

Part 2: Activities to help thinking about and preparing for co-production

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COMMUNITY FUND



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Centre for Loneliness Studies

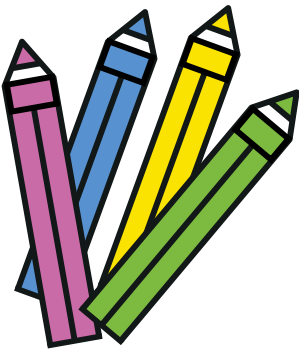
How to use this activity guide

These activities are designed to be delivered to participants on a training course who will be split into smaller groups of ideally between 4-6 to work together on exercises, before feeding back to the whole group. The activities can also be used for training a group interested in co-production, for example, an organisation may use it as part of some internal training. Or, the activities can be completed as a workbook, outside of formal training.

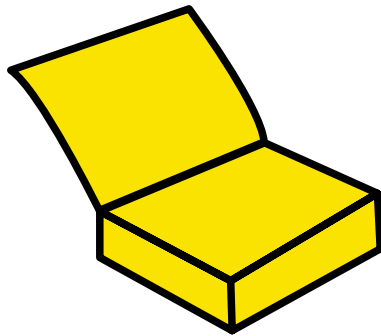
The activities work best if small groups choose a scenario to work on throughout the training, either a real-life example or a hypothetical one. For example, a group working together could focus on an example from their work, such as implementing a co-production approach in a service that aims to reduce carer isolation.

Each activity begins with an explanation of the aim and a set of instructions for a facilitator. The activities can be adapted to work within any context or timeframe. Or, you can give more time to activities that your participants are particularly interested in.

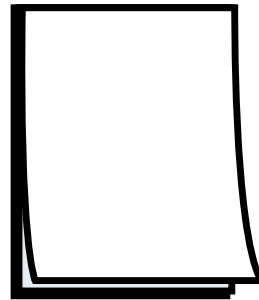
What you will need



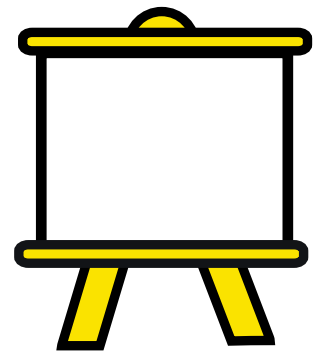
Coloured pens



Post-it notes



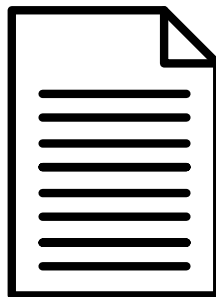
Flip chart and flip chart paper



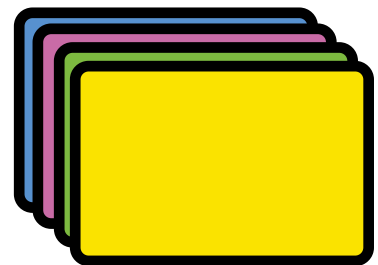
Whiteboard



Laptop, projector and PowerPoint presentation capacity (optional)



Printed activity exercises



Set of activity cards

Activity 1: What do you know, and what do you want to know, about co-production?



Aim

This activity aims for participants to reflect on their knowledge about co-production and identify any gaps in their knowledge. This activity will support participants to set personal goals for the training, and help facilitators to understand the priorities for the training.

Instructions



1. The facilitator will hand out printed sheets to each participant to complete at the beginning of the training session.
2. Participants complete these sheets on their own, then choose two of their responses to each question to write on a post-it note and stick on a whiteboard (or similar). The two responses to 'what do I want to know about co-production' are the participant's personal goals for the training.
3. The facilitator feeds back to the group to summarise everyone's responses. The facilitator can then provide an overview of the training, and highlight how the personal goals will be met.

Question	Response
<p>What do I already know about co-production?</p> <ul style="list-style-type: none">• It's OK to answer 'nothing' to this question.• You could include information from your experiences, or things that you have heard or read.	
<p>What do I want to know about co-production?</p> <p>For example, you may be interested in:</p> <ul style="list-style-type: none">• The process• Where to start• What the barriers are• Anything at all!	

