

States of Change Learning Programme

Scoping Workshop

Day 2

Bas Leurs & Brenton Caffin

Melbourne, April 2018

STATES
OF
CHANGE

VICTORIA
State
Government

A woman with dark hair is shown in profile, looking down at a document she is holding. The background is a blurred city skyline with several tall buildings. The entire image has a reddish-pink tint. The text "Check in" is overlaid in the upper left corner.

Check in

STATES OF
CHANGE

Shall we do an EQ
check in?

Any thoughts or
reflections on
yesterday?

Scoping session

Monday

13:00 – 17:00
Welcome to the
program

17:00+
Networking &
drinks

Tuesday

9:00 – 12:00
People &
Systems

13:00 – 17:00
Facts & Futures

Wednesday

9:00 – 12:00
Problems &
Solutions

13:00 – 17:00
Building your
team

Thursday

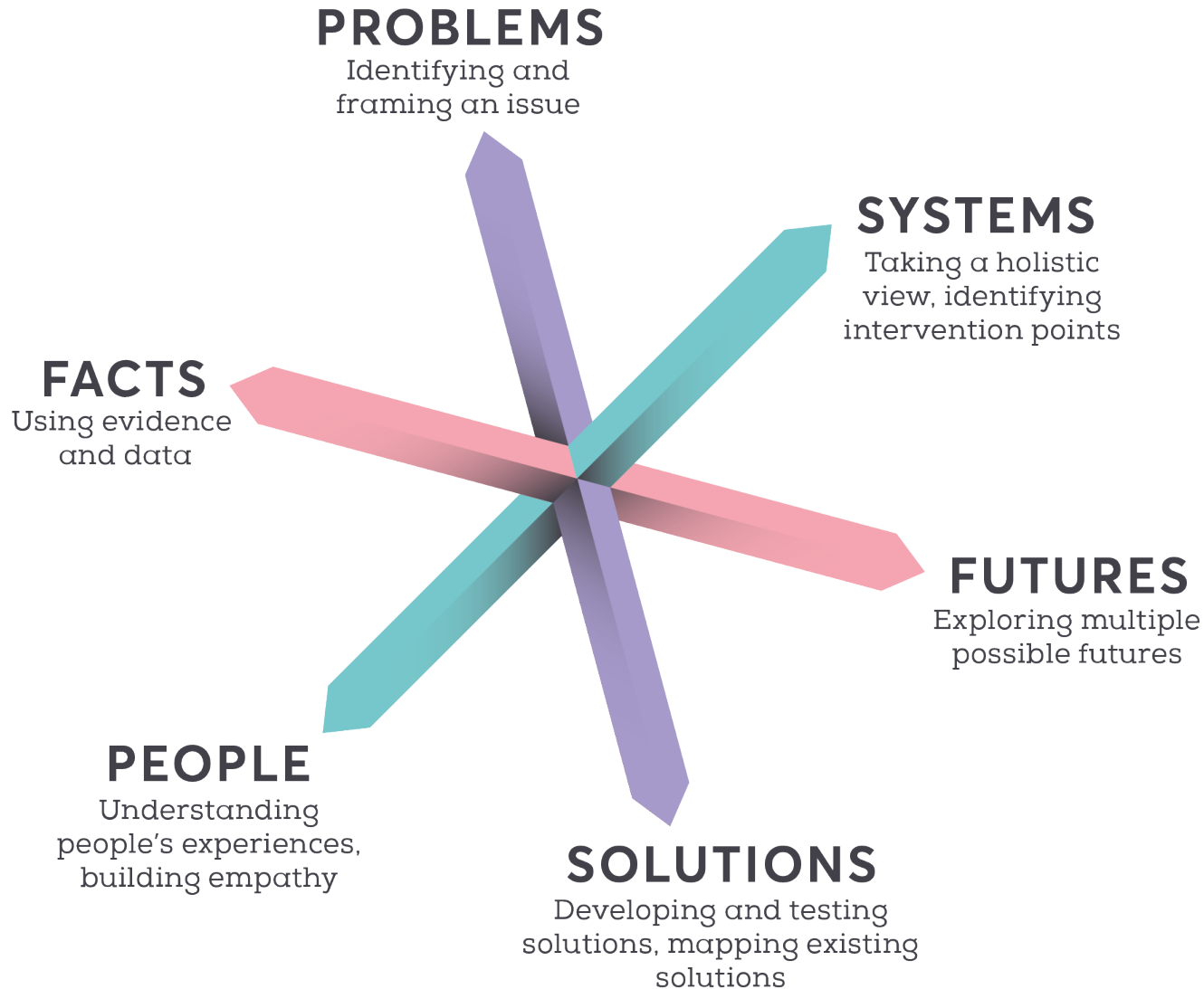
Friday

Remember what we said yesterday about what to expect?



Today we will be throwing (only) half a kitchensink





Today's agenda

- 9:00** Check in
- 9:15** Sharing your challenges
- 10:00** People: developing a persona
- 10:45 Coffee/tea break
- 11:00** People: exploring a day in the life
- 12:00 Lunch break
- 13:00** Systems: mapping stakeholders
- 14:00** Facts: using evidence
- 14:45 Coffee/tea break
- 15:00** Facts: using data
- 15:45** Futures: exploring possible futures
- 16:45** Reflection


A woman with dark hair is looking down, her face partially obscured by a large, semi-transparent image of a city skyline. The image has a strong red and purple color cast. The woman's face is in the foreground, looking down, while the city skyline is in the background, appearing as if she is looking at a model or a screen. The text "Project" is in the top left, "Sharing your challenge" is in the center, and "STATES OF CHANGE" is in the bottom left.

Project

Sharing your challenge

STATES
OF
CHANGE

Sharing your challenge

**Sharing your challenge**
This tool will help you to articulate your challenge in a visual and succinct way, for the purpose of sharing with others.

Team name: _____ **Project title:** _____

Imagery
Insert photograph of people most affected by the issues, and/or the context or environment.



Challenge statement
What is the challenge?

Team members
Who is your team?

Each team will briefly present (3 minutes!) their challenge. Who is going to present? How you're going to tell your story?

