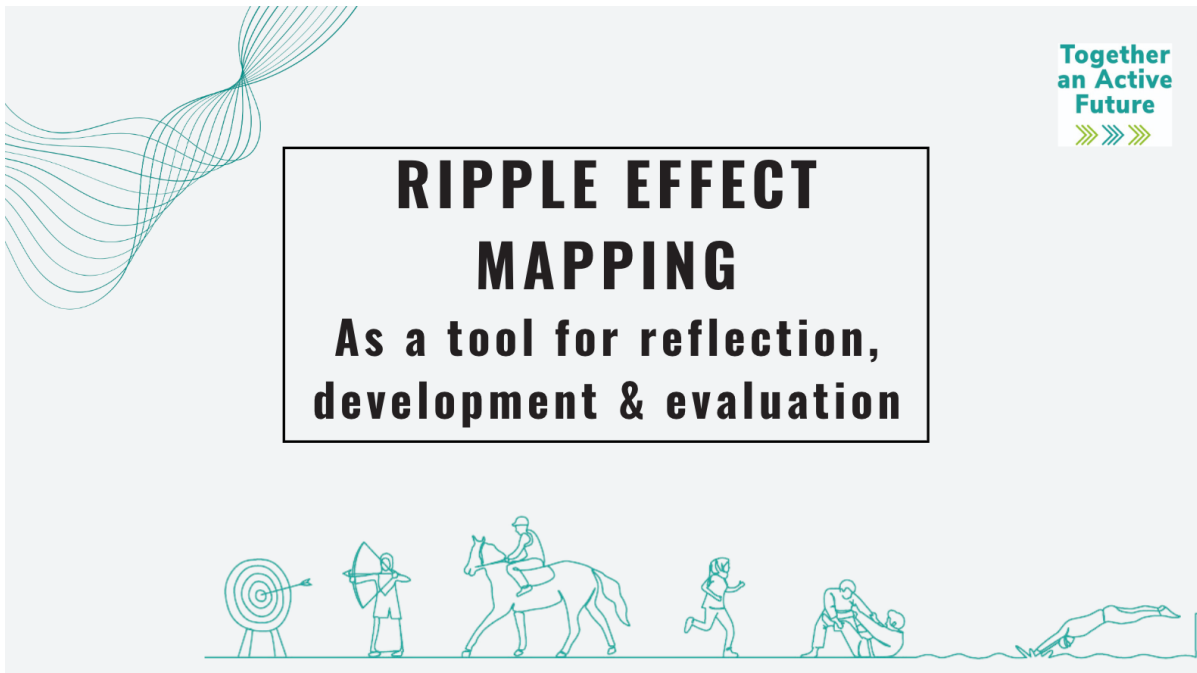




The following notes offer the depth and detail from a Ripple Effect Map (REM) Webinar provided by [Together and Active Future](#) on Wednesday 13th March 2024. The session was an active learning experience, where participants were facilitated through the stages of a REM. This is only a small taster of REM for Development for anyone getting started!

[Click here to jump to the pages provided.](#)

[Why participants attended.](#)

[Why is REM gaining in popularity.](#)

[Having a go at REM for development.](#)

[Discovery phase: Reflecting back.](#)

[Discover phase: Intended or unintended outcomes.](#)

[Dream Phase: What might be? All the possibilities!](#)

[Destiny & Design Phase: putting the best bits in play.](#)

[REM for Evaluation, an example from Burnley Outdoor Town.](#)

[Where to find out more.](#)

WHY ARE YOU HERE?

Share in the chat

Unknown User

AW Within my role, its sometimes difficult to show impact, and i want to understand how to build this into my approach.

FranceLeigh H. (External)

FH Looking for ways / approaches to identify impact and learning to inform future work plans.

Gemma I. (External)

GI To explore and demonstrate outcomes in a more meaningful way

Gwen H. (External)

GH to find out more about ripple effect mapping and understand impact

Kenny C.

KC Seeking ways to articulate how we're affecting change



mo has left the conversation.

Nathan M. (External)

NM Looking at how I can use ripple effect mapping to show the wider impact of the work we'll be doing with clubs and community groups

Alison W.

I've heard a lot about it but never done it myself, I can see the ripples of my work but not sure how to map it.

Sam J. (External)

SJ learn ripple effect to better evaluate impact

Peter F. (External)

PF To learn how we can demonstrate our outcomes in a more meaningful and visual way. I haven't used it yet so looking to get tips and ideas on how to do it!

