DWP Open Policy Making – OPM1.1

Level 1: "What it takes to be an Open Policy Maker"

21st of August 2019 - 10.30 to 16hs

Loughborough University in London – Room LDN0.17/0.18

Participants: 21 participants organised in 4 tables of 4 + 1 table of 5. Participants belong to policy area or operations.

Materials: Participants are given a six-page worksheet handout ("Worksheets pack"). Additionally, the facilitators brought a slide-deck that guides the workshop, five printouts describing scenarios ("Persuading others: Scenario 1 to 5"), post-it notes, sharpies, and person-shaped papers.

What it takes to be an Open Policy Maker

Worksheets

POLICY EXPLORATION

Worksheets pack page 1

Delivered by three Policy Exploration Unit members: (Head of Policy Exploration), (Senior Policy Designer), (Policy Designer).

Slide 3

The team uses a slide (3) showing their pictures, names and positions.

A Policy Exploration Team logo is used throughout the presentation (30 out of 56 slides) at the slides bottom-left corner.

POLICY EXPLORATION

Policy Exploration Team logo.

Facilitators welcome the participants and explain this workshop is part of the Level 1 training on Open Policy Making. Level 1, named "Understanding Open Policy Making" comprises two workshops: 'What it takes to be an Open Policy Maker' and 'Practical Open Policy Making Tools and Techniques'.

Immediately afterwards, the agenda for the day is presented.

Morning structure

Session 1 - 11:00 – 12:00: It's all about people

Session 2 - 12:00 – 13:00: Understanding policy problems better

Afternoon structure

Session 3 - 13:30 – 14:30: Invite challenge

Session 4 - 14:30 – 15:30: Persuading others

Session 5 - 15:30 - 16:00: Evaluation and close

Before the Session 1, facilitators go through a short introduction about why this training is necessary.

Open Policy Making is about opening up the policy development process to new voices, ideas and techniques.

And in government we talk about it all the time.

Slide 7

Slide 8

Slide 8: Highlighted: "In everything we do we will encourage openness, challenge, innovation and excellence.

> "We need to be better connected and more informed, so that we properly understand the way customers behave"
>
> "We need to find new and different ways of engaging with those who use our services"
>
> "[We will be] at the forefront of innovative solutions to policy problems, with bold new ideas embedded in our thinking"
>
> **Jonathan Mills**
> Director General, Policy Group

Slide 9: "We need to be better connected and more informed, so that we properly understand the way customers behave"

"We need to find new and different ways of engaging with those who use our services"

"[We will be] at the forefront of innovative solutions to policy problems, with bold new ideas embedded in our thinking"

Jonathan Mills
Director General, Policy Group

Slide 11: "Session 1 It's all about people"

Slide 12: "One way or another our work is formed by people or in service of people"

Slide 12 comments: "One way or another our work is formed by people or in service of people.

But our work is very task-oriented. We move from task to task, meeting to meeting and we don't pay enough attention to who is actually in the room, on the phone or on the screen.

We are so focussed on the task in hand that we forget to establish a connection with the people we are working with and for.

Having the will and the skill to build connections with people is a fundamental part of being an open policy maker. And that's where we are going to start."

Slide 13: "Build human connection."

Slide 13 comments: "You might think that it is hard to build human connection in a work context, or that it will get in the way of doing your work.

It is possible to do good work by focussing on what tasks need to be done and delivering them on time and to a good standard. No doubt about it.

But in a policy context, when we are working with complex adaptive systems working in that way is risky and in many ways short-sighted.

Example of links with Operations"

Slide 14: "We do our work in service of others."

Slide 14 comments: "I just want to come back to this statement which I have mentioned a couple of times already because it is really important part of being an open policy maker"

Being in service of others.

- ✓ Caring about the context of other people
- ✓ Understanding their needs and desires
- ✓ Doing things to improve their lives
- ✗ Ignoring your own needs
- ✗ Making things hard for yourself
- ✗ Doing what everyone asks you to do

POLICY EXPLORATION

Slide 15

Slide 15 comments: "Highlight the point about consultation not being a shopping list"

Exercise 1: At some points during the beginning (Session 1) participants were asked to assess their knowledge on Open Policy Making.
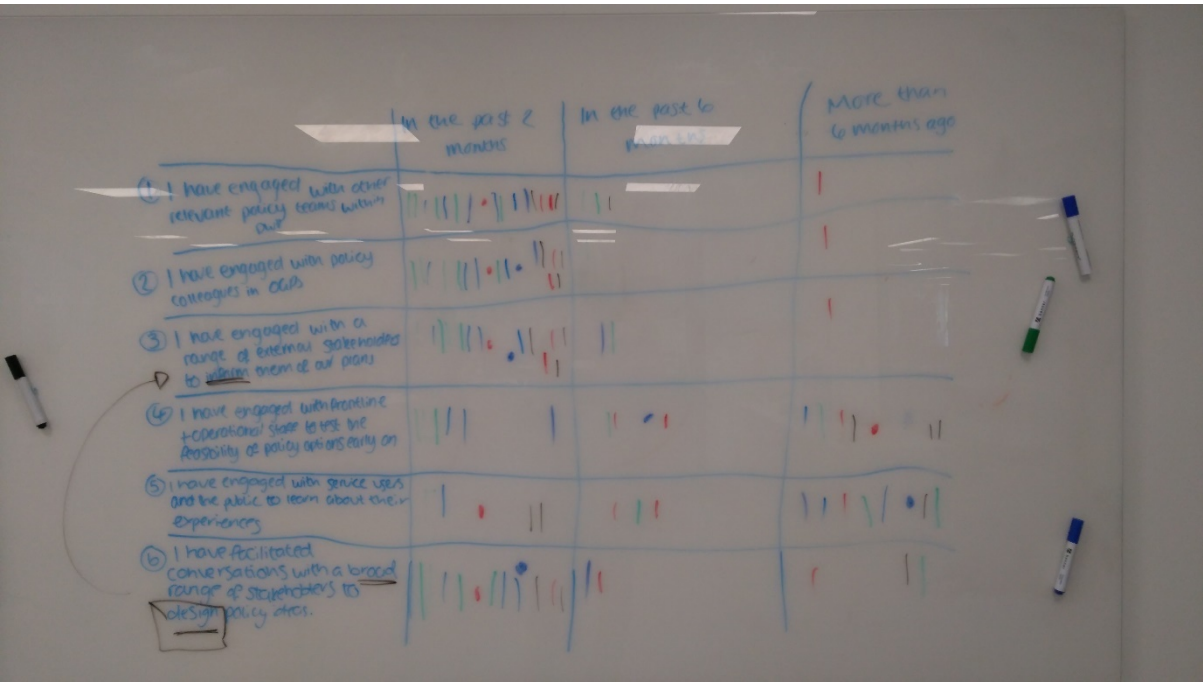
How do you collaborate?

	In the past 2 months	In the past 6 months	More than 6 months ago
1. I have engaged with other relevant policy teams within DWP			
2. I have engaged with policy colleagues in other government departments			
3. I have engaged with a range of external stakeholders to inform them of our plans			
4. I have engaged with frontline and operational staff to test the feasibility of policy options early on			
5. I have engaged with services users and the public to learn about their experiences			
6. I have facilitated conversations with a broad range of stakeholders to design policy ideas			

POLICY EXPLORATION

Worksheet pack: page 2

Worksheet pack page 1 comment: "Fill the sheet in individually then put dots on a big version to show the pattern?"

How do you collaborate?