Sharing your challenge

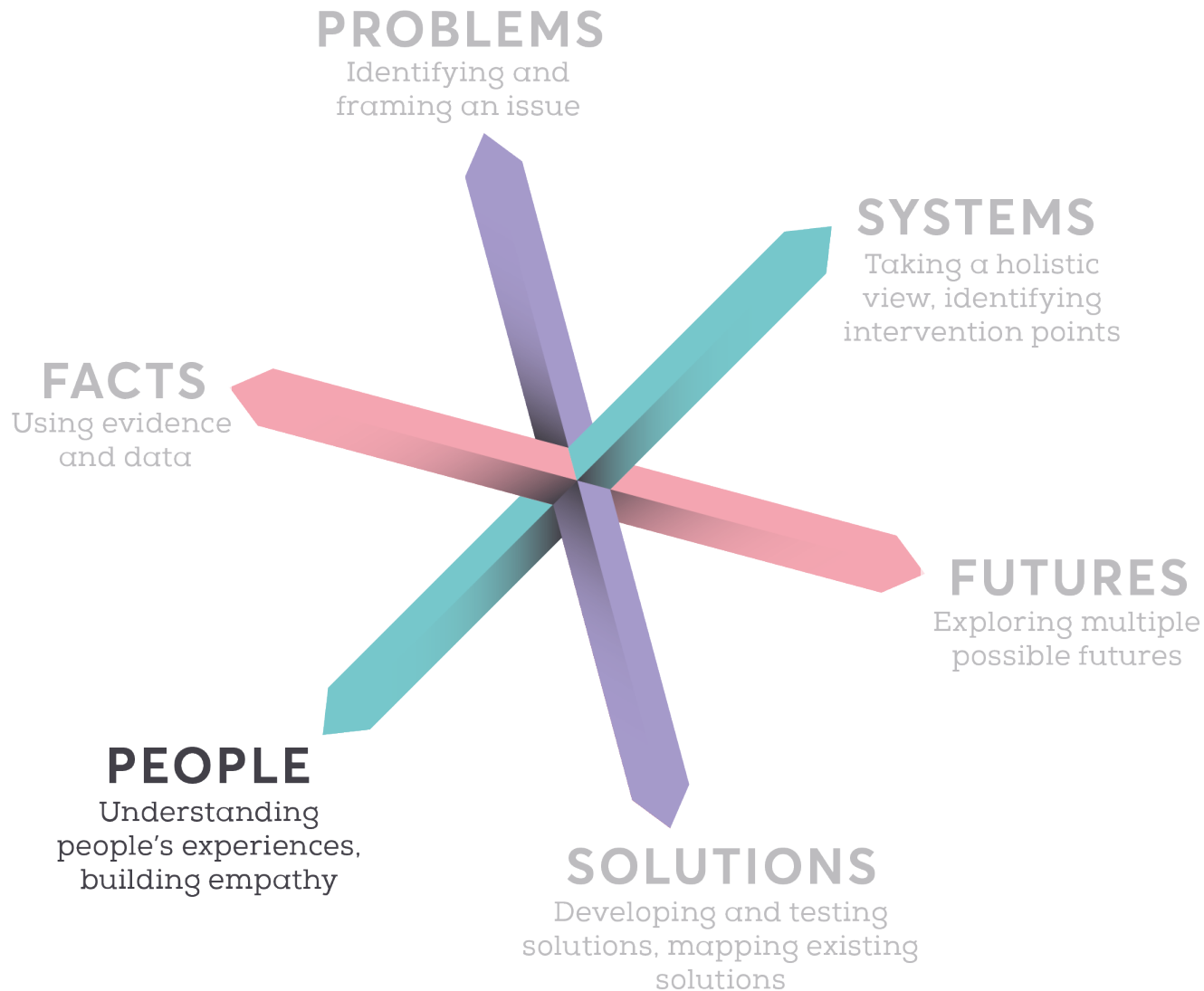


Each team will briefly present (3 minutes!) their challenge. Who is going to present? How you're going to tell your story?

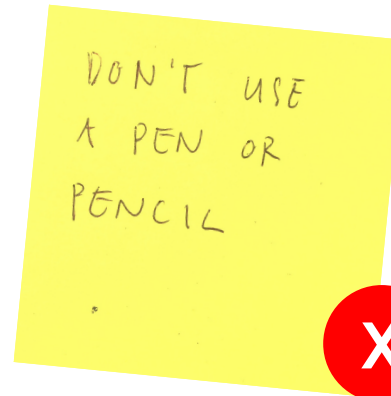
A woman with dark hair is shown in profile, looking down. The background is a city skyline with various skyscrapers. The entire image has a reddish-pink tint.

Principle: people

Developing a persona




Pro tip!



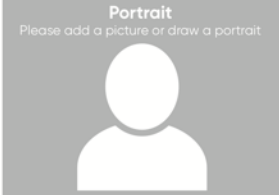


At the end of a session we often take a picture of a sheet (with our mobile). You will not be able to read the text written with pen or pencil. Therefore, always use a marker or sharpie.

Developing a persona



Developing a persona

A persona helps you to map out the key characteristics of the people you are working for and share it with others. You may use different personas for different segments or groups of people.

<p>Profile</p> <p>Name:</p> <div> <p>Portrait</p> <p>Please add a picture or draw a portrait</p>  </div> <p>Segment:</p> <p>Occupation:</p> <p>Age:</p> <p>Home town:</p> <p>Marital status:</p> <p>Family/Friends:</p> <p>Interests/Hobbies:</p> <p>Short bio:</p>	<p>Quote</p> <p>What is a typical quote that represents the persona's goals, motivations?</p> <div>   </div>		
	<p>Motivations</p> <p>What drives this persona?</p>	<p>Goals</p> <p>What are the goals that this persona tries to achieve?</p>	<p>Frustrations</p> <p>What frustrates this persona?</p>
	<p>Enablers</p> <p>What enables this persona to achieve his/her goals?</p>		<p>Barriers</p> <p>What obstructs this persona from achieving his/her goals?</p>

Develop a persona of the people who are most affected by the issue.



A persona is a powerful tool to **develop a shared understanding** with your team about the people you work with or for.

Personas help a team to make decisions with “real people” in mind.

You may create more than one persona (to highlight differences backgrounds, objectives, skills, etc).

The image displays four sample persona cards for a 'DIY 17' project. Each card is a structured form with a header 'I want to know the people I'm working with by visualising their key characteristics' and a grid of sections for personal and professional details.

Persona 1 (Top Left): A woman named Sandra, 27 years old, with a Bachelor's degree in Computer Science. She is a software developer, highly literate, and lives with her parents. Her interests include cooking, social media, and Facebook. Her personality is warm, sociable, and deferential. Her skills are computers, and her dreams are to own a business and have a social status. Her social environment is supportive, with a family and friends who encourage her to push boundaries.

Persona 2 (Top Right): A woman named Feven (F), 25 years old, who works at the Ministry of Health in Ethiopia. She is a middle manager, organized, and has a strong sense of responsibility. Her interests include music, family, and friends. Her personality is warm and open. Her skills include organizing and managing. Her dreams are to be a social entrepreneur and have a social status. Her social environment is supportive, with a family and friends who encourage her to push boundaries.

Persona 3 (Bottom Left): A woman named Mary, 25 years old, who is a female MSE consultant in Uganda. She is a trainer, organized, and has a strong sense of responsibility. Her interests include music, family, and friends. Her personality is warm and open. Her skills include organizing and managing. Her dreams are to be a social entrepreneur and have a social status. Her social environment is supportive, with a family and friends who encourage her to push boundaries.

Persona 4 (Bottom Right): A man named Ade, 25 years old, who is a Junior Manager (Small team) in Operations. He is a go-getter, organized, and has a strong sense of responsibility. His interests include music, family, and friends. His personality is warm and open. His skills include organizing and managing. His dreams are to be a social entrepreneur and have a social status. His social environment is supportive, with a family and friends who encourage him to push boundaries.

Reflection

How did that go?

Did you experience any struggles populating the sheet?

Very important!!!

This is usually not
the way to develop a
persona!

We let you do this to make you aware of your
assumptions and gaps.

What do we know?

(Validated)
knowledge

**What do you know
for sure?**

For which you have
evidence to support
your claims

Assumptions

**What do you think
you know for sure?**

But, for which you don't
have any evidence to
support your claims

Knowledge
gaps

**What is it that you
don't know?**

*For which you need to
do research*

Where do you normally start?



