

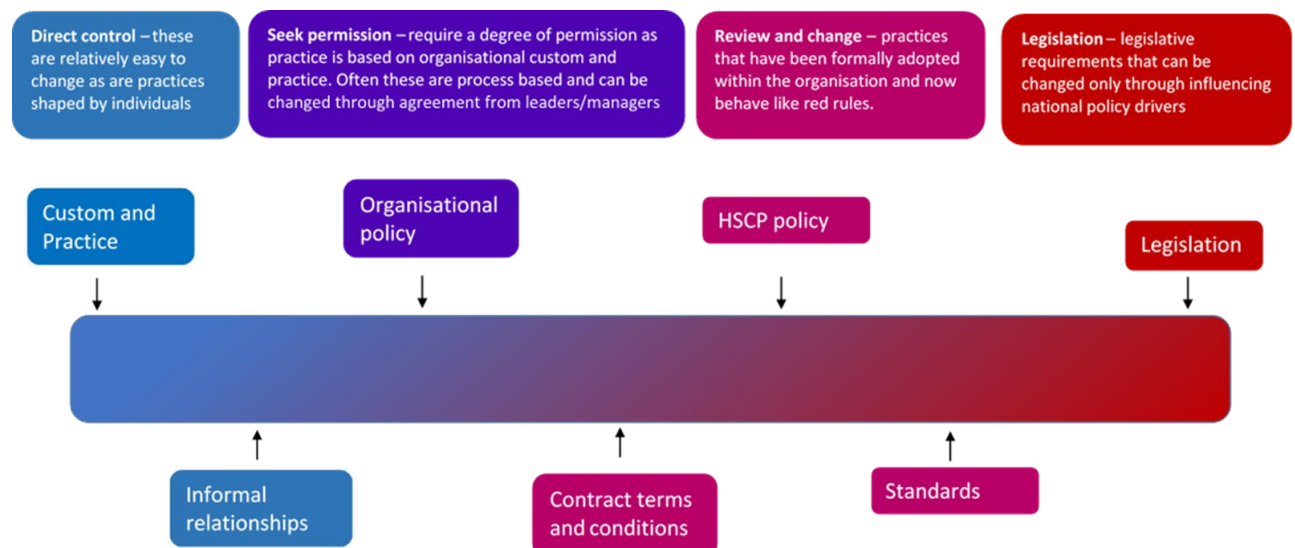
Red Rules/Blue Rules

What this tool does

1. Helps us understand governance around current ways of working
2. Helps us understand limits and opportunities for change
3. Helps us understand actions and energy required to affect change

We know that change, especially transformational change, is difficult. It requires us to stop doing some things and to start doing different things. To affect such change, it can be useful to think about the rules governing what we currently do - our current ways of working. This is true in terms of what we feel we can or must do, and in terms of what we feel we cannot or must not do. This will help us to determine both the limits of what we can change, and the energy and actions required to make that change.

We are all familiar with the notion of a red line - a limit beyond which we cannot go - 'This is my red line'. It is useful therefore to think about rules that are red (we cannot and should not break e.g. Laws), and blue (rules that are simply how we currently do things i.e. custom and practice). It is useful to think of this as a person (our own ways of working - we might link these to our individual sense of morals), and in our role (acting in our work capacity). In addition, it is also useful to think of rules across a spectrum from red through to blue - We all know that life is never black or white, but always shades of grey, or in this instance, purple.



Below are a set of exercises that will help organisations and their staff to explore their red and blue rules and to identify how best to effect and implement change ideas. These will help people to consider what drives (and keeps) them operating in the way they currently do. Similarly, it will help establish a new set of rules for new Business As Usual ways of working.