Ian B. (External)

IB Another role I have is I co-lead the Evaluation Working Group within the All Together Active work in Cheshire and Merseyside

Helen H. (External)

HH I have undertaken some REM previously and wanted to learn a bit more and give me the ability to use it more going forward.

Huw G. (External)

HG Learn more about what ripple effect mapping is and how we

Victoria M.

VM To be able to map out the journey so far in my current workstream and to be able to understand and allow for reflection and progression moving forward

Natalie D.

ND Want to do things differently and learn new methods!

Andrew T.

AT better understanding of the start point for using the approach

Jo S.

JM Gain a better understanding of ripple effect mapping, seems to be the buzz word at the moment

Lorea S. (External)

LS Heard of REM many times, but unsure how to start. I would particularly use for relationship impact, but members of my team can use it for their projects

Hannah L. (External)

HL To further understand how we can use REM to understand/ explore the wider impacts (intended/unintended) of our

Frances R.

FR As a commissioner I want to understand otherways that providers can show us the impact of their work...

Francis T. (External)

FT Help with developing objectives for 24/25 that focus on less quantitative measurements

Calum M.

CM To develop, reflect and learn as we approach Place Partnerships in the Summer.

Leanne R.

LR Keen to learn more ripple effect mapping to support my ongoing development



mo has joined the conversation.

Matthew P. (External)

MP We are part of the SE place expansion, so keen to see/ listen/ and learn some more. Plus to start to create more effective change with our underserved communities

Kyle T.

KT To learn ways others map their impact

Callum W. (External)

CW To understand how/why/when ripple effect mapping is useful

Alison W.

I've heard a lot about it but never

WHY REM IS THE POPULAR KID IN SCHOOL.

MANY OF US ARE HERE BECAUSE WE ARE TRYING TO COLLECTIVELY UNDERSTAND THE IMPACTS OF A PROGRAM.

01

APPRECIATE
DISCOVERY PHASE

02

SET OBJECTIVES
DREAM PHASE

03

CO-CONSTRUCT
DESIGN PHASE

04

SUSTAIN
DESTINY PHASE



APPRECIATIVE INQUIRY (COPPERIDER, 2011)

Participatory

Allows us to see the programme stakeholders as active participants in the evaluation process rather than passive recipients of information about the evaluation.

Reflective

Group interviewing and reflection: Peer-to-peer semi-structured questions are used to facilitate reflection.

Visual

Participants are asked to map their activities and associated impacts against this timeline (mind mapping)



REM as a participatory approach to evaluation can:

Capture Complexity - to understand the complexity of the system change and its ripple effects. By identifying and documenting the interconnected and multifaceted elements that contribute to the overall change.

Document Changes - document both intended and unintended changes resulting from a system change. This would include recording the specific alterations in behaviors, practices, relationships, and other relevant aspects within the system.

Stakeholder Perspectives - to gather diverse perspectives from stakeholders involved in or affected by the system change. This would be achieved during the REM session or with follow up interviews to capture their experiences, insights, and perceptions related to the change from stakeholders along REM threads.

Identify Positive and Negative Impact- record both positive and negative outcomes of the system change, meaning the identification and the consequences of both desirable and undesirable effects.

Causality and Relationships - to 'notice' and attempt to identify where cause-and-effect relationships between different elements of the system are taking place. Helping to find change mechanisms, validate programme theories of change or develop new ones. Map out the causal relationships between changes and outcomes to identify patterns and dynamics within the system.

Holistic View - Develop a holistic view of the system change and its broader impact to help integrate information from various sources to create a comprehensive picture of the system and its evolving dynamics.

Promote Learning and Reflection - to facilitate learning and reflection among stakeholders. Through dissemination of the REM and accompanying compelling narrative, use the mapping process as an opportunity for stakeholders to reflect on the changes, share their experiences, and collectively learn from the outcomes.

Facilitate Communication - to enhance communication and understanding among stakeholders. Creating an inclusive and visual representation of the ripple effects that can serve as a communication tool to facilitate dialogue and shared understanding.

Support Decision-Making - Provide insights for informed decision-making. Equip decision-makers with the information needed to make strategic decisions regarding the ongoing system change and potential future interventions.

Shared Purpose - to support building a sense of shared purpose and demonstrate interconnected dependency between system partners.

Notes credit: Steve Rose (Burnley Outdoor Town/Intelligent Health)

GETTING STARTED

In the webinar, we **focused on picking a moment of significant change, success or impact** in an element of their work or organisation. We followed the AI model to look back, reflect and begin to plan for the future.

But, these steps can begin at the start and offer a space to look back as a program passes through time.

AND, there are many other uses for REM

REM FOR REFLECTION

Discovery phase

Looking back.

