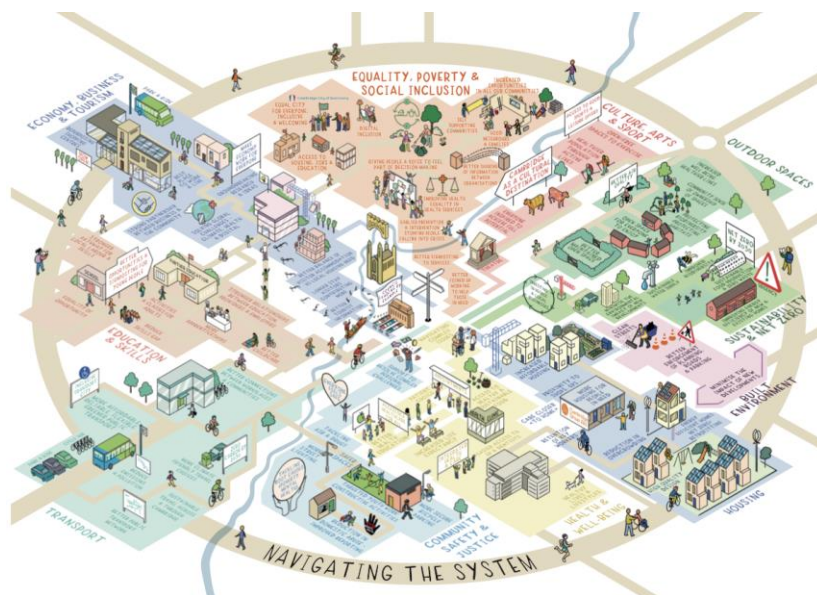


Cambridge Rich Picture Training and Facilitation Guide

October 2023



What is the Cambridge Rich Picture?

Cambridge City Council recognises that, for the people who live and work in Cambridge, there are lots of organisations and authorities involved in delivering services and that need to be involved to bring about positive change.

As the council itself looks at [transforming the way it operates](#) – to improve our offer for residents and businesses while working with limited resources – a key area of focus is how we can work more collaboratively with local partners to better serve our communities.

Partners could be other local authorities (South Cambridgeshire District Council, Cambridgeshire County Council, Cambridgeshire and Peterborough Combined Authority, the Greater Cambridge Partnership, Cambridgeshire and Peterborough Integrated Care Service, and more), but also essential local charities, volunteer groups, community organisations, faith groups, and any other organisation working proactively towards shared goals for Cambridge.

This is where the 'Cambridge Rich Picture' comes in.

What are our 'shared goals for Cambridge'?

The idea of the rich picture is to bring together the common themes that come up in conversations with partner organisations, residents and businesses, about what they think is needed to make Cambridge a better place to live and work in.

It is a visual tool developed by the city council, having listened to residents, staff and partners, to represent the ambitions for the city.

Note that it looks a little like a map of Cambridge, but it is not intended to be geographically correct – just a way of setting out all the different aspects of what makes up a place.

It doesn't only represent areas of work that the city council alone can affect or is responsible for. The rich picture represents the ambitions of the city as one *joined-up system*.

Our hope is that by identifying the priorities that people share across the city, the rich picture can be used as a tool to help focus conversations with partners, residents and businesses, about what needs to be done, and by who, to achieve these shared ambitions. To inform future work undertaken by the council and partners.

The toolkit

This guide consists of a Rich Picture, a narrative (a set of words that is used to introduce the picture, and to get people thinking), and a suggested way of using it to trigger conversations about the sort of outcomes that people want to see in the Cambridge/Greater Cambridge area.

It is an open-ended tool: there is no prescriptive way of using it, and it's designed to be adaptable to different audiences, purposes, and facilitation techniques – use it how you want! Like all conversations, it helps to have a little structure to keep it on track, but it's not great to close the conversation down to a narrow “this is how it must be done”!

The intention is also to set the picture free into the wider community, rather than just something that Cambridge City Council uses for its own purposes. We welcome other services, organisations, and partners to also consider how they might also utilize this as a tool for engagement.

