



## HOW TO SPREAD IDEAS: GROUP EXERCISE 1 – Selling Ideas

<b>Aim</b>	Enable understanding of the Roger's diffusion curve and the attributes of adoption
<b>Group size / Timing</b>	Less than 25 tends not to work very well, and this has been done with groups as large as a few hundred, where you will need enough space to carry it out safely. This exercise takes a minimum of 15 minutes and can take up to 30, depending on the amount of feedback.
<b>Preparation</b>	In a group you do not know well you may like to find your volunteers before the exercise starts.
<b>Materials</b>	None
<b>Key points</b>	<ul style="list-style-type: none"> <li>✓ Using exercises disconnected from the learning content eventually leads to participants feeling resentful; link this material closely to your content and be specific</li> <li>✓ It works well as an energiser so plan to carry it out after lunch</li> <li>✓ There are no right and wrong answers and the facilitator feedback is critical</li> </ul>
<b>Options</b>	<ol style="list-style-type: none"> <li>(1) If you are short of time you run the exercise once, with or without prior briefing about the attributes (this depends on what you are trying to teach)</li> <li>(2) With more time, run it twice with an introduction to the attributes between the two, and ask the same volunteers to re-sell their ideas and see what the difference is.</li> </ol>
<b>Step 1</b>	<p>Explain the whole task to the group so they know what they will be doing. There will be three 'sellers' who will pitch their ideas to the group who will be standing up along a continuum. At any time during the pitch they can move about so they are on the continuum that represents their decision about whether they would adopt the idea or not – from absolutely no, through to 'will do so tomorrow'.</p> <p>If anyone does not want to line up, then they are welcome to observe. Invite the rest to stand in the space provided.</p>
<b>Step 2</b>	<p>The first 'seller' pitches their idea. They have between 30 and 90 seconds maximum. The facilitator should note the time. Any topic can be used.</p> <p>Facilitator topics to draw out:</p> <ul style="list-style-type: none"> <li>□ Make sure everyone can see they have formed some form of distribution curve (and this may not be a normal distribution, it does not matter). The grouping usually falls into two groups; want to adopt, thinking about it, and not ready.</li> <li>□ Draw attention to the fact that they want to adopt group should require or minimum effort. Get them started and then LET GO (we usually try to hold on because it makes us feel good!). The group in the centre usually require more information specific to themselves. The group and the back end are just not ready at the moment, and that is fine.</li> </ul>

<b>Step 3</b>	<p>The second 'seller' pitches their idea.</p> <p>Draw out</p> <ul style="list-style-type: none"> <li>❑ The speed at which the first person moved. How quickly we make decisions.</li> <li>❑ The fact that some people have moved from one place to another and therefore the danger of assuming stereotypes using the Roger's curve (nb for innovators and laggards labels).</li> </ul>
<b>Step 3</b>	<p>The third 'seller' pitches their idea.</p> <p>Draw out</p> <ul style="list-style-type: none"> <li>❑ Check you have covered your learning points and use this time to add anything missed so far</li> <li>❑ If any of the sellers used a questioning technique then point out its usefulness</li> </ul>
<b>Step 4 (option)</b>	<p>Describe the Roger's attributes</p> <ul style="list-style-type: none"> <li>❑ Relative advantage of the proposed idea</li> <li>❑ Compatibility with current values, practices and structures</li> <li>❑ Simplicity of the change and transition</li> <li>❑ Testability of the idea</li> <li>❑ Ability to observe the change and its impact</li> <li>❑ How easy it is to reinvent the idea to suit local circumstances</li> </ul> <p>You can do this while the participants remain on their feet.</p>
<b>Step 5 (option)</b>	<p>Ask the volunteers to redo their pitch taking these factors into account. And repeat steps 1 – 3 as above though much quicker. This option demonstrates the power of the attributes by using the before and after scenarios.</p> <p>Draw out</p> <ul style="list-style-type: none"> <li>❑ The importance of communication and the way we 'sell' ideas can make a difference</li> <li>❑ Some ideas are easier to sell than others, and we need to take that into account in our plans</li> </ul>

Rogers, E, "The Diffusion of Innovations", The Free Press, 1998

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