Putting it into practice
Tools to support tackling inactivity through system change

Capacity and time to reflect

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Capacity and time to reflect

This capacity and time to reflect resource will help to guide you through the tools, models and approaches being used by places to tackle inactivity through implementing a place-based approach. This is one of nine sections of our collective resource 'Putting It Into Practice' which is organised by what we’ve found to be some of the practicalities of system change. The full resource can be found on our website.

There are very few quick fixes when it comes to long-lasting sustainable change at the community level. By changing our investment approach, we’ve given pilots the space and time they need to do things differently, create strategies, build their teams, engage with their communities and figure out the best way to tackle inequality and inactivity in their place.

Questions you might be asking:
- How can individual reflection lead to collective action and change?
- How can time to reflect be embedded within and across teams?

Design thinking

Adult development training programme
Design Thinking
Active Calderdale
Local Delivery Pilot

Putting it into practice - how the tool has been used

Who was involved?
North Halifax Partnership’s and Halifax Opportunities Trust’s Family Services

Why was this tool used?
Both community anchor organisations that support the areas of most need in the borough, were keen to take a whole team approach recognising the value of physical activity to their work with families in need and how to best embed physical activity into what they do. It was also seen as an opportunity (and investment) to do some team building and develop service ideas that could be applied across their respective delivery areas.

How was it done?
Five workshops were facilitated by the Active Calderdale team with the two Family Services teams, from North and Central Halifax. Initially, the teams were supported to recognise the value of physical activity to their work. Then they identified the opportunities to embed physical activity into what they do – as a service provider and as an employer. The opportunities to embed physical activity will be dependent on the context the organisation is operating in and could include things such as physical activity being included in all staff inductions; physical activity questions being in initial assessment forms; all frontline staff being trained in good physical activity conversations; all staff can signpost clients/colleagues to physical activity opportunities etc. New opportunities to embed are emerging as we work with new organisations. Between the fourth and fifth workshops, teams were given time to design how they were going to deliver the changes in practice, to enable physical activity to be embedded into their policies, working practices and delivery, to ensure sustained system change.

What was the impact?
Both services identified numerous opportunities to embed physical activity into what they do. These include: including questions about physical activity in the initial assessment; having a physical activity section in the family support plan; changing the approach to meetings, by (where possible) going on walking consultations; building physical activity into the team’s culture, by undertaking challenges and encouraging activity during the day (i.e. Take 10); and having resources available that encourage families to interact and have quality time together (i.e. going for a walk, visiting a local park etc.).

What did we learn?
The development of the approach with parts of the system that are trusted by, and can influence the inactive audience, ensures the investment is valued by the organisation and becomes part of the infrastructure and culture - people who do the change, own the change. Strong leadership from senior people in the service ensures that colleagues see the process as a priority and that they’re given the time, space and permission to progress the service developments. As a learning experience – it also gives the respective service a method to addressing other issues that impact on local families and their work in the future.
Reflections from those involved:

I am involved in Active Calderdale’s Transformation Group and was keen to integrate physical activity into the services that my organisation delivers in the North of the borough. The Design Thinking process was logical, and it provided the space and time for the Family Support Services to see the added value that physical activity could bring to the families that we support. Involving the team was a significant commitment of colleagues’ time. However, on balance, the investment was worthwhile because it made staff feel part of the process. We are in the process of identifying improvements that are relatively easy to deliver, that can be readily applied during our day-to-day work. An active family is a more connected and happy family, and I am confident that the Family Support service can help to make this happen, amongst the families in greatest need.

Tina Burke, CEX of the North Halifax Partnership

Where can I find further information?

Active Calderdale website

Email: activecalderdale@calderdale.gov.uk
Adult Development
Training Programme
Active Withernsea
Local Delivery Pilot

Adult Development is a type of training that has been developed over the past eight years by Dr Rachel Lilley. A strength of the training is that it is adapted to meet local need. It takes eight weeks for the formal parts of the training, but the practices are embedded even after the training ends and reviewing any progression doesn’t happen until after a year.

Putting it into practice – how the tool has been used

Who was involved?
In 2019 the original operational team, affiliated professionals (related Public Health commissioners, community development workers and members of the Active Withernsea leadership team) and members of the Board went through the training. We are currently training the new team and plan to offer the training to Community Shapers in the Autumn of 2021 and partners shortly afterwards.

This programme was brought in to support a ‘listening’ approach, where workers/leaders’ agendas were less likely to overshadow the wants of the community itself. Knowing the nature of our own minds and how unconscious bias can de-rail these intentions, this training equips people, to listen and collaborate better.