How often do you actually engage with citizens to understand their experiences, needs, aspirations, struggles?

What is your proximity to the issue?



You need proximity to create empathy.

What do you know
about how people
feel about the issue?

What do you actually know about their
experiences, needs, routines, aspirations, etc?

What stories – from
direct observation –
can you tell about the
people most affected
by the issue?

Did you experience any struggles populating the sheet?

Less of...

Making up
assumptions about
people's needs,
goals and
experiences (from
behind your desk)



More of...

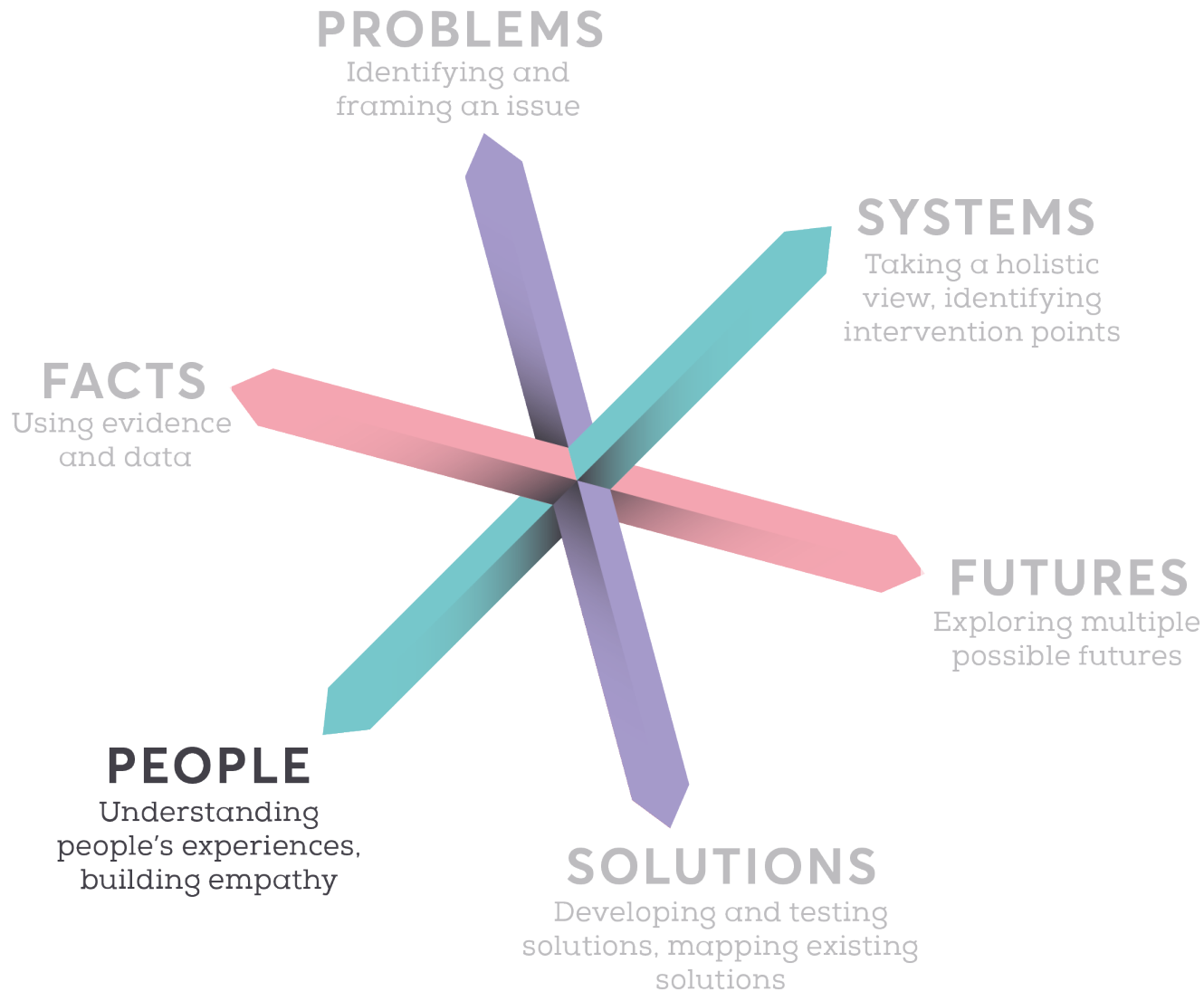
Engage directly
with people in their
natural habitat to
learn about their
needs, goals and
experiences

Coffee/tea break

A woman with dark hair is looking down, her face partially obscured by a large, semi-transparent image of a city skyline. The image has a strong magenta/purple color cast. The woman's face is in the foreground, looking down towards the bottom right. The city skyline is in the background, with several tall buildings visible. The text is overlaid on the left side of the image.

Principle: people

Exploring a day in the life



Aim of this session

Less of...

Understand problems based mainly on statistical data highlighting generalisable issues.



More of...

Understand problems based on meaningful conversations with people to learn about their everyday experiences

Learn how to explore everyday experiences and routines of people to elicit experiential insights and stories and use visualisation to support meaningful conversations

Find your partner...

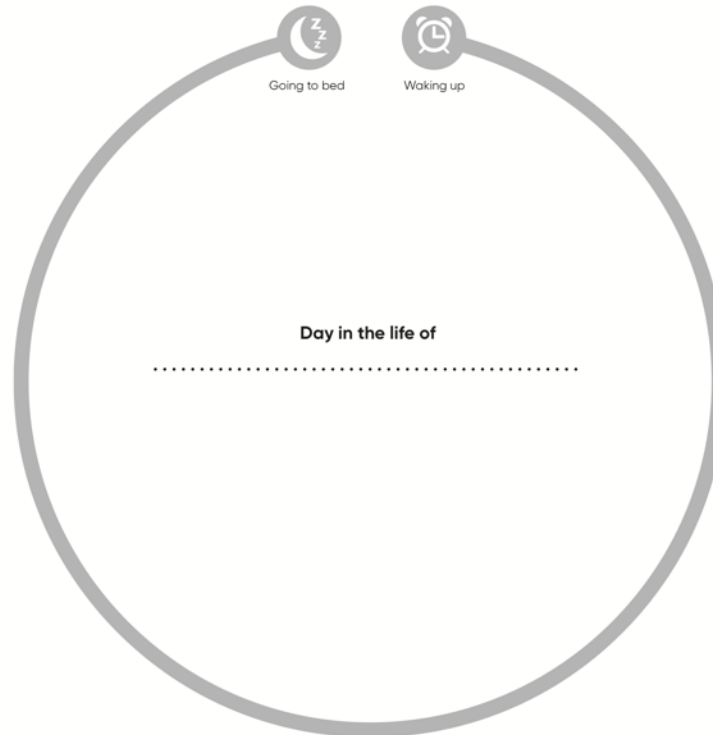
Say hello!... and
shake hands with
your partner.

Exploring a day in the life



Exploring a day in the life

This tool helps you to understand what a day in the life of your interviewees look like by mapping out their activities throughout one day. Build empathy by learning about their routines and precious moments.



