Readiness Self-Assessment: Advisor's Handbook

A resource for advisors who are working with a group to complete a Readiness Self-Assessment

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Version: 1.2

We are the Environment Agency. We protect and improve the environment.

We help people and wildlife adapt to climate change and reduce its impacts, including flooding, drought, sea level rise and coastal erosion.

We improve the quality of our water, land and air by tackling pollution. We work with businesses to help them comply with environmental regulations. A healthy and diverse environment enhances people's lives and contributes to economic growth.

We can’t do this alone. We work as part of the Defra group (Department for Environment, Food & Rural Affairs), with the rest of government, local councils, businesses, civil society groups and local communities to create a better place for people and wildlife.

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Contents

About this handbook

This handbook has been designed as a resource for advisors who are working with a group – for example, partnerships, teams, or collaborators – completing a Readiness Self-Assessment. It describes the main phases in a Readiness Self-Assessment and for each phase it outlines:

- The likely outcomes
- The role of the advisor and the role of the group
- The resources available
- Possible approaches / delivery methods.

Based on feedback from trailing this readiness self-assessment process we think this process needs an 'independent advisor' to support the group through the process in the capacity of a critical friend. Ideally, the advisor would not be part of the project group and would be a trained facilitator.

What is a Readiness Self-Assessment?

> *"A structured process for a group to assess and improve their own readiness to deliver a complex project together"*

Readiness Self-Assessment is a tool that supports the review of a group's state of 'readiness' to undertake their proposed project or resilience work.

Readiness Self-Assessment was developed as a result of research[1] for the Environment Agency about what is necessary for effective governance and partnership working in Flood and Coastal Erosion Risk Management (FCERM), and especially about the need for and associated challenges in stakeholder and community engagement.

An important finding from the research was that groups rarely have time or make the space to consider these topics early on. The result is that predictable issues are not always anticipated, picked up or addressed in an intentional way. Readiness Self-Assessment is intended as a mechanism to enable that to happen[2].

The Readiness Self-Assessment is structured around four themes:

1. Governance

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[1] EA 2021 'Understanding effective flood and coastal erosion risk governance in England and Wales'; EA 2022 'Working together to adapt to a changing climate – flood and coast'

[2] A different version of readiness assessment has been produced by the 'working together to adapt to a changing climate' research project. This focuses on assessing the readiness of individuals, partnerships and communities to engage in conversations, planning and action for climate adaptation in particular areas.

2. Your plans
3. How ready are other stakeholders?
4. Engagement needs and potential

A set of questions sits within each theme. The questions are a way of probing the group's knowledge, understanding and progress against the themes – their readiness to proceed with their project.

What is the purpose of a Readiness Self-Assessment?

The purpose of the Readiness Self-Assessment is to:

- Encourage some early and honest reflection within groups about where they are at and *where there is scope and need for further development in their understanding, skills and capacity* to work on their resilience project.
- Help groups consider how they *are set up to work together effectively, as a group and with external stakeholders, to design and deliver the project*, and to identify areas for development where systems and structures for working together are absent or weak.
- Work through important questions about *where engagement will be needed and possible* during the development, design and delivery of a project so it is more inclusive, effective and collaborative.

What are the outcomes of a Readiness Self-Assessment?

The Readiness Self-Assessment will help support wide ranging and inclusive conversations in groups to:

- Help plan and develop the project by providing a process of agenda-setting and prioritisation to enable projects to happen in a considered way
- Help group members identify where they fit into the project, define roles and avoid duplication
- Quickly bring to light any gaps in knowledge, skills or capacities needed for the project to progress effectively
- Create safe spaces for discussion and relationship-building within groups
- Build stakeholder engagement into the project more effectively
- Minimise risk and therefore improve outcomes.

When should a Readiness Self-Assessment be done?