Why was this tool used?
Starting with the Theory U model (Otto Scharmer, MIT), this helped us to identify a model of change and surfaced the need for us to listen deeply to others, to walk in their shoes in order to create transformational change. The model then includes the sharing of stories across the system so that the system can become more aware of itself. This model also clearly identifies the need to bring Heart, Mind and Will to the changes that are needed, and also to watch out for our internal voices of cynicism, fear and judgement as derailers of change.

As the team began the work on the ground to listen to the community, it was apparent that there were many layers of fragmentation and disconnection. Below is what we heard:

- People felt disconnected from the ways to influence or be involved in how their surroundings were configured, managed, and changed
- Never having seen or heard of people getting involved in these processes by their immediate circle of family of friends, so not recognising this as something they could do, or even wanted to do
- Presumptions and misconceptions between different elements of the Withernsea whole town e.g. those young people are to blame for things OR it’s the fault of those on the estates
- An undercurrent by organisations to impose ideas without thorough consultation / access to all areas of the town’s communities
- Presumptions and misconceptions between different elements of the Withernsea whole town e.g. those young people are to blame for things OR it’s the fault of those on the estates
- A tendency by organisations to impose ideas without thorough consultation / access to all areas of the town’s communities

<table>
<thead>
<tr>
<th>Name: Adult Development</th>
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<tr>
<td>Why would I use it? To support connection through cultivating the development of:</td>
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<td>- Self-awareness</td>
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<td>- Awareness of others’ perspectives</td>
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<td>- Ability to hold opposing views</td>
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<td>- Making sense of a complex set of circumstances</td>
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<td>Who would I use it with? As many layers of the project as possible, i.e. community, team on the ground, leadership project team, board members, organisational/systems leaders and staff.</td>
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<td>How can it be used? As a training programme, with supportive practices and structures in the surrounding area of work.</td>
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<td>- A blended learning approach that layers materials in different formats with the expectation the taught elements will explicitly link all the materials to their area of work, for individuals to try their learning out in ‘real life’.</td>
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<td>- Formats include video clips, online dialogue practice with colleagues/cohort, apps for practicing mindfulness and Heart Rate Variability, individual coaching for development and support though these activities.</td>
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<td>Advice to others This programme is supporting a whole ethos and Theory of Change – that connection is the pre-cursor to activity and sustainability.</td>
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<tr>
<td>- This content is a unique blend of neuroscience, behavioural economics/behaviour change and community/organisational development, not broadly available, but potentially accessible by enquiry.</td>
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How was it done?
Training was delivered for 8 hours over 10 weeks with practice via a mindfulness app. Coaching support was given twice to each participant during this period. Sessions were generally about two hours long once a week with reflective learning sessions interspersed in the latter half of the programme. As the programme is being developed for a Covid safe delivery, pre-recorded video sessions with some of the neuroscience and behaviour change material will become available for self-service.

A baseline of Adult Development stage was taken using the (Washington University Sentence Completion Test). This generated a personal report on which stage individuals were at and ways that would help them grow in terms of adult development. This was fed back individually with support for the identified activities where possible. A second measurement was taken a year later to enable a measure of any progression in terms of the capacities of adult development – sensemaking in complexity, self-relating, perspective taking and holding opposing views.

What was the impact?
The second measure taken after a year, showed that the team had experienced progression and for many by a significant margin. Movements of these amounts tend to take at least two years and more usually three-five years. This would indicate that the overall approach of Active Withernsea and the programme are providing the conditions within which people can develop the above capacities.

What did we learn?
We learnt a number of things from the first cohort which have been incorporated into the programme for the second team cohort, these are:

• To make the content even more relevant to the actual work of the people in the room
• To more explicitly work with the capacities of Adult Development (i.e. perspective shift, opposable thinking etc) with the team in their settings. For example, this might mean explicitly observing and reflecting as a team on how challenge from others with different opinions is felt and accommodated in different projects.
• To recognise that mindfulness does not appeal to everyone - we are now testing the use of Heart Rate Variability to give an alternative to build the capacity of self-awareness.
• To incorporate some peer coaching material in the programme to equip the team to support each other and the community more effectively
• To create a post whose role is to promote and support the behaviours, principles and setting of conditions for development in all the community projects that ensue through the investment plan including small grants (this person is now in post and supporting with the re-design ready for beginning next month).

Reflections from those involved:

"My perspectives and value judgements have been challenged and rethought. I have brought this into my day-to-day work through trying to listen more deeply to others and understand their way of seeing the world."

"I am able to reflect on things before I make a plan of action to look for opportunities to co-create with others.

Where can I find further information?
Contact the Withernsea Local Delivery Pilot.
Also in this series:

- Understanding value
- Understand the lived experience
- Distributed leadership
- Common purpose/shared value
- Test and learn
- Power shift
- Having the right conversations
- Understanding the system you’re trying to shape