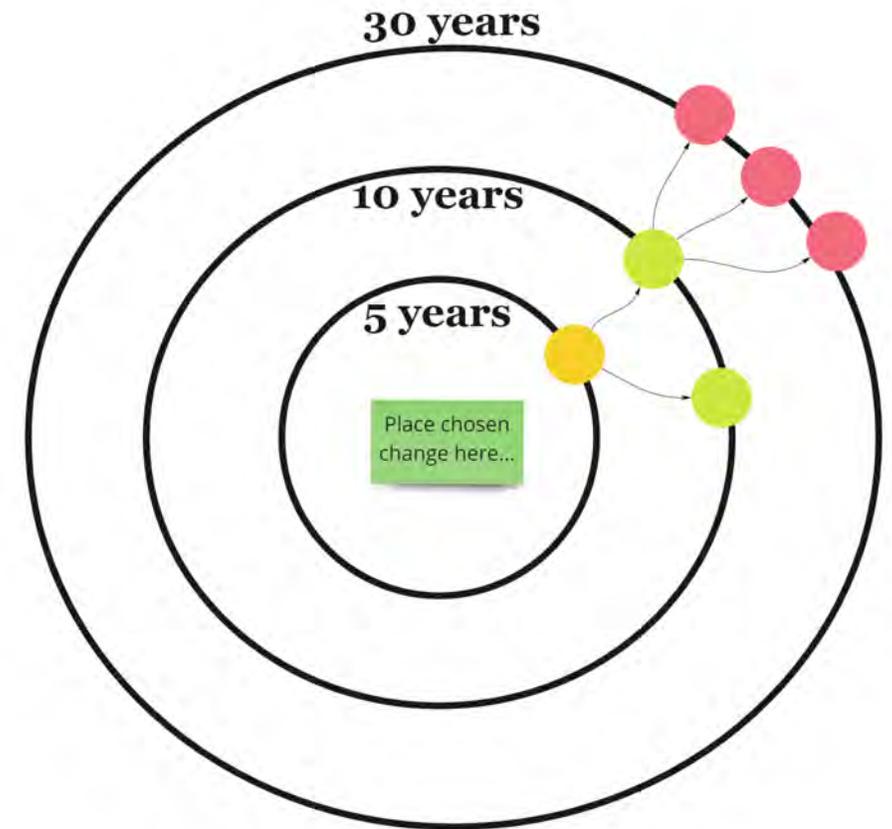
Step 1: Choose a disruptive change (as a group)

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 separately, 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.

Casting ahead | Future news 2052

You're employed by the news desk of **Future News** and you need to draft a front page from the year 2052.