Ask questions that explore and identify the strengths—of a program, intervention or event

AH HAAAAAA!



There are no right or wrong answers—our organisational realities are made up of the stories we tell ourselves and each other. The more people we include, and the more we explore and discuss, the more likely we are to reach a shared understanding of the positive core. In research methods lingo, we will hardly reach theoretical saturation, but we can aspire to it (Collis & Hussey, 2013).

REM FOR REFLECTION

Discovery phase

Explore what led to your event.

Explore what your event led to.

BEFORE & AFTER



Ask yourself- what worked!

What happened before?

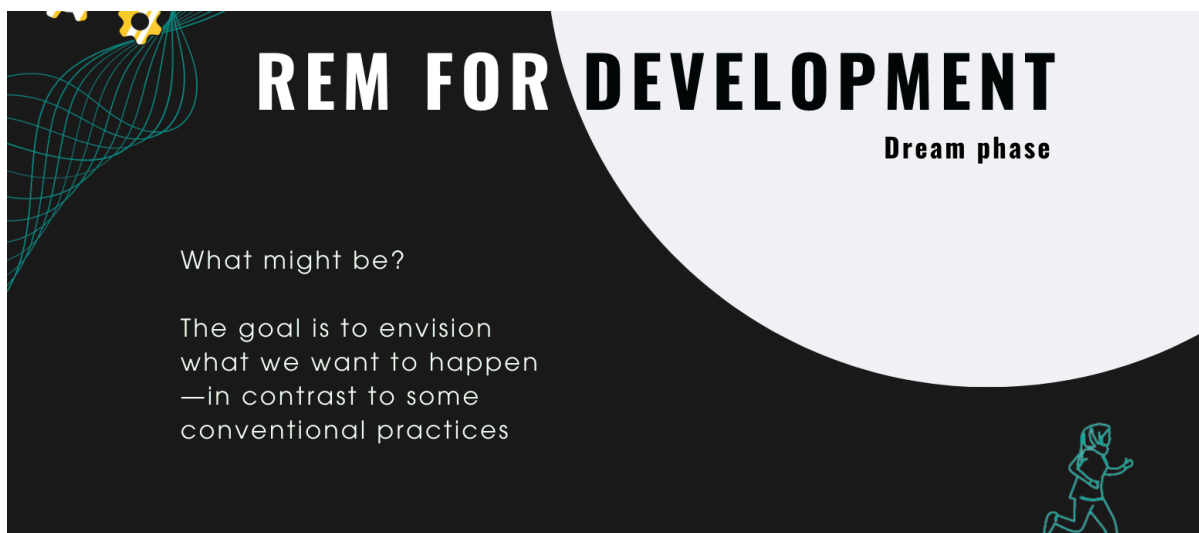
You may to relationships, connections, culture, behaviours, attitudes, how you fell, what are the Ah Ha moments for you?

What happened after?

What were the intended and unintended outcomes?

You may to relationships, connections, culture, behaviours, attitudes, how you fell, what are the Ah Ha moments for you?

The Discovery phase is about appreciating the positive core. During this phase, participants ask questions that explore and identify strengths—of a team, organization, group, or individual. AI is concerned with using strengths to grow, change, adapt, and improve, so the more diverse a group, the more ground can be covered in the metaphorical search (Lewis et al., 2016).



Dream Phase

Ask yourself: What might be- if all the stars aligned.

Engaged and full of positive emotions (two elements of Seligman’s PERMA model, by the way), the next phase we move into is Dream. Our collective focus here is envisioning possibilities, thinking, and imagining (Cooperrider & Godwin, 2011; Whitney et al., 2004). In one sense, it’s practical and still focused on the past. In another, it expands on this with the aim of generating more from this.

Here, the goal is to envision what we want to happen—in contrast to some conventional practices like real options analysis, which can sometimes focus on ‘what if’ in a different way (Johnson et al., 2017). Rather, we ask questions about stories; then, we can ask questions of those stories to elicit more in the way of rich detail around themes. These may include dream dialogues, which look at building out aspirations and wishes about the shared future.

REM for Evaluation



Destiny Phase: Designing next steps &/or informing decisions.

Ask yourself: What should be?

The Design stage is about building the visions and ideas with the greatest potential, together. In co-constructing ‘the ideal’, therefore, the questions become slightly more specific and focused on clarifying. To get from a dream of “super-enthusiastic customer service” to the concrete strategic focus, for instance, participants now ask positive, provocative questions.