This set of exercises will help participants:

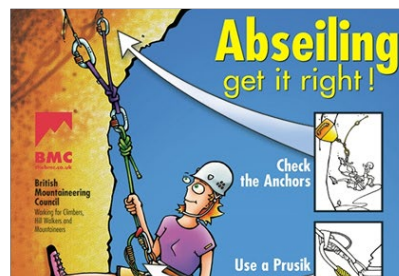
- **develop the confidence** to make a change (break a rule) which will improve their ability to support positive outcomes for people

Doing this by:

- recognising how their own appetite for risk, particularly in relation to the lives of people they provide care for, influences their ability to break current rules - **develop understanding and confidence** to do so
- Being able to identify what kind of rule is stopping the change in practice and therefore what they can do to break/change the rule - **developing knowledge and understanding**
- Identify workable solutions that have been thought through for unintended consequences and how these might be addressed also - **building confidence to make change / break a rule**
- Develop a plan to articulate what rule should be changed and why as well this understanding of the impact of making the change / breaking the rule – **building confidence** to make change / break a rule

Exercise 1

Choice - A Risk Worth Taking – A personal view



If we are going to think today about breaking rules it makes sense to start with some thinking about how we approach risk – breaking rules certainly seems a risky thing to do.

Let's start thinking about our own personal and individual approach to risk – how comfortable are you with taking risks?

Would you cross a road at a crossing when there is a red man, but the road seems clear? If there are children present does that influence your actions?

Do you hold with the five second rule for dropped food?

Would you always pay a parking fine – even if you felt it was unfairly administered?

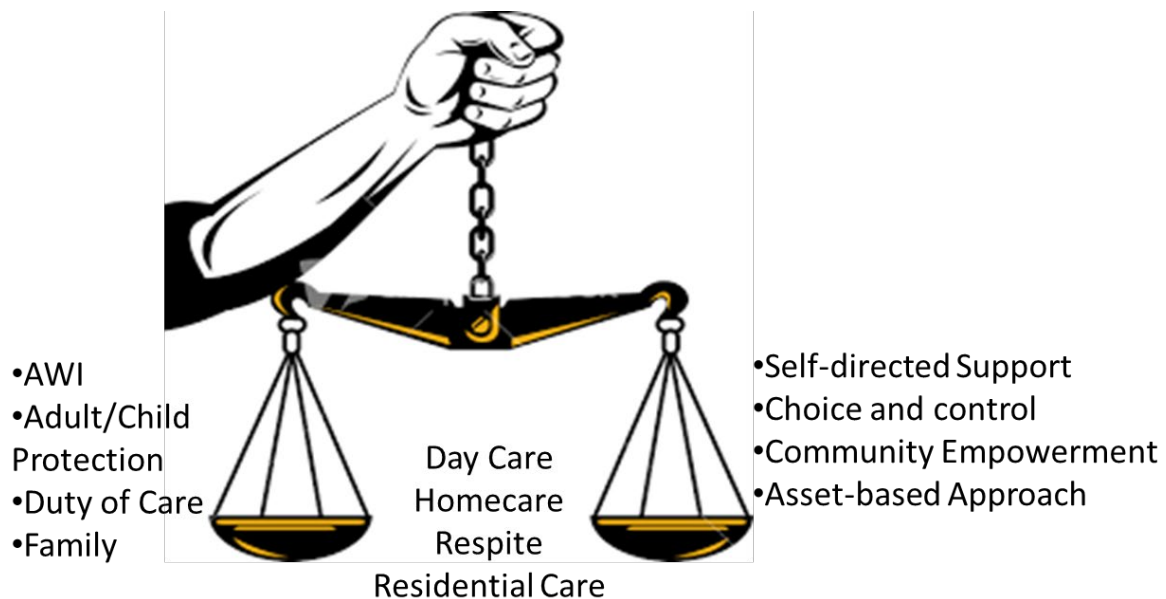
Or what about risky pastimes – like abseiling or skydiving?

Where are your triggers or limits when it comes to risky decisions? Would you rate yourself as a 1 (wrap me in bubble wrap please!) or a 10 (ah, you only live once!!)

Have a chat at your tables for five mins and we will then come back as a room to see how we would score ourselves

Exercise 2

Choice - A Risk Worth Taking – A professional view



....so, in work, and especially with caring roles and often those you care for are regarded as vulnerable at least to some extent, legally you will have a duty of care placed on you as a member of a caring profession. This clearly influences our views on taking risks with the lives of those we care for. How does this then play out in practice. Would we advocate wrapping our patients/service users....person....in bubble wrap? Are you driven to keep people safe first and foremost and only when this is 'certain' would you consider what else matters to the person themselves?