Activity 2: Defining co-production - being clear about what co-production means in your context



Aim

There are lots of different definitions of co-production and this can be confusing if people have different understandings and expectations. The activity aims for groups working together to agree on a shared definition of co-production, and to reflect on how easy or hard that process may be. It does not matter if the group cannot agree on a definition by the end of the exercise, as that is part of the learning process.



Instructions

1. The facilitator will hand out activity cards to each table and an 'our definition of co-production is' sheet.
2. Participants will first look at the cards on their own. The facilitator will write the following questions on the white board: are there any statements that you agree with? Are there any that you don't agree with?
3. When participants have looked at all the cards, they will then talk about responses to the cards with a partner.
4. When partners have talked through their cards, they will open up the discussion to their group. Groups will work together to identify all the things they think are important about co-production and bring them together to form their group's definition of co-production.
5. After the exercise is complete, the facilitator will ask participants to reflect on how easy or hard it was to agree on a shared definition. The facilitator will explain that in practice, agreeing on a shared definition within a co-production project may take time, and may have to be continually reflected on and negotiated.

"Our definition of co-production is..."

Defining co-production cards

If people who use services are not involved in important decisions, you'll never be able to develop co-production
Co-production is about professionals asking service users opinions
Co-production is making sure service users make all the key decisions
Co-production is the idea that you should be doing things with people, instead of for them, or at them
Co-production can be achieved by inviting service users to forums, steering groups and meetings
Co-production is where everyone has an equal say, everyone has an equal opinion and everyone's experiences are valid.
Co-production sometimes works best if a professional person organises and manages the process
Co-production should use creative approaches to engage a wide range of people including service users, their friends, family members and carers, and the wider community.
Co-production must happen at every stage in the project, from commissioning to design through to evaluation
Professionals and organisations don't have a role in co-production, it is about service user control
We need to make sure that people and organisations who can influence change are involved in co-production
A set of options needs to be developed by the organisation before co-production can start
Co-production is useful for service design –but you can't co-produce things like evaluation or commissioning
It is important to try and include a wide range of people and organisations in co-production

Activity 3: Exploring your values

Part One: Reflecting on your individual values



Aim

Co-production is a values-led process. The values of individuals, and the shared values of the group involved in co-production, will influence key decisions such as who to include in the journey, the types of work to pursue, the approach to use, and how to measure success. It is therefore important for stakeholders to think about their values and reflect on how they might influence the co-production work. The aim of this activity is to encourage participants to reflect on their personal values.



Instructions

1. The facilitator will hand out sheets with questions on. These questions can be used as prompts to help participants think about their values.
2. Participants will first think about their individual values. The facilitator will ask 'Think about what is important to you and ask yourself why those things are important.'
3. Write down each value you identify on individual post it notes.

What makes you feel happy?

What makes your feel proud of yourself or other people?

What makes you feel angry?

What gives you a sense of injustice?

What makes you feel that you are doing a good job?

What makes you feel sad?

Do you have any deeply held beliefs such as religious or political beliefs?

If you had a magic wand and could change one thing in the world what would it be?

Think about a time when things worked well for you. Why did it work well and what was important about it?

Activity 3: Exploring your values

Part two: Choosing your group values



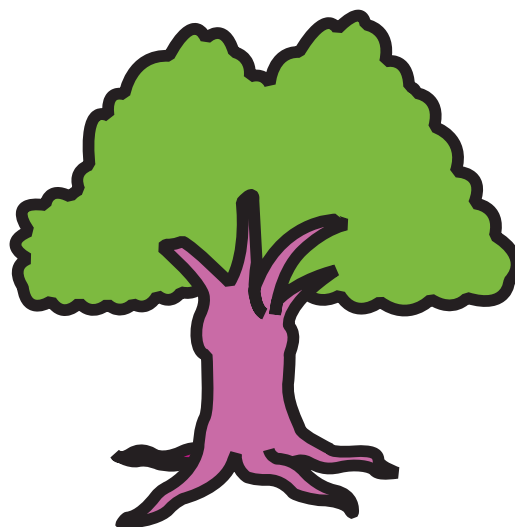
Aim

Co-production works best where groups have some shared values. This activity gives participants the opportunity to reflect on and discuss their individual values, and try to agree on a set of values within their groups to shape a co-production journey. It does not matter if the group cannot agree on a set of shared values, the exercise aims for participants to reflect on the process of agreeing values.