• Other policy teams • Other government departments • External stakeholders	• To keep in touch • To inform about our intentions • To secure buy-in
• Frontline and operational staff • Colleagues in digital • Service users and citizens	• To learn about their experiences • To test policy options • To co-design policy ideas

POLICY EXPLORATION

Slide 18

Slide 18 comments: "Explain the difference and describe the risk of disconnects."

Slide 19

Slide 19 comments: "Who here has seen Ocean's Eleven?

Those that have will know it is one of the all time great caper movies.

In the film, Danny Ocean, played by George Clooney organises a band of career criminals for a once-in-a-lifetime heist.

Their target is a Las Vegas casino on the night of a big prize fight, when $150m will be in the casino vault.

The odds are against them, the clock is ticking, and it takes an intricate strategy and every special skill the team possesses to pull it off.

There's a pickpocket, and explosives expert, even an acrobat!

Open policy making resembles that perfectly orchestrated heist.

You assemble your team and put your talents, time and energy to best use, taking on an overwhelming challenge and using your wits and expertise to overcome every obstacle in your path.

F2 to give real life policy example"

Slide 21: "What can you do to build better connections?"

Slide 21 comments: "WORKSHEET

Solo 2 mins

Pair 3 mins

Table 5 mins

Playback (5 tables/3 mins each) 15 mins"

Exercise 2: Making better connections

Three things I will try in order to build better connections:

1.

2.

3.

POLICY EXPLORATION

Worksheets pack: page 3

Slide 22: "Session 2: Understanding Policy Problems"

Slide 23: "The Open Policy Maker learns to develop a beginner's mind."

Slide 23 comments: "Our most precious ability as open policy makers is to see things objectively and uncover deep insight. To do this well you need to develop a beginner's mind.

This concept focuses on seeing things fresh, free from your biases, your past experiences and your expertise.

It sounds counterintuitive but in policy we are regularly working with insights and ideas, and to engage with them fully we need to keep our minds open.

A beginner's mind is a useful state of being to make sure you are a) ready to learn new things, and b) open to new possibilities that may arise from that new knowledge."

-F1: First of all, make sure you are ready to learn new things. Being open to the possibilities that may arise from that new knowledge. Develop the capacity to take advantage of different things and new possibilities. The opposite of a beginner's mind is certainty; it's one of the biggest barriers to cultivating a beginner's mind. And when seeking insights to coming up with a new idea … sometimes we work with people who seem to have a lot of certainty about the direction of a particular initiative or they pop with the solution already to the problem that they thought of… 'we already know that a website is the answer, we already know that developing that thing is gonna solve the problem', and working with people in that frame of mind can be a challenge but it happens to all of us all the time.

Slide 24: "Be careful of certainty."

Slide 24 comments: "One of the biggest blockers to cultivating a beginner's mind is certainty.

When we are seeking insight or coming up with a new idea, we are not certain of anything – and that is completely okay!

Sometimes we work with people who have a lot of certainty about the direction of an initiative or they come up with a solution very early in the process.

This needs to be navigated carefully – certainty can be one of the biggest risks to open mindedness.

To understand a problem requires us to gain new knowledge, but when we are sure we already know something, new information can't get in."

-F1: We need to navigate it quite carefully. Certainty is often one of the biggest risks to beginner's mind and that also means is one of the biggest risks to Open Policy making.

So, understand a policy problem requires us to gain new knowledge. When we are sure we already know something then nothing else can get into our heads; unless it's something we already know about we have a tendency to ignore it.

We are gonna look at a different exercise now which is looking at an scenario where we are placed in a position where we often find ourselves in, where we are being asked a question, and we will try to find out what kind of things we might do to understand that question.

Slide 25: "Exercise 3"

Slide 26: "Scenario

Too many people are winning appeals against DWP decisions. Why?"

Slide 26 comments: "Let's pretend you were asked this question by a minister. What kind of things would you do to understand the problem better?

9 box grid – write one thing per box if you can.

Get someone to should one out. Everyone tick yours off if you have the same.

Repeat.

Write a list on a white board.

Explore what each of the responses will tell us about the problem.

And where are the gaps?

Mapping/Observing tribunals/focus groups with staff/

Too often we don't go deep enough into our enquiry. For example, we know that 74% of appeals against DWP decisions are successful. We also know that one of the main reasons for that is people provide evidence to the court that they haven't provided to DWP. These are findings.

As you can see from this list, Open Policy Makers dig much deeper to understand why these things happen."

-F1: So, here is the scenario, the Minister has asked you the following question: Too many people are winning appeals against decisions that we made. Why's that?

In your worksheet, we're gonna try and find. Individually, write down the actual route you would take to understand this issue more. Pretend you now need to understand this issue more… what are you gonna do to answer this question?

If you can find nine, great, if not, don't worry about it. In the next few minutes, write in the grid the things that you would do to understand this question and this issue better. Is that clear? Brilliant. Thank you very much. So, do that for a few minutes and then we'll bring it back together.

Exercise 3: Understanding the problem

Worksheets pack page 4.

Too many people are winning appeals against DWP decisions. Why?

Look at existing regulations and policy intent   Talk to lawyers

Find out if the policy is being implemented properly   Look at the data

Listen to decision makers   Look for international comparisons

Map the journey to see who is involved   Listen to appeal writers

Clarify the question. Why is it a problem?   Listen to work coaches

Look at the reasons for successful appeals   Check direction at senior level

Consult community groups and third sector   Do anonymous sampling

Talk to the judiciary   Listen to the experiences of appellants

Slide 27

Slide 27 comments: "Let's pretend you were asked this question by a minister. What kind of things would you do to understand the problem better?

9 box grid – write one thing per box if you can.

Explore what each of the responses will tell us about the problem.

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-F1:

- Look at existing regulation of policy intent: what are the levers or potential constraints.
- Listen to decisions makers: people making decisions often understand more of what their job is like.
- Look at the data: understanding more from policy analysis what the data is telling us.
- Listen to the people who write appeals: you could talk to layers.
- You could map the journey: to see who is involved. You can go: Here is a person claiming a thing, here is their journey when they're making an appeal. You can map all the steps they take and who is involved from the Department in that particular process.
- Clarify the question: why is it a problem? What is it that we are trying to achieve and why are we not satisfied with the current position?
- Do work to find out if the policy is actually implemented properly: how is it being delivered for real vs. how it was intended when the policy was written.
- We can look at why appeals succeed. If you consult community groups in the third sector who often offer to help people with their appeals. The people our costumers go to for help, so we can understand how they perceive this things and deal with them.
- We can check the direction of MOC: what is it that we are trying to achieve in the next few months that will help the ministry feel more comfortable.
- Talk to the judiciary: those are the ones who make the decisions about the appeals.
- Listen to experience of people who make the appeals: we can understand more about their journey and why they don't feel particularly happy about the decision we've taken.
- We can make some anonymous sampling: do some studies to take all other variables and see what that tells us.
- And finally, international comparison: are there similar processes happening in other countries that we can learn from or compare ourselves with.

-F1: Have anybody got anything we didn't mention?

<<F1 opens the floor for other strategies that have not been mentioned>>

-Participants: Observe an appeal.

-Another participant: it is important to establish "is this a root cause or an effect?"