March 2052

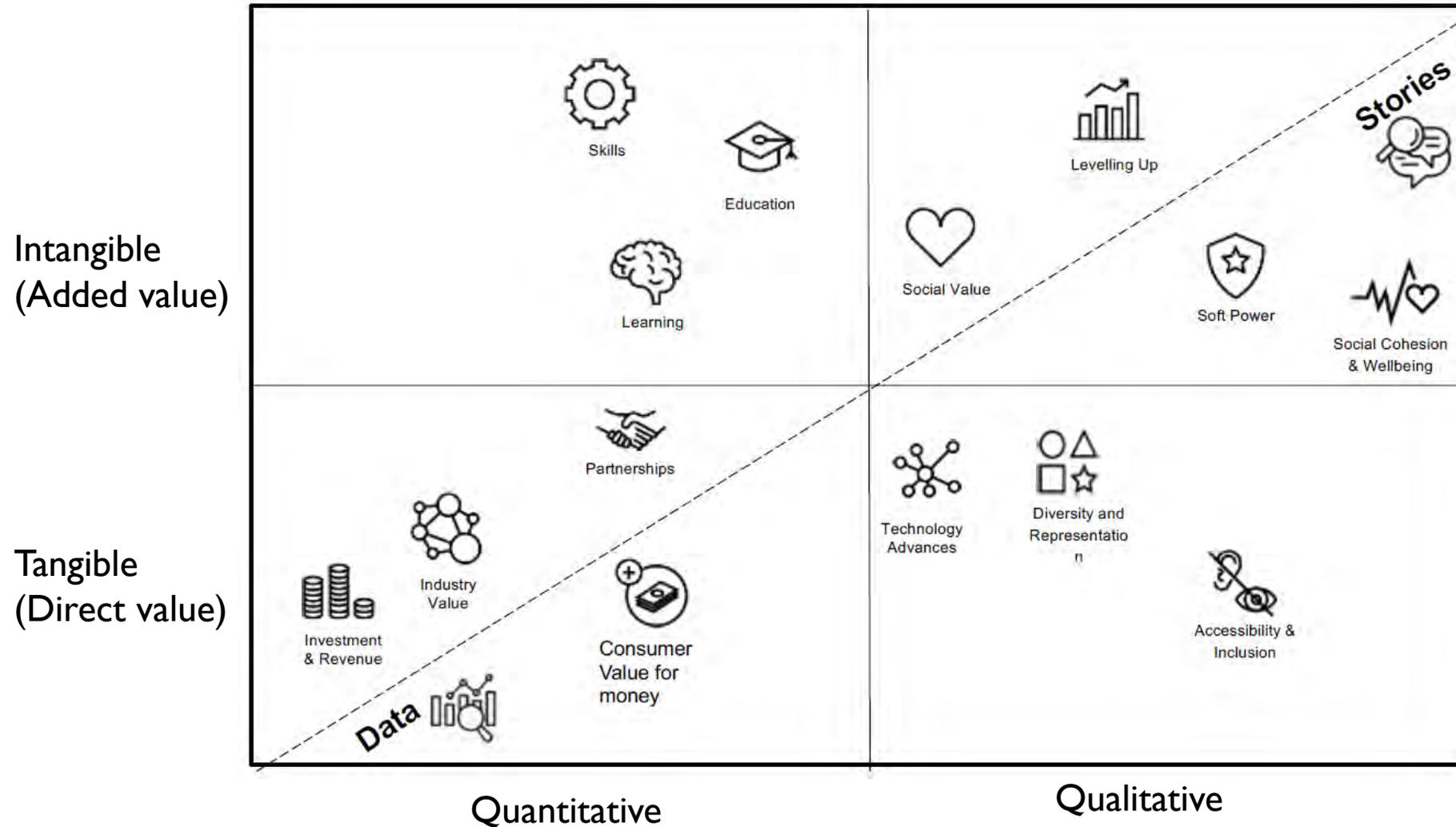
FUTURE NEWS

Headline:

Image:

Use this space how you like! (more images, 1/2 sentences of the news story, any other headlines, ...)

Generating value | Value mapping canvas



Generating value | Big data meets thick data

Big data meets thick data



Micro

Meso

Macro

Thick data
Tells us why
something is
happening in
context

Prototype

Big data
Tells us what
is happening
at scale

Building a compelling story | Value creation canvas

Great stories ("Wow!")	Compelling data ("What!!")

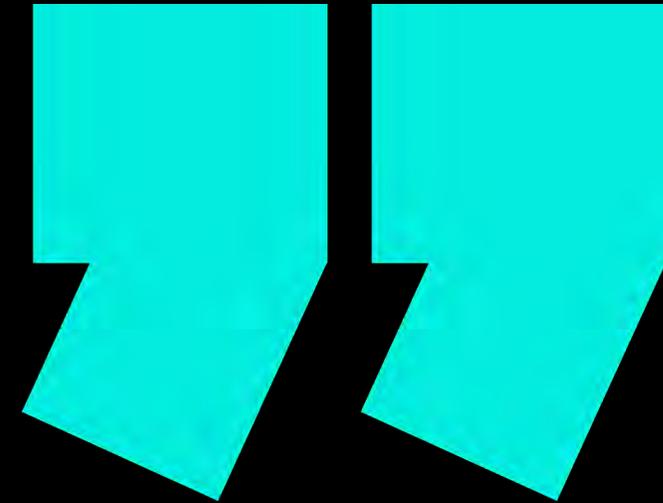
Building a compelling story | Dynamic impact (performance accountability) canvas

Direct Outputs + immediate impact	Dynamic Organisational + shared learning	Long term Partnerships, outcomes + networks