Instructions

1. The facilitator will hand out flipchart paper and pens and instruct groups to draw a big tree. The tree should include roots, a trunk and branches. This will be the values tree.
2. The roots represent the groups individual values; these are the values that will feed the group values. At the roots of the tree, participants should add all their individual values written on post-it notes from the first part of the exercise.
3. The trunk of tree represents the values of the group. Using the post-it notes from the roots, participants can group together their individual values into similar groups of values.
4. The leaves of the tree represent the shared values that the group agree are important for co-production. Which values will help co-production to flourish and thrive? After a discussion, the group can identify their chosen prioritised values for co-production and stick them to leaves of the trees.
5. After the exercise, the facilitator will ask groups to share their group values, and for any reflections on how easy or hard the exercise was.



Activity 4: Mapping your assets - skills, knowledge, experience and resources

Part One: Mapping your assets



Aim

Each stakeholder, whether it be an individual or organisation, will have a unique set of knowledge, skills, experiences and resources to bring to the co-production journey. These are sometimes called 'assets'. The aim of this activity is to encourage stakeholders to identify their unique set of knowledge, skills, experiences and resources that they will bring to the co-production journey.



Instructions

1. The facilitator will write the questions below on a whiteboard, or show them on a presentation slide. Often participants might struggle to identify their assets, so the facilitator should talk through each question and give examples of skills, knowledge and experience (see box below for examples).
2. Individuals will then reflect on their knowledge, skills, experiences and resources and write them down on a piece of paper.
3. Individuals will then work in pairs to interview each other about their knowledge, skills and experience. This may help identify some that participants were not able to identify before.

What do I bring to co-production?

- **What am I good at?** (for example, talking to a wide range of people, being organised, helping people, solving problems)
- **What experience do I have?** (for example, experience of working in teams, experience of being lonely or isolated, experience of designing campaigns)
- **What do I know about?** (for example, knowledge about co-production, local knowledge, knowledge of what works to reduce loneliness)
- **What skills do I have?** (for example, accounting, meeting facilitating, communicating)
- **What communities, groups or services am I involved in?** (for example, local bowling club, patient advisory group at a GP surgery, network of services to reduce loneliness and isolation).
- **Anything else you can think of.**

Activity 4: Mapping your assets - skills, knowledge, experience and resources

Part Two: Mapping your collective assets



Aim

Each stakeholder, whether it be an individual or organisation, will have a unique set of knowledge, skills, experiences and resources to bring to the co-production journey. These are sometimes called 'assets'. This activity aims to encourage groups to reflect on their skills, knowledge, experience and resources to establish what assets they have collectively, and identify what they might need.



Instructions

1. The facilitator will ask groups to work together to map out the assets they have collectively on a large piece of paper. Divide up the paper into a grid of four with the headings 'Knowledge' 'Skills' 'Experience' and 'Resources'
2. Using the responses to Part Two, the group will discuss what assets they have collectively and map them out on the paper
3. The group will then identify any asset 'gaps' and what they might need to fill them.

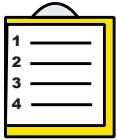
Knowledge – what do we know about?	Skills – what skills do we have?
Information that helps the co-production journey, including, specialist knowledge about the problem the co-production process is seeking to address, knowledge about individuals, networks or services that can help the process, or knowledge of the co-production process itself. For example, in the research, an organisation such as the Campaign to End Loneliness and the University of Sheffield had evidence about tackling isolation and loneliness.	Any skill that can support the co-production journey, including meeting facilitation, being a good communicator, writing reports or problem solving. For example, in the research, some community members had excellent communication skills and were able to encourage older people to join the co-production journey.
Experience – what experience do we have?	Resources – what resources do we have?
Any experience that will support the co-production journey, including experience in a professional role or lived experience of an illness or difficult life challenge. For example, in the research, older people who were lonely and isolated used their experiences to shape services, and professionals with experience of budgets and accounting managed the funding.	Any resources, such as, money, paid staff time or volunteers, access to networks, community space or access to media, that can support the co-production journey. For example, in the research, some organisations could host meeting spaces by sharing their community spaces.