-Another participant: "Can I just say, because there is lots of 'listen to decision-makers and the different people in the process', I think the thing I've found more useful when looking at these kind of issues isn't just sit down with people in a room and ask them to talk me through it but rather sit with them. Sit with somebody making a decision and see what they actually do, see they are copying and pasting common phrases which are the, you know... I think it can be really easy to get somebody in a room and ask them to talk to you about something and that's it, but

-**F1**: thank you for that. I think that's a really positive point to make. More observing rather than listening

-**Another participant:** what works for me is not taking anything for granted. Look at the existing regulation that's in place is not enough. You just have to see if there are updated versions of that regulation was being used to make the decision and if there are any policy changes in place. Look at the communication and the language that's been used. Go through everything again not taking anything for granted.

-**F2**: I would like to illustrate with an example…" *She goes on to illustrate with an example from her previous position as a teacher, where Ofsted changed regulations for evaluating schools, but schools kept doing what they were doing plus adopting the requirement from the new regulations.* I used to be a teacher, we have Ofsted in teaching… and every few years Ofsted updates what they are assessing teachers on, and Ofsted assumed… for instance, there is something in teaching we call triple-marking: the teacher would mark a book, the student responds to the feedback, and the teacher would mark the thing again all in different colour pens. Teachers said that was a burdensome thing, so Ofsted said, "don't do it then anymore, we don't need to see that to see progress being demonstrated". But new regulations came in and the schools kept doing it because in their minds everything build on top of each other to show that you are fantastic, whereas Ofsted were under the impression that the old stuff was going and the new stuff was coming instead but actually it was just building on top of each other".

-**Participant:** "my thought was, you don't want to overcomplicate, so you might want to do all of these things but I've also seen one when effectively what they did was look at the policy intent, look at the volume of appeals, and thought, 'hang on, what's fundamentally going wrong here is that case workers are just not doing enough at the point that would someone complaint, and the management reconsideration step was to back up and the problem went away. That was a fairly sort of simple one because if at an early point you spot that there is a solution in here that's just about doing some stuff in a slightly different way you can cut off a lot of the trouble and get straight into the knot of it… you need to spot the step at which the problem is occurring".

-**Another participant:** "I think it just builds on that in terms of really spending time thinking of policy and implementation for unintended consequences. The realities between policy vs. implementation."

>>F1 illustrates with an example after participants had their saying: He goes back to the "listening" point which was rebutted by one participant in favour of doing what can be considered "participant observation". In his example, F1 explains how the general assumption (for which they had no evidence) was that applicant were holding to key pieces of evidence and only submitting those in their appeals which would guarantee winning it. He explains that this "adversarial" understanding of the situation sent the department into looking for ways to force people into submitting those key pieces of information, instead of questioning why would they be behaving in such a way. F1 finishes the example by asks participants to be "open-minded".

-**F1**: In this piece of work, one of the myths that existed was… "myths"? The common understanding was that the reason people kept winning appeals was that they hold onto the key piece of information and evidence and then play it at the last minute, they play it at the tribunal and they'd win the case. None of the evidence supported that was the issue but because some people were certain, had the certainty that was happening… and this sort of inherited certainty that they believed… An existing certainty that something is happening… we can hear something without listening to it… are you listening for the thing that you already know… there was no

evidence people were holding to that information to then play it last minute. So, we changed our perspective and take a lead in changing people's perspective about that because it affects how we think about problems really: how can we stop them doing that rather than how do we give them more time to give all we need of them or ask them for fewer things? But as long as we all think they are playing it last minute there is a kind of adversarial thought process. Whereas it's right or wrong it doesn't matter but it certainly affects the way people thinks and talks about the problem and the way they look at people involved. Whereas if we said "we are not giving them enough time to get what we need" or, "they don't like to admit 'this thing' until we force them to". Until we start thinking about that… we can see things and hear things, but if we are not really open minded that changes my perception of a things. Which takes practice.

-**F3***:* Thinking of all this stuff takes effort. Organise and taking a day of your calendar to go and sit in an appeal tribunal, that's a lot of effort and time you put into that, so if you're not really willing to listen to what you hear and how that might change how you think about the issue, then why would you put all that time and effort into doing that? If you are, then you are using that time and effort really wisely.

-**F1**: Now we're gonna do a little table exercise… Would you mind introducing it?.

-**F2**: Of course. So now we'll give you a piece of flip as a table and you're gonna draw these lovely axes… the lines are allowed to be wiggly. What we want you to do is choose some of the activities that you listed as a table and put them on these axes. To what extent do these activities help us understand what's going on? Vs why?

<mark>I think it's really important to raise the point here that doing open policymaking work isn't instead of all the other evidence you normally gather. Is not open policy making or traditional evidence gathering, analyst speaking, getting all of that data… both are incredibly important in policymaking and the activities that are advocated within open policy making just help us strengthen and broaden our evidence base.</mark> But it's really important to think about what do the different activities help us to learn. So, think, as a table, how many what's you've got vs how many why's. We'll give you about ten minutes as a table.

Slide 29

>>Groups map in a flipchart sheet what activities helps them to understand the "what" and which helps them understanding the "why".

>>When going through the tables, F2 found out that <mark>one group did not understand the axes: participants were looking at establishing a hierarchy between the elements to be plotted in relation to the axes</mark>. E.g. to what extent a certain action that helps in understanding the "what" helps in understanding the "why"?

<mark>This was not intended by the facilitators and they had no use for such information</mark>. However, the graphic representation with the cartesian axes implied such a relation between the two variables.

>>F1 wraps up the exercise explaining the importance of going a "level deeper": "ask why?"

Follows with a short 3-minute exercise on how to understand their policy area better.

Exercise 3: Understanding the problem

Write down a personal list of reflections/inspirations: "If I do these things I would understand my policy area even better."

Exercise 3: Understanding the problem

Three things I will try in order to understand policy problems even better:

1.

2.

3.

POLICY EXPLORATION

F2: "If there is anything you thought about as a result of today's session..."

<<*Back from break*>>

Slide 31: "Session 3: Invite challenge"

>>Individually, participants are asked to guess the percentage of people agreeing to certain statements.

How much do we really know?

"People who have enough money to buy the things they need, but not enough to buy the things most people take for granted are in poverty."

strongly disagree   disagree   agree   strongly agree

POLICY EXPLORATION

Slide 32

Slide 32 comments: "Individually, in workshop booklet, rank own answers to questions.

These questions are from the British Social Attitudes Survey. Some of you will have come across this before, but it's a survey that seeks to gather a representative sample of British adults aged 18 and above. Typically, this means surveying some 3000 people every year on a range of topics to measure and track changes in people's social, political and moral attitudes, and it's been going since 1983."

Statements:

1. "People who have enough money to buy the things they need, but not enough to buy the things most people take for granted are in poverty." → 28%
2. "Humans are mainly or entirely the cause of climate change." → 36%
3. "A job is just a way of earning money – no more." → 50%
4. "Government should reduce taxes and spend less on health, education and social benefits." → 4%

Exercise 4: How much do we really know?

1. "People who have enough money to buy the things they need, but not enough to buy the things most people take for granted are in poverty."

strongly disagree   disagree   agree   strongly agree

2. "Humans are mainly or entirely the cause of climate change."

strongly disagree   disagree   agree   strongly agree

3. "A job is just a way of earning money – no more."

strongly disagree   disagree   agree   strongly agree

4. "Government should reduce taxes and spend less on health, education and social benefits."

strongly disagree   disagree   agree   strongly agree

Worksheets pack page 6

>>After showing the actual percentage of agreement with statements, facilitators ask participants to express how many guesses the figures (with a ±5%).

"People who have enough money to buy the things they need, but not enough to buy the things most people take for granted are in poverty."