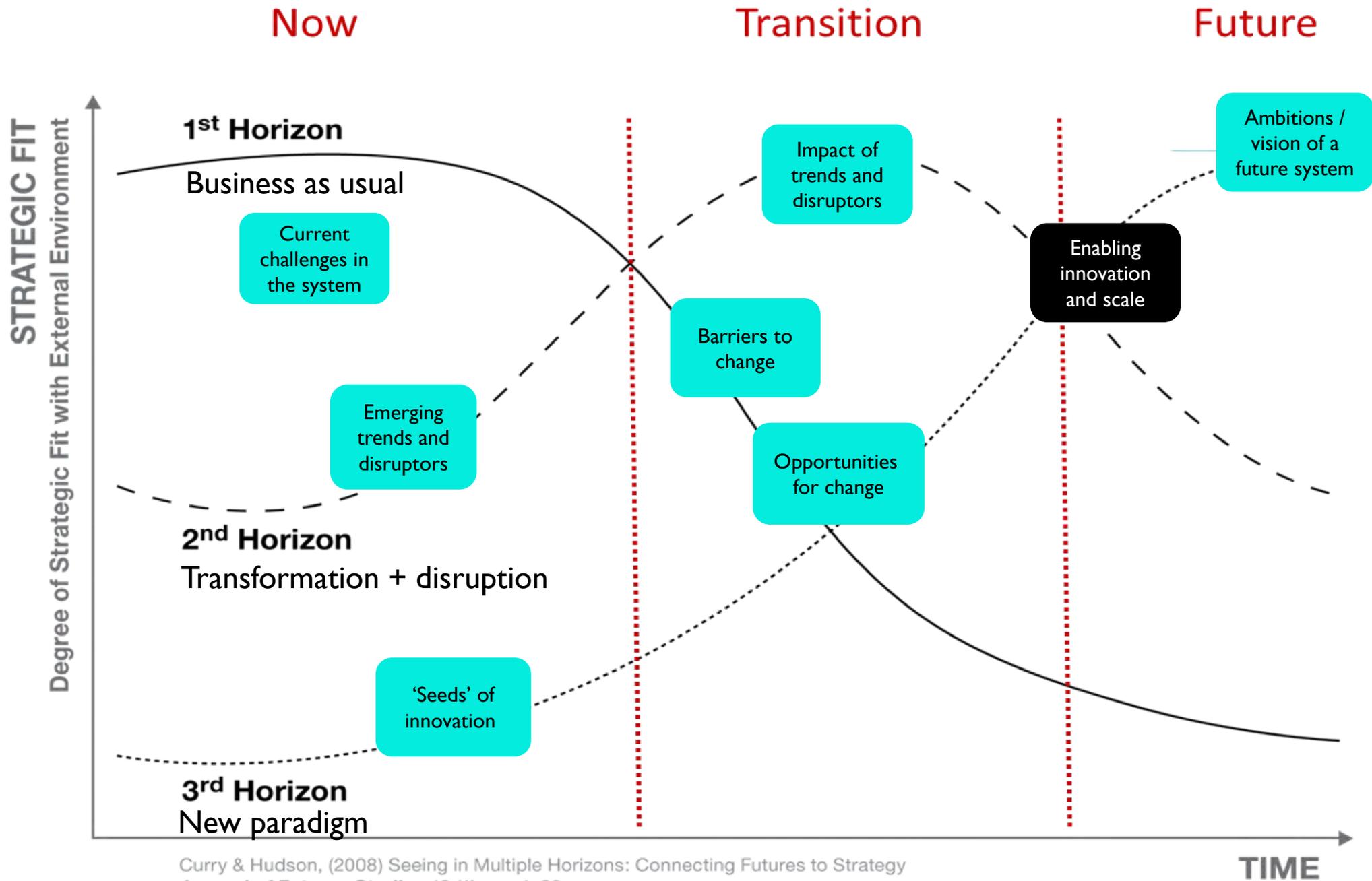
Day 6.

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

Key partners

Organisations you need to partner with or outsource to, to deliver your value propositions
...

Key activities

Things you must DO backstage to deliver your value propositions
...

Key resources

Things you must HAVE to deliver your value propositions
...

Social value propositions

Things you offer that create value for your customer segments
...

Customer segments

Customers you would like to reach and work with (paying and non-paying)
...

Channels

How do you reach out to customers segments to deliver the value proposition?
...

Macroeconomic environment

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?
...

Cost structures

All costs you need to bear to deliver the model (assume this is £500K all in)
...

Surplus

How do you intend to reinvest any surplus?
...

Revenue streams

How revenue is generated to make your pathway's business model sustainable
...



The RSA Team

Ian Burbidge | @ianburbidge

Jamie Cooke | @JamieACooke

Ella Firebrace | @ellafirebrace

Benny Souto | @BennySouto

Beatrice Bekar | @Beatricebekar

Adanna Shallowe | @Ashallowe