Feedback on the picture itself, and/or the results of the conversations can be shared with us via communications@cambridge.gov.uk

Purpose and Objective

The purpose of the Rich Picture is to better understand what people want to see in Cambridge in the future: what outcomes we want, and to frame the conversation about how those outcomes can be delivered, by whom and who needs to be involved.

It isn't a service map but will help those who design services work out what the priorities are, and how people define what they want.

Given the complexity of public services, many outcomes are interrelated, and the picture seeks to allow discussion of the detail in a specific area, without losing sight of the wider picture.

Above all, it's a *conversation starter*.

Session/workshop design

The suggested approach to running a workshop below is just that: it is up to you to choose how best to use the Rich Picture for your audience and what you want out of it (see *Activities* section below).

But as a guide to getting the most out of the workshop, whatever design you choose, here are some suggestions for running a typical session:

<ul style="list-style-type: none"> • Set expectations 	<p>When sending out invitations to the workshop, make sure that people know that this is a conversation about potential outcomes, not solutions, and that you are looking for contributions, not telling them the answer.</p>
<ul style="list-style-type: none"> • Design the activities 	<p>Each workshop is different, depending on your audience, what you want to get out of the workshop, what you imagine they want to get out of it, how much time you have got, how many people attending, how many people you have as additional facilitators if the group is large, and so on. We have set out below some ideas, but it really is up to you to choose how to use the Rich Picture to encourage conversations, and how deep you want to go in exploring the outcomes.</p>
<ul style="list-style-type: none"> • Set the room 	<p>The best workshops happen where there is plenty of space to move around, there is natural daylight, people are encouraged to think freely, and each person can see and hear everyone else in their group clearly (see <i>size of groups</i> below.)</p> <p>If you are using a large print of the picture, try to have it on a wall, not a desk, so that everyone can see it clearly, point at it when making a point, add post-its and no-one is disadvantaged by height, position, angle of view, and so on. Use masking tape if the wall permits, or blu-tak if not. Make sure that the picture is well-lit.</p> <p>You will need post-its, pens (try to encourage people to write their own post-its if possible) and a notepad for capturing the summaries.</p> <p>If you are doing this online, some of the same principles are the same, but obviously you cannot control the physical environment. You can, however, make sure that people can still see and hear each other, understand how to use the online whiteboard/Miro/Mural (and have practised it beforehand), and you can 'read the room' easily. You will also need to practise breakout rooms if the group is large.</p>
<ul style="list-style-type: none"> • Create the mood 	<p>To get the right vibe in the room, you might want to consider an icebreaker, especially if there are people from different groups or stakeholders, or if they haven't met or worked with each other before hand.</p> <p>If online, then icebreakers are even more important to check that the tech is working well, and people are comfortable with it. There are many good games that you can use online to get people warmed up and comfortable.</p>

