School for Health and Care Radicals

RADICAL

MODULE 2 STUDY GUIDE

Building alliances for change

'If you want to build a ship, don't gather men to find wood, cut planks, hammer nails and assign tasks; rather inspire in them a longing for the wide open sea.'
Antoine de St Exupery

http://www.theedge.nhsiq.nhs.uk/school/

@School4Radicals
#SHCR

CERTIFICATED Change Agent

NHS
Improving Quality

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This Study Guide was prepared for the School for Health and Care Radicals by Pip Hardy.

Module 2

Building alliances: forming communities for change

Introduction

> *'Learning is in the relationships between people.'* McDermott 1999

Welcome to Module 2 from The School for Health and Care Radicals.

In Module 1, we considered what it means to be a health and care radical; we looked at the differences between radicals and troublemakers and thought about some of the risks inherent in being a radical. We talked about the importance of living and being the change you want to see in the world and identified some useful ways of building your own self-efficacy in order to help you be an effective change agent. We began to sow the seeds of social learning, encouraging to engage in an RCT and join with others to share ideas and conversations about how to rock the boat and stay in it. We hope that you have continued to reflect on the content of Module 1 and on the various conversations that have continued via Twitter at #SHCR and The School for Health and Care Radicals Facebook group.

In this module we will shift the focus away from ourselves as individual agents of change to look in more depth at the importance of community and the power of working together. We cannot be effective agents or leaders of change on our own. We will be exploring methods for making sense of change for others and framing our change proposition. We will reflect on what we can learn from social movement leaders and community organisers about mobilising for change. We will also consider some techniques for connecting with our own and others' values and emotions to create a call for action through the practice of effective framing and storytelling.

This study guide

This study guide is intended to enhance and complement the web seminar and help deepen your thinking and reflection. It is not compulsory, but it may give you some ideas of things to think about and questions to ask, and you may take some inspiration from some of the examples and quotations. If you would find it helpful, please feel free to use this guide as a place to keep track of your own thoughts and ideas so you will have a record of your work on the module and the overall programme.

Every week, we will make a study guide available the day before the live web seminar. You can download the study guide from the website and use it to record your reflections during and after the seminar. You can also use the study guide in the discussions you have with your mentor or learning group after the web seminar.

Throughout this study guide there are shaded sections for you to reflect on your own experience or response to key questions related to the content of the module. We hope that you will free to use these questions as prompts to your own thinking, and the space provided to record your ideas.

The schedule for the release of the study guides is as follows:

Module	Date of study guide release	Date of web seminar
2 Building alliances for change	5th February 2014	6th February 2014
3 Rolling with resistance	12th February 2014	13th February 2014
4 Making change happen	19th February 2014	20th February 2014
5 Moving beyond the edge	26th February 2014	27th February 2014

The overall goals [learning outcomes] for this module

By the time you have worked through this module, we hope that you will be able to:

- appreciate the role of a health and care radical as a builder of alliances and communities in a "social" era

- recognise the power of communities, communication and connection

- understand why framing, storytelling and narrative are critical skills for health and care radicals

- take steps to build bridges between disconnected groups as well as coherent groups

- take learning from the practices of the leaders of the great social movements for your own change efforts

- reflect on your existing networks and communities and how you might build them to make change happen faster and more effectively

What are YOUR goals for this module?

In order to make the most of this module and of the overall programme, you may find it helpful to give some thought to your own personal goals – what do you hope to achieve by engaging with The School for Health and Care Radicals? What do you hope to take away from this module?

If you have engaged with Module 1, you may find it helpful to reflect briefly on what you have learned so far, and begin to connect where you are now in your thinking with your goals for this module, carrying forward what you have already learned to inform your future intentions. In Module 1, you were encouraged to think about *being the change you want to see* and you will have begun to realise that you are unlikely to accomplish your goal single-handedly. Now, in addition to thinking about your overall intention to bring about positive change, you may like to give some thought to your networks and communities – both existing and potential

ACTIVITY: THE STORY CONTINUES

What do you hope to achieve from this module? How can a focus on relationships, networks and communities help you accomplish your goals as a leader or agent of change?