Instructions

Start with the following questions:

- 1 Yesterday, what time did you wake up?
Plot this time next to the alarm clock
- 2 What did you do after getting up?
Plot this activity on the dial
- 3 And what did you do next?
Plot that on to the dial, as well
- 4 Repeat question 3 until it's "bedtime".
- 5 After mapping out all activities you might follow up on things that intrigued you during the interview. Try to dig for stories, feelings, and emotions. Ask "why?" often, in order to generate a deeper understanding.

We are going to explore a recent experience

What did your
interviewee's Sunday
look like?

What did he/she do?



Roles

What did you
do after you
woke up?



interviewer

At 7.20 I took
a shower,
then...



interviewee

An example....

A day in the life *Un día en la vida*

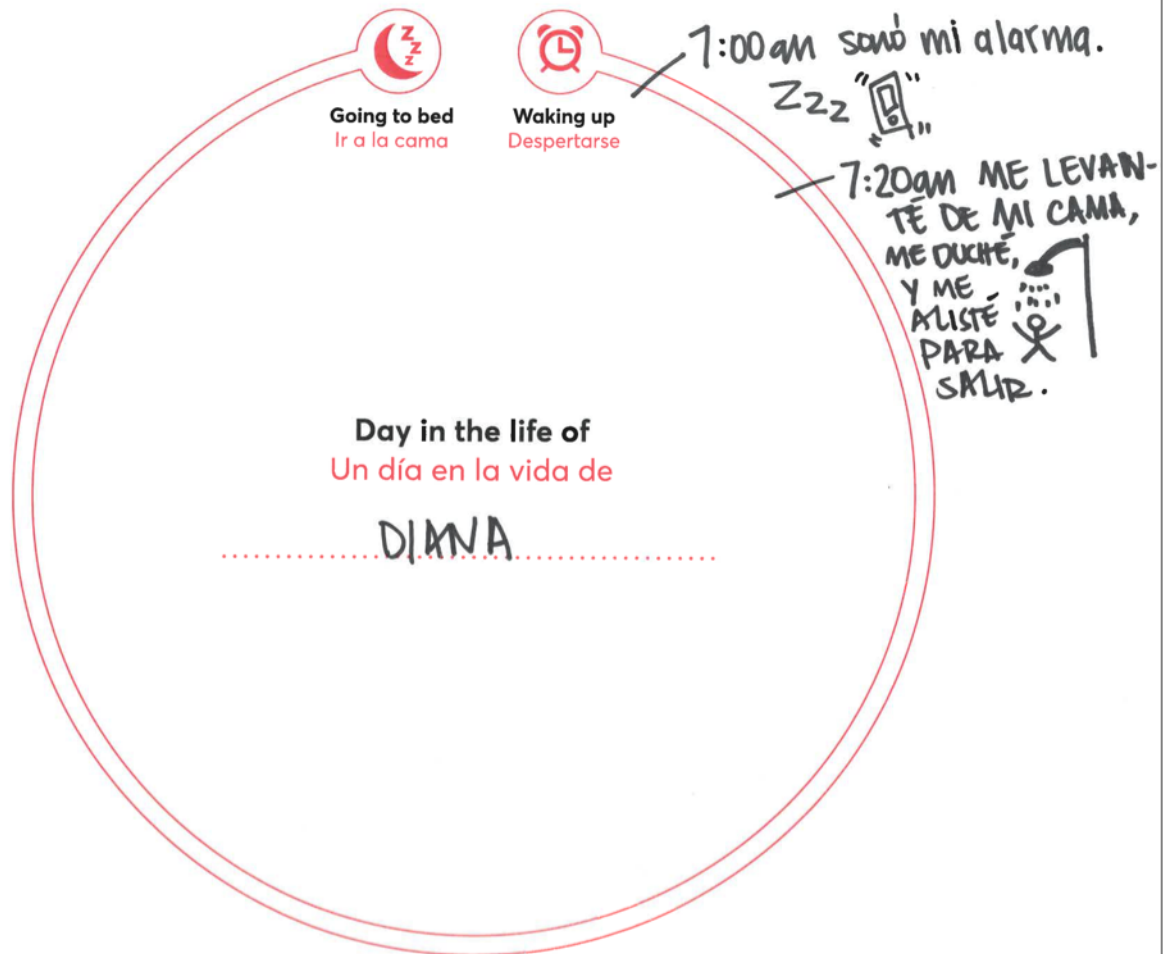
The purpose of this tool is to understand how a day in the life of your interviewee looks like by mapping out the activities throughout one day. Build empathy by learning about your interviewees routines and precious moments.

El propósito de esta herramienta es comprender cómo se ve un día en la vida de su entrevistado trazando las actividades a lo largo de un día. Desarrollar empatía aprendiendo acerca de las rutinas de sus entrevistados y sus momentos preciados.

Instructions *Instrucciones*

Start with the following questions:
Emplee con las siguientes preguntas:

- 1 Yesterday, what time did you wake up?
Ayer, ¿a qué hora te despertaste?
- 2 What did you do after getting up?
(Plot this activity on the dial.)
¿Qué hiciste después de levantarte?
(Grafica esto en el diagrama)
- 3 And what did you do then?
(Plot that on to the dial as well.)
¿Y qué hiciste después?
- 4 Repeat question 3 until it's "bedtime".
Repite la pregunta 3 hasta que sea la hora de ir a la cama.



An example....

A day in the life *Un día en la vida*

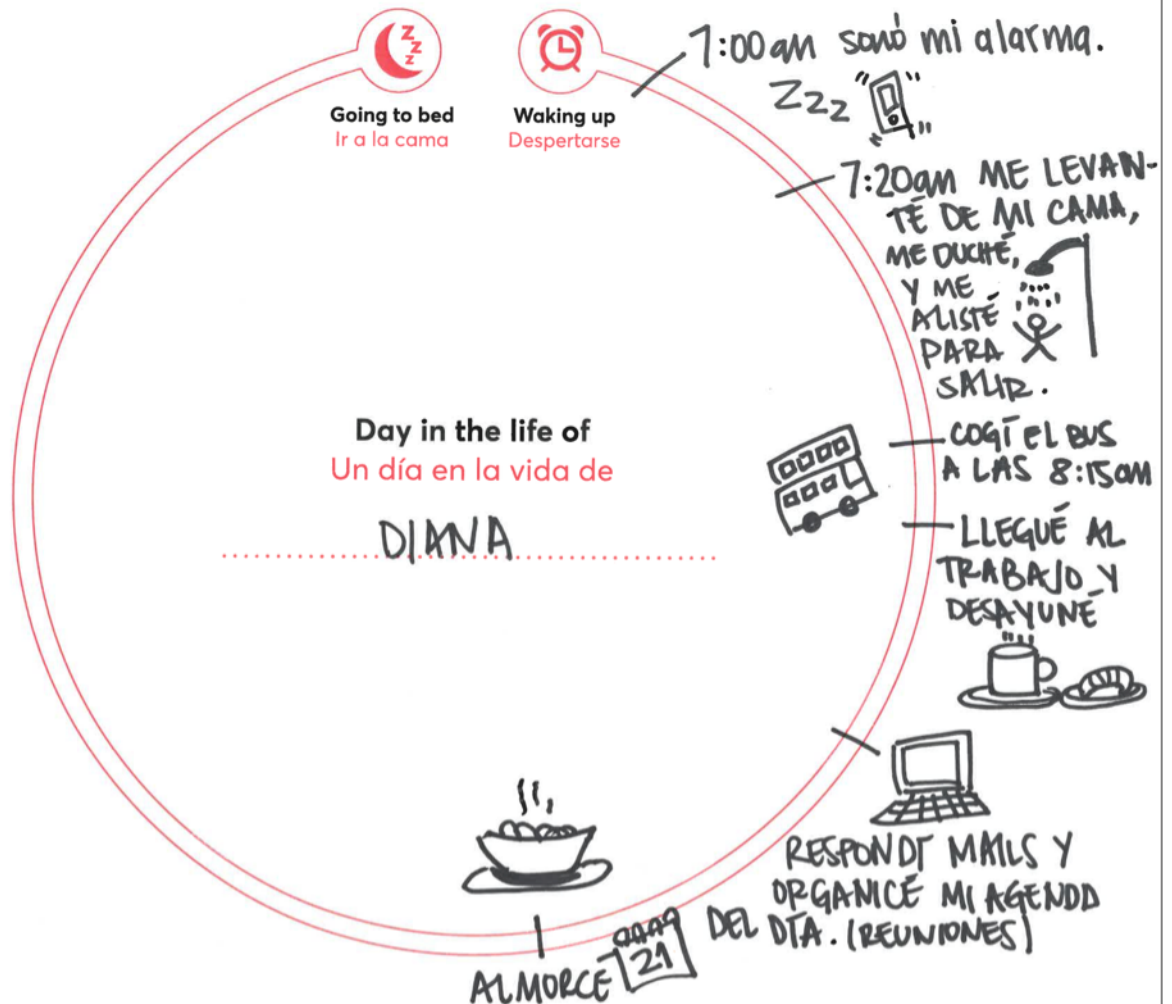
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Instructions *Instrucciones*