<ul style="list-style-type: none"> • Introduce the picture – tell its story 	<p>Rich Pictures can be a bit daunting at first – there is a lot of information to take in – and they work best when you introduce the picture and show them the bare bones of its structure so that they can read it for themselves.</p> <p>The best way is to tell a story about the picture so that they can understand where it comes from, what it’s for and what you would like them to do with it. Keep it brief and relatively ‘light touch’ you want to get into the workshop proper quickly, so about 5 minutes of introduction is about right.</p> <p>We have set out a narrative below – essentially the story that you can tell. You don’t need to be word-perfect in delivery, and it’s a really good idea to make it personal – what interests <i>you</i> about the picture?</p> <p>Then, give them a chance to look at for themselves so that they can make sense of what you have just told them, before launching into the meat of the workshop.</p>
<ul style="list-style-type: none"> • Get people talking 	<p>The principle behind the Cambridge Rich Picture is about engaging people in conversations. You will be key to structuring the conversation, perhaps by asking key questions, or you can start by finding out what people are drawn to most in the picture, and then asking them questions about what/why they have a view about something.</p> <p>People are often quiet at first, but that’s OK – just give them time. Don’t rush it.</p>
<ul style="list-style-type: none"> • Capture as you go along 	<p>How you capture what people are saying is up to you.</p> <p>The best, most interactive and engaging way is to get people to write down their own thoughts on post-its (or the online equivalent in Miro or Mural.)</p> <p>However, some audiences such as residents’ groups may find this to be an unfamiliar approach, in which case you can capture the key points on post-its for them, or if the group is slightly larger, ask someone else to do it.</p> <p>But they key thing is to show that you have listened, their point is valid (even if it contradicts someone else’s) and you have captured it. It also makes the summarising much easier if it’s in front of everyone, instead of in a notebook.</p>
<ul style="list-style-type: none"> • Summarise what people are saying/ have said 	<p>There will probably be lots of repetition, slight differences / extensions of ideas, and a few ‘left fielders’ which are still valid. You are not (usually) aiming for complete consensus, but it’s still really helpful to observe with the group what key themes are coming out of the comments (see below on the workshop design where we set out different ways of using the picture for different purposes.)</p> <p>You might find it useful to ‘cluster’ the comments – move the post-its around and group them, perhaps giving each group a title.</p> <p>Check that all the key points have been summarised.</p>

<ul style="list-style-type: none"> • Ask for feedback on the workshop 	<p>Bring the conversation to a close with a request for feedback on the process they've just been through. What worked well, and what didn't? This is helpful for design of future workshops, and also shows that you are also listening to them about the purpose of the workshop.</p>
<ul style="list-style-type: none"> • Say what will happen next 	<p>Set out what will happen to the comments and conversation captured, and where that fits in with the wider programme of engagement.</p> <p>What else will they be seeing, experiencing in the future?</p> <p>Where can they go if they have additional comments? It may be that you are trying to engage them in greater involvement in the community, or you want to follow up with more asks.</p>

Size of groups

The big benefit of using a visual tool is to get people pointing at it, sharing, discussing using the model that is shown in the picture, rather than people talking about their own definition or interpretation of something. But size of group is critical.

The ideal size for a workshop that creates a good conversation, where all voices can be heard, not just the loudest or strongest, and encourages everyone to have a voice, is around 5-7 people. More than that often results in lots of people silently thinking but not vocalising their thoughts. Fewer than 5 isn't a problem but can result in a less diverse set of ideas to discuss.

If your workshop will be more than 7 people, then consider splitting it into smaller groups, then playing back from each group to the wider workshop at each stage of the workshop. You may will probably need a facilitator for each sub-group, more of which later.

Activities

Depending on what you want to use the Rich Picture tool for, there are different activities that can be run:

Objective	Activity
<p>To engage people in a discussion about their neighbourhood</p>	<p>After introducing the picture and its purpose, work round the picture from one segment to another;</p> <p>Get people to read the outcomes, think about them, and jot down on post-its (or the electronic equivalent if using Miro, Mural, Google Jamboard, etc) their thoughts</p> <p>Ask the questions:</p> <ul style="list-style-type: none"> • Are there any outcomes missing? • How would you re-phrase any of them for your neighbourhood/ area of interest? <p>Group the post-its together into clusters, and summarise the ideas, before moving onto the next segment.</p>