Activity 5: Developing ground rules for inclusive language



Aim

Using language everybody understands is important for creating an inclusive, supportive environment where everybody feels welcome. It is also important to avoid using words that can make other people feel uncomfortable or discriminated against. This exercise encourages groups of participants to reflect on language and develop a set of ground rules.



Instructions

1. The facilitator will write the list of questions in the box below on the whiteboard or display them on the PowerPoint presentation.
2. In groups, first work through the questions listed below
3. In groups, come up with a list of ground rules for language
4. In groups, discuss how these ground rules can be implemented. What approaches will you use?
5. The facilitator will then invite groups to feedback to the wider group

Questions for exploring language:

- What 'buzz words', jargon or acronyms are commonly used in your organisation or daily life? Make a list of these terms, along with a definition, which everyone in the co-producing group can understand.
- What language helps people to feel included?
- What language discriminates against people?



Activity 6: Identifying stakeholders for co-production



Aim

Co-production is more successful when a wide range of stakeholders are involved. Stakeholders in co-production include a wide range of participants such as service users, communities, local statutory services, government agencies and third sector organisations. This activity aims to encourage groups to think about which stakeholders should be involved in the co-production journey.



Instructions

1. The facilitator will explain the aims of the exercise and give examples of the stakeholders in the Time to Shine programme.
2. Groups will work together to write down a list of stakeholders relevant to their project/co-production journey. It may be helpful for participants to refer back to their notes on assets and values to help them think about who to involve.

Participants should discuss: why is it important these stakeholders are involved? What assets/skills/experiences/resources do they bring? Thinking back to your values, who is it important to involve?

3. Use flipchart paper to record these discussions.

Examples of stakeholders in the Time to Shine programme

- ✓ Older people who are lonely and isolated
- ✓ Older people in Leeds
- ✓ Diverse local communities
- ✓ Family members of older people
- ✓ Funding bodies (in this case the National Lottery Community Fund)
- ✓ Time to Shine programme staff, Leeds Older People Forum trustees, the Core Partnership board, the local and national evaluation organisations
- ✓ Representatives from the health and social care sector (such as private residential care homes)
- ✓ Third sector organisations, not only those focused on supporting older people
- ✓ Anyone interested in tackling loneliness and social isolation
- ✓ Transport companies (particularly bus companies)
- ✓ Statutory sector organisations, such as councils, social services and the NHS
- ✓ National policy makers (e.g. Department for Health and Social Care, Department for Digital, Culture, Media and Sport, Cabinet Office, Centre for Ageing Better, Campaign to End Loneliness, the British Red Cross)

Activity 7: Identifying what stakeholders need to be included



Aim

Including a wide variety of stakeholders is important for co-production. However, sometimes there are barriers for different stakeholders becoming involved, so it is important to think about ways to include them. The activity aims to encourage participants to think about ways to support different stakeholders to be involved.

Instructions



1. The facilitator assigns each group a different stakeholder – these can be taken from those identified in Activity 6, or a hypothetical stakeholder can be chosen. The facilitator copies the grid below (using the chosen groups of stakeholders) onto a whiteboard/flipchart paper ready for feeding back later.
2. In groups, participants discuss:
 - » What might the stakeholder need to become involved?
 - » What might the barriers be?
 - » How can they overcome these barriers?
3. The facilitator asks participants to feed back to the wider group and collates the responses on the grid on the whiteboard

	What might they need to be involved?	What might the barriers be?	How could you overcome these barriers?
People who use services			
Community members interested in the topic			
Infrastructure companies, such as transport companies			
Families, friends and carers of people who use services			
Paid staff			
Funding organisations			
Charities			
Statutory health and social care services			

Activity 8: Examining power in co-production

Part 1. How does power and influence affect decision making?

Aim



Co-production means power and influence is shared equally amongst stakeholders, including senior managers, service users, community members, paid staff and volunteers. This activity will encourage participants to think about power and influence.

