

# ACE Ambassador leadership development programme

## Workbook

## Introduction

Welcome to the ACE Ambassador programme.

The ACE Ambassador programme supports people to learn together, share knowledge and ideas and test out possible solutions to reduce the impact of Adverse Childhood Experiences (ACEs). It is a leadership development approach which recognises that reducing the impact of Adverse Childhood Experiences is a complex issue that requires leadership across multiple organisations in order to support a system wide shift in thinking and practice. This forms part of a public health response to ACEs by helping develop a strong professional workforce that is able to meet the needs of children, adults and families struggling with past trauma.

The purpose of the workbook is to support you in your learning journey as an ACE Ambassador. We encourage you to write in it, share it with others, use the bits you think can support your change idea in addition to adapting tools and ideas to your local context. It's yours to play with.

## Programme structure

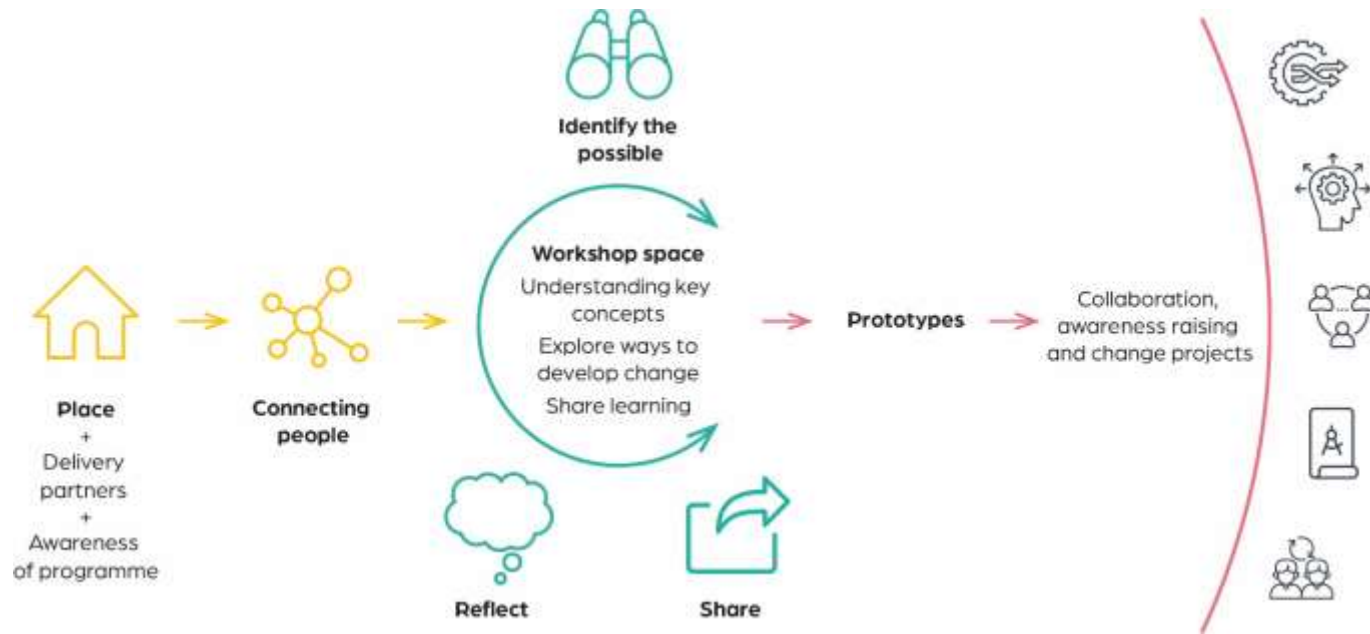
The ACE Ambassador programme provides development support to help identify and understand challenges that might benefit from a trauma informed approach and help facilitate a change idea to take back to your organisational and/or community setting. The development programme is structured over an approximate 30 or 100-day time period, with possible programme components (depending on resource) three development workshops and two coaching sessions in addition to an optional peer network session. Its structure builds on similar programmes of this kind with the principles that:

- We benefit from time away from day to day work to think about what might be needed to improve how we support other people.
- We are all part of a living social system and we can learn a lot from each other's experiences and perspectives, strengthening our own work and supporting collaboration.
- We own what we create: developing a change project that is informed by your organisation, its history, the views of the people it supports and is led by you and owned by a leadership team is likely to lead to a more valued and sustained model of care/service support than one developed outside of your organisation.
- It is important to notice the small changes along the way (such as a change in conversation approach) that will support a longer-term system shift.