	<p>Summarise the whole set of segments at the end.</p> <p>Ask people to nominate their top 3 or 5 outcomes that are most important to them (both the ones already on the picture and the new ones added - use coloured dots, ticks, anything that shows where the strength of feeling is)</p> <p>Timing:</p> <p>Intro 10 mins,</p> <p>5 minutes per segment (11 segments)</p> <p>10 minutes summarising</p> <p>5 minutes voting</p> <p>5 minutes next steps</p> <p>85-90 minutes in total</p> <p>You can easily spend double the amount of time on the segments if you wish, and/or expand the conversation out to a general discussion, depending on the group</p>
<p>To identify ideas for delivering the outcomes – maybe as an input to high level service design</p>	<p>As above, but then take the top 5-10 voted ideas, or alternatively work by segment:</p> <p>Brainstorm ideas for how the outcome could be delivered (on post-its), in columns from left to right:</p> <ul style="list-style-type: none"> • Define in more detail what the outcome looks like – be specific, tangible, realistic. • What needs to be true for this outcome to be achieved? • What are the enablers (stuff that needs to be in place, or other co-dependent outcomes)? • Who needs to be involved in delivery? Who leads? <p>Work briskly, spending 5-10 mins on each outcome, and if there is more than 1 group, split the outcomes so there is a mixture of duplicated ones but also greater spread.</p> <p>Finish with a discussion about partnership working, collaboration and coordination.</p> <p>Use the slide showing how the ‘stack’ of outcomes up through to enabling/coordination works.</p> <p>Consider using a version of the stack slide as a template for collection of the output.</p>

<p>To 'deep dive' into one subject area</p>	<p>Optionally start with the first exercise</p> <p>Take one area (or maybe two related ones) and use a version of the second exercise, but deepening it into questions, such as:</p> <ul style="list-style-type: none"> • What would prevent this outcome being achieved? Barriers? Blockers? • Describe a scenario for how this outcome would play out, if we were writing a programme charter/statement for it. • How would you know that the outcome was being achieved? What measures would you look for? • How would a citizen/ worker/ visitor describe the outcome? • Stand back from the chosen area, and look at the wider picture. • How does the achievement of this outcome influence/affect any others? • What are the linkages? • Who is at the other end of the link?
<p>To get creative with peoples' imaginations</p>	<p>If you want a really creative session, and one that will stay in participants' minds, get them to draw the outcome, how the delivery mechanisms work together to achieve it, and how the end-recipients/ beneficiaries receive it.</p> <p>Another idea is to create a local newspaper front page from the future, at the point when the outcome has been delivered. What is the headline you'd expect to see? What are people saying? What's on social media? What images grab the reader's attention to the story?</p>

The narrative

The text below is intended to be the 'story' you tell as an intro to the purpose of the picture, where it came from, and what you want your audience to do with it. Don't read it from the page but try to keep as much of the story as consistent as possible, but feel free to vary it and use examples relevant to your audience, and also make it personal.

What sort of place do we want Cambridge to be, to work, live and play in?

What outcomes do we want to achieve, and how do we get there together?

For example:

- How do we create the right housing, while meeting the Net Zero targets, that make it attractive to live and work in Cambridge, that drives the local economy to pay for the services?
- How do we work together to deliver better health and wellbeing outcomes, and make use of our access to open space to promote healthier lives?
- What do we need to do to help communities help themselves, to support those most in need, and play a greater role in the life of their community?

These questions show how complex Cambridge is – not just the City, but the wider area, embracing as it does strategic services that cross boundaries, such as Transport, Health and Community Safety. Tourists and other visitors come from outside the city, and people live and work in different places, often commuting large distances to live or work in the city.

It is also a city with constraints on space, and heritage assets which need to be protected.

This picture is designed to help stimulate the conversations that we need to have with communities, partners, agencies and a whole host of others who all contribute to, or lead on the delivery of those outcomes.

It was created through a number of workshops in 2022 with people involved in delivering services at the City Council, other councils and partnerships and local communities. These workshops generated nearly three thousand comments and ideas for what the most important outcomes should be for Cambridge.

The picture shows the end point that we are seeking to achieve, rather than 'how to' of services, or the solutions. It also shows how many of the outcomes are interrelated and presents them as part of a systemic whole.

The outcomes will change over time, but it is hoped that they will help to design the right services, partnerships, coalitions, and collaborations that will be needed to meet the demands of a complex city with increasingly stretched resources.

You will see that there are different segments for Health and Wellbeing, Housing, Open Space, and so on. This is to be able to hone in on specific areas, but you can also see that many of the outcomes in one segment affect outcomes in other areas. There is a ribbon running all around it – a metaphor for how we have to navigate a complex system. Some of these outcomes come together in the centre when there are complex issues that need many sources of help and guidance to be resolved. And although it looks a bit like a map, it's not geographical: outcomes are simply grouped together in areas so that we can talk about them.

