CHANGING
LIVES

Background Documentation for Learning to Listen Again:

Deepening our understanding of how to amplify seldom heard voices through positive listening

Background Documentation for Learning to Listen Again: Deepening our understanding of how to amplify seldom heard voices through positive listening

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This documentation is intended to share the key materials that we used to deliver the different elements of the Learning to Listen Again project, and is designed to be read in conjunction with the main report.

Annex 1: Materials for the listening conversations

Annex 2: Materials for sensemaking sessions

Annex 3: Materials for conversations with Changing Lives staff

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Annex 1: Materials for the listening conversations

Annex 1.1 – Briefing for the Listeners before the listening conversations

THE LISTENING PROGRAMME PHASE 2

Things have changed so much in recent times it is the perfect opportunity to pause and ask what it is that people really need now. We have adapted our methods of delivery and multi-agency working has become more complex. So in order to rebuild, recover, and be truly inclusive we must include and listen to voices that are 'seldom heard', in important discussions and decisions about the future. This project will help us to learn to listen again to the people who use our services and support how we shape services of the future with this wisdom.

PURPOSE

1. Better understand how we listen to and involve those who are 'seldom heard', including those from minoritised communities, with varying levels of engagement, trust or other barriers to participation, what these barriers are and what is required to enable those voices to be heard

2. Understand and appreciate the role of altruism, sense of belonging or community, or paid incentives, or other aspects as motivational factors on people's interest and willingness in engagement

3. Continue to learn to listen and attempt to understand differences in the experience of being listened to and sensemaking in different ways (e.g. within groups, face to face, video or telephone calls, by trusted professionals by peers (EBE, experts by experience) or by unknown professionals) and what methods are most effective

4. Understand the potential effect on trust and impact, for individuals, listeners and potentially their immediate networks, when listening and sensemaking is done well

We are hoping to listen to 150 people who use our services, between now and January 2021. However, we need to enlist the help of staff teams in order to do this. The people will receive a £15 voucher to compensate for their time and contribution to the initial conversations.

We would also like to encourage staff who listen and the participants to join our sensemaking sessions where we will try to make sense of the information we have heard in these conversations. The sensemaking sessions are a collective response to all the information that has been gathered and where we draw out important findings and conclusions from the conversations. For this to be inclusive, we need both listeners and participants to contribute

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as this leads to a 'no sensemaking without me' approach. Those who attended sensemaking sessions in Phase 1 found the experience empowering. There will be three sessions planned in December, January and February. You can attend one or more of these sessions. However, we also recognise that not everyone will feel comfortable contributing their views in a group sensemaking session. We are therefore exploring ways we can collect contributions on an individual basis, and would welcome any thoughts you would have on how this would work.

We appreciate that we have entered a second lockdown and this is an additional task outside your normal role. We will still be having conversations with the people who use our services and checking in to see what support they may need. This is the same as we are asking them how they want to be heard and am confident we will find out things we have not thought of before, which in turn can only improve the way we respond in a new future.

Step by Step Process

Step 1: Briefing Sessions for Listeners (Nov)	• Attend a Briefing Session to understand the purpose of the Listening Programme
Step 2: Listening Conversations (Nov/Dec/Jan)	• 45 min to 1-hour conversations (1:1 or in groups) • Have conversations with as many people that you can manage during this time • Ask for consent for the Coordinator to contact them to complete a debrief and invite them to participate in sensemaking.
Step 3: Debrief with Participants (Nov/Dec/Jan)	• The aim of this debrief is to understand how participants experienced the listening conversation • If they provide consent in Step 2, the Coordinator will telephone the participant to conduct the debrief • If they do not provide consent in Step 2, debrief the person yourself and ask if they wish to participate in sensemaking
Step 4: Administration and Data Capture (Nov/Dec/Jan)	• Send the notes of the listening conversation (and debrief if appllcable) • The notes can be typed up or you can scan/take a picture of your written notes
Step 5: Sensemaking Sessions (Dec/Jan/Feb)	• Join one (or more) or more of the sensemaking sessions in December/January/February • The sensemaking sessions will be 2 hours long and take place on videoconference (e.g. Teams. Zoom) with participants, listeners and listening programme staff

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Annex 1.2 – Questions for listening conversations

1. Do you feel part of a community at all? If so, what is that and how important is this to you and why?

2. Could you tell me about a time where you've felt supported, trusted, cared about and listened to?

   a. What was your relationship with the person who was listening?

   b. What was it about the person, what they did or said that made you feel that way?

   c. How did you let them know/how did they know what was needed?

   d. What impact did this have (on you)?

3. How do you feel listened to or engaged/involved at this particular point in time at a …

   a. Community level (e.g. family, friends)?

   b. Service level (e.g. GP, Changing Lives)?

   c. Local level (local councillors, public health, CCG)?

   d. National level (e.g. government)?

   e. What was it about these people or services that made you feel that way?

   f. What could improve or change about that? What could have happened to make you feel more listened to or supported, or comfortable to let them know what you needed?

4. If you were in charge of making decisions for others what things would you change or do to build better trust?

   a. What would help you to make those changes?

   b. Who do you think has the greatest influence over decisions that affect you?

   c. How does that impact your life and/or the lives of others?