ACE Ambassador journey (based on a 100 day learning model)

Day 1	Day 14-60		Day 80-100
<p><b>Workshop A</b> <b>(Full day)</b> Understanding key concepts Getting to know the programme</p>	<p><b>Workshop B</b> <b>(Full day)</b> Share examples practice Explore ways to develop change</p>	<p><b>Peer learning session</b> <b>(Half day)</b> Test and share ideas, start forming a learning network</p>	<p><b>Workshop C</b> <b>(Full day)</b> Sustainability and measuring impact Consolidating a learning network</p>
Coaching session one		Coaching session two	

## Visualising the journey



## Workshop A: Understanding key concepts and getting to know the programme space

### Contract management – programme expectations

This is likely to be a different type of programme to what you may have previously experienced as is about learning from each other so take the opportunity to think about what does support look like from the perspective of:

Programme facilitators?

From each other?

From yourself?

### Core concepts

Please see **ACE Ambassador programme: Resources to support reading and information sharing** sheet for more information and also note down any other resources suggested by the group.

### Stories: Sharing your journey

## Reflection definition

*Reflection is...about the importance of providing a structured space and time to recount experiences, think about what has been learned and plan forward.*

Hilary Cottam (2019) *Radical Help: How We Can Remake the Relationships Between Us and Revolutionise the Welfare State*

Below is space for you to reflect following hearing the sharing of participant stories:

Please use this space to record your reflections after Workshop A. You can consider:

What questions do I have about trauma informed care in relation to my organisation/setting?

How do I feel about my own development and skills/knowledge?

What else would I like to discover about my organisation/setting in order to inform my change idea?

How do I feel about my own forming change idea?

Who else do I need to involve to support me in my work?

### **Thinking ahead of Workshop B:**

Before workshop B please can you start completing the brief template on the next page in addition to looking at the team roles page to consider, if relevant, who can provide additional support in your change approach.

**Brief template** (Adapted from *Designing for Public Services*, IDEO/NESTA, 2018)

<p><b>1. The design challenge</b> – How might we.....</p> <p>(Optimistic statement regarding what you hope to achieve)</p>	<p><b>2. Why is this challenge important?</b></p> <p>(How would you describe the problem you are solving and why does it matter?)</p>	<p><b>3. Do you already have stated ambitions?</b></p> <p>State them below</p>
		<p><b>4. What research or resources do you already have that inform your plan?</b></p>
		<p><b>5. Who do you need to involve?</b></p>