As human beings, we are inherently social animals. We form pairs, families, communities, societies and cultures. As Module 1 reminded us, we are all interconnected. It is when the connections are broken that radicals may become trouble makers. Without those connections it is unlikely that we can bring about significant social change.

So how can we harness the power of our shared humanity to help us accomplish positive change?

As we settle into the 21st century, organisations are shifting away from hierarchical models of leadership that seek to shape the workforce to the goals and ethos of the organisation and towards the recognition of the need for shared purpose, shared values and a sense of community. So what can we learn from those leaders who had few economic resources and little power in a formal sense, yet were able to change the course of history? These people are the leaders of the great social movements, for example, the women's' suffrage movement, the Civil Rights movement, the Anti-Apartheid movement, the climate campaigners of the 1970s and leaders of the Arab Spring.

ACTIVITY: SOCIAL MOVEMENTS

What learning and inspiration can we take from social movement leaders to help us in our roles as agents of change in health and care?

Effective framing

Framing is the process by which leaders and agents of change construct, articulate and convey their message in a powerful and compelling way in order to win people to their cause and call them to action. Effective framing is a critical first stage to creating the conditions that lead to mobilisation and large-scale change.

ACTIVITY: FRAMING

How can you frame your messages about change in a way that will win others to your cause and call them to action?

'I have a dream' – sharing the vision and telling the story

> *'Storytelling is the mode of description best suited to transformation in new situations of action.'* Schön, 1988

Most of us, if we are passionate about something, want to share our passion with others in the hope of drawing them into the future we want to create for our patients, service users, colleagues and communities. This requires more than just vision or passion. We need to give something of ourselves, to connect with others and let them know that we are authentic in our attempts to bring about change. A story that offers some insight into us as individuals will have a more powerful effect than a story that is based on statistics or targets. A vision of improving care that is based on an experience of care that was either wonderful or terrible is more likely to engage people than a vision that is based on the number of people affected by a particular condition.
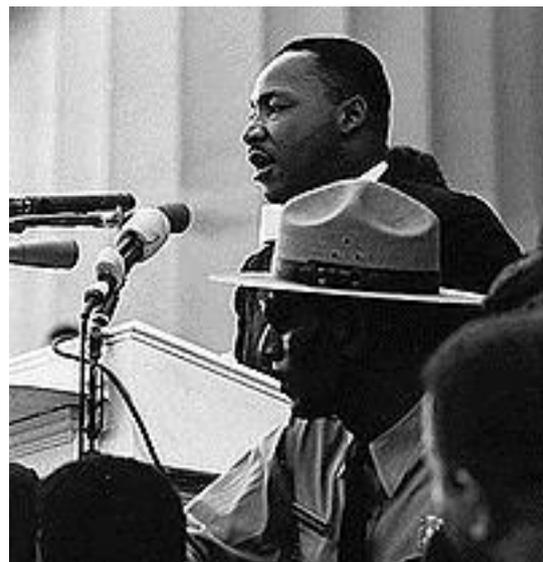
The best stories also reveal the storyteller's ability to meet and overcome challenges by making the most appropriate choice or choices to achieve the desired outcome.

> *'No matter what form the dragon may take, it is of this mysterious passage past him, or into his jaws, that stories of any depth will always be concerned to tell....'*

<div align="right">O'Connor 1969</div>

Framing your story

If you want people to join you in your change attempts, you will need to engage them. Here are some guidelines:

1. Tell a story
2. Make it personal.
3. Be authentic.
4. Create a sense of 'us' (and be clear who 'us' is)
5. Build in a call for urgent action.