5. Would you like to be involved in future discussions about being heard? (Yes/No/Maybe)

   a. What would be your reason(s) for doing so?

   b. Imagine you have been invited to join a conversation (e.g. about services, government policy), what would make you feel more or less inclined to attend:

      i.   …

Having an impact for yourself	Helping or improving the situation for others	Financial reward	Having the opportunity to share your perspective / experiences	Having the opportunity to learn	Socialising

      ii. …

Videocall	Face-to-face	Phone	Email

   c. What would the ideal conversation look like for you? (e.g who would be involved, what would you talk about, how would this happen)

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Annex 1.3 – Format for 1-1 debrief sessions

ONE TO ONE DEBRIEF

How well did you feel listened to during the conversation?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Not at all   *Very much so*

How comfortable did you feel with the listener?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Not at all   *Very much so*

Do you feel more or less motivated to be heard by professionals in the future?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Not at all   *Very much so*

Would you be interested in making sense of all the information we gathered in these conversations?

Yes ☐   No ☐

If yes would you prefer to do that in a group or by email/Text/Telephone Call

Group ☐   Text ☐   Email ☐   Telephone Call ☐

GROUP DEBRIEF

How well did you feel listened to during the conversation?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Not at all   *Very much so*

Felt could open up more in a group of peers?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Not at all   *Very much so*

Felt understood/identified with a group of peers?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Not at all   *Very much so*

Felt could not open up/talk as well in the group.

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Not at all   *Very much so*

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Felt was not understood by peers?

☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5

Not at all   *Very much so*

Would you be interested in making sense of all the information we gathered in these conversations?

Yes ☐   No ☐

If yes would you prefer to do that in a group or by email/Text/Telephone Call

Group ☐   Text ☐   Email ☐   Telephone Call ☐

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Annex 2: Materials for sensemaking sessions

Annex 2.1 Plan and agenda for sensemaking session 1

Time	Activity

10.00 – 10.10	**INTRODUCTION**
	
	• Wait for everyone to join (kick-off at 10.05 latest)
	• Ask people to change name, top right hand corner of your name (blue 3 dots box)
	• Welcome
	• Scene-setting:
	
	   – Explanation of the listening project and where it came from
	   – General purpose of the sensemaking session and how it fits together with what we are trying to achieve
	   – We are learning ourselves (experimental)
	
	• Explain that this context (how do we listen better?) is the framing around our discussions today
	• Quick round of introductions and ask everyone to say hi and give their first name only (nothing else!). Give everyone the option to have their camera on/off and use their mic or type into the chat. May be easiest to go around 'in order' of your screen.
	• Say that we will be recording this session for note-taking purposes. The recording and notes will be kept on our internal systems to help when we write up what we have learnt in this work, but will not be shared with anyone and all contributions will be confidential. Ask for any objections

10.10 – 10.15	**CHECK-IN AND OVERVIEW** • Check-in: How is everyone feeling today? **E.g. write in the chat box a word to describe you today** • Explanation of sensemaking and why it is important **(We have data from the listening conversations – job today is to collectively decide what this all means – we have lots of individual perspectives, today is about developing a shared perspective between us, overcoming individual biases)**

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	• Run through the structure and agenda of the session
	  – 10.15-10.20 Warm-up Exercise
	  – 10.20-11.00 Breakout Group Discussions
	  – 11.00-11.10 Comfort Break
	  – 11.10-11.50 Main Group Discussion
	• 11.50-12.00 Warm-down Exercise Ground rules (respectful, listen, no wrong opinion or questions, don't have to turn on camera or mic, can use chat, can change name, break whenever you need to)

10.15 – 10.20	**WARM-UP REFLECTION EXERCISE** • Warm-up question: **"What were your immediate thoughts reading the conversations? Was there anything that surprised you or stuck in your mind?"** (add question into the Zoom chat) • Invite participants to write their responses in Zoom private chat and **send to [staff member]**. • [Staff member] will collate and record responses in a live google slides • Meanwhile, host will set up the breakout groups. *Note: The aim is to provide a space to acknowledge things that stuck out without anchoring the discussion. The results can be used and shared, as appropriate, (by [staff member]) in the main group discussion when the breakout groups come together to share their discussions. Feedback from Phase 1 indicated that people enjoyed hearing what others thought.*
10.20 – 11.00	**BREAKOUT GROUP DISCUSSIONS** • Structure of the breakout groups (1x facilitator, 1x note-taker, ~5 in each group) • Reminder of recording and note-taking • Discussion question: "What is the most important thing you heard/read? Why do you think that is important?" (put question into Zoom chat) • Quick refresh of the context and framing of the discussion *Prompt questions for facilitators:* • *If we were to repeat back to the people what we heard from them, what would we say?* • *What are people's experiences of being listened to?* • *What are the issues and barriers to people being listened to and building trust?* • *How do people want to be listened to and what would enable this to happen?* • *Are there any particular areas or topics that people want to discuss / be involved in?* *Facilitators will guide the flow and structure of the conversation. It is expected that the conversation will be quite fluid. Do not disallow discussion about actions, but try to steer the conversation if the group begins to focus on merits of different solutions, etc.*
11.00 – 11.10	**COMFORT BREAK** • Breakout facilitators may wish to scan notes taken as they will be asked to present a summary of their group's discussion in next slot