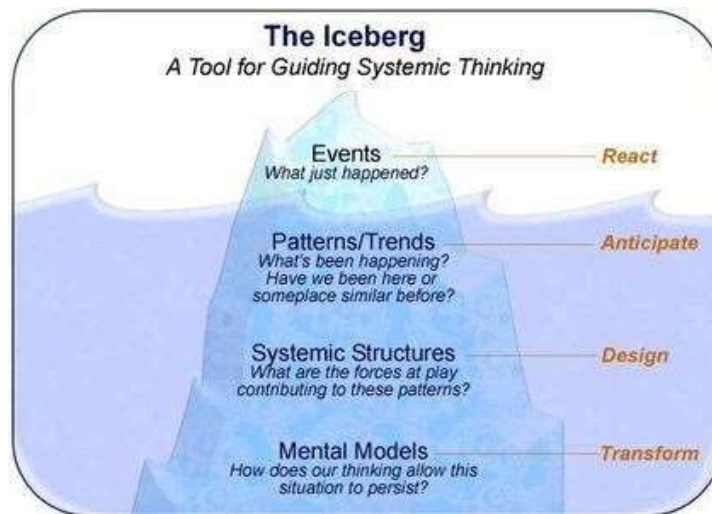
## Team Roles

<p><b>Sponsorship</b></p> <ul style="list-style-type: none"> <li>- At leadership, management or business unit level</li> <li>- Invested in the success of the project and its impact on the organisation</li> <li>- Gives permission, energy and emotional support to the core team and the people they appoint</li> <li>- Attends key workshops and project checkpoints to align direction</li> </ul>	<p><b>Core Team: Actively involved</b></p> <p><i>What they do:</i></p> <p>The core team are the soul of the project and its chief designers. They also own the project plan and ensure it stays on track. The Project Lead manages the core team and liaises with the extended and leadership teams.</p> <p><i>Key project roles:</i></p> <p>The team accountable for the outputs of the project.</p> <p>Owners of the design process.</p> <p>When bringing in collaborators, the facilitators of the conversations and input.</p>	<p><b>Extended Team: Engaged</b></p> <p><i>What they do:</i></p> <p>These are typically people identified and subject matter experts, and could come from the policy space and/or delivery space. They contribute their expertise to the challenge.</p> <p><i>Key project roles:</i></p> <p>Providing subject matter expertise.</p> <p>Can also act as reviewers of the core team's work.</p>
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## Workshop B: Creating a vision for change

### System thinking to support change

System thinking can be thought of as a framework that helps us think about why we see certain events in our environment (such as high levels of obesity, depression or violent crime), and consider what are the underlying structures and paradigms of thought that might be responsible for them. A system theory is that if we do not go to those deeper levels, we will stay locked in re-enacting the same patterns of events/ behaviours. This is represented in the **Iceberg model** that suggests if we want to transform the mental models that support the events taking place at the tip of the iceberg, we need to do more than ‘do things better’ but ‘do better things’.



### Prototyping

Prototyping translates an idea or a concept into experimental action. Having established a connection to the source (presencing) and clarified a sense of the future that wants to emerge (crystallizing), prototyping allows an individual or group to explore the future by doing.

[https://www.presencing.org/files/tools/PI\\_Tool\\_Prototyping.pdf](https://www.presencing.org/files/tools/PI_Tool_Prototyping.pdf)

### Prototyping Worksheet

Use the following questions to help clarify the intention of your prototype:

1. **Is it relevant?** Does it matter to all the key stakeholders involved individually (for the person involved), institutionally (for the organizations involved), and socially (for the communities involved)? Very often, the relevance for each stakeholder is framed in a quite different language and way.
2. **Is it right?** Meaning does it have the right size and scope. Does the microcosm that you are focused on reflect the whole (eco-system) that you are dealing with? For example, ignoring

the patients' perspective in a health project, the consumers in a sustainable food project or the students in a school project misses the point.

3. **Is it revolutionary?** Is it new? Could it change the game? Does it address and change (some of) the root issues in the system?
4. **Is it rapid?** Can you do it quickly? You must be able to develop experiments right away in order to have enough time to get feedback and adapt (and thus avoid analysis paralysis).
5. **Is it rough?** Can you do it on a small scale? Can you do it locally? Let the local context teach you how to get it right. Trust that the right helpers and collaborators will show up when you issue the right kinds of invitations “to the universe”.
6. **Is it relationally effective?** Does it leverage the strengths, competencies and possibilities of the existing networks and communities at hand?
7. **Is it replicable?** Can you scale it? Any innovation in business or society hinges upon being replicable and whether it can grow to scale. In the context of prototyping, this criterion favours approaches that activate local participation and ownership and excludes those that depend on massive infusions of external knowledge, capital, and ownership.

**Theory of change (taken from <https://www.nesta.org.uk/toolkit/theory-change/>)**

### **How can it help me?**

Completing a theory of change worksheet helps you to map out the necessary steps you need to take to achieve a particular goal. It can help you to identify the potential impact and risks of your plan, and connect your work to a bigger goal.