Instructions



1. The facilitator will introduce the exercise and explain the background to the exercise (in italics below). Using a hypothetical scenario, groups will work together to solve a problem, reflecting on where power and influence lies.
2. The facilitator will hand out an activity card to each group, and the list of questions.
3. Groups will then read their activity card, and work together to discuss the problem.

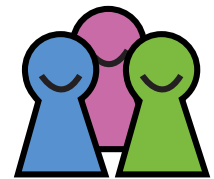
Background to exercise: *In all of these examples, the organisation has committed to a co-production approach and aims to co-produce all key decisions in the organisation. The primary way the organisation does this is through an advisory group, though it also gains feedback and involvement through events and participation exercises. Funders, managers, paid staff, service users, volunteers and community members are all part of the co-production process.*

Example One: Recruiting Staff

A new member of staff needs to be recruited to deliver an exciting new community project that aims to reduce isolation and loneliness in the local community.

To recruit the new member of staff, decisions that need to be made are:

- The job role needs to be developed.
- A job advert has to be created.
- A framework to decide who to interview.
- Interview questions decided
- A framework to decide who to appoint.



Example Two: Running a campaign

Funding has been obtained for a campaign about loneliness and isolation in your local area to reduce stigma. Decisions need to be made about running the campaign.

The funders requirements are:

- A poster campaign
- At least one radio show to be attended
- To reach a diverse audience
- The project to be completed in six months



Decisions that need to be made are:

- Campaign branding
- Target audience
- How to spend the money

Example Three: Dealing with a complaint

A complaint has been made about your organisation – a member of the public thinks that the campaign poster is offensive and has written a very angry letter containing upsetting content about they have been affected. A decision needs to be made about a response to the complaint.

- Who sees the complaint?
- How to handle the complaint
- The response to the complainant



For each example, discuss in your groups:

- ✓ What decisions might need to be made?
- ✓ Who holds the power/influence in those decisions? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ What knowledge do different groups have? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ How can that power/influence be shared equally? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ What are the risks of shared decision making for the different groups? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ What are the benefits for shared decision making for the different groups? (Funders, managers, paid staff, service users, volunteers and community members)

Part two: Reflecting on your power and influence

Aim



Co-production means power and influence is shared equally amongst stakeholders, including senior managers, service users, community members, paid staff and volunteers. This activity will encourage participants to think about their own power and influence, and how they might share their power, or gain more power.

Instructions



1. The facilitator will hand out an activity card to each person and invite individuals to fill in their activity card
2. The facilitator will then invite people to feedback about how the exercise made them feel

Your responsibilities and/or your knowledge	What power and influence do you have	How can you share this power, or how can you gain more power?

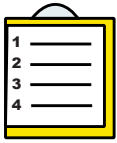
Activity 9: Thinking about warning signs



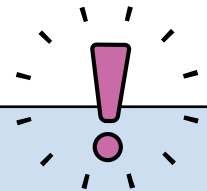
Aim

Things can go wrong with co-production; it isn't always going to be a success. This activity helps participants to think about the types of challenges they may face on their co-production journey, and how to overcome them.

Instructions



1. The facilitator asks the whole group for examples of things that can go wrong with co-production, either from personal experience or hypothetically. The facilitator writes these on a whiteboard.
2. The facilitator can add some examples shown in the box below if the group has missed any examples.
3. The facilitator asks groups to choose two different examples of a challenge to discuss.
4. The groups work together to discuss
 - a.) What are the warning signs of the problem arising
 - b.) How to solve the problem
5. The groups then feed back to the facilitator



Problems
Paid staff from charities and other organisations are losing interest in the process and stop attending meetings
You cannot find any service users who want to take part in the co-production journey
There is a lack of clear goals which is preventing decisions being made and work progressing
The values of co-production, such as everyone having an equal say, are threatened. One person seems to be making all the decisions
There is a lack of diversity among the stakeholders – the same types of service users are showing up
The members of the group don't feel they have any real power over decision making
The chair of the group who was holding everyone together is going to leave

Activity 10: Reflecting on what we have learnt about co-production



Aim

It is important to reflect on your co-production journey throughout the process. This activity aims to encourage reflection. This activity can also be used at different points throughout the co-production process – it may be useful for stakeholders in co-production to use these sheets throughout their journey.