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11.10 – 11.45	MAIN GROUP DISCUSSION
	• Welcome back to the discussion
	• Re-ask permissions to record
	• Reminder of the question: **"What is the most important thing you heard/read? Why do you think that is important?"**
	• Invite breakout facilitators to share a verbal summary of their group's discussion (use written notes as prompts if required)
	– Group 1, then Group 2 (3-5m each)
	• Lead facilitator to **facilitate a discussion on people's reflection, commonalities and differences across breakout sessions, patterns, any surprises, any specific experiences** that we should discuss/observe etc.
	• **We want the discussion to be driven by the attendees, only open up to CPI and CL team if you think people are running out of things to say or we think we've missed something**
	• [staff member] to take notes and to share any relevant reflections from the warm-up exercise, as appropriate (verbally or via chat)
11.45 – 12.00	WARM-DOWN EXERCISE
	• Thank everyone for joining and for their input and contributions
	• Warm-down exercise: Ask attendees to **share on the zoom chat one thing they have learnt from the session** and anything that they might do differently when listening to others in the future. **Ask for a few volunteers to share theirs with the wider group**.
	POLLING
	• Reiterate the **exploratory nature of this work** and that we're constantly learning about how we can listen better
	• **We have a few questions to ask** where we'd love to hear your feedback on how you found this sensemaking experience today
	• We will use the Zoom polling functionality to ask 3 feedback questions. Polling questions are:
	– Did you feel like your voice had an impact on today's discussion? Yes / Mostly / Not really / No / Not sure
	– Did you enjoy this session? Yes / No / Not sure
	– Would you want to do something similar again? Definitely yes / Probably yes / Probably not / Definitely not / Not sure
	• After polling, open up to the group to share any comments or feedback on their reflections (verbally, via chat, or via private chat to [staff member]).

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CLOSE

- **Thanks for joining and participating**, we hope you enjoyed the session and felt like you have learnt or gained something from today's sensemaking
- Explain next steps:
  - **A summary of the discussion (anonymised) will be shared with the group**
  - **Listening conversations will continue for another month, and we will have a 2nd round of sensemaking in late February.** If you are interested in being involved again please email [staff member]
  - **The findings from all of the listening conversations and sensemaking sessions will be used by CL and CPI to write a final report** on what we have learnt about listening, which is scheduled to be published in early Spring and shared with everyone
- Open for any final questions. Any further questions can be emailed to [staff member]
- Close and final thanks

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Annex 2.2 Plan and agenda for sensemaking session 2

Time	Activity

9.30 – 9.40	INTRODUCTION
	
	• Wait for everyone to join
	• Welcome
	• Scene-setting:
	  – Explanation of the listening project and where it came from
	  – General purpose of the sensemaking session and how it fits together with what we are trying to achieve
	  – General purpose of the sensemaking session and how it fits together with what we are trying to achieve
	  – We are learning ourselves (experimental)
	• Explain that this context (how do we listen better?) is the framing around our discussions today – in particular keen to understand what we've been hearing so far in the listening conversations, and for participants here to help us make sense of it before we write the report
	• Quick round of introductions and ask everyone to say hi and give their first name only (nothing else!). Give everyone the option to have their camera on/off and use their mic or type into the chat. May be easiest to go around 'in order' of your screen.
	• Say that we will be recording this session for note-taking purposes. The recording and notes will be kept on our internal systems to help when we write up what we have learnt in this work, but will not be shared with anyone and all contributions will be confidential. Ask for any objections

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9.40 – 9.45	**CHECK-IN AND OVERVIEW**
	
	• Check-in: **How is everyone feeling today? E.g. write in the chat box a word to describe you today**
	• Explanation of sensemaking and why it is important **(We have data from the listening conversations – job today is to collectively decide what this all means – we have lots of individual perspectives, today is about developing a shared perspective between us, overcoming individual biases)**
	• **Run through the structure and agenda** of the session
	  – 9.45-9.50 Warm-up Exercise
	  – 9.50-10.40 Discussion 1
	  – 10.40-10.50 Comfort Break
	  – 10.50-11.15 Discussion 2
	  – 11.15-11.50 Discussion 3 (Main Group Discussion)
	  – 11.50-12.00 Warm-down Exercise and final poll
	• Ground rules (respectful, listen, no wrong opinion or questions, don't have to turn on camera or mic, can use chat, can change name, break whenever you need to)

9.45 – 9.50	**WARM-UP REFLECTION EXERCISE** • Warm-up question: **"What were your immediate thoughts reading the conversations? Was there anything that surprised you or stuck in your mind?"** (add question into the Zoom chat)
	• Invite participants to write their responses in Zoom private chat and **send to [staff member]**… • Collate and record responses in a live google slides *Note: The aim is to provide a space to acknowledge things that stuck out without anchoring the discussion. The results can be used and shared, as appropriate, (by [staff member]) in the main group discussion when the breakout groups come together to share their discussions. Feedback from Phase 1 indicated that people enjoyed hearing what others thought.*
9.50 – 10.40	**DISCUSSION 1** • Reminder of recording and note-taking • Share screen: Questions 1, 2 and 3 • Discussion question: If we were to repeat back to the people what we heard from them, what would we say? – *Further question: Are there any specific experiences that we want to highlight?* (put question into Zoom chat) • Quick refresh of the context and framing of the discussion **Facilitation notes:** *Facilitator will share their screen to show the relevant question. At the start of the discussion offer to click on different word clouds. Click on them in any case at different times during the discussion to change the prompt. Approx 15 mins for each question. Towards the end of each slot, invite contributions from those who haven't spoken yet, but don't pick on people.*