Start with the following questions:
Empezar con las siguientes preguntas:

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Ayer, ¿a qué hora te despertaste?
- 2 What did you do after getting up?
(Plot this activity on the dial.)
*¿Qué hiciste después de levantarte?
(Grafica esto en el diagrama)*
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An example....

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An example....

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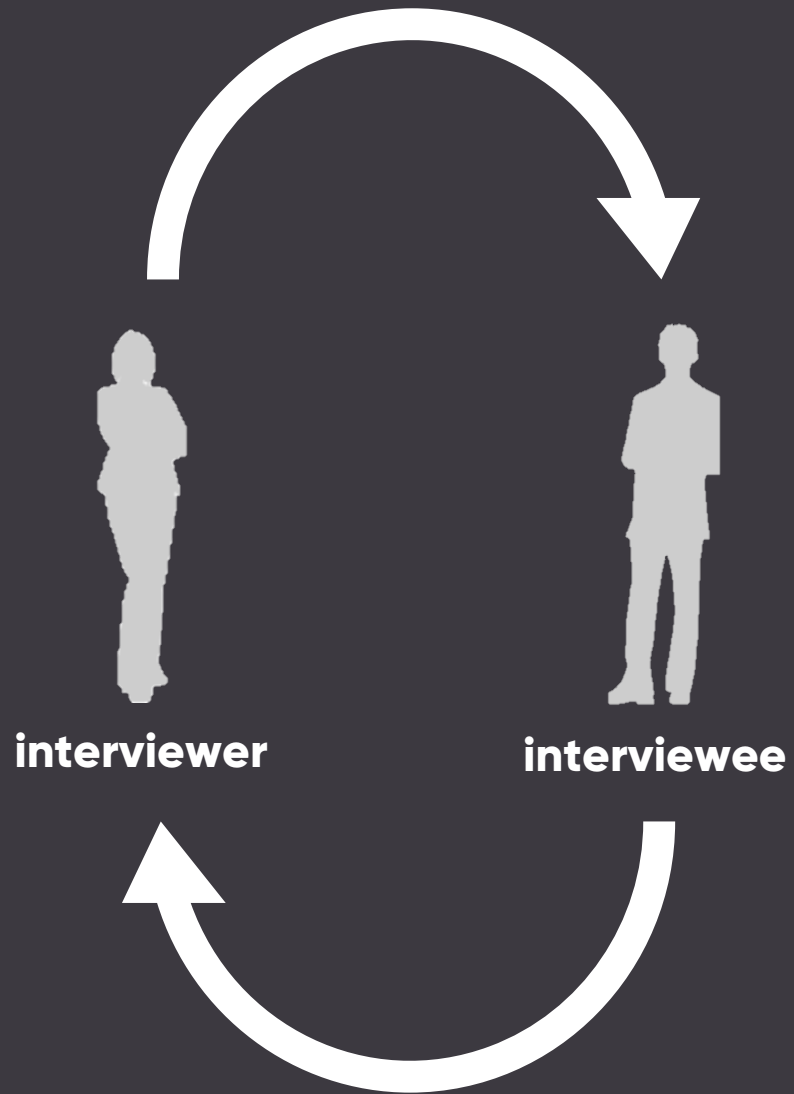
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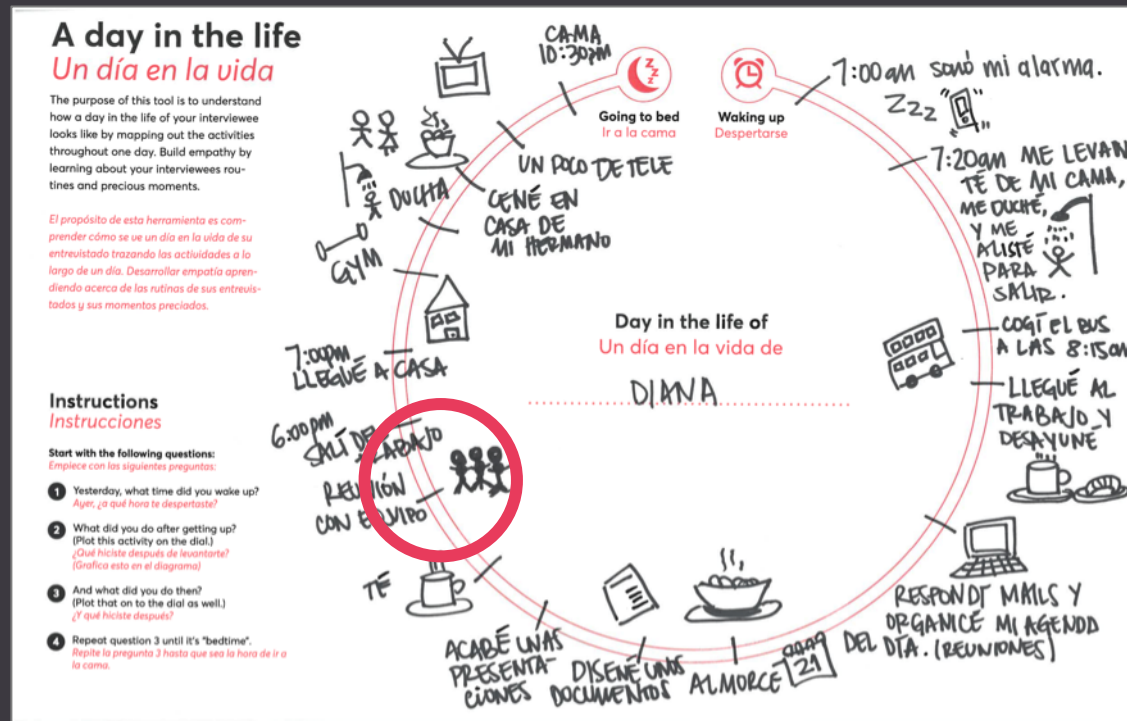
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¿Y qué hiciste después?
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Swap roles



Probing for deeper insights



What moment did your interviewee enjoy the most? What was a moment he/she enjoyed less? Why?