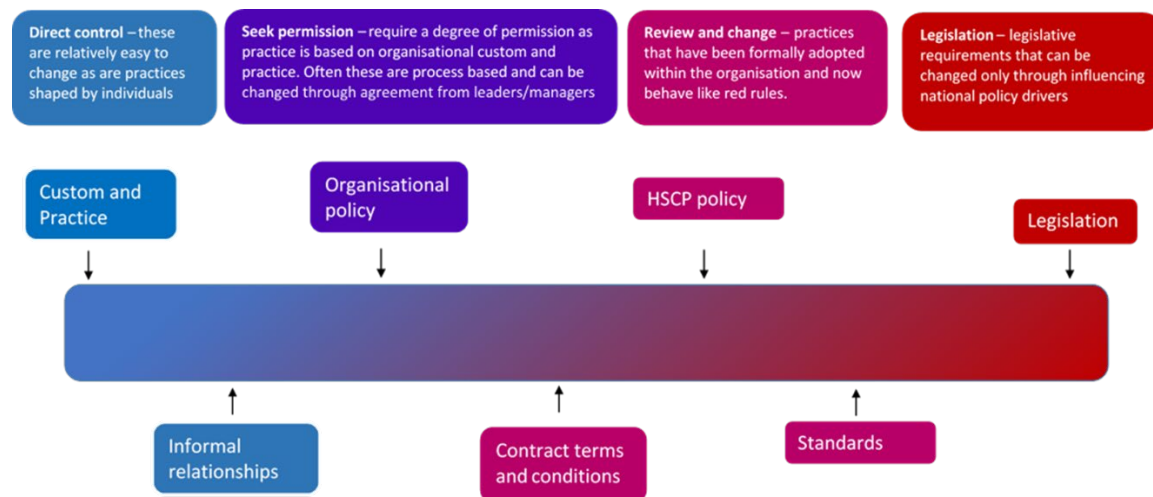
Or would you think first of what matters most to that person and advocate for them to be able to choose a path which you might consider 'risky'? If someone wants to go home from hospital but would need to go up and down stairs on their backside due to mobility - even though that's how they had managed stairs for the past few years? Or if an older person wanted to remain on their island even though you couldn't arrange homecare every day of the week and felt they needed it – though they felt neighbours could do some of the days

On your tables – discuss how you approach risk in your work practice. Would you see yourself as a risk manager or a risk enabler? Again, we will come back as a room for some feedback

Exercise 3

Understanding the problem or opportunity

Blue Rules v Red Rules



In threes:

- Take turns explaining one of your problems and the rule(s) causing it
- Others in group ask clarifying questions for understanding (e.g. where is that set out as a rule, by whom, what colour is that rule?)
- Stick post it up on (A3) chart capturing where on the continuum the rules relating to this problem lie

Exercise 4

How might we...?

a) In threes:

- Identify at least one possible alternative based on 'How might we (do this)?'
- Capture:
 - What would be required in order to break/change the rule?
 - By whom?
 - Any possible unintended consequences of breaking/changing this rule?

b) In threes:

- Identify at least one possible solution for any identified 'unintended consequences' based on 'How might we (do this)?'
- Capture:
 - Potential/anticipated positive impact of change
 - Potential unintended (negative) consequences





Exercise 5

Pulling it all together

Using template record:

- Original problem
- Change and reason for making it
- Expected impact
- Potential consequences – and remedies/options
- Action(s) required to make change / break the rule
- Who is required to 'permission' change / break the rule
- How [you] will know the impact of the change and learn from it

Rule Change template

Original 'Rule'		Your area of work:	
Change and reason for making it:			
Expected impact:		Potential consequences – and remedies/options:	
			
Action(s) required to make change:		Who can 'permission' the change?	
			
How you will know the impact of the change and learn from it:		