### **How do I use it?**

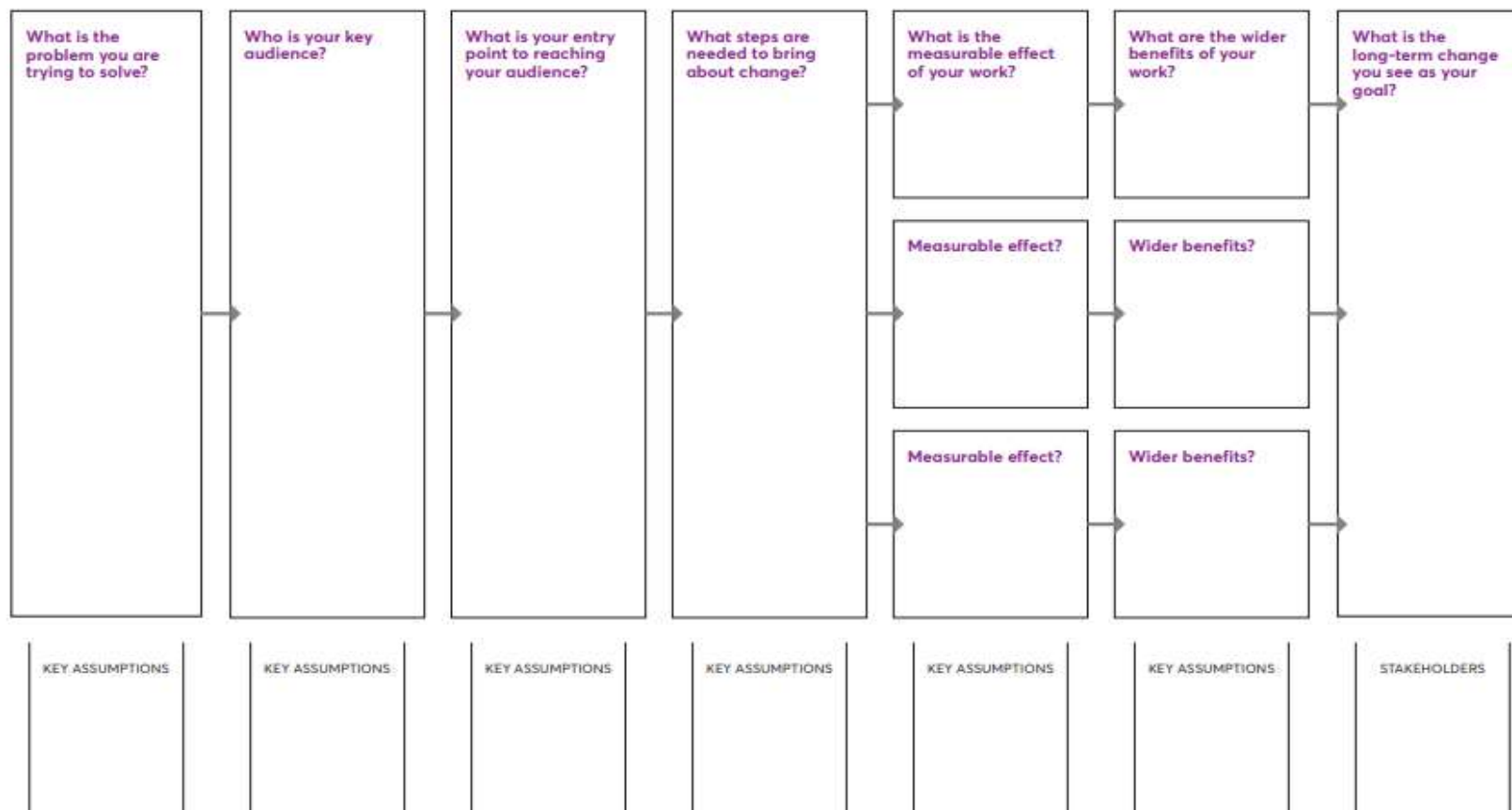
Start by identifying and writing down the problem you want to solve and the long-term change you want to make, then move on to the following boxes.

### **Tips**

- Try to be specific when filling in these other fields, such as audience and entry point to reach your audience.
- Make your steps action-orientated.
- Think about how you might measure success

## THEORY OF CHANGE

Define your goals and how you will achieve them



INSPIRED BY: Nesta (2011) Theory of Change

## 12 Key Principles for Creating Healthy Community Change

by Margaret Wheatley and Nancy Margulies

<http://margaretwheatley.com/books-products/products/>

### 1. People support what they create.

Q. Are we involving all who have a stake in this issue?

### 2. Most people act responsibly when they care

Q. Are we working on an issue that people truly care about?

Q. How do we know they care?

### 3. Conversations are the way that humans have always thought together. In conversations we discover shared meanings

Q. How do we use conversation rather than a more technical problem-solving process?

Q. Where do our conversations occur? (meetings? car park?)

“Anything done about us, without us, is not for us!”

### 4. To change the conversation, change who is in the conversation

Q. Do our conversations go around and around and go nowhere?

### 5. Expect leadership to come from anywhere

Q. When have we been surprised about who stepped forward as an informal leader?

Q. What caused them to step forward?

### 6. Focusing on what is possible gives us energy and creativity. Ask “what is possible?” not “what is wrong?”

Q. what is possible here and who cares enough to fix it?

Q. When have we been most energised for our work?

Q. Why did we have so much energy?

### 7. The wisdom resides within us

Q. Do we first look inside the community, expecting to find the answers there? or do we instantly look outside for ‘best practices’?