The Readiness Self-Assessment is helpful at different stages in a group's development:

- Early in the group's development - to pre-empt problems that can arise (especially in large, complex groups if there is a lack of clarity about key parameters, responsibilities and ways of working); and to accelerate progress in identifying and completing the next phases of work

- At key stages - as a tool to review progress and plan next steps.

Who leads a Readiness Self-Assessment?

The Readiness Self-Assessment is intended as an exercise that will be carried out by the members of the group to strengthen their own capacities to deliver the project – in this sense, it is *'by them, for them'*.

The advisor's role is to support the group through the process in the capacity of a critical friend. For the Readiness Self-Assessment to be beneficial, the group must be committed to it, engaged with it, and feel a real sense of ownership of the process.

Underpinning principles

- Flexibility – for the advisor to co-design the Readiness Self-Assessment process with the group. We have learnt from its use so far that a fixed process is not always helpful. To help with the co-design, the Readiness Self-Assessment process is split into five phases, each with a set of outcomes. These provide the framework for the Readiness Self-Assessment.

- A menu – of approaches and methods for engaging the group in the Readiness Self-Assessment. There is no set way of delivering the Readiness Self-Assessment process. Instead, the advisors can co-design the best process to suit local circumstances. The possible options include how the process has been done to date but should also draw on the advisor's analysis of the local situation. There is direction however to suggest a preferred and proven approach for advisors working on the Readiness Self-Assessment for the first time.

- Outcomes – for clarity about what the expectation is for the activity in each phase.

- Maintaining the rigour – ensuring there is sufficient rigour in the process to reflect the underpinning evidence base. It may be tempting to skim over some aspects of the Readiness Self-Assessment, but each question has been carefully formulated to capture different readiness components. Exposing group members to the questions in a structured way can plant seeds about how they need to consider these topics, even if they do not immediately see this a priority.

- Utilising the advisor's skills and knowledge – as a critical friend to ensure they can add value to the process. The advisor's core skills in engagement and facilitation should be used to support the group and act as a critical friend. Other skills may also be needed, some may be held by the advisor and others may need to be sought from elsewhere.

The Readiness Self-Assessment phases

Phase one: Introduction

Purpose

To introduce the Readiness Self-Assessment concept and approach to the group.

Outcomes

- The advisor has a clear understanding about the group, its membership and progress to date.
- There is agreement (informal is fine) between the group and the advisor about each party's role and mutual expectations.
- Group members know why the Readiness Self-Assessment is happening and the value it can bring and are content to be a part of the process.

Possible methods

This can be done in a way that suits the group. However, it's likely that it will involve the advisor having initial discussions with the group lead or accountable body, before engaging with the group as a whole. The group-wide engagement may include one to one discussions with individual group members, but it should definitely incorporate a presentation to or discussion with the group as a whole.

It is important that group members have a good understanding of the Readiness Self-Assessment and are fully committed to taking it forward.

Resources

- Slide deck for presentations

Advisor tasks

- Introducing the concept of the Readiness Self-Assessment to the group
- Getting an understanding of the group, its membership and progress to date

Group tasks

- To engage with the advisor in a positive way
- Provide information about the group and project as requested by the advisor
- Share group member contact details
- Discuss the merits of the Readiness Self-Assessment and commit to undertaking it
- Allocate a lead contact to the advisor, someone who is in a position of authority who can ensure the process stays on track and is embedded with group members and within the group

Phase two: Co-design of the Readiness Self-Assessment process

Purpose

To agree how the Readiness Self-Assessment will be undertaken.

Outcomes

- There is clarity about how the Readiness Self-Assessment will happen and who will be involved in the process.
- Advisor and group members understand their roles and resource commitments throughout the Readiness Self-Assessment process.

Possible methods

A facilitated meeting or workshop would be a useful way of working with the group members to develop a process that would work for their context.