Instructions



1. Facilitator to hand out reflection sheets at the end
2. Facilitator to invite participants to share any reflections on the day
3. Participants can keep their sheets and use them to continue to reflect on their co-production journey

Question	Response
<p>What you now know about co-production?</p> <ul style="list-style-type: none"> • What have you learnt from the training? • How confident do you feel now about co-production? 	
<p>What questions do I still have about co-production?</p> <p>This might be about:</p> <ul style="list-style-type: none"> • The process • Stakeholders • Anything else? 	
<p>What do I bring to co-production?</p> <ul style="list-style-type: none"> • What am I good at? • What do I know about? • Who do I know? • What connections do I have? • Anything else? 	
<p>What will help me to stay involved in co-production?</p> <ul style="list-style-type: none"> • Practical help • Dedicated staff time • Reassurance and emotional support • Opportunity to gain knowledge • Anything else? 	

Activity 11: Evaluating the impact of the training/toolkit



Aim

This questionnaire aims to collect feedback about the training/toolkit. The feedback will be used to measure the impact of the training and improve it for future participants.



Instructions

Facilitator to hand out the questionnaire below and collect feedback from participants.

Please read the statement below and tick the box that most applies to your experience:	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I enjoyed the training session					
I am confident to take part in co-production					
I know more about co-production now than before I completed the activities in this toolkit					
I am going to put my learning into practice when taking part in co-production					
The activities in this training were useful					
I have met my personal goals for attending the training session					
The training met my expectations					

Please answer the questions below

Which parts of the training did you find useful?	
Were there any parts of the training that were not useful?	
Do you have any suggestions for improving the training session?	
How do you intend to implement the learning from today?	
Is there anything else that you would like to add?	

Activity 12: Planning and sharing your co-production journey



Aim

Sharing our experiences and knowledge of co-production is important to improve our practice. This activity aims to collect information about how you have used this training/ toolkit. This feedback can be used to evaluate the impact of the toolkit, improve the toolkit and share good practice.

Instructions



1. The facilitator will ask participants to identify one thing they plan to do following the training
2. Participants write this on a post-it notes and invite group members to share their commitment
3. Facilitator will let participants know that they will receive an email in a few months to ask how they have used this training/ toolkit and asking them to share their progress of using a co-production approach

This is the end of the toolkit. The following pages contain a set of activity sheets which you can print out for participants and use during your training session.

Question	Response
<p>What do I already know about co-production?</p> <ul style="list-style-type: none"> • It's OK to answer 'nothing' to this question. • You could include information from your experiences, or things that you have heard or read. 	
<p>What do I want to know about co-production?</p> <p>For example, you may be interested in:</p> <ul style="list-style-type: none"> • The process • Where to start • What the barriers are • Anything at all! 	



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If people who use services are not involved in important decisions, you'll never be able to develop co-production
Co-production is about professionals asking service users opinions
Co-production is making sure service users make all the key decisions
Co-production is the idea that you should be doing things with people, instead of for them, or at them
Co-production can be achieved by inviting service users to forums, steering groups and meetings
Co-production is where everyone has an equal say, everyone has an equal opinion and everyone's experiences are valid.
Co-production sometimes works best if a professional person organises and manages the process
Co-production should use creative approaches to engage a wide range of people including service users, their friends, family members and carers, and the wider community.
Co-production must happen at every stage in the project, from commissioning to design through to evaluation
Professionals and organisations don't have a role in co-production, it is about service user control
We need to make sure that people and organisations who can influence change are involved in co-production
A set of options needs to be developed by the organisation before co-production can start
Co-production is useful for service design –but you can't co-produce things like evaluation or commissioning
It is important to try and include a wide range of people and organisations in co-production



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“Our definition of co-production is...”