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	Facilitators will guide the flow and structure of the conversation. It is expected that the conversation will be quite fluid. Do not disallow discussion about actions, but try to steer the conversation if the group begins to focus on merits of different solutions. While we would prefer to focus on the data, discussion of personal experiences may begin to arise – facilitators gently guide discussion back to the data.
10.40 – 10.50	**COMFORT BREAK**
10.50 – 11.15	**DISCUSSION 2** • Reminder of recording and note-taking • Share screen: Questions 4 and 5 • Discussion question: *If we were to repeat back to the people what we heard from them, what would we say?* • *Further question: Are there any specific experiences that we want to highlight?*
	OPTIONAL BREAK IF TIME
11.15 – 11.50	**DISCUSSION 3** • Feed back from private message exercise (anonymously) • Share key points from the discussion so far – sharing screen of the notes. • Facilitate discussion on themes: • **Question: Looking at these points are you happy that they reflect what people said? Any reflections?**
	• **Question: Is there anything you would like to ask the people we've listened to? Anything you would like to learn from them? Anything you wish you'd been asked during the conversation?** • **Question: Are there any points that are the same or similar?** • **We want the discussion to be driven by the attendees, only open up to CPI and CL team if you think people are running out of things to say or we think we've missed something**
11.50 – 12.00	**WARM-DOWN EXERCISE (IF TIME)** • Thank everyone for joining and for their input and contributions • Warm-down exercise: Ask attendees to **share on the zoom chat one thing they have learnt from the session** and anything that they might do differently when listening to others in the future. **Ask for a few volunteers to share theirs with the wider group.** **POLLING** • Reiterate the **exploratory nature of this work** and that we're constantly learning about how we can listen better • **We have a few questions to ask** where we'd love to hear your feedback on how you found this sensemaking experience today

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- We will use the Zoom polling functionality to ask 3 feedback questions. Polling questions are:
  - Did you feel like your voice had an impact on today's discussion? Yes / Mostly / Not really / No / Not sure
  - Did you enjoy this session? Yes / No / Not sure
  - Would you want to do something similar again? Definitely yes / Probably yes / Probably not / Definitely not / Not sure
- After polling, open up to the group to share any comments or feedback on their reflections (verbally, via chat, or via private chat to [staff member]). Any comments to be logged

CLOSE

- **Thanks for joining and participating**, we hope you enjoyed the session and felt like you have learnt or gained something from today's sensemaking
- Explain next steps:
  - **A summary of the discussion (anonymised) will be shared with the group**
  - **The findings from all of the listening conversations and sensemaking sessions will be used by CL and CPI to write a final report** on what we have learnt about listening, which is scheduled to be published in early Spring and shared with everyone
- Open for any final questions. Any further questions can be emailed to [staff member].
- Close and final thanks

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Annex 2.3 Invitation to sensemaking sessions

Dear [participant name]

I would like to invite you to take part in a sensemaking session.

Recently you very kindly took part in a conversation about times where you have and have not felt supported and listened to, and what needed to change to improve yours and other people's experiences. In the next stage, we want to take the results of this conversation and other conversations and make sense of what this tells us and what needs to happen differently to ensure people's voices are heard so there can be meaningful change. We would like your help with this, as your unique perspective and experience will allow us to make better sense of what we are hearing and what change we need to make.

What is the purpose of the sensemaking session?

We have had conversations with xxx people over the last xxx months trying to understand whether people feel listened to and what needs to improve. These conversations helped us to learn about people's individual experiences, however we need to be able to make sense of the bigger picture and understand what is needed for meaningful change. The sensemaking session allows us to do that collectively as a group.

What will happen at the sensemaking session?

The sensemaking session will take place on xxx. It will last xxx hours with a 10-minute break in the middle. The session will take place on video conference via Zoom – you can join the meeting by clicking this link.

A few days before the sensemaking session, we will send you a brief summary of the conversations we have had. Please be aware that you may see information here about your own conversation, but please be assured that everything has been anonymised so no-one (apart from the person you spoke with) will know this is about you.

The sensemaking session will involve facilitated small group discussions that allow everyone a chance to speak and respond to the discussion if they choose. All ideas and thoughts are welcome. It is up to you whether you would like to share your camera or microphone – whatever you feel most comfortable with – you can also use the Zoom chat functionality instead if you want.

What are the benefits of taking part?

Your views, experiences and perspective are unique and very important and the process of sensemaking will be much richer with your participation. This is an opportunity to learn about the experiences of others, have your voice heard and ensure that the right messages are

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getting through to bring about meaningful change.

What if I am not comfortable in groups or cannot make it on the day?

If you cannot attend or would be more comfortable participating in a different way, then we offer alternative ways of participating in the sensemaking process. You can participate through:

- Email
- SMS Text
- Phone call
- Post

Do I have to take part?

This is completely voluntary. It is up to you to take part. You are free to change your mind at any time, please just let us know.

How do I take part?

Please email [staff member] to express your interest in taking part in the sensemaking session on [email address]. If you would prefer to take part via an alternative method, please indicate which method you would prefer (Email/SMS Text/Phone call) and we will send you some information on what to do next.