28%

POLICY EXPLORATION

Slide 36

Slide 36 comments: "People mark themselves – 5% leeway either side."

>>Slides 37, 38 & 39 show the results for the other questions.

Slide 39 comments: "Gather feedback. Let's check how many of us have our fingers on the pulse of the British public.

Raise hands if at least 1 answer correct. Keep hands raised if at least 2 correct. Etc."

-**F2:** "No discussion yet, Doris" → participants laugh at the joke.

<<Participants gasp in awe at the results.>>

-**F2:** "Let's check how many of us have our fingers on the pulse of the British public.

Raise hands if at least 1 answer correct. Keep hands raised if at least 2 correct. Etc."

Slide 40: "Everyone makes assumptions and has biases"

Slide 40 comments: "We all, to a greater and lesser extent, assume that people think, act and live the way we do. The Behavioural Insights Team call this the illusion of similarity. Quite often, we overestimate what people know and what they are willing and able to understand (especially if it's in relation to our own policy areas – after all, we've been immersed in the detail and it seems blindingly obvious to us and the colleagues who surround us).

We're also overoptimistic in our estimates of how people will behave, often expecting people to make the most rationale choices, the choices that will lead to them accruing the most benefit. But people don't always act according to economic rationality – take the transferrable marriage allowance, which allows married couples, where one partner does not earn enough to use their tax allowance in full, to transfer 10% of unused tax allowance to their partner. Some 4 million couples were eligible to save up to £200 per year, but only half this number bothered to apply. Policymakers overestimated people's willingness and ability to apply."

-**F2:** "We did this activity to really make the next point. Thank you all for engage and involve. We all make assumptions and have biases. And we all make assumptions about how other people live and behave. The Behavioural Insight Team, if any of you heard of them, they were introduced by the Cabinet Office initially and they call this 'illusion of similarity'. We all make these assumptions. It's really natural. We use it as shortcuts to get through our day to day lives, we assume people live, work, act in a similar way to us. Something else we do is overestimate what people know or their ability to understand things or their ability to understand complexity as well. So, think about our policy areas. We have been often so embedded in them for such a long time they are really complex but they are really straight forward to us… but to someone with that beginner's mind set, to someone who doesn't know the field it's such an incredibly complexity, and naturally we assume and overestimate everyone else's understanding of it… but also we're overoptimistic in our estimate of how people will behave. Some of us are naturally optimistic, like me. But we often assume people will go for very rational choices, because that's what's gonna be good for them. Maybe it's a bout money and they're gonna do this economically rational thing, but actually no because maybe they don't wanna work that extra hour or they don't wanna put their child into childcare for an extra hour, even if that's a bit more money, they rather spend the time with their child! And maybe that's not economically rational. Often so much of economics is based on people acting rationally but we don't necessarily act that way. So, there are a couple of examples that illustrate this point about assumptions and biases. One of them, potentially a bit controversial, Universal Credit. You know that it works really, really well for those people who are paid monthly? But Universal Credit paid on a monthly basis have your assessment periods. There's been increasing amount of evidence … to show that people who are paid more frequently than that can have a few issues. And there is an assumption underlying that policy that people are paid on a monthly basis. But actually the Resolution Foundation did some research into understanding people from poor background or people on lower income and how often or frequently they're paid, and actually about 45% of these people are paid more frequently than on a monthly basis.

-**Participant**: Might not be the best example... we gave them that evidence at the time... and they ignored me.

<<Laughs>>

-**F2**: That also very beautifully illustrates our other point then, which is that we assume... when we want people to behave in a particular way, we overestimate their ability and willingness to behave in a certain way. This isn't about just policymakers, this is about the civil servants, this is about ministers, it's about everyone, absolutely. We have a fantastic example where in 2012, Francis Maude, in preparation for the fuel strike, suggested that everyone fill-up a jerrycan of petrol and storage in their garage. There were a million things wrong with this. One: the amount of fuel you can put into a jerrycan is more than it's legally allowed to be stored. It's a massive fire risk, but also... who's got a garage? Actually, two thirds of the population don't have access to a garage, their cars are parked on the road.

<<laughs>>

-**F2**: So, absolutely right for raising that point. We kind of overestimate people's willingness and ability to do things, their ability to understand complexity, and we often assume, as shown by the exercise from the beginning, that people are like us...

-**Participant**: the problem with this exercise is that it has confirmed my bias toward some people.

<<laughs>>

-**F2**: But alas, we need to design for everyone.

-**Another participant**: About that similarity bias. I think I've read something recently about that social media in the way that works is intensifying that effect, because at the time when the media we were consuming was all the same it was more difficult to make those assumptions, bizarrely because the fact they have to cover everything, whereas with social media you tend to have a bit of an echo chamber effect where you follow who are like you or you follow people who's got similar opinions to you. That's what you've got things like Trump happening. You just got completely parallel realities, where people would see things in such different ways that they never intersect in the way that they used to. And so, that effect intensifies and it's more important to us as policymakers to make sure we are not doing that in our work.

>>Another participant recommends watching Netflix's "The Great Hack".

-**F2**: Lovely. I think it's really important that point to be raised. If this kind of effect, illusion of similarity, is intensifying, we need to be so careful of operational and cultural disconnect. F1 spoke about this early: the cultural disconnect is the minster presuming that everyone's got a garage, it's us assuming that people think the way we do, and people live the way that we do. The operational disconnect is thinking, "oh, in operations they can just deliver this for me because that's what they do, it's their job to deliver things", without understanding all the other things that they do in their day to day lives.

Slide 41: "Beware of operational and cultural disconnect"

Slide 41 comments: "In this case, the consequences of the transferable marriage allowance not meeting its policy intent or hitting its expected take up targets are relatively insignificant.

But this isn't always the way. When we don't do anything to challenge our assumptions and biases, it can lead to operational and cultural disconnect. Ultimately, this can mean us devising policies that fail to deliver their intended outcomes, and worse, cause damage and suffering in the process.

Operational and cultural disconnect … JJ"

-F2: "One of the best ways to counteract this is to invite challenge. Remember the title of the session is "invite challenge". So, we want people to challenge those perspectives, we want people to get together from diverse backgrounds to make sure we are not actually operating or designing for ourselves. Policy Labs uses something called video-ethnography, we use it in the Department as well, where you film different types of people. I'm sure people have been in a situation where you tell the minister something and they are "yes, but this is my experience". The thing that we were talking about earlier, if you are not open minded to other possibilities you will only find the evidence that suits your hypothesis. You can tell the minister, or whoever, somebody who needs convincing, all you like, but if you show them a piece of video-ethnography, a video of someone talking about their experiences you can't argue with the video! They can argue with you as a civil servant but you can't argue with those… and then you build up a more complete picture. So, F1 and I devised this training after having conducted 50 different interviews with policymakers from across the government about their attitudes to open policy making, and one of the policymakers during the interview said that one of the most effective ways of challenging a minister for her was taking the minister, who had very firm views about drug abusers, to a rehabilitation centre in Oxford, where he spoke to an Oxford Don who was completely addicted to cocaine or heroin, I think it was actually, and up until then, the minister just assumed that anyone who is addicted to heroin is a down and out person who is already a waste of space, and why on earth do we want to support them in the first place? It's just a particular portion of society. It was when he had that conversation with the person who was the Oxford Don, the Oxford Professor who was addicted to heroin, that the penny dropped. "It might not just be the down and out". So, there are ways to convince people but it can be incredibly challenging. But! The ways we can challenge is by collaborating with others. That's why it's important to identify policy options/solutions in collaboration with others who have different perspectives to our own, and in particular the people affected by our policies or who might have to live with them.