Resources

- Readiness Self-Assessment themes and questions

Advisor tasks

- Describe possible ways of undertaking the Readiness Self-Assessment, so the group can make an informed choice (see Phase three below). Key choices include: who to involve in Phase three (i.e. who gets the survey, who to invite to workshops); whether and how to collect survey responses
- Working alongside the group members to develop and agree a workable process for the Readiness Self-Assessment
- To work with the group members to agree the process

Group tasks

- Working alongside the advisor to agree the Readiness Self-Assessment process
- To ensure that group members are committed to the process and understand where their input will be required
- Allocate resources for supporting and completing the Readiness Self-Assessment

Phase three: Readiness Self-Assessment baseline data collection

Purpose

To collect data about readiness within the group and across the four themes.

Outcomes

- Readiness Self-Assessment data has been collected and gives a baseline to inform intentional forward planning for the group.

Possible methods

There are 25 questions in the Readiness Self-Assessment, split into four themes. Phase three focuses on capturing answers to those questions. This may be done question by question or theme by theme. It is recommended that this is done as an online survey.

1. Online survey - using online survey software that will also help analyse your results.

   Advantages: the survey can be completed whenever the group member has time to do so; they have thinking time to respond to the questions; responses can be anonymous.

   Disadvantages: little opportunity to drill down to understand why responses have been given; can feel complex / hard to understand.

   Alternatively, if you are confident and it feels appropriate for the context, there may be other ways of approaching phase three, for example:

2. Facilitated workshop/s - to answer the questions theme by theme over anything between one and four sessions. These could be combined within an existing programme of group meetings to reduce the need for additional appointments.

   Advantages: opportunity to discuss and drill down on individual's responses; designed to ensure anonymity.

   Disadvantages: by focusing on data collection group members may feel frustrated that they aren't moving on to solutions.

3. *Interviews plus advisor analysis* - the advisor could interview each group member and hear their responses to the questions / themes, and then reflect back the findings without using a survey approach.

   Advantages: opportunity to hear and explore more of what's salient in group members views, using the survey as an interview structure; allows more probing.

   Disadvantages: may skip over some of the question areas and lose some of the rigour; time-consuming so may not be possible to cover all of the questions adequately and with sufficient rigour, or may not be appropriate with large groups.

Resources

- Readiness Self-Assessment themes and questions
- Readiness Self-Assessment online survey link

Advisor tasks

- To support the roll out of the Readiness Self-Assessment baseline data collection
- Provide input as required to provide online survey links or to facilitate workshops
- Help monitor progress on completing the phase three tasks

Group tasks

- To work alongside the advisor to roll out the Readiness Self-Assessment baseline data collection
- Encourage group members to participate in the baseline data collection
- Arrange the logistics of group member participation in the baseline data collection where necessary (agreeing workshop times, managing invitations and attendee lists etc)

Phase four: Data analysis and discussion

Purpose

To analyse and share the Readiness Self-Assessment baseline data and to discuss what this means for the group.

Outcomes

- The group has a clear sense of the readiness baseline across the four themes.
- The group has an initial shared, collective understanding of the areas they need to focus on to improve readiness.

Possible methods

A workshop or series of workshops can be held to examine the findings from the Readiness Self-Assessment. These can be combined with existing group meetings or organised separately.

The focus would be:

- To review initial findings from the Readiness Self-Assessment baseline activity, reflecting on what these imply for group and project development
- To highlight areas of work that have implications for the future of the work, for example, the responses that suggest ‘low readiness’
- To identify immediate actions
- To identify priorities for more detailed discussion in producing an action plan / set of actions.

Resources

- Data analysis workshop facilitation plan (Appendix 2)
- Workshop slide deck

Advisor tasks

- Initial analysis of the Readiness Self-Assessment baseline data
- Sharing the Readiness Self-Assessment findings with the group
- Enabling the group members to consider and discuss the findings, and prioritise areas for further discussion (and action)

Group tasks

- To co-ordinate the activity / activities to share the Readiness Self-Assessment baseline data
- Arrange the logistics of group member participation in data sharing workshops where necessary (agreeing workshop times, managing invitations and attendee lists etc)

Phase five: Action planning

Purpose

To create an action plan that addresses areas of ‘low readiness’.