If you have any questions or would like further information, please contact [staff member]. Thank you very much and we hope to hear from you soon.
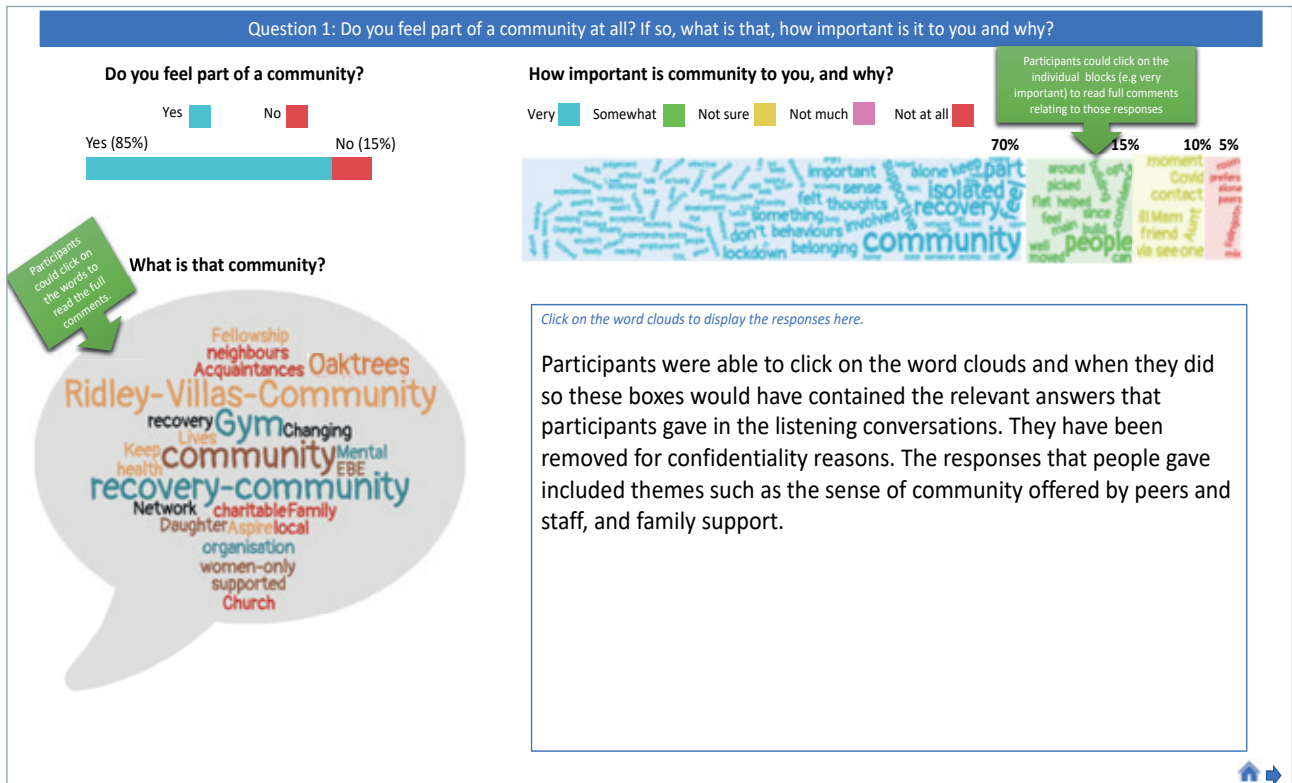
Warm wishes,

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2.4 Example of pre-reading for sensemaking sessions

Changing Lives: Listening Conversations
5th March 2021

1 Do you feel part of a community at all? If so, what is that, how important is it to you and why?

2 Could you tell me about a time where you've felt supported, trusted, cared about and listened to?

3 How do you feel listened to or engaged at this particular point in time at a … a) Community level b) Service level c) Local level d) National level?

4 If you were in charge of making decisions for others what things would you change or do to build better trust?

5 Would you like to be involved in future discussions about being heard?

6 Access to communication

This contains data from 42 conversations held across two rounds of listening between November 2020 and March 2021.

Question 1: Do you feel part of a community at all? If so, what is that, how important is it to you and why?

Do you feel part of a community?

Yes   No

Yes (85%)   No (15%)

How important is community to you, and why?

Very   Somewhat   Not sure   Not much   Not at all

Participants could click on the individual blocks (e.g very important) to read full comments relating to those responses

70%   15%   10% 5%

Participants could click on the words to read the full comments.

What is that community?

Fellowship neighbours Acquaintances Oaktrees Ridley-Villas-Community recovery Gym Changing Lives Keep community Mental health EBE recovery-community Network charitable Family Daughter Aspire local organisation women-only supported Church

Click on the word clouds to display the responses here.

Participants were able to click on the word clouds and when they did so these boxes would have contained the relevant answers that participants gave in the listening conversations. They have been removed for confidentiality reasons. The responses that people gave included themes such as the sense of community offered by peers and staff, and family support.

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Question 2: Could you tell me about a time where you've felt supported, trusted, cared about and listened to?
a) What was your relationship with the person who was listening?
b) What was it about the person, what they did or said that made you feel that way?
c) How did you let them know/how did they know what was needed?
d) What impact did this have (on you)?

What was your relationship?

Support Worker — 75%
Peers — 17.5%
Family — 15%
Authority — 10%
Friend — 2.5%
Tutor — 2.5%
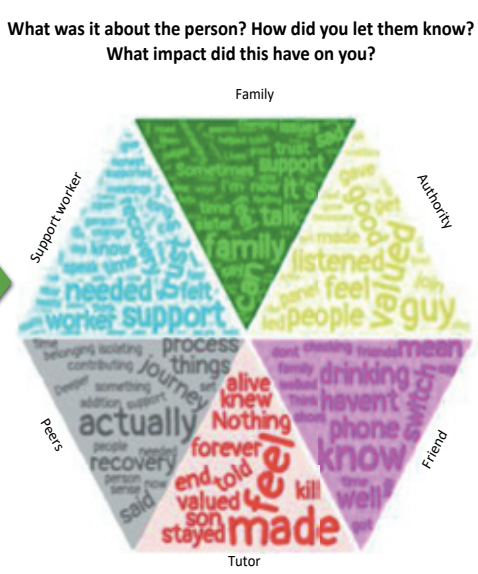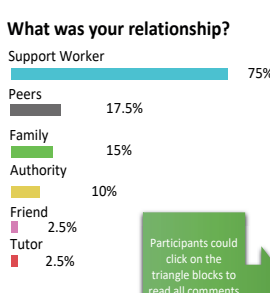
Participants could click on the triangle blocks to read all comments relating to that relationship

What was it about the person? How did you let them know? What impact did this have on you?