Slide 42: "Collaborating with others is key"

Slide 42 comments: "That's why it's important to identify policy options/solutions in collaboration with others who have different perspectives to our own, and in particular the people affected by our policies – be they users, customers, or citizens, or frontline staff who will have to operationalise and deliver."

Slide 43: "Collaborative idea generation"

Slide 43 comments: "There are a number of steps we can take to challenge our assumptions and biases.

In an ideal world, we might come up with policy options in collaboration with the people the policy is aiming to support. This is known as co-design. In policy contexts, this is not necessarily straightforward. In DWP in particular, our policies can be very politically sensitive and emotive. We may worry about raising expectations."

>>Participant raises question "who can be in the room?"

-F2: So, there are a couple of things we can do. We've spoken about collaborative idea generation. That's when you get lots of people from different backgrounds, people affected by the policies, or the ones that will be delivering it in the room to come up with the ideas for the policy themselves, rather than much further down the line… when the ideas are already quite well-formed. Can we get them from the beginning? Sometimes yes, sometimes no. Sometimes our work is actually very sensitive. So, thinking about who can be in that room, that's a valid concern. Thinking carefully about who you can bring in is absolutely fine, as maybe, sometimes we can't deal with people whose lives are affected. I was speaking earlier with someone in the

room about how we work while we were working with people victim of domestic abuse. You don't want to be having a victim of domestic abuse in the room talking about their experience of domestic abuse because that's retraumatising. It would be ethically wrong for us to do that. But we were able to bring in independent domestic violence advocates who work on a one to one basis supporting them on their journeys, and asking them about the different people that they work with, the different challenges that they face to understand more about their lives and the barriers that they face. It doesn't stop me getting operations in … we have to trust our partners that it's just about having the opportunity to test things quite early, which takes me to the next point.

Slide 44: "Prototyping and testing"

Slide 44 comments: "This is far less of a concern with prototyping and testing.

Prototyping means bringing our policy ideas to life and making them tangible so that they can be tested with the people they're intended for. It's not about spending a long time focusing on the intricacies of how the policy will work or taking months to design a new platform or portal. It's about pulling together something quickly so that we can learn fast, before we get too attached to the concept or spend lots of money developing an idea that simply will not work in reality, no matter how perfect or elegant it appears in a sub or on paper.

We're going to have a go now, in fact. Write down three needs – (1) I need a downstairs toilet (2) I need natural light and (3) I need plenty of storage.

- 5 mins, design house for partner – label

- 3 mins, how meet needs, how be improved (1 person explains without design, 1 person explains with)

- Iterate

- Compare again. Which better? Why?

Providing you choose your target group carefully to represent the people who are going to experience the policy idea, then you can acquire around 85% of the insight into how an idea might by – and the problems it might encounter – by testing prototypes with as few as 5 people. The findings will be indicative, rather than definitive, but they allow us to learn about the potential of an idea early on before it becomes too big to fail, no matter the cost."

-F2: "You might have a few ideas about what prototyping and testing is. Sounds quite digital but actually it's just about bringing our policy ideas to life. Instead of telling someone what it is, it's showing them whether it is with a video or… making something tangible. So, it's not about spending lots of time on the intricacies of how the policy is gonna work, so, it's not about developing something for two year in complete detail with the exact step by step that's gonna take and spending loads of money. Instead, just build something so that it can be tested as if it was real. It's about putting something together quickly so that we can learn fast before we get too attached to a concept or an idea, and then whatever we hear we'll find a way around it anyway, or we start spending lots and lots of money and we can't walk back from it. So, it's about putting something together to test the idea, or thing, or policy with someone so you can get lots of rapid information and iterate. We talked about iterations. We iterate all the time. Think about a […] or a PQ… it goes from me to F1, to Duncan… they're all changing it… it's iteration. We're just making changes to make things better along the way. So, prototyping and testing with people affected by the policies or who are going to be delivering the policies, you can get some much value and information. Make sure to learn fast and then maybe even ditch it, get a second one, we talked

about... gets straight to the Minister, gets iterated or it goes into the bin! How often do we put our ideas in the bin? We are so attached to them

<laughs>

Slide 45: "Exercise 4"

>>Individually – 3 minutes.

>>Participants think of the 3 things you need in your ideal house.

>>In pairs, participants exchange the 3 features of their ideal houses. Each participant tries to draw the house according to the features in the post-it given by their colleagues without consulting. After 10 minutes, each pair present the drawings to each other and ask for feedback: how can be improved?

>>This exercise helped in showing that even providing the key features of a policy the way in which it should be fully developed is far from clear and can take many different shapes that have to do more with the designer than the "client" setting the requirements.

-F2: We're going to do an exercise. What we are going to do, on a post-it note, you're just going to write down the three things that you need in your ideal house. In my ideal house, I'd have a downstairs toilet, I'd have lots of natural light, and outdoor space. You're not gonna expand at all but write down the three things that you need in your ideal house. You've got about two minutes.

<<After two minutes>>

-F2: Take a piece of A4 paper and you're going to draw or design that ideal house. You must not... I can see some people starting. I'm gonna ask you to pause for two second for there are some more instructions. I love the energy and enthusiasm; desperately to go on, which is fabulous... but, you need to sit back to back, so that you cannot see what each other is doing. So, you're going to take this person's house needs, you're going to design that house, you don't have to be good at drawing at all, and there are lots of different ways, so you can do whatever you think it's best. You're gonna have six minutes to design that house on a piece of paper, switch over, you can't answer any questions to the other person, you can't get clarifications. You just want to put on your knees and get drawing. Ok? So, six minutes, back to back...

-F2: No suggesting ideas to each other either!

-F2: 30 more seconds. And don't worry because a prototype isn't meant to be perfect. It's somethings that's gonna get iterated. There's no such thing as perfection.

-F2: What we're going to do in a second, we're going to go back to our partner and we're going to reveal our designs, and we really want to understand whether what they've drawn for us meets our needs. It might meet a few needs that we're needing now, but actually, there might be more ... so, for instance, F1 has designed me a house that is over three floors, that has a lovely patio outside, that has steps. I would say, Actually F1, we love the work you've done in here, here and here, and that really works for me, but actually my mum is in a wheelchair so I need level access in the front door and the back door as well. So, we're just gonna get some feedback from our partners about how does this property meet their needs or not. So, you got about three minutes each to discuss how the design meets your needs.

-F2: Ok!

-F2: So, I've spoke to the gentlemen at the back but I also wanna get some feedback from the rest of you. So, [name] who was your partner?

>>Participant responds partner's name.

-F2: What did you learn speaking to [name] about his ideal house?

-Participant: I learnt… I draw some flowers because he said he wanted a quiet place at night, he didn't want to much noise, so interpreted it as being very green. So he liked the place and everything but he didn't really care much about the flowers.

<laughs>

-F2: So, [name] what about you? What did you learn about [name]?

-Participant: ah, well, her specs were wrong which she modified. She wanted two kitchens…

-F2: Had she risen that initially?

-Participant: No.

<laughs>

-F2: So, it was only by presenting her with something that she realised…

-Participant: exactly.

-F2: so, refined…

-Participant: or possibly I misread, because she wrote "separate kitchen". I didn't know she meant a separate kitchen as well as the other one.

<laughs>

-F2: Well, there you are! This is quite an enjoyable -I think- group activity. I think it illustrates the point that it's easy to misinterpret things. I had a conversation with the gentleman at the back of the room and [name] wanted a cinema room and [name] draw a lovely cinema room that had about 8 or so chairs, maybe 10, and [name] said, 'well, this is indeed a cinema room but actually I would prefer more of a personalised cinema room with fewer chairs, I don't want all of my mates over… I'm not Odeon'.

<laughs>

-F2: And I'm sure… well, you can tell me what is the value in doing this activity and how can we sit it fitting in a policy environment?

-Participant: requirements require iterations.

-F2: absolutely.

-Another participant: support into ask questions to get more detail. What does that actually mean to you? When you say you want this, what does it actually look like?

-F2: Absolutely. I agree with all of these points.

-Participant: … we need to see things as part of the greater system. The point of feedback [name] gave me was, 'yeah, it looks nice, but where's the kitchen?'. When I took the brief I concentrated on those things that were on the brief and there's other parts of the house.

<laughs>

-F2: so, yeah, we need to see how it fits into other systems. Absolutely. [name]…

-Participant: I was just gonna say, we've been chatting over the day, so we both added things that weren't on the brief but that we knew about each other because we've been talking about it earlier. Actually, that worked out for both of us, but just have to be very careful if you're then

assuming things from your knowledge which aren't necessarily on the brief, checking those back before you go ahead.

-F2: Yeah, absolutely. And also, look at how each of you approached that task. I just said draw a house, so we've got some that are plans, if I would've done it I'd probably drawn a box, or how we imagine a house to be, the windows and things like that. In Leeds we had someone who's drawn that, and actually I think someone draw the house, and a cross section of the house, and they had a plan!

<laughs>

-F2: but we also just had someone who wanted a dressing room, big windows and something else, I can't remember. And her partner, just literally drawn the dressing room, the big windows and the other thing... before we just move on to the next session and you have a very short break, and then we'll have a longer lunch... think about how do you apply to a policy context. You've all learnt something about your partner and their needs as a result of that conversation... have we had more time this afternoon, we would ask you to have a go at re-drawing or adding a bit, or you could even start again. You can do that! You can add a bit, change a bit or re-draw, but in a policy context we can make prototypes quite simply, it doesn't have to be something built, so I'll show you some examples here. So, this is a storyboard of how a policy might work.

Slide 46

-F2: This has gone from a storyboard that a collaborative team devised to this.

Slide 47.

Slide 49

Slide 49 comments: "Produced by FWL and PEx to test with individuals at TPR. It was used to understand people's broader reaction to the concept of a mid-life MOT, and the format it could potentially take, including whether an online guide would resonate with individuals and encourage them to change their behaviour in relation to retirement planning (the policy intention)."

-F2: So, they were thinking about how would people respond to, 1. The concept of a mid-life MOT; is that something they'd be inclined towards, would that be helpful for them? Bu also, how would they feel about it being online? So, right 'we need to get a web developer to make the MOT'. Let me show you something...

-F2: That's a screenshot, that's a textbox, that's a coloured inbox, that's a textbox... that's a line, that's a textbox in green, that's some more text, different box... that's a line, that's a line... oh, now it's a website! Now it looks like, I would imagine you would agree, it looks quite like a GOV.UK page. You can make this things, if people were using it as a screen on a tablet or on a computer, but these things "click" -you can add animation- so you can click on continue with the mouse and it will take you to the next screen as if you were doing it. But this is all done in power point. It doesn't take very much skills or knowledge, it's just about copying something that's already online. And people on this team were able to use this prototype which didn't take much time or money to create, to go and speak to people at the pension regulator to find who would be a fine audience, so people with the right age to learn how... a particular target audience at the pension regulator to test this with them and learn about their broader thinking about mid-life MOT and how they would respond to that being a website.

-F2: I suppose the final point I wanted to make, before letting you go, is that this is really cost-effective and powerful, and here it is... ==Prototyping maybe doesn't feel natural, or that's not the term that feels natural in the policy context, but you can see that it's possible to do. It comes from the design world, the product design world and obviously, in product design people are desperate to get people to use their products or their websites, and things like that, so they test all the things to make sure that actually they're the ones people want on their lives, that work for them==. And Google, as some of the people that talk about some of the things you might do to test products, and they say that you can get... you can understand 85% of the issues by testing it with 5 people! I'm not saying that tomorrow you pull five people of the street... if you get five of the right people, five of the people influenced by your policy... that's not to say, so you'll learn so much by just speaking to a very small group of people. And this raises an important point, that's not to say those findings are definitive and that everyone else who responded on the same way that those five you will learn a lot. Those findings are indicative, they are not definitive. So they will indicate other areas, so, 'four of the five people really struggled to understand this part of the policy'. They wouldn't behave in that way. That's a clear indication to me that I need to go and think about how does this work in reality. It's not to say you got all of the people, it just gives you other areas to explore before finding out further down the line when it's already been implemented that actually, four out of five doesn't ... and it does not actually work. So, testing early, failing fast it's really, really valuable. F1.

-F1: ==You can't get this wrong, you learn from the person what they need. So, that kind of learning is the reason why you're doing it, it's not finished. So, even if the person you showed it to didn't want any of it, during the conversation you learnt more about why that is and what they like instead. So, that's actually successful, it's not a failure.== Imagine building a house for the person before you've had asked them, if would have been worse than there's no kitchen or no toilet.... By doing that we reduce the risk of failure you can never completely eliminate it. So, try to think of it as being 'oh, we did this test and it was wrong'. We are doing this piece of work trying to get people with disabilities back into work and we're testing eight things in JobCentres at the moment that might help. ==They might not help as well, but the idea is that we're testing them. We're trying to bin four of them and everyone hates the idea of binning them. They go, 'let's try to iterate one more time'. Nobody likes the idea of going... I've tried that for six months now and it's just not working. It's just against our natural way of doing things. This whole culture is 'let's just chuck it in and see, it might add some to some people'. So, there is a natural push back against some of these things. The least fidelity or quality the better. When they look great, people think 'oh, that's a website ... The point to make is that this is really to learn is not necessarily to lead to==

==the answer straight away or even the second time. There are some really great stories about products that are around now and took years and years and hundreds of prototypes to get right.==

-F2: we're gonna have five minutes.

 <<BREAK>>

Slide 50: Session 4: Persuading others

Slide 51: "So you're ready to go!"

Slide 51 comments: *We're hoping you're feeling inspired and energised to go back to the office and start applying your learning in your roles and policy areas.*

Slide 52: "It's not as easy as we've led you to believe"

Slide 52 comments: "==OPM isn't embedded in the fabric of DWP's culture yet==, otherwise we wouldn't be here today. As we said at the beginning, there's plenty of rhetoric to support its existence as a more effective way of developing policy. But as we can see by the work currently being undertaken by CFD to raise the profile of the Family Test – a DWP owned policy that encourages policymakers to consider the implications of our policy ideas not only individuals, but on families and their formation – ensuring policies meet the needs of the people they're designed to support by learning as much as we can about their lives and testing our ideas with them is not commonplace or mainstream.

You will encounter challenge, face barriers, and even have your own fears. That's why, in this final session, we want to encourage you all to think about how you persuade others to give you the space and backing to carry out the OPM activities that you're hopefully eager to carry out..."

-F2: It's not like 'five ideas in one and we'll squeeze it all in'. Each challenge or barrier or worry on one post-it note.