Today we will be talking about what you think the key outcomes that you would like to see in a Cambridge of the future, so that we can capture your thoughts, ideas and aspirations.

Tips and techniques for facilitation

This guide is aimed at people with some experience of facilitation and is an aide memoir. There are additional sources of help with the Council if you would like to learn more about facilitation and to practise your skills.

<ul style="list-style-type: none">• Presenting vs. facilitating	<p>It's often said that presenting and facilitating are very different, and they require very different mindsets, especially if the facilitator is someone with authority in the audience's mind.</p> <p>But as described above, telling the story of the picture is important to enable people to access it, before you switch to listen-more-than-speak mode.</p> <p>It's OK to have your own view about something when someone makes a contribution, and it can come across as being more authentic if you have a view to add, but this should be the exception. Your role is to encourage people to open up, discuss, come up with ideas and suggestions.</p> <p>You are also not there to provide answers to questions or solutions to problems. You're not there to be right.</p> <p>You are in service of the group</p>
<ul style="list-style-type: none">• Physical vs online: similar but different	<p>Many of the exercises outlined above can be done physically in a room with a large copy of the picture or online in Miro or Mural (many other products are available.)</p> <p>But there are important differences in how you set up the session, how comfortable people are in using online tools, and whether the tech works.</p> <p>The initial workshops that created the picture were almost entirely online, and worked well, with templates, exercises and breaking into groups all helping people know what they are supposed to be doing and encouraging participation.</p> <p>It's obviously more difficult to have a true conversation online, as usually only one person can speak at a time, and you can't 'read the room' and see each other nearly as well, but it can also be very helpful where people are spread over a wider area, or have difficulty meeting at a specific time in a single location.</p>

<ul style="list-style-type: none"> • It's all about stories 	<p>As described above, it's important that people understand what the picture is about, where it came from and what it's for. It's a good idea to explain this as a story.</p> <p>But it's also important that when having a conversation you also find out the stories that your audience have – for example, when someone says “We need to do something about waiting lists” you'll get a better idea of what that outcome really is about if you ask them why they say that – what makes them say that? What's their situation? You can then turn that round to make it a more precise outcome around waiting lists.</p>
<ul style="list-style-type: none"> • Turning problems into outcomes 	<p>When asked what people want to change in their neighbourhood, they will more than not describe the problem they want fixed. For example, “There's too much rubbish on the streets” but it's important that you find out what the outcome is that would express a resolution of the problem (but not the 'how to'), so this could easily be re-framed by “So, an outcome might be cleaner streets?”</p> <p>It takes a bit tenacity to keep turning issues and problems round to outcomes, but it is worthwhile, as the purpose of the exercise is to be aspirational about Cambridge, not end up with a shopping list of things that need to be fixed (by someone else.)</p> <p>It also makes it easier, if you are exploring possible solutions, to delve into “So how could we work towards that outcome?” or even “Can you think of something that you/your community can do to help make sure that the outcome is achievable?”</p>
<ul style="list-style-type: none"> • Open-ended and probing questions 	<p>Try to strike a balance between lots of people coming up with ideas, with probing deeper into something that someone has said – find out more about why they have suggested something, to understand more and to draw in other people's views.</p> <p>Ask questions that don't elicit 'yes' or 'no' if possible</p>
<ul style="list-style-type: none"> • Ground rules 	<p>It's not critical to establish ground rules at the start of the session, but some facilitators find it useful, especially dealing with an audience that might contain some strident or challenging voices.</p> <p>You might want to consider:</p> <ul style="list-style-type: none"> • Speak honestly from personal experience • Respect each other's views • All views are valid • Allow quieter people to speak up and give them time to think