Click on the word clouds to display the responses here.

Participants were able to click on the word clouds and when they did so these boxes would have contained the relevant answers that participants gave in the listening conversations. They have been removed for confidentiality reasons. The responses that people gave included themes such as the sense of community offered by peers and staff, and family support.

Question 3: How do you feel listened to or engaged at this particular point in time at a …
a) Community level b) Service level c) Local level d) National level
e) What was it about these people or services that made you feel that way? f) What could improve or change about that? What could have happened to make you feel more listened to or supported, or comfortable to let them know what you needed?

Participants could click on the individual blocks (e.g very important) to read full comments relating to those responses

How much do you feel listened to or engaged at this time as…?

Very Somewhat Not sure Not much Not at all

Community level (e.g. family, friends)?
65% 20% 10% 5%

Service level (e.g. GP, Changing Lives)?
15% 50% 15% 20%

Local level (local councilors, public health, CCG)?
5% 40% 15% 5% 35%

National level (e.g. government)?
0% 15% 10% 15% 60%

Click on the word clouds to display the responses here.

Participants were able to click on the word clouds and when they did so these boxes would have contained the relevant answers that participants gave in the listening conversations. They have been removed for confidentiality reasons. The responses that people gave included themes such as the sense of community offered by peers and staff, and family support.
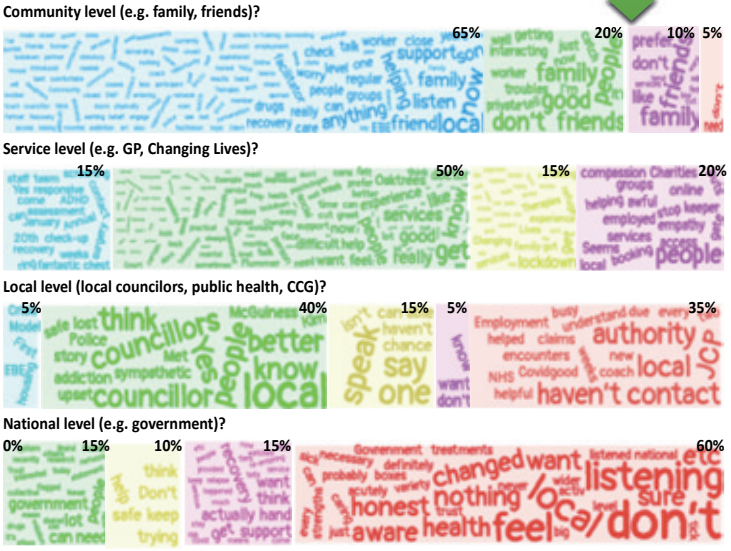
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Question 4: If you were in charge of making decisions for others what things would you change or do to build better trust?
a) What would help you to make those changes?
b) Who do you think has the greatest influence over decisions that affect you?
c) How does that impact your life and the lives of others?

If you were in charge, what would you do? What would help you to make those changes?

- Listen/Value **33%**
- Resources/Facilities **16%**
- Methods/Systems **16%**
- Help/Support **11%**
- Consistency **11%**
- Other/Trust **11%**

Who do you think has the greatest influence over decisions that affect you? How does that impact your life?

- Family **29%**
- Self **29%**
- Government **12%**
- Service/Organisation **12%**
- Other **12%**
- Friends/Peers **6%**

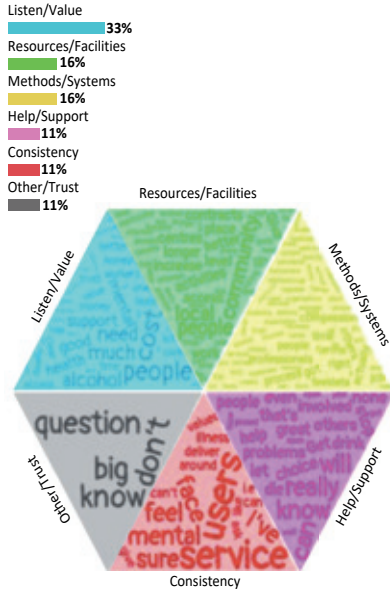Participants could click on the triangle blocks to read all comments relating to that response.

Click on the word clouds to display the responses here.