Outcomes

- The group has a shared, collective understanding of the actions they plan to take to increase readiness.
- Readiness actions are confirmed in a readiness action plan or other, related plans.
- The group is pro-actively / explicitly working towards improving readiness.

Possible methods

A workshop or series of workshops can be held to examine the findings from the Readiness Self-Assessment. These can be combined with existing group meetings or organised separately.

It may be the case that there are subgroups or task and finish groups that already exist around the areas that have been prioritised for action.

It will be important to ensure that they feel ownership of the actions and are central to the creation of the action plan.

Resources

- Action plan template (Appendix 3)
- A list of advice and sources of tools and materials for improving readiness for each readiness question (Appendix 4)

Advisor tasks

- Working alongside the group to explore ways of addressing low readiness, providing direct support, advice or signposting to other sources of help, as well as exploring if there are skills within the group that can also be utilised
- Support the group to commence actions to address low readiness
- Help draft the Readiness Self-Assessment action plan / consider where best to lodge the actions (such as within an existing project plan)

Group tasks

- To work alongside the advisor to identify the ways in which the group will address the area of low readiness
- Finalise and sign off the Readiness Self-Assessment action plan / logging of actions elsewhere

Appendix 1. Survey questions

Please note that in the survey we refer to 'the group'. This means the team or partnership responsible for the project you are working on. Throughout the survey, please answer to the best of your knowledge in relation to the group rather than your own role or individual organisation within the partnership. Where an answer includes 'we' or 'you' it also refers to the group rather than you as an individual.

Theme 1: Governance

	Low Readiness	Medium Readiness	High Readiness
Q1.1 Has the group assessed the resources (financial, skills and time) it will need to carry out the project?	We have a limited or preliminary understanding of the resources needed	We have a broad understanding but more work is needed	A full assessment has been carried out
Q1.2 Does the group have mechanisms in place to make efficient use of resources, such as budget and staff monitoring?	No mechanisms are in place	Some mechanisms in place but more work is needed to develop them further	Mechanisms are in place to enable the efficient use of resources
Q1.3 Has the group actively reviewed its membership to ensure it includes the right people and organisations to enable inclusive and effective decision-making and implementation?	We have not yet reviewed our membership	There is reasonable confidence that the group includes the right people and organisations, but a more systematic review might still be useful	Our group includes the right people and organisations
Q1.4 Are mechanisms in place to enable transparent and accountable decision making within your group? For example, terms of reference, memorandum of understanding, progress monitoring, internal/external reporting commitments, publicly available records of meeting minutes	No mechanisms or limited mechanisms are in place	Some mechanisms are in place but more work is needed	We have established all necessary mechanisms for transparent and accountable decision-making
Q1.5 What progress has been made in building and sustaining good relationships, understanding and trust within the group?	Little or no progress has been made	Some progress has been made but more work is needed	We have built good relationships, understanding and trust within our group
Q1.6 How well are members' roles and responsibilities defined and understood within the group?	Roles and responsibilities of members have not been defined	Some roles and responsibilities of members are clear, but more work is needed	All members of the group understand their own and each other's roles and responsibilities
Q1.7 Are structures and systems in place to facilitate collaboration within the group?	We do not yet have structures and systems in place	Some progress has been made but more work is needed	Effective structures and systems are in place to support effective collaboration for delivery of our goals
Q1.8 Has effective leadership been established to enable the group to meet its goals?	Effective leadership is not yet in place	Leadership roles have been defined but more work is needed	Leadership is effectively enabling us to meet our goals.