Follow up one thing that intrigued you during the interview. Try to dig for stories, feelings, and emotions.

Ask 'why?' often.

Try to avoid close ended questions

~~Did you have burritos for lunch?
Do you like burritos?~~

What did you have for lunch?
How did you decide what to
have...?

what people...

say

do

use

explicit/observable

tacit/latent

know

feel

dream

intentions

goals

ambitions

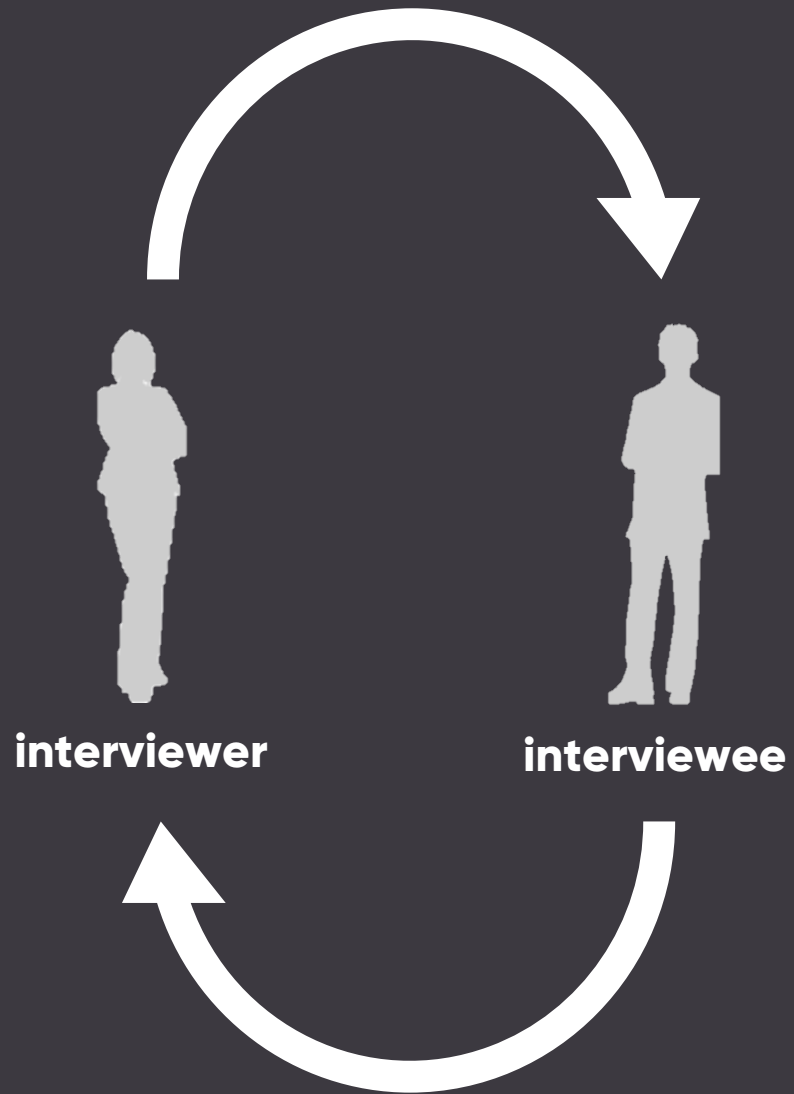
beliefs

values

why, why, why...



Swap roles



Less of...

Understand
problems based
mainly on
statistical data
highlighting
generalisable
issues.



More of...

Understand
problems based on
meaningful
conversations with
people to learn
about their
everyday
experiences