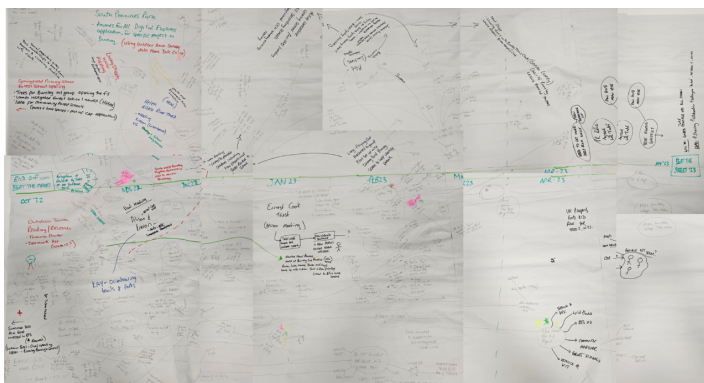
REM FOR EVALUATION

What is the evidence any
of this happened?

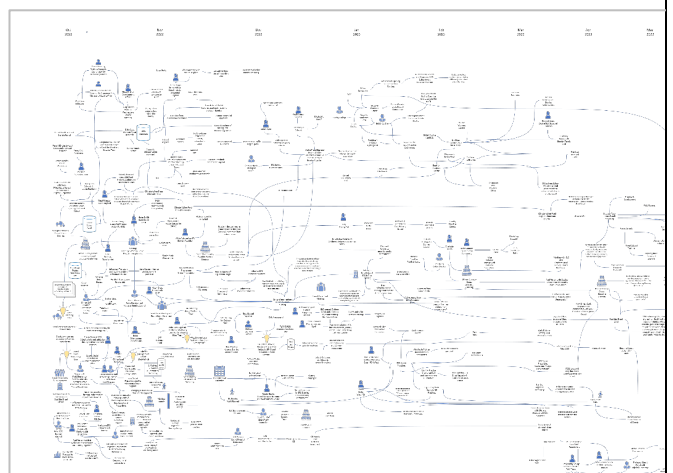
For evaluation purposes REM the original REM Method (Chazden et al., 2017) & Adapted REM Method (Nobles et al.2021) can be adapted for evaluating an intervention, approach to systems working or place-based work. REM as a qualitative evaluation method used to assess the intended or unintended outcomes and impacts of complex interventions or system changes. In the context of formative evaluation of system change, the goal of Ripple Effect Mapping is to provide a comprehensive understanding of the various enablers, behaviors and influences that result from the implemented programs or systems changes.

Example: Burnley Outdoor town. REM completed by Steve Rose (Intelligent Health)

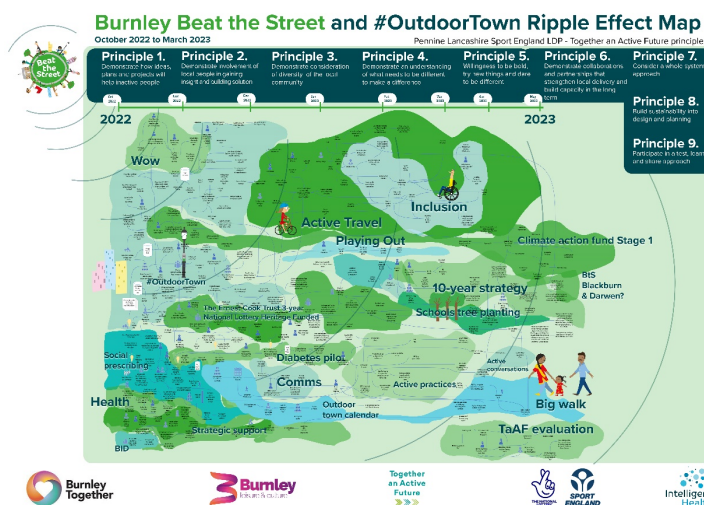
Stage 1: The ripple map in its raw form



Stage 2: Ripple Map Coded using Microsoft Visio



Stage 3: Designed for accessibility



Stage 4: Full report link here

Where to find out more:

[REM training online training provided by NIHR and led by James Nobles & Jennifer Hall](#)

[the adapted REM methods paper published in 2022 \(Nobles *et al.*, 2022\)](#)

[The ripple effect inside organizations can be explained as two stones in a bucket of water. \(Richard Santos Lalleman, Innovisor\)](#)

[Using Data Visualization to Demonstrate Outcomes—Examples From Ripple Effects Mapping](#)

[What is Appreciative Inquiry](#)

[A great resource on Appreciative inquiry, reflecting positive psychology stance TaAF takes \(Catherine Moore\)](#)