### 8. Everything is a failure in the middle – change occurs in cycles

Q. How do we react in times of failure when we see our perceived 'progress' suddenly disappear?

Q. Do we blame, deny, or gather to learn?

### **9. Learning is the only way we become smarter about what we do**

Q. How do we take the time to learn from our experiences?

Q. Can we view our work as experiments that teach us how to succeed?

### **10. Meaningful work is a powerful human motivator**

Q. How often do we talk about and remember the deeper purpose that called us to our work?

### **11. Humans can handle anything as long as we are together**

Q. Are we paying attention to our relationships?

Q. Are we supporting each other?

Q. How often do we gossip, judge, or scapegoat?

### **12. Generosity, forgiveness, love**

Q. If someone were observing your organisation/community/workplace, would they see these qualities?

## **Trauma informed place-based working**

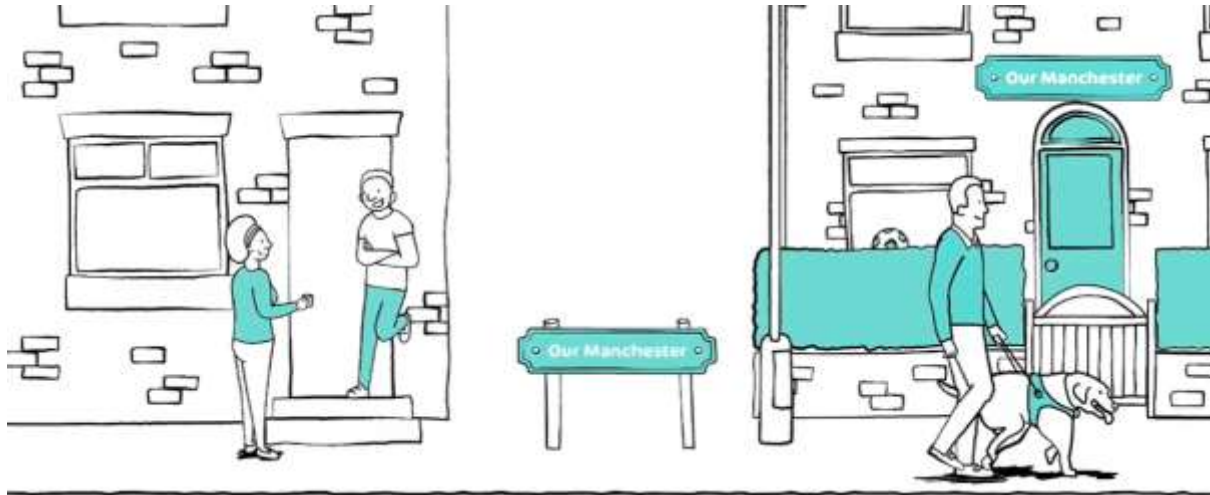
### **Definition of place-based working:**

“Place-based working is a person-centred, bottom-up approach used to meet the unique needs of people in one given location by working together to use the best available resources and collaborate to gain local knowledge and insight. By working collaboratively with the people who live and work locally, it aims to build a picture of the system from a local perspective, taking an asset-based approach that seeks to highlight the strengths, capacity and knowledge of all those involved.”

Ref: <https://www.iriss.org.uk/resources/irisson/place-based-working>

## Our Manchester in Action: Adverse Childhood Experiences

“Taking a ‘trauma informed approach’ means working with individuals, families and communities to develop relationships, build resilience, and provide the tools to lessen the impact of trauma... Our ambition is to make Manchester the first trauma informed city in the UK by 2025.”



ACE Aware Wales <https://www.aceawarewales.com/welcome>

“We can break the cycle of ACEs at any stage: it’s never too late. Preventing ACEs in a single generation or reducing their impacts can benefit not only those children but also future generations in Wales.”



## Cumbria Resilience Project

<https://www.adversechildhoodexperiences.co.uk/about-us>

“This all started when the founding member of our group watched Dr Nadine Burke Harris give her now famous TED-TALK. As the science and research of ACEs was explained he had a light-bulb moment, realising he scored 10 on the ACEs questionnaire. Since that day he has been determined to spread the word and knowledge about ACEs...”