<<Break>>

Slide 53: "But there are ways to convince people"

Slide 53 comments: "That's why, in this final session, we want to encourage you all to think about ==how you persuade others to give you the space and backing to carry out the OPM activities that you're hopefully eager to carry out==..."

Slide 54: "Exercise 5"

Slide 54 comments:

"Activity:

- On post-its (individually), what are the challenges?
- Affinity sort post-its on wall beneath fives themes (we don't have the time/ it's a waste of resources; that's not how it's done around here; you're meant to be the expert; our work is too sensitive; finding the right people to talk to is hard)
- Each group is given a scenario – what are your top responses/tips/lines to take? Write on flip
- Each group share with rest of participants (feedback). Participants listen and add anything missed.
- In groups, people use cards and challenge colleagues to respond."

-F2: On flip, you're gonna write down... what are the top things that would say...

>>Individually, participants present issues they face at work. Then, they are asked to group them under certain pre-defined categories.

>>Later, in groups, participants were given scenarios and they had to come up with ways of overcoming the issues.

-F2: We're gonna ask each group to read out their scenario, ideally, the top three lines or pieces of advice. [...] Feel free to chip in. Maybe if we go in numerical order? Scenario 1, who's got scenario 1? Would you kindly read up your scenario?

-Participants reads: "You're eager to run a workshop with staff from across the business to understand how their work interacts with your policy area.

You know diaries are busy and you're pressed for time - you need to give an update to your director next week.

How can you justify running the workshop?"

-Another participant from the group: So, we came with a number of solutions. Our top three, in no particular order: more holistic view of the work that you're doing; building relationships with external stakeholders and other people;

-Another participant from the group: I would suggest to use evidence of that working in the past.

-F2: demonstrating the value. A case study or... Yes. [...] Who's Scenario 2?

-Participant reads: "Persuading others: Scenario 2. You want to learn whether the policy options you're proposing have any unforeseen implications that you haven't considered.

You're sure that it would be valuable to hear the thoughts of the people who will ultimately be affected by the policies, but your DD is sceptical. She's never done anything like this before and it all seems a bit much.

How might you respond?"

-Participant: …long-term savings on time and resource. 2. It may improve chances of successfully landing the policy. And, option 3: it may reduce risk of delivery failure and provides a … level of scrutiny.

-F2: Brilliant. Well, if you go in such a concise fashion you get the cards, so it's entirely up to you.

-Participant: Sorry, I've just got one addition: if the person hasn't done anything like this before, you can go to the Policy Exploration Team and say 'are there examples of…?'

<laughs>

-F1: that's certainly when we started to get more traction…

-F2: Scenario 3?

-Participant reads: "You've been asked to look at drafting a new set of employer standards. You've done all of the usual stakeholder engagement, speaking with CEOs of large companies and the trades union, and have gathered a significant amount of insight.

You're eager to hear the views of smaller businesses, preferably in a different part of the UK than the South East. Your director thinks you've done enough though. Time is ticking on, and you've been working in this area for a long time. You're the subject matter expert, after all.

 How do you respond to the challenge that you're meant to be the expert?"

-Another participant: So, we've have quite a few. The first one was a bit cheating, we challenged that we weren't the experts, but if we are the experts, this is what we would do.

<laughs>

-Participant continues: …and depending on who you're talking to, that could go very wrong.

<laughs>

-Participant continues: so, the other one are more kind of things in the picture of what could go wrong if we don't do this and we linked that to… [inaudible]

-F2: Fantastic. I know F1 was going to say this, but something that he says quite often, certainly to us as a team, you often get lots of people who worked in Ops in the past and now are in policy roles, 'yeah, when I was in Ops'… 'well, you may've been in Ops ten years ago'. Or even two years ago, but the landscape and the context changes so fast. And even though I would be confident talking about the current context of UC childcare, for instance, given we did that work six months ago, we kind of need to challenge ourselves, so constantly do these kind of activities where you can be the expert even if you are the expert.

-Another participant: we've also talked about… we would use technology…

-F2: Fantastic. Yeah, thank you. <mark>F3, would you like to talk about your experience about actually prototyping in a private capacity… the use of technologies to test those ideas across the world.</mark>

-Aimé: Cool. So, I don't know if you've ever heard of this, but you can in your spare time quite rarely an opportunity comes up, sometimes you get invited to take part of market research for private companies. I've a friend of mine who's a market researcher, who ask me 'would you be available to come to this thing? You'd get paid for your time'. And I was, 'yes, sure'. I didn't know the company at the time but when I got there… I knew it was something about cleaning products basically… when I got there it turns out it was a huge multinational company, really big on cleaning products, and they were essentially… we had been brought, me and the other consumers, to be the users on a session. So, they had people from their innovation team, their

product team, their marketing team, their legal team, from all over the world... from three continents, they wanted London to be part of this co-design session. And what we did was work in little teams to come up with ideas for cleaning products for the future. And then, when we went away that night, during the day when we were doing the co-design, they had professional illustrators come in to illustrate our ideas and storyboard them for us. And when we went away that night, they took those illustrations of our ideas and tested them with other consumers in the USA and Brazil, overnight. And they did that through technology, so they scanned our ideas and sent them abroad for these consumers to give their ideas on them. So, we came back next morning, and we had feedback, and ranked the ideas the other consumers liked. ==And I suppose, I was aware about all these kinds of methods and stuff like that, obviously through working and knowing about design thinking and stuff which a lot of it comes from product design. But for me, that experience as a user, just showed me, and I think it's such an important message for everyone, that these huge companies, that must have cost them tens of thousands of pounds to do that co-design event, and these huge multinational companies are doing it for a reason. I suppose that's incredibly valuable. And whatever ideas, insights that they got over those two days... they do that because is valuable, and the insights that they got is worth that input. So, it was really interesting for me to see it form the other side of it. So, it just goes to show us that the way we use technology today, and also for me it shows that it is valuable, and people pours lots of money into it because the insights you form it it's worth it. Although, you don't have to spend any money.==

<laughs>

-Participant: that intellectual property rights you actually developed for them is very valuable.

-F2: That was purposely planned actually. I was really more about how you can use technology in novel ways that kind of test... that leads us to scenario 4, which I think it's about time and resources! No? Nevermind!

-Participant reads: "Persuading others: Scenario 4. You work on a policy area that is receiving sustained negative press coverage. A lot has been said online, and lobby groups have raised a number of issues that they believe need to be addressed.

You're keen to explore these issues further, but analysts hold limited qualitative data. You'd like to learn about the experiences of people affected by the policy and are looking to organise a small workshop with service users and their representatives.

Your DD needs more convincing though. She thinks that our work is far too sensitive and she's worried about raising expectations.

How might you respond?"

-Another participant: So, we've got two main things. One is how you frame the conversation, so explaining to the DD, that this isn't about going in and kind of opening absolutely everything up... this is about fact-finding and will be restrained and how you explain things, being clear on what you can and can't say before you go in. So, we've talked quite a lot about the fact that sometimes you might be able to say things like, we acknowledge this is a really important issue, we want to do more here, you know, we are constrain civil servants, so you might be going in a meeting saying absolutely we acknowledge this is an important issue, and it's something that we need to understand how is impacting you. I can't at this stage promise that I'm going to be able to change Government policy as a result of that, but basically being clear as to what you can and can't say before you go in, so that you're limiting those.