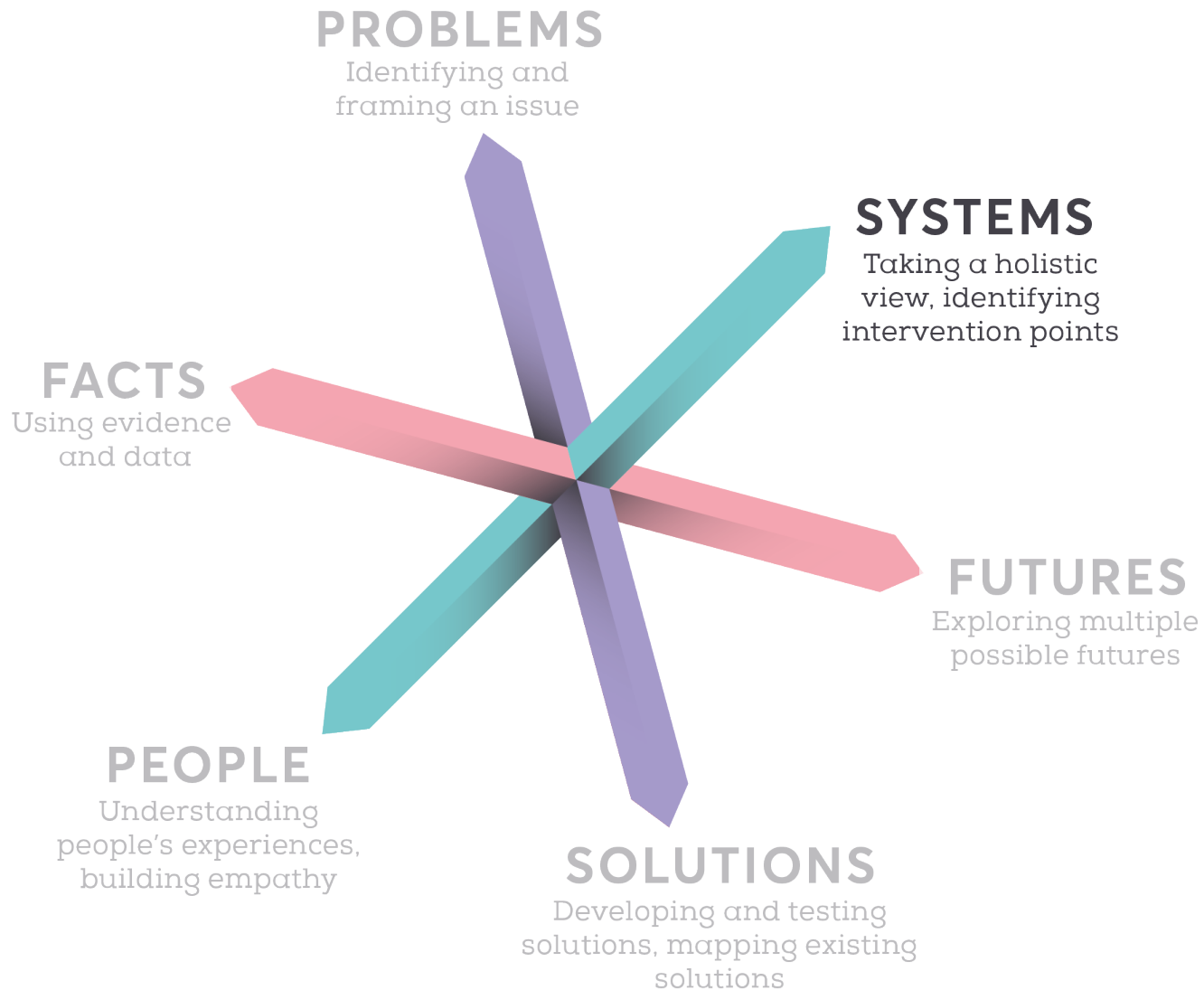
Lunch break

Today's agenda

- 9:00** Check in
- 9:15** Sharing your challenges
- 10:00** People: developing a persona
- 10:45 Coffee/tea break
- 11:00** People: exploring a day in the life
- 12:00 Lunch break
- 13:00** Systems: mapping stakeholders
- 14:00** Facts: using evidence
- 14:45 Coffee/tea break
- 15:00** Facts: using data
- 15:45** Futures: exploring possible futures
- 16:45** Reflection

Principle: systems

Mapping stakeholders



Aim of this session

Less of...

Relying on the
'expert' knowledge
within your team
and working with
the 'usual
suspects'.



More of...

Considering those
who are
(in)directly
affected by the
issue as the
experts, working
with the 'unusual
suspects'

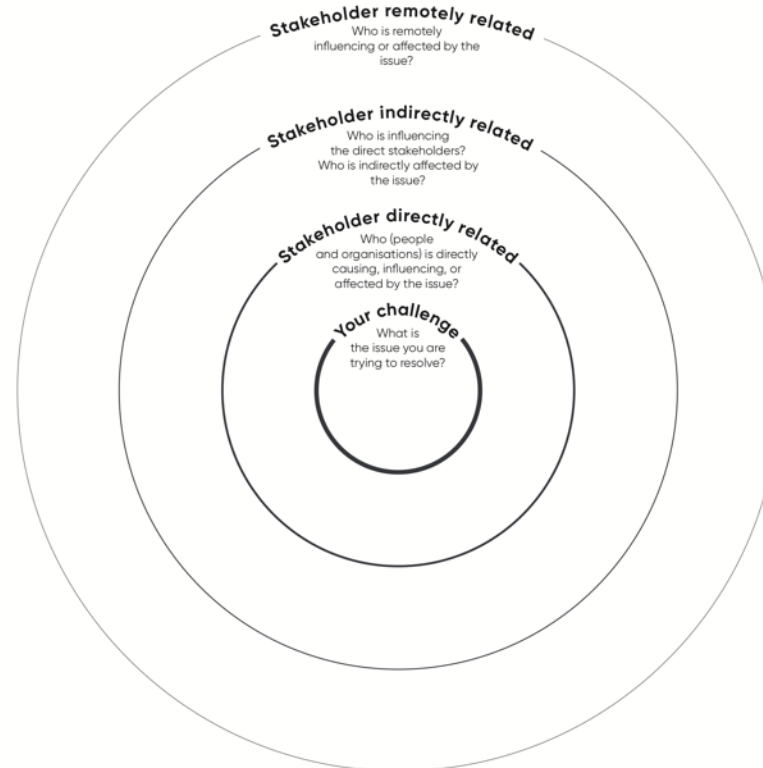
Learn how to explore the stakeholder landscape
and identify the unusual suspects who may give
new perspectives and insights.

Mapping your stakeholders



Mapping your stakeholders

This tool helps to make tangible who has a stake in the issue. Specifically in identifying who causes or indirectly influences the issue, who is affected by it, (directly or indirectly), and how these actors are related.

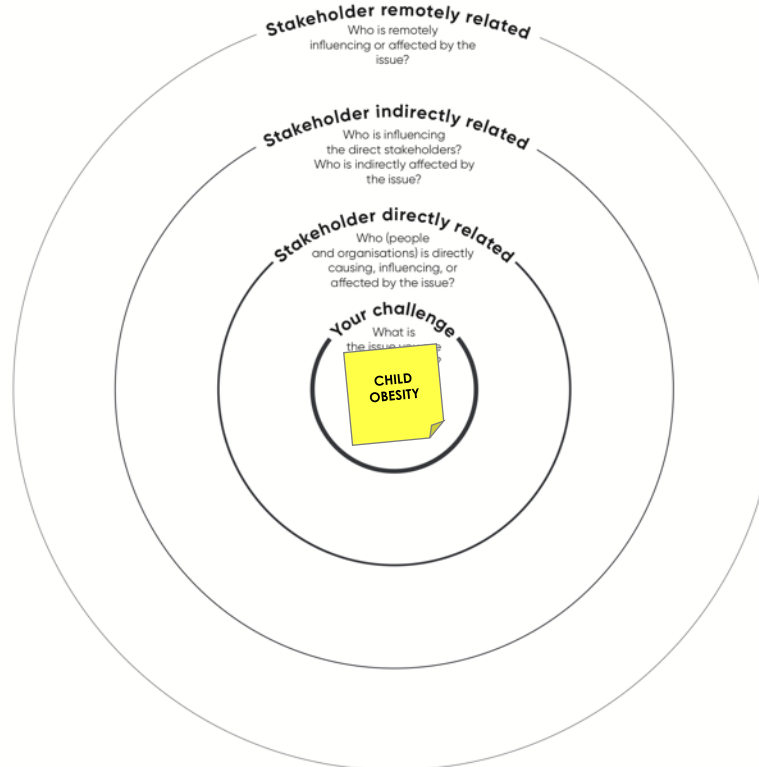


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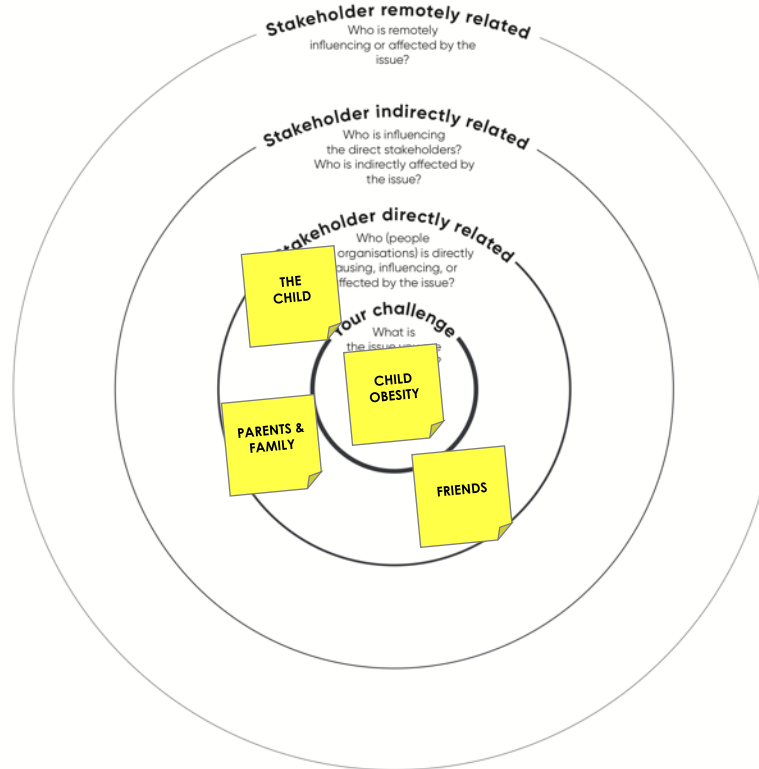
Start with mapping your issue in the centre.