Participants were able to click on the word clouds and when they did so these boxes would have contained the relevant answers that participants gave in the listening conversations. They have been removed for confidentiality reasons. The responses that people gave included themes such as the sense of community offered by peers and staff, and family support.
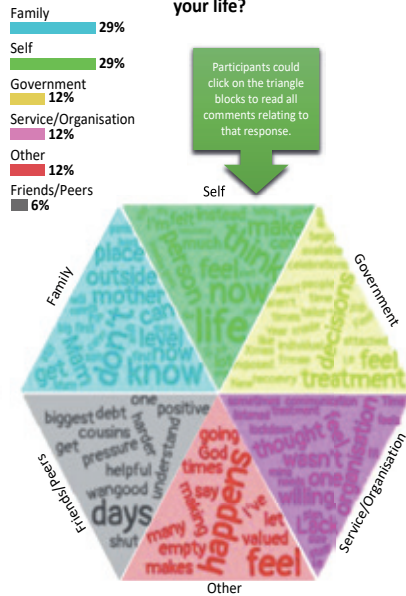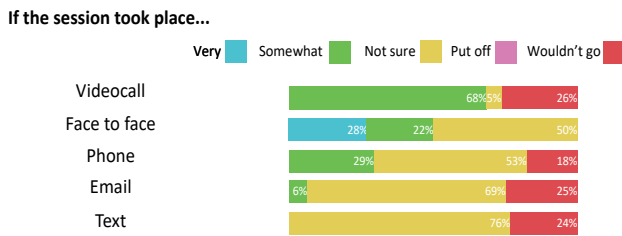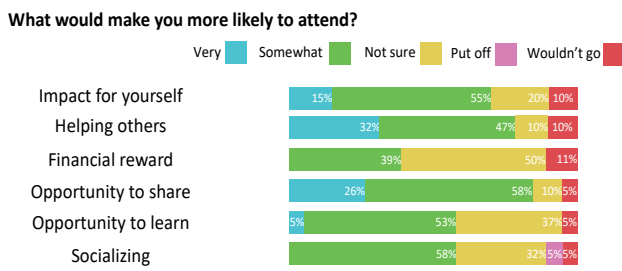

Question 5. Would you like to be involved in future discussions about being heard?
a)What would be your reason(s) for doing so?
b) Imagine you have been invited to join a conversation (e.g. about services, government policy), what would make you feel more or less inclined to attend?
c)What would the ideal conversation look like for you? (e.g. who would be involved, what would you talk about, how would this happen)
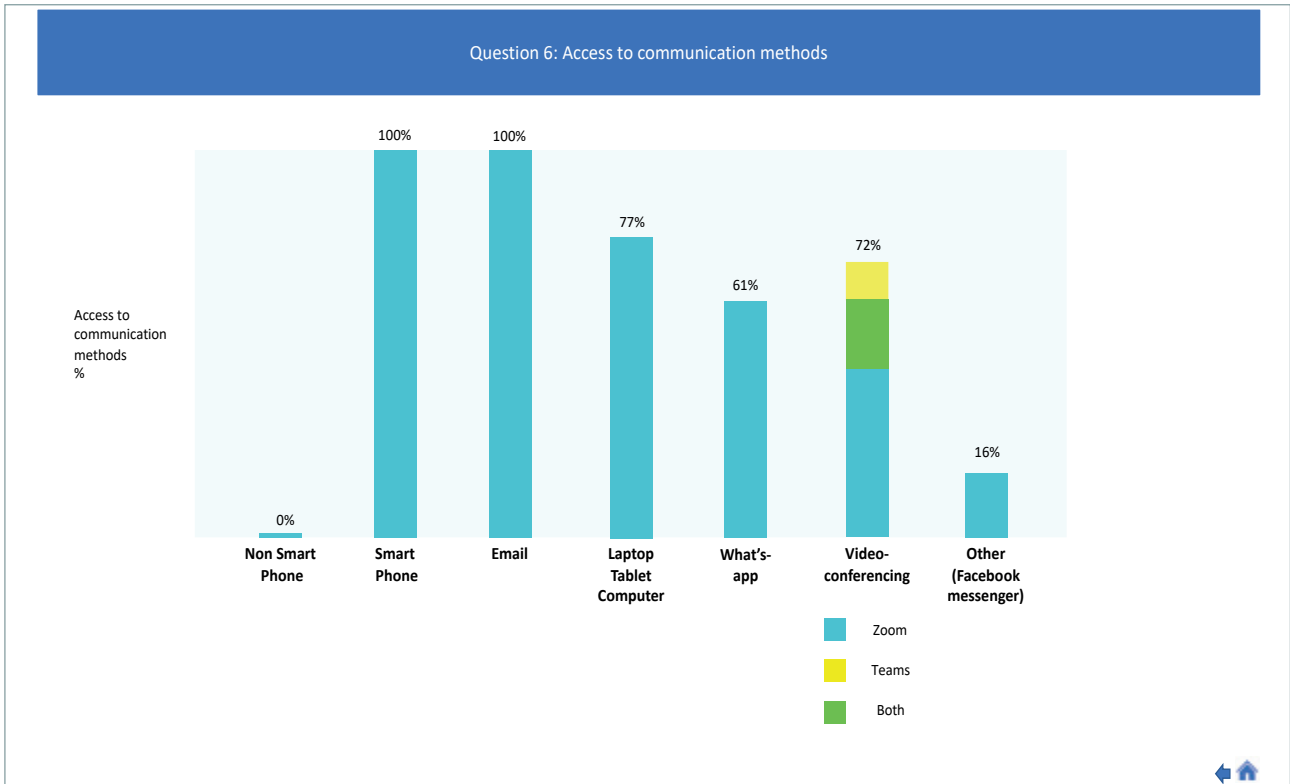
Would you like to be involved?

Yes **85%** Maybe **8%** No **8%**

What would make you more likely to attend?