	<ul style="list-style-type: none"> • Chatham House applies: all views will be captured anonymously • This is a positive exploration of aspirations, not a shopping list of woes, but a problem can point to a positive outcome
<ul style="list-style-type: none"> • Handling silence 	<p>The first couple of minutes after you've told your story/intro are always quiet: people are thinking, and it can feel like an awfully long time. Watch people looking into the picture, reading it for themselves, see where they are focussing, and let them just be.</p> <p>After a few minutes, gently ask the first question – others will still be reading an absorbing. Gradually bring them all to the same point.</p> <p>There may be silences throughout the session, again, perhaps a little uncomfortably, but use the same approach. Ask an open question like “What are you drawn to?” or “Can you think of anything that’s missing?”.</p> <p>It can also be good to move people’s focus elsewhere if conversation in one area is exhausted: “So, let’s look at this area. What do you see here that you feel is about right, or similar to your own thoughts?”</p>
<ul style="list-style-type: none"> • Handling dominant voices 	<p>Inevitably there will be some people who are so full of ideas that they just don’t shut up and listen to others!</p> <p>It’s quite a good idea to get the group behind you – they will probably also be feeling that they can’t get a word in edgeways. Ask a question like “Does anyone else have a different view?”</p> <p>Use your body and focus of attention to show that you want other people to speak while not deliberately cutting off the dominant voice.</p> <p>Strangely enough, going to stand next to a loud person and facing the rest of the group can often have a profound effect, especially if feels like the loud voice is in “attack” mode: expecting you to answer or respond to the issue.</p>

<ul style="list-style-type: none"> • Individual learning/thinking styles 	<p>As mentioned above, some people are quiet, reserved or are just processing what they are hearing and seeing more than others.</p> <p>Remember that we all take in and process stuff differently. Some charge straight in with the first idea that they come up with. Others need to think it through first.</p> <p>Creating small gaps of silence allows people to even out a bit, and give quieter people time to gather their thoughts.</p> <p>If you are getting people to write their own post-its, this is a golden opportunity for quieter people to still have their voices 'heard' – read out some of the post-its from the obviously quieter people and ask them to say a little more about what they have written.</p>
<ul style="list-style-type: none"> • What if I get a cynic in my group? 	<p>A good way to think about cynics is that they are good people feeling bad about something they care about. So what do they care about? Ask them and thank them for their opinion. Use their contributions as a stimulus for dialogue by asking what other people think.</p>
<ul style="list-style-type: none"> • Reflecting on feedback and What Went Well, etc 	<p>All facilitation sessions tend to be exhausting: holding the room, encouraging people to speak, watching body language, diplomatically getting loud people to give space for others and steering through your session plan all takes a lot of brain energy.</p> <p>It's important that you take time to reflect on what went well – especially after a draining session that felt like pushing water uphill. You might want to review the session with another facilitator. Go back to your objectives – what did you want to get out of the session, and what happened that tells you that you got there, no matter how stressful!</p>

<ul style="list-style-type: none">• I'm not a Cambridge City Council person – how can I use it with my community?	<p>We have designed the picture to be as inclusive as we can of all stakeholders' interests in creating a place, but it will feel to some people like a map of Cambridge City Council's services rather than outcomes that rely on a wide range of partners to be achieved.</p> <p>Try framing your questions in terms of the <i>people</i> – the residents, workers, travellers, visitors, and asking them what their needs are in the round, not just what they expect Cambridge City Council to deliver.</p> <p>The questions about who needs to be involved, who leads and who coordinates the delivery of an outcome become particularly important, as will turning problems, gripes and issues round into outcomes.</p>
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Templates

We have created a few templates that you can use to capture content from your workshop, whether it's a face-to-face workshop or online (such as Miro, Mural, etc.)

These are shown below, but will be available as an in-house resource to copy, reproduce and edit as you wish.

Template 1: simple capture of what comments people have about the current picture: anything missing, new ideas, and so on. This template can either be used with the workshop group, or for capture of the ideas and comments on your own after the workshop, based on what people have said, or if you are using post-its (or for example Miro), transposing the comments onto this template.