-Another participant: the other thing that we talked about is, when you're putting your workshop together is, putting quite a lot of thought into who you are going to ask for that workshop. And,

again, if you have somebody who is very nervous about you doing that, thinking about things like who are the people within your team's network already? Do you have some principal friends who you tested things with in the past and they not leaked it everywhere? You know, those kinds of things, so actually, again, you are helping to reassure somebody who is a bit nervous that this isn't going to end up in the wrong pages. But we talked about the risk there is that sometimes you grow up the list of two or three critical friends sometimes it could be a bit too imposing and a bit too close. So still, potentially, you might do it in two stages, test this first with a very close group of people, and then you might widen up a little bit. Those kinds of things.

-F2: But I think as well, your scenario talks … how the policies are impacting or affecting someone's lives. We use the word testing, yes. Sometimes it is about testing and learning about a particular option. Also, sometimes is just really about understanding, as it was in the example, just 'can you tell us more about how is this affecting you?' Sometimes is just about having that open conversation: 'tell us how you feel about the policy, what are your ideas about it, how could it be different? And people, we found, the wch found as well, that there are certain groups that are 'we hate this'. They really don't wanna share their experiences.

-F1: the point we're trying to make when we do this kind of workshops is, people they're not… they're doing the talking, the idea is that we give them the stimulus and we ask the right questions and then we just try and listen to people, and we can figure out what to do with that later on. We try to help by pulling the right questions and listening rather than expecting … 'no, that's not how it really works'. So, we are trying to change the balance of the conversation to be, we doing all the talking, kind of interviewing them…

-F2: and then we have the final group, last but not least.

-Participant reads: "Scenario 5. A member of your team is eager to run a workshop with service users and their representatives. They've got buy-in from senior leaders, and have secured a spacious room with good lighting in a local JCP.

They're struggling to figure out how to find the right people to invite. They've never done this before, and don't know where to start.

What advice can you give?"

-Participant: And we gave our advice in the form of a diagram.

-F2: Brilliant!

-Participant continues: It's call stakeholder mapping, and this is what we would advise them to do. And you have least important stakeholders, key players, and key people you need to keep informed, and you put them against influence and interest, in a scale of how powerful they are, and that is how…

-F2: Brilliant. It's how we discussed earlier about… to think who might be able to impact a policy. I suppose that is absolutely how we are taught to do stakeholder mapping. We probably just need to be slightly careful about thinking 'yes, we need to talk about the very powerful people', but typically people affected by our policies aren't very powerful. Collectively they could be, that's why politicians care too. But individually, service users don't have much power, but they're still a voice we absolutely need to hear.

-Participant: that is why we also talked about this snowball effect. Talking to people and getting to identify other relevant stakeholders laying outside the stakeholder map.

-F2: Fantastic. Thank you so much. It's just about half-past three, so it would be very helpful… we're not gonna chuck these in the bin, we'll take pictures first and we're gonna collect these in

a document for you… If you're not senior enough to be doing this kind of working, but if you have got a meeting with someone you feel you can influence… you can waive the main arguments and convince them.

-F1: the document that we're trying to put together, will essentially help people win the battles, we are not leaving it all to yourselves…
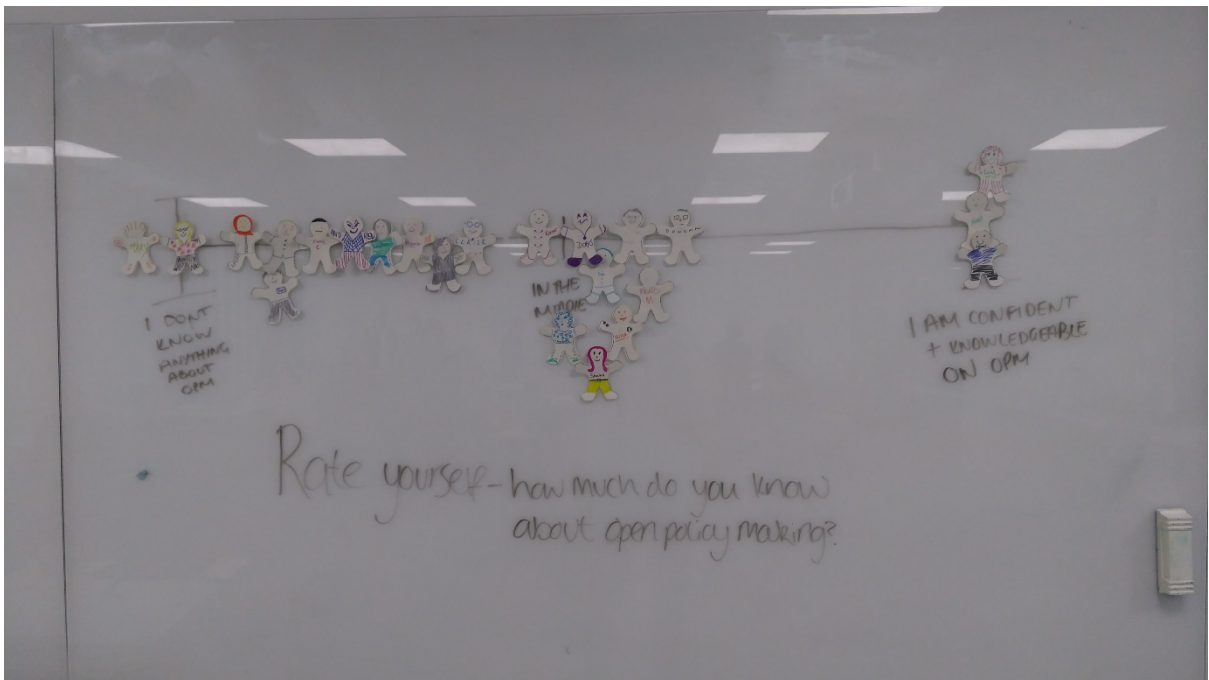
-F2: so, we're nearly there. F3 is gonna tell us a little about evaluation now.

-Aimé: Cool, so, F2 mentioned earlier that this is part of a programme training that we've devised and are delivering, so, we've already delivered a session in Leeds, and this one is even better. And the reason this one is better is because your colleagues in Leeds gave really comprehensive and helpful feedback on the session. So, as a well gesture to your colleagues in Sheffield, we are gonna ask you to do the same. So, I've set up a little evaluation station over the other side of the room, and there are three… five things that you need to do before you go, but they're super quick, I promise. You can start on the left-hand side, here, where there are two cups with questions in front of them. The first question is: would you recommend the training to others? And the second question is asking you to write down one word that tell us how you feel about the training today. Energised, respondent, bored, happy… So, those are the first two things, and on that table there is a piece of flipchart paper… 'what do you feel you need from us now?' So, we hope that you bought into open policy making now and are really exciting to go back and apply it on your teams, but we recognise that one day of training isn't enough to facilitate that, so, what else do you think you need in order to go back and do this in your day jobs? And then, I would like you to revisit your little […] paper, that you drew earlier, and just think, have you learnt anything today? Have you moved up that scale about understanding open policy making and how much you know about it? And then the last thing is just thinking quite carefully about the day and give a constructive feedback on it. So, there are three questions there: what went well? Even better if you've got any questions. What was good? And what can be improved? And for that one, if you could please write your feedback on a post it, that's just easier for me when I go back to write all of this up. Please be really honest, like I said, today was so good because people that attended the Leeds one gave us such honest and constructive feedback. Think really carefully and write as much feedback as you want. And if yo've got any questions, I'll be around.

-F2: Once you are done, if you could please sit back at you tables, that would be very helpful. Thank you.

>>One of the "stations" started at the beginning of the training and asked participants to assess themselves in terms of how much they know about Open Policy Making.

Thank you!

<<END>>