Legend: Very / Somewhat / Not sure / Put off / Wouldn't go

	Very	Somewhat	Not sure	Put off	Wouldn't go
Impact for yourself		15%	55%	20%	10%
Helping others		32%	47%	10%	10%
Financial reward			39%	50%	11%
Opportunity to share		26%	58%	10%	5%
Opportunity to learn	5%		53%	37%	5%
Socializing			58%	32%	5% 5%

If the session took place...

Legend: Very / Somewhat / Not sure / Put off / Wouldn't go

	Very	Somewhat	Not sure	Put off	Wouldn't go
Videocall			68%	5%	26%
Face to face		28%	22%		50%
Phone			29%	53%	18%
Email	6%			69%	25%
Text				76%	24%

What would the ideal conversation look like to you?

Participants could click on the words to read the full comments

Click on the words within the word cloud to display the responses here.

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Question 6: Access to communication methods

Access to communication methods %

| | 0% | 100% | 100% | 77% | 61% | 72% | 16% |
| Non Smart Phone | Smart Phone | Email | Laptop Tablet Computer | What's-app | Video-conferencing | Other (Facebook messenger) |

Zoom
Teams
Both

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Annex 3: Materials for conversations with Changing Lives staff

3.1 Conversation guide for Changing Lives staff who were listeners in the project
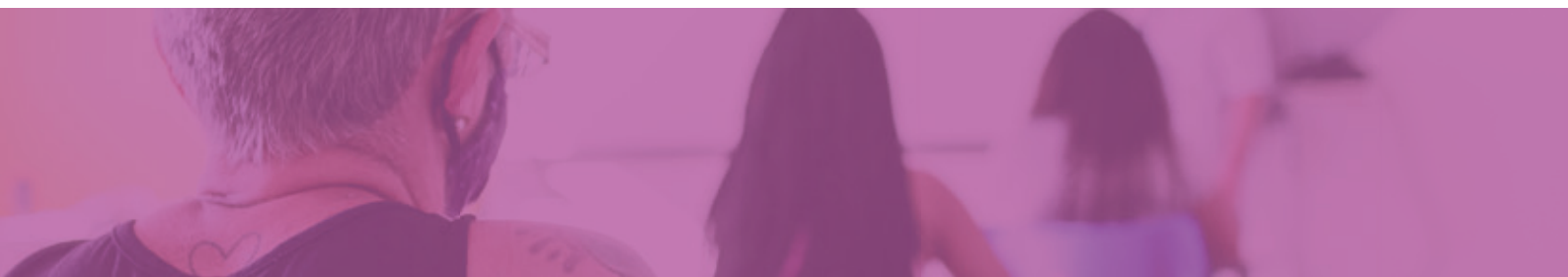
Part 1: The Listening Project

1. We asked you to engage in listening conversations, how easy was this to do?
    a. Did you understand the purpose of the project?
    b. What helped and
    c. What were the barriers to listening in relation to this project?

2. If you were designing the process how would you make it easier?

3. How useful do you feel it was?
    a. Did you learn anything from the listening?
    b. How would you make it more useful?
    c. Was there anything you would have liked to ask?

Part 2: Listening within Changing Lives support

1. How does listening currently feature in your work at the moment?
    a. Do you see yourself as a good listener?
    b. Is there anything you would like to learn about listening?
    c. Are there any barriers to listening in your role?

2. What helps 'good listening'?

    Possible prompts:
    - Is a structure or set topic helpful or unhelpful?
    - What is the role of conversation as opposed to listening (i.e. is it better when it's interactive rather than 'active listening')
    - What is the role of influence or agency in 'good listening'?

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3. Is there anything that gets in the way of being able to do 'good listening'?

    Possible prompts:

    - Organisational processes and expectations
    - Power Dynamics (how do people manage 'good listening' with enforcing rules/expectations of the service, doing risk assessments, safeguarding etc.?)
    - Skill or capability?
    - Resource, time and capacity
    - Physical space – is there actual room to talk to people in the service
    - Emotional – is there an emotional toll for the listener?

4. If time and space were not a consideration what would you like to learn from the people you work with?

    a. Are there any areas where we think people accessing our services want to have more influence or be listened to more:

    Possible prompts:

    - Service delivery
    - Politics (local or national)
    - Environmental

3.2 Conversation guide for wider Changing Lives staff

1. Were colleagues aware of the listening project? What were your impressions of this?

    a. If people were aware what prevented them from getting involved?

2. How does listening currently feature in your work at the moment?

    a. Do you see yourself as a good listener?

    b. Is there anything you would like to learn about listening?

    c. Are there any barriers to listening in your role?

3. What helps 'good listening'?

    Possible prompts:

    - Is a structure or set topic helpful or unhelpful?
    - What is the role of conversation as opposed to listening (i.e. is it better when it's interactive rather than 'active listening')
    - What is the role of influence or agency in 'good listening'?
    - Does there need to be an existing (trusted) relationship between the individuals?

4. Is there anything that gets in the way of being able to do 'good listening'?

    Possible prompts:

    - Organisational processes and expectations
    - Power Dynamics (how do people manage 'good listening' with enforcing rules/expectations of the service, doing risk assessments, safeguarding etc.?)
    - Skill or capability?
    - Resource, time and capacity
    - Physical space – is there actual room to talk to people in the service
    - Emotional – is there an emotional toll for the listener?

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5. If time and space were not a consideration what would you like to learn from the people you work with?

    a. Are there any areas where we think people accessing our services want to have more influence or be listened to more:

        Possible prompts:

        *   Service delivery
        *   Politics (local or national)
        *   Environmental

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Join the conversation

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