ACTIVITY: CHALLENGES AND CHOICES

Give some thought to your story. How will you attract the attention of the people you want to call to action? What personal experience will enable them to connect their experiences with yours? How will you make your story authentic?

Imagine that you have to write the story that will convey your mission for change in four sentences.

In the first sentence, make a *connection* with your audience.

In the second sentence, give us the *context* of your story.

In the third sentence, tell us about the *challenge* or *crisis* in your story.

In the final sentence, provide *closure* to your story – tell us the outcome of your choices.

Of course, telling a story in four sentences is a tall order, especially if you are trying to be specific and provide vivid detail. It is a good way of establishing the skeleton of your story though, and you can always go back later to fill in the details. It is also worth bearing in mind that the average attention span of 21st century humans is about two minutes, so if you can keep your story short and to the point, you will win the admiration and respect of your community!

You might be interested to watch an example of a very short story that was created with the intention of calling to action the air medical transport community to improve safety and reduce the number of helicopter crashes. You can see the story here:

http://www.patientvoices.org.uk/flv/0369pv384.htm

As you watch the story, notice how Cathy creates a connection with her audience, provides context for her story, leads us to the crisis, informing us of her choices, and finally, resolves the story.

Her story has successfully engaged not only the air medical transport community, but is now also used widely in training for other emergency services and throughout the health and care community, particularly as a call to work inter-professionally, rather than uni-professionally.

Bridging disconnected groups

If we want to create large-scale change, we need to build bridges between groups that are currently disconnected or who have 'weak ties'. Many of the great social movement leaders have succeeded by building connections between previously disparate groups and individuals, creating relationships based not on pre-existing similarities but on shared hop, purpose, possibilities and goals for change.

ACTIVITY: BRIDGING DISCONNECTED GROUPS

Who are the people who are currently disconnected that you want to unite in order to achieve your goals for change? How can you build a sense of "us" with them?

Your networks and communities

You already belong to a number of networks and communities. Increasingly, there is an emphasis in healthcare on the need to work in and with communities, so it is a good idea to be aware of the communities of which you are a part.

REFLECTION: YOUR COMMUNITIES

1 What communities do you belong to as part of your role, through relationships and social networks?

2 What communities to you belong through social networks like Twitter and LinkedIn?

3 What communities of practice and learning groups do you belong to?

4 Draw a diagram or picture of your communities and illustrate the way they intersect and interconnect with one another and create opportunities for change.

Most of us belong to a number of communities: some may be virtual, such as Facebook and LinkedIn groups, while others will be actual, real time, perhaps even face-to-face groups. It is worthwhile to consider how each of these communities contributes to your efforts to bring about change – and whether they are the right communities for you.

Building your own community

As you develop your skills as a change agent, you should be growing more aware of the centrality of your own role in your informal networks. As you begin to build your own community that will support your vision of change, give some thought to the resources and the people you need to build capacity to effect the changes you want to see.

REFLECTION: BUILDING YOUR OWN COMMUNITY

Who is already part of your community?

What resources do they bring to the community?

Who else needs to be part of your community?

What resources will they bring?

Your membership in each of these groups is both an opportunity for you to contribute something of yourself and to benefit from the expertise or experience of others.

> *'Each affects the other and the other affects the next and the world is full of stories and the stories are all one.'* Mitch Albom

Our community of radicals

Since the Module 1 web seminar, we have been watching communities emerge and form and would like to encourage you to participate actively in these groups.

REFLECTION: YOUR NEW COMMUNITIES

1 What did you notice about how people began to connect with each other during the Module 1 web seminar?

2 Were you attracted to any of these communities and, if so, why was that?

3 What have you observed from the tweets on #SHCR and postings in The School for Health and Care Radicals Facebook group as communities have started to form?

4 How will you engage with some of these emerging communities?

Call to action

Try to keep the momentum and enthusiasm going by taking some concrete actions. Here are our suggestions:

- Identify which communities you are currently part of and how you can utilise your existing communities for change.