Theme 2: Your plans

	Low Readiness	Medium Readiness	High Readiness
Q2.1 How well do you understand what further data or evidence is needed from within the group to support the next phases of project development and/or delivery?	We have little or no understanding of the data and evidence needed	Some understanding but more work is needed	We have a comprehensive, understanding of what data or evidence is needed to support the next phases of project development and delivery, and how this will be resourced and managed
Q2.2 How well do your plans reflect a thorough understanding of the places and communities affected?	Our plans do not reflect a thorough understanding of the places and communities affected	Some understanding but more work is needed	There is a thorough understanding of the places and communities affected
Q2.3 Do your plans draw on the knowledge and expertise of different disciplines and stakeholders, within and beyond your group?	We have not yet considered the full range of knowledge and expertise we need	We are developing an understanding of the expertise and knowledge we need and where to find it	We are drawing on a comprehensive range of sources and types of knowledge, including both expert and local knowledge from within and outside our group
Q2.4 To what extent has there been active consideration of how a learning culture can be fostered within the group, enabling the project to capture and learn from uncertainty, problems and unforeseen developments?	This has not yet been considered.	There is some awareness that it will be important to foster a learning culture, but there is no clear sense yet of what this might look like.	Active consideration of the need to foster a learning culture has been built into our project proposals and the formation of this group.

Theme 3: How ready are other stakeholders?

	Low Readiness	Medium Readiness	High Readiness
Q3.1 Have you identified and analysed the stakeholders (beyond the group) who are affected by or who can influence the success of the project?	We have not yet carried out this analysis	We have made a start but more work is needed	We have a good understanding of the stakeholders beyond the group
Q3.2 How well do stakeholders beyond the group understand the problems you are seeking to address and the solutions you propose?	There is little knowledge beyond the group / we do not know levels of stakeholder understanding	Some stakeholders have a good understanding, but more work is needed to build understanding and reach others	The problems and potential solutions are well understood by stakeholders
Q3.3 Is there agreement beyond the group about the evidence and data that will help you understand and address project challenges, particularly expert	There is no agreement beyond the group (i.e. amongst stakeholders) and there may be conflict	There is broad agreement amongst stakeholders / beyond the group, but also some different views	There is a high degree of consensus amongst stakeholders/ beyond the group about the kinds of data and

	Low Readiness	Medium Readiness	High Readiness
research vs. community insights?	about the type of evidence and data that will be most useful / we haven't considered this yet		evidence that will help us tackle these problems; any conflicts or disagreements have been worked through
Q3.4 How well do you understand the knowledge, skills and resources that stakeholders beyond the group can bring to the project?	We have very little understanding of what stakeholders can bring to the project	We have some understanding but more work is needed	We understand the knowledge, skills and resources stakeholders can bring to the project
Q3.5 Have you thought about how different stakeholders are more or less vulnerable to the risks you have identified including, for example, young or old people, ethnic minorities, isolated communities, people with health problems?	This has not been considered yet	Our definition of the problem takes some account of how different groups might be affected, but more work is needed	Our definition of the problem incorporates a detailed analysis of the vulnerability of different groups
Q3.6 To what extent have you identified how conflicts and disagreements among stakeholders, or previous negative experiences of partnership projects, might affect the progress of this project?	We have not considered this	We have identified some areas of conflict, disagreement or previous negative experiences but more work is needed	We have a full understanding of where conflict, disagreement or previous negative experiences might affect the progress of this project
Q3.7 How prepared is the group to engage constructively with conflicts and disagreements among stakeholders that exist now or may arise over the course of the project?	We are not well prepared to handle conflict constructively	We have some capacity to handle conflict but more work is needed to prepare	We have the capacity and confidence to respond constructively to any future conflicts or disagreements among stakeholders
Q3.8 To what extent have you considered how to make it easier for stakeholders that have experienced inequality and discrimination, such as poverty, race, gender, to get involved with the project and feel included?	We have not considered how to involve these groups	A start has been made to involve groups who have experienced discrimination in the past, but more work is needed	Careful thought has been given to how to enable all relevant stakeholders to participate effectively in this project, and we are committed to making this happen