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<p>What makes you feel happy?</p>	
<p>What makes your feel proud of yourself or other people?</p>	
<p>What makes you feel angry?</p>	
<p>What gives you a sense of injustice?</p>	
<p>What makes you feel that you are doing a good job?</p>	
<p>What makes you feel sad?</p>	
<p>Do you have any deeply held beliefs such as religious or political beliefs?</p>	
<p>If you had a magic wand and could change one thing in the world what would it be?</p>	
<p>Think about a time when things worked well for you. Why did it work well and what was important about it?</p>	



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	What might they need to be involved?	What might the barriers be?	How could you overcome these barriers?
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Community members interested in the topic			
Infrastructure companies, such as transport companies			
Families, friends and carers of people who use services			
Paid staff			
Funding organisations			
Charities			
Statutory health and social care services			



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Background to exercise: In all of these examples, the organisation has committed to a co-production approach and aims to co-produce all key decisions in the organisation. The primary way the organisation does this is through an advisory group, though it also gains feedback and involvement through events and participation exercises. Funders, managers, paid staff, service users, volunteers and community members are all part of the co-production process.

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- Interview questions decided
- A framework to decide who to appoint.



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- ✓ Who holds the power/influence in those decisions? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ What knowledge do different groups have? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ How can that power/influence be shared equally? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ What are the risks of shared decision making for the different groups? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ What are the benefits for shared decision making for the different groups? (Funders, managers, paid staff, service users, volunteers and community members)



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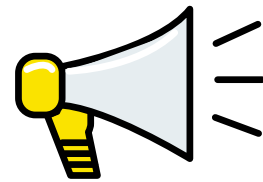
Background to exercise: In all of these examples, the organisation has committed to a co-production approach and aims to co-produce all key decisions in the organisation. The primary way the organisation does this is through an advisory group, though it also gains feedback and involvement through events and participation exercises. Funders, managers, paid staff, service users, volunteers and community members are all part of the co-production process.

Example Two: Running a campaign

Funding has been obtained for a campaign about loneliness and isolation in your local area to reduce stigma. Decisions need to be made about running the campaign.

The funders requirements are:

- A poster campaign
- At least one radio show to be attended
- To reach a diverse audience
- The project to be completed in six months



Decisions that need to be made are:

- Campaign branding
- Target audience
- How to spend the money

For each example, discuss in your groups:

- ✓ What decisions might need to be made?
- ✓ Who holds the power/influence in those decisions? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ What knowledge do different groups have? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ How can that power/influence be shared equally? (Funders, managers, paid staff, service users, volunteers and community members)
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Example Three: Dealing with a complaint

A complaint has been made about your organisation – a member of the public thinks that the campaign poster is offensive and has written a very angry letter containing upsetting content about they have been affected. A decision needs to be made about a response to the complaint.

- Who sees the complaint?
- How to handle the complaint
- The response to the complainant



For each example, discuss in your groups:

- ✓ What decisions might need to be made?
- ✓ Who holds the power/influence in those decisions? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ What knowledge do different groups have? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ How can that power/influence be shared equally? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ What are the risks of shared decision making for the different groups? (Funders, managers, paid staff, service users, volunteers and community members)
- ✓ What are the benefits for shared decision making for the different groups? (Funders, managers, paid staff, service users, volunteers and community members)



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Your responsibilities and/or your knowledge	What power and influence do you have	How can you share this power, or how can you gain more power?



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Question	Response
<p>What you now know about co-production?</p> <ul style="list-style-type: none"> • What have you learnt from the training? • How confident do you feel now about co-production? 	
<p>What questions do I still have about co-production?</p> <p>This might be about:</p> <ul style="list-style-type: none"> • The process • Stakeholders • Anything else? 	
<p>What do I bring to co-production?</p> <ul style="list-style-type: none"> • What am I good at? • What do I know about? • Who do I know? • What connections do I have? • Anything else? 	
<p>What will help me to stay involved in co-production?</p> <ul style="list-style-type: none"> • Practical help • Dedicated staff time • Reassurance and emotional support • Opportunity to gain knowledge • Anything else? 	



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Please read the statement below and tick the box that most applies to your experience:	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
I enjoyed the training session					
I am confident to take part in co-production					
I know more about co-production now than before I completed the activities in this toolkit					
I am going to put my learning into practice when taking part in co-production					
The activities in this training were useful					
I have met my personal goals for attending the training session					
The training met my expectations					

Please answer the questions below

Which parts of the training did you find useful?	
Were there any parts of the training that were not useful?	
Do you have any suggestions for improving the training session?	
How do you intend to implement the learning from today?	
Is there anything else that you would like to add?	



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Notes

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