- Reflect on who else you would like to be part of your community for change and take action to connect with them.

- Create your narrative or 'call to action' to win other people to your cause.

QUESTIONS FOR REFLECTION

1 What learning and inspiration can you take from social movement leaders to help you in your role as an agent of change in health and care?

2 How will you attract the attention of the people you want to call to action?

3 Who are the people who are currently disconnected that you want to unite in order to achieve your goal for change? How can you build a sense of 'us' with them?

Bringing it all together

Make a note of the things that stand out for you from this module and then give some thought to how you will use your new learning to make a difference.

REFLECTION: MAKING IT REAL

What have you learned?

How do you know you've learned it?

How will you take your learning forward? What will you do differently?

Reference list for Module 2

These are the references that we have referred to in the web seminar and/or which we have used to help shape the content. Click on the reference to get the link.

Bate P, Bevan H, Robert G (2004) Towards a million change agents: a review of the social movements literature: implications for large scale change in the NHS

Ehrenreich, B (2008) Dancing in the Streets: A History of Collective Joy

Galoppin L (2013) Community development is the new change management

Ganz M (2007) Telling your public story: self, us, now

Ganz M (2009) Why stories matter *Sojourners*

Granovetter, M (1983), The Strength of Weak Ties: a Network Theory Revisited *Sociological Theory* (Blackwell) **1**: 201–233

Merchant N (2012) *11 rules for creating value in a social era*

Posner B (2013) TED talk 'The truth about leadership: "You make a difference and you can't do it alone"'

Rockwell D (2014) Ten ways to eliminate isolation and connect http://leadershipfreak.wordpress.com/2014/01/30/10-ways-to-eliminate-isolation-and-connect/

Smith P (2012) Lead with a Story: A Guide to Crafting Business Narratives that Captivate, Convince, and Inspire (AMACOM Books, August, 2012) http://www.amazon.com/Lead-Story-Crafting-Narratives-Captivate/dp/0814420303/ref=sr_1_1?s=books&ie=UTF8&qid=1344862047&sr=1-1&keywords=Lead+with+a+Story

Schillinger C (2013) Disrupted, Disruptors…..Unite!

Wenger, E (1998) 'Communities of Practice. Learning as a social system', *Systems Thinker*

Wilson, D. (2010) Building Bridges for Change: How Leaders Enable Collective Change in Organizations, *Development and Learning in Organizations,* Vol. 24 Iss: 1, pp.21 - 23

Additional resources

Here are some additional resources that you might find helpful if you would like to learn more about social movements, communities and practice and building sustainable networks.

If you have ten minutes…

You may like to read this short .pdf about communities of practice written by Etienne Wenger:
Communities of practice: a brief introduction
http://wenger-trayner.com/theory/

If you have more than ten minutes…

Find out about communities of practice and social learning theory, learning across boundaries and the use of social media on Etienne Wenger's website: www.wenger-trayner.com

Reveille for Radicals (1946) and Rules for Radicals (1971) by Saul Alinsky
These are classic explorations of community organising.

Pedagogy of the Oppressed by Paulo Freire
Ground-breaking educational text drawing together threads of education, practice, community development and liberation.

rEvolution How to Thrive in Crazy Times – Bill Lucas ISBN 978-184590129-5
Look especially at Rule 8: use the brainpower of those around you

X-teams: how to build teams that lead, innovate and succeed by Deborah Ancona and Henrik Bresman
On social activists, and how to use activist tools to get results, how success, profit and principle are achievable.

Movies and films

I have a dream speech – Martin Luther King's famous speech

Harvey Milk Speech about hope

And, finally, if you have plenty of time and want to be inspired, watch *Gandhi* , the film of Mohandas K Gandhi, the lawyer who employed non-violent means to lead social change, becoming one of the most inspirational leaders of the 20th century.