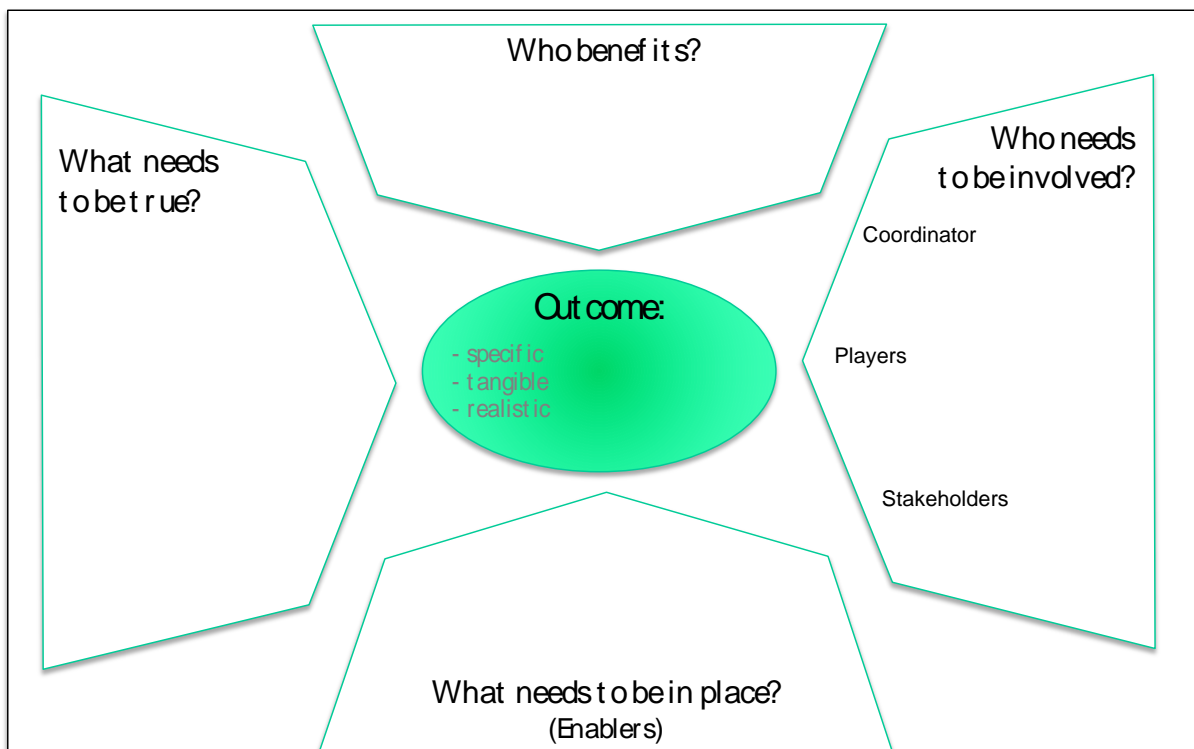
Area of picture?		
What's missing?	What new outcomes?	'Top 3' priorities

Template 2: Describing the detail of an outcome. This template is for drilling down into a specific outcome, what is needed to make it happen, and who needs to be involved (and in which capacity.)

This is one template which would benefit from being printed large (in a physical workshop) or set up in Miro/Mural for online, so that people respond directly to the sheet. It also allows you to move from one column to the next in a logical sequence, and to frame the discussion. Note that the prompts (specific, tangible, realistic) are designed to make it feel more real-world than an abstraction. This is important to help people imagine what the outcome would look like – not just a category heading.

Outcome		
Describe the outcome: - specific - tangible - realistic	Enablers	Partners - who involved? - who leads?

Template 3: An alternative to template 2. This is a variation which allows further drilling down into what the outcome is and how what and who would be needed to deliver it. It also focuses on the benefits/beneficiaries of the outcome, to provide greater focus.



[Print copies](#)

A0-sized print copies of the Rich Picture should be arranged for use in workshops, using the image file on the Council’s intranet page/and or website.