Theme 4: Engagement

	Low Readiness	Medium Readiness	High Readiness
Q4.1 To what extent have you identified when in the design and / or delivery phases of the project you will involve stakeholders beyond the group?	We have not identified the specific stages at which we will involve stakeholders	We have made some progress on identifying the stages at which we will involve stakeholders, but more progress is needed	We have a detailed understanding of which stakeholders will be involved at which stages of the project
Q4.2 To what extent have key stakeholders already been engaged in the plans/project?	Engagement is limited or has not yet started	It's a mixed picture. Some stakeholders are already engaged in this proposal, but others are not. More work is needed.	Most or all relevant stakeholders are already engaged and have helped to shape the plans/project.
Q4.3 To what extent have you considered specific opportunities	This has not been considered yet	We have some idea of opportunities and	Engagement opportunities and

and challenges that might support or hinder effective engagement of stakeholders?		challenges that will support or hinder effective engagement, but it has not yet been considered in detail	challenges have been analysed, and this understanding is shaping engagement plans for the project
Q4.4 What progress has been made in identifying and establishing how stakeholders will be represented and involved in the project?	Little or no progress has been made	We have made some progress, but more work is needed	Appropriate mechanisms and processes for ensuring stakeholder representation and participation are in place
Q4.5 What level of engagement expertise is available within your group?	Very little or no expertise is available	Some expertise is available, but more support and/or opportunities for staff development are needed	Our group includes people with considerable expertise, and we are confident in our capacity to draw on best practice
Q4.6 Are there sufficient resources (time, funding, capacity) to support engagement for this project?	Resources are insufficient / have yet to be fully considered	We are trying to strike a balance between resources for engagement and other tasks, even if it means resources for engagement may be limited	We are confident that we can access sufficient resources to carry out engagement of an appropriate scope and depth to support this project

Appendix 2. Workshop facilitation plan template

Background

This facilitation plan provides an outline structure for you to adapt as needed, depending on where the focus needs to be for discussion of the findings from the survey and how you decide to structure individual sessions e.g. balance of small group *vs* whole group discussion.

Your role as an external advisor and critical friend is particularly important in relation to questions that some people within the group may be reluctant to discuss: please consider how to air these issues constructively.

The assumption is that resources will be produced by the advisor unless there is a specific need for additional input / slides from members of the project team. Timings are based on 2.75 hour workshop – to be adjusted as needed. Experience shows that compressing this is challenging – and a more productive and enjoyable workshop would extend to 3 or 3.5hrs (with adequate breaks).

This is not for circulation to participants.

Workshop Objectives

- To review results of the survey, reflecting on what these mean
- To identify immediate actions
- To identify priorities for more detailed discussion before producing an action plan / set of actions

Facilitation plan (in table)

Time	Mins	Activity	Resources / Slides	Zoom/Teams actions
Pre-workshop Activity		Send outline agenda / participants list and any additional briefing information to workshop participants. This could include the presentation of the survey results as these will form the basis of your discussion during the workshop.		

<table>
<tr><th>Time</th><th>Mins</th><th>Activity</th><th>Resources / Slides</th><th>Zoom/Teams actions</th></tr>
<tr><td>9.30</td><td>20</td><td>Facilitation and relevant project team members go online to test equipment; ensure set up is correct; test screen share; ensure people are clear on roles, if relevant.</td><td></td><td>Set up team as co hosts</td></tr>
<tr><td>9:50</td><td>10</td><td>Participants start coming online to ensure they have access, technology is working etc.</td><td></td><td></td></tr>
<tr><td>10.00</td><td>20</td><td>Welcome / Housekeeping
Welcome.
Introduction as facilitator.
Overview of session (Objectives / Programme).
Housekeeping / Working well together
Reminder of Zoom or Teams functions
If recording – won’t be shared; deleted after session etc.
Expectations about write-up or notes of the workshop
Introductions, and short warm-up or focussing exercise if you want to.</td><td>Slide 2: Objectives