## Self-care and resilience

These elements are important for balance, self care and resilience. The Balance and Self care Wheel can help this this.

[Click here](#) for an example.

### Main sources of pressure and support in the workplace (ASSET factors)

Area of pressure	What we are striving for
Resources and communication	Visible leadership Good provision of information
Control	Having a voice and influence over what is done and how
Work life balance and load	Healthy balance between work and home life. Challenging but manageable work demands.
Job security and change	Organisational change if stimulating, helpful and well-managed
Work relationships	Relationships constructive and collaborative but also stimulating/ challenging.
Job conditions	An interesting, stimulating role with motivational rewards and working conditions.

### Well-being resources:

#### Every Mind Matters

A national website to support people maintain good mental health. Includes ability to create a personalised mental health action plan and tips on sleep, anxiety, stress and low mood.

<https://www.nhs.uk/oneyou/every-mind-matters>

#### I Resilience report

i-resilience provides an understanding of personal resilience and gives examples of how this could impact on users responses to demanding work situations. The personal i-resilience report allows users to build on existing areas of strength, and also allows them to manage any potential areas of risk. The i-resilience portal then allows users to develop their resilience in line with the results of their report. <https://www.robertsoncooper.com/iresilience/>



## Mind Well-being Action Plans

A practical and personalised action plan to help identify what keeps us well at work and how to support someone if a mental health challenge arises.

<https://www.mind.org.uk/workplace/mental-health-at-work/taking-care-of-your-staff/employer-resources/wellness-action-plan-download/>

## Sphere of Control and Influence

This is a useful tool for planning activity and engagement around your change idea. Your **sphere of control** contains all the things you **can** directly **control**. This is a very restricted list: it contains everything you think, say and **do**. This **is the** only thing over which you have direct and unchallengeable **control**. You **control** nothing else.

For this exercise, Draw a large circle. Draw a smaller circle inside it. It will look a bit like a bullseye. [Here is a link to a circle of control example](#) you can print out....

Use this diagram to be clear about where you have control, where you have influence and where you have no influence or control at all. This can help you focus your energies.

Use post it's to write down (one per post it) the people, challenges, activity happening in your area, relationships and opportunities. Then place them all on the circle...those you control go in the centre. Those you have influence over go in the outside circle. Those you have no control over go outside of the circle.

Interrogate yourself! For those you have no control over, is this really true!?

Once you're happy with the placements, use the reflection space to consider action.

## Circle of Control Reflection Space

a. What steps can you take to improve/start influencing in your sphere of influence?

b. What will the challenges be?

c. What support can you seek?

### **Reflecting on your first coaching session:**

Now that you've had your first coaching session, use this space to reflect on the discussions and next steps.

#### **Think about:**

How did you find the coaching?

What have you learnt about yourself in the coaching session?

What actions will you take now?

By when?

What will success look like?

Who will you get support from to make this happen?

## Workshop C

### Ideas to support a future learning network:

#### Communities of Practice

“Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly.” Wenger-Trayner 2015 (<http://wenger-trayner.com/introduction-to-communities-of-practice/>)

The below is from Malby & Fischer (2006): *Tools for Change: An Invitation to Dance*. Kingsham Press.

Communities of Practice are groups of people working in a system together who share a passion about a concern, topic, issue who deepen their knowledge and expertise by interacting (discussing, sharing information, helping each other) on an ongoing basis. The basis for the design of Communities of Practice is that learning is a social act, it requires us to engage together in real time with others to find out individually and collectively how to put into practice ideas/approaches/ knowledge. In effect change requires a conversation across all players to understand what’s happening and how it’s happening.

Practice in this context means creating meaning (why we do this work together), creating coherence (how we do our work together), and for learning (what works and why – and how do new members learn about our work).

The basic principles for communities of practice are:

1. Participation – everyone in the community has a voice, can be heard and can contribute to the practice.
2. Commitment to practice – to uncovering what the work is, why we do it, how it’s done, and to reciprocity with others wanting to learn.
3. Understanding boundaries and scale – what works here, and does it change as the scale changes for instance if the boundary to the community changes.
4. Reflection using evidence-based conversations as a core practice in itself.
5. Creativity as a source of energy for practice – using imagination, permission to explore, finding new ways of exploring work.

In summary, Communities of Practice are networks of members committed to learning how to do the best they can in their domain of interest creating relationships for learning and development, and clarifying what information needs to be generated and shared across the community

Notes: