


Slide 2



What is an Appreciative Inquiry?

It's an approach for creating and sustaining change that focuses on what's working well and seeks to build on this, instead of a more traditional focus on problems and weaknesses.

This approach doesn't pretend there are no real or challenging problems, but it asks you to look at them and redefine them in a way that generates a number of positive possibilities. So instead of starting with 'what's the problem' and looking for fixes it starts with 'what's already working' and how can we build on that?

The 5D Model:

- **Define – What is the topic of inquiry?** – It is important to define the overall focus of the inquiry (what the system wants more of). Definition is used to clarify the area of work to be considered. Definition defines the project's purpose, content, and what needs to be achieved. In this phase, the guiding question is, "What generative topic do we want to focus on together?"
- **Discover – Appreciating the best of 'what is'** – Discovery is based on a dialogue, as a way of finding 'what works'. It rediscovers and remembers the organization or community's successes, strengths and periods of excellence.
- **Dream – Imagining 'what could be'** – Imagining uses past achievements and successes identified in the discovery phase to imagine new possibilities and envisage a preferred future. It allows people to identify their dreams for a community or organization; having discovered 'what is best'. They have the chance to project it into their wishes, hopes and aspirations for the future
- **Design – Determining 'what should be'** – Design brings together the stories from discovery with the imagination and creativity from dream. We call it bringing the 'best of what is' together with 'what might be', to create 'what should be – the ideal'.
- **Deliver/Destiny – Creating 'what will be'** – The fifth stage in the 5Ds process identifies how the design is delivered, and how it's embedded into groups, communities and organizations.

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Source: <https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/5-d-cycle-appreciative-inquiry/>

This is background information for you to read through as you prepare.

Short 5 minute overview of the method is available from here:

<https://appreciativeinquiry.champlain.edu/learn/appreciative-inquiry-introduction/5-d-cycle-appreciative-inquiry/>

Slide 3



Time needed: 45-60minutes

Participants: Whole service/team who will benefit from this work.
If you have more than 20 people, split them into smaller groups of 8-10 people for the exercise.


Materials:

- Post-it notes
- Pens or pencils
- Marker pens
- Play-Doh or Lego (multiple colours)


How to do it: Follow the steps in this presentation, referring to the notes section at the bottom for additional information.

This is information on what you need to run the exercise.




Define 


We are going to be working on
Enjoying Work as a team, an
opportunity to improve staff
satisfaction and wellbeing.


 1 min

State the purpose of this exercise – i.e. to draw on the strengths of the team in order to kick-start the Enjoying Work project.


Discover 

What matters to you when you come to work?





 1 min

Ask everyone to write down on a post-it note what matters to them then share that with the person sitting next to them

Discover 

What was one memorable
'good' day at work for you?



 2 min

Ask them to go to a different person in the room and share one memorable good day they had at work.

Discover



What components made it a good day?




 2min – 5min

(2minutes) Ask each person to write, in silence, one idea per post-it note answering the question “What components made it a good day?”. (For more information about this step visit this page: <https://qi.eft.nhs.uk/resource/nominal-group-technique-ngt/>)

(5 minutes) Then ask the people to randomly stick their post-it notes on a table or flipchart paper.


After that, ask them to start to group these ideas into themes, in silence, and then discuss how to label these themes. For more information about this step visit this page: <https://qi.eft.nhs.uk/resource/affinity-diagrams/>)




Dream

Visualise, using Play Doh or Lego, a symbol of the team if everyone had a good day everyday.


Then, give your creation a descriptive name.

 10min

Encourage everyone to get involved in discussing and designing a visual representation of what it would be like or feel like if everyone was having a good day everyday.



Share your creation with the rest of the room – What is its descriptive name.




At the end of it get someone to summarize what you have created. If working in smaller groups, get each group to report back to the others.

Capture this moment! Take a picture or place the symbol somewhere where the team can see it regularly.

Design



1. Who should be part of the QI Project team to coordinate this work for the team?
2. How should the project team involve and engage the rest of the team?
3. Confirm or appoint Project Lead, Data Champion, QI Coach, QI Sponsor.

10min

Have a conversation as a team about what you would need to do to achieve what is represented by your team's creation and make the 'components of a good day' a part of everyday.

Invite team members to join the project team and help coordinate delivery of the team's vision.

Save the post-it notes and the themes that emerged to help you put together a Driver Diagram.

The graphic is titled "Destiny" in a large blue font. In the top right corner is the NHS East London and Merton Partnership Trust logo. On the left, a diagram shows a path from "Hunches, Theories, and Ideas" (represented by a circle with 'A P S D') through "DATA" (represented by a circle with 'U A D B') to "Changes That Result in Improvement" (represented by a circle with 'D S P A'). Below this path is the source: "Source: The Improvement Guide, p. 103". In the center, three smartphones display the ImproveWell app interface, showing various charts and data points. Below the phones, text reads: "Download for iOS and Android here: <https://www.improvewell.com/> Once registered, can also be used via internet browser." In the bottom left corner, there is a green clock icon with the text "10min".

Share with the team that you are going to start with baseline data collection for 4 weeks to get a sense of things are before starting to make changes. This will inform the changes you can start to test and help assess the impact of those changes. The data will be collected via:

- **The Good Day Measure** in the ImproveWell app. This one question survey will be completed daily by answering 'Mostly Yes' or 'Mostly No' to the question 'Have you had a good day today?'. People can also give free text feedback of up to 5 words about why they had a good or bad day. The responses are anonymous. On the app they can see their Good Day chart over time and that of their team. The project team will collate the free text responses and also use them in designing an aim and a Driver Diagram. The project team will regularly share the aggregated responses with the rest of the team. Take the opportunity to get everyone to download the app on their work and/or personal android or iOS device. Registration instructions and videos for this are available from the QI team (elft.qi@nhs.net).
- **Pulse Survey** in the ImproveWell app. This will be collected every 3 months and will help gauge how the team are doing against several dimensions such as Engagement, Empowerment, Management and Leadership, Values, Roles, Resources, organisation values and support from colleagues. Responses will be anonymous. The project team will feedback the collated data to the team and use it to design an aim and a Driver Diagram.

Share with the team that after baseline data collection, all the information from the Appreciative Inquiry, Good Day measure and Pulse survey will be used to decide on an aim and to develop a Driver Diagram. Following this you can start testing some changes, starting with small-scale testing and ramping up the testing as you build your degree of belief in the changes being tested e.g. testing with one person on one day, then 3 people etc.