Slide 3: Agenda

Slide 4: Ways of Working</td><td>Start recording (if doing)

Share screen for opening slides</td></tr>
<tr><td>10.20</td><td>15</td><td>Reminder of the Readiness Self-Assessment Themes
Aim: to make sure everyone has a shared understanding of the overall readiness self-assessment process, why it’s important and the rationale for each theme.
The majority of your workshop participants may well have responded to the survey, but equally there are likely to be people attending who didn’t complete the survey, but have a role to play in reflecting on the findings / discussing potential actions etc. Once you know who your participants are, and the extent of their involvement in the readiness assessment process you can decide how much time needs to be spent on explaining the context / process / themes used in the readiness assessment.
Allow time for questions of clarification.</td><td>Slide 5: RSA

Slide 6: Survey overview comments</td><td>Share Screen
Spotlight Speaker</td></tr>
</table>

Time	Mins	Activity	Resources / Slides	Zoom/Teams actions
		NB: Depending on extent of knowledge within the group, this may be an area where some time could be 'saved' to shorten the workshop.		
Presentation of Initial Findings from the Readiness Self-Assessment The four sessions below to present / discuss the findings are the main ones that you will need to amend depending on the results of your readiness assessment survey. You may want to spend more time on one theme, or it may be that equal time is required on each. Your default should be running all four theme discussions in plenary to ensure you see/hear all discussions, but with a particularly large group you may wish to consider breakout groups (and potentially asking a colleague to help facilitating). Each session consists of: 1. Introducing the task 2. Presenting the results of the theme to highlight responses that show clear convergence / divergence and / or areas of higher / lower readiness 3. Discussion: ○ Any explanation for the responses provided? Observations? Surprises? ○ Any immediate actions highlighted? Who to do what, when? ○ What issues should be prioritised for further discussion? Could use online collaboration tools e.g. Mural, Miro, Concept board etc. to allow group to contribute individually.				
10.35	20	**Theme 1** • Present findings – 5 mins • Discussion: ○ Any explanation for the responses provided? Observations? Surprises? ○ Any immediate actions highlighted? Who to do what, when? ○ What issues should be prioritised for further discussion? Ensure all actions and priorities recorded accurately, and action owners are aware.	Slides 7-13: Presentation of survey results Recording template (e.g. Google Doc, Jamboard, Mural etc.)	Screen share or put on board Link to recording template in chat (send out beforehand too) if not using a board
10.55	20	**Theme 2 – repeat as above**	Slides 14-17	
11.15	15	**Break –** invite participants to leave their desk, get some fresh air – avoid looking at other work / emails!		

Time	Mins	Activity	Resources / Slides	Zoom/Teams actions
11.30	20	**Theme 3 – repeat as above**	Slides 18-23	
11.50	20	**Theme 4 – repeat as above**	Slides 24-28	
	10	**Flexitime** – in case other sections overrun		
12:20	20	**Confirmation of Actions / Action Planning** Brief session to confirm agreed actions and complete some action planning i.e. what; who; by when. To include the 'priorities for further discussion' to ensure the difficult items have a process to tackle them moving forward.		
12.40	5	**Session Five: Next steps and evaluation** • Brief recap on what's been achieved and reminder of next steps in the process e.g. what's going to happen to the outputs from the workshop, who will review / develop suggestions made etc. • Comments / any final questions. • Evaluation of event – invite brief feedback into chat or on to board • Final thank you	Slide 29: Next steps (could just be verbal)	Stop Recording
12.45		**Close Workshop**		
		Ensure all documents, chat, recordings are saved. If working with a team, team debrief.		

Facilitation plan (accessible version)

Pre-workshop Activity

Send outline agenda / participants list and any additional briefing information to workshop participants. This could include the presentation of the survey results as these will form the basis of your discussion during the workshop.

Welcome / Housekeeping (20 minutes)

- Welcome.
- Introduction as facilitator.
- Overview of session (Objectives / Programme).
- Housekeeping / Working well together
    - Reminder of Zoom or Teams functions
    - If recording – won't be shared; deleted after session etc.
    - Expectations about write-up or notes of the workshop
- Introductions, and short warm-up or focussing exercise if you want to.

Reminder of the Readiness Self-Assessment Themes (15 minutes)

Aim: to make sure everyone has a shared understanding of the overall readiness self-assessment process, why it's important and the rationale for each theme.

- The majority of your workshop participants may well have responded to the survey, but equally there are likely to be people attending who didn't complete the survey, but have a role to play in reflecting on the findings / discussing potential actions etc. Once you know who your participants are, and the extent of their involvement in the readiness assessment process you can decide how much time needs to be spent on explaining the context / process / themes used in the readiness assessment.
- Allow time for questions of clarification.

NB: Depending on extent of knowledge within the group, this may be an area where some time could be 'saved' to shorten the workshop.

Presentation of Initial Findings from the Readiness Self-Assessment

The four sessions below to present / discuss the findings are the main ones that you will need to amend depending on the results of your readiness assessment survey. You may want to spend more time on one theme, or it may be that equal time is required on each. Your default should be running all four theme discussions in plenary to ensure you see/hear all discussions, but with a particularly large group you may wish to consider breakout groups (and potentially asking a colleague to help facilitating). Each session consists of:

1. Introducing the task
2. Presenting the results of the theme to highlight responses that show clear convergence / divergence and / or areas of higher / lower readiness

3. Discussion:
    - Any explanation for the responses provided? Observations? Surprises?
    - Any immediate actions highlighted? Who to do what, when?
    - What issues should be prioritised for further discussion?

Could use online collaboration tools e.g. Mural, Miro, Concept board etc. to allow group to contribute individually.

Theme 1 (20 minutes)

- Present findings – 5 mins
- Discussion:
    - Any explanation for the responses provided? Observations? Surprises?
    - Any immediate actions highlighted? Who to do what, when?
    - What issues should be prioritised for further discussion?

Ensure all actions and priorities recorded accurately, and action owners are aware.

Theme 2 (20 minutes)

Repeat actions from theme one

Break (15 minutes)

Theme 3 (20 minutes)

Repeat actions from theme one

Theme 4 (20 minutes)

Repeat actions from theme one

Flexitime (10 minutes)

In case other sections overrun

Confirmation of Actions / Action Planning (20 minutes)

Brief session to confirm agreed actions and complete some action planning i.e. what; who; by when. To include the ‘priorities for further discussion’ to ensure the difficult items have a process to tackle them moving forward.

Session Five: Next steps and evaluation

- Brief recap on what’s been achieved and reminder of next steps in the process e.g. what’s going to happen to the outputs from the workshop, who will review / develop suggestions made etc.
- Comments / any final questions.
- Evaluation of event – invite brief feedback into chat or on to board

Final thank you.

Close workshop (5 minutes)

Appendix 3. Action plan template

Purpose: to map out what the group will do to improve readiness as a result of undertaking the Readiness Self-Assessment

We recommend that you summarise your plans in the following way.

Start by adding your high-level objectives for your plan. For example…

To improve partner involvement in detailed planning for the project.

Next add the actions that you plan to take to achieve that objective. This does not need to be in a lot of detail but should be framed in a way that is useful for your partnership. For example….

Share project information with identified partners.

Series of facilitated workshops with partners to involve them in planning the project.

We suggest using a table to summarise your action plan, for example:

Objective: *To improve partner involvement in detailed planning for the project.*		
Actions	Who leads	By when
Share project information with identified partners.	*County Council Environment Team*	*End of April*
Series of facilitated workshops with partners to involve them in planning the project.	*Project Officer / facilitation contractor*	*End August*

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