Mapping your stakeholders



Mapping your stakeholders

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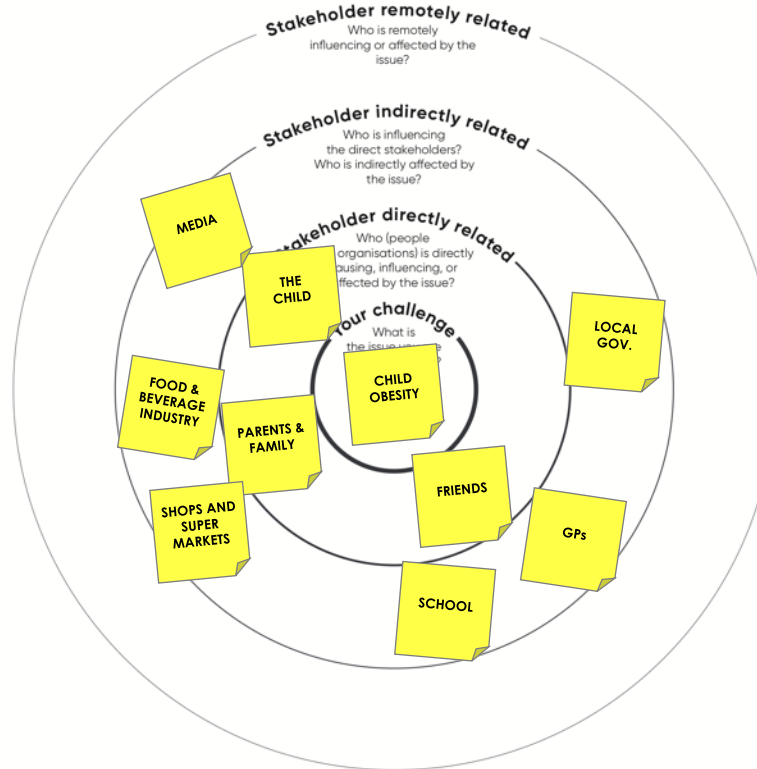
... then map out the stakeholders who are directly related to the issue ...

Mapping your stakeholders



Mapping your stakeholders

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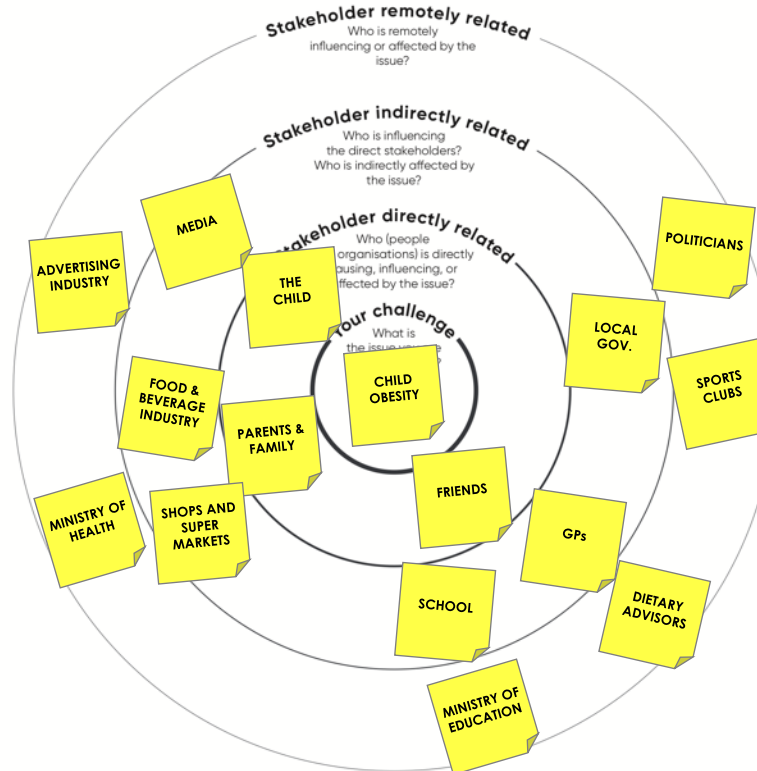
... followed by the stakeholders who are indirectly related ...

Mapping your stakeholders



Mapping your stakeholders

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... and finally the stakeholder who are remotely related.

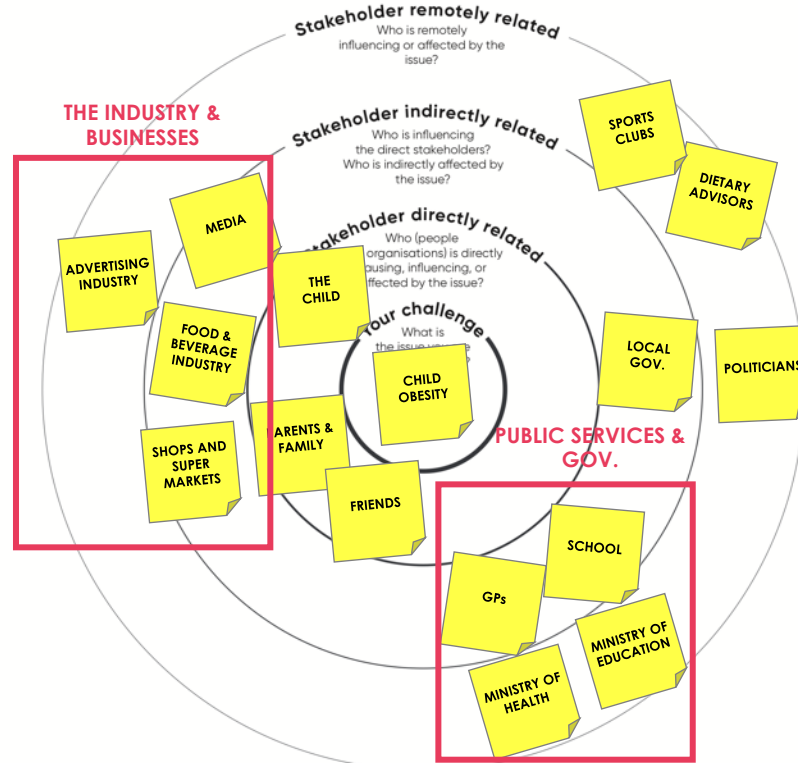


Mapping your stakeholders



Mapping your stakeholders

This tool helps to make tangible who has a stake in the issue. Specifically in identifying who causes or indirectly influences the issue, who is affected by it, (directly or indirectly), and how these actors are related.



Can you cluster your stakeholders into distinctive categories?



Identify on your stakeholder map

Who are the usual and unusual suspects?

Who should you engage with? Who is going to give you new perspectives or insights?



Aim of this session

Less of...

Relying on the
'expert' knowledge
within your team
and working with
the 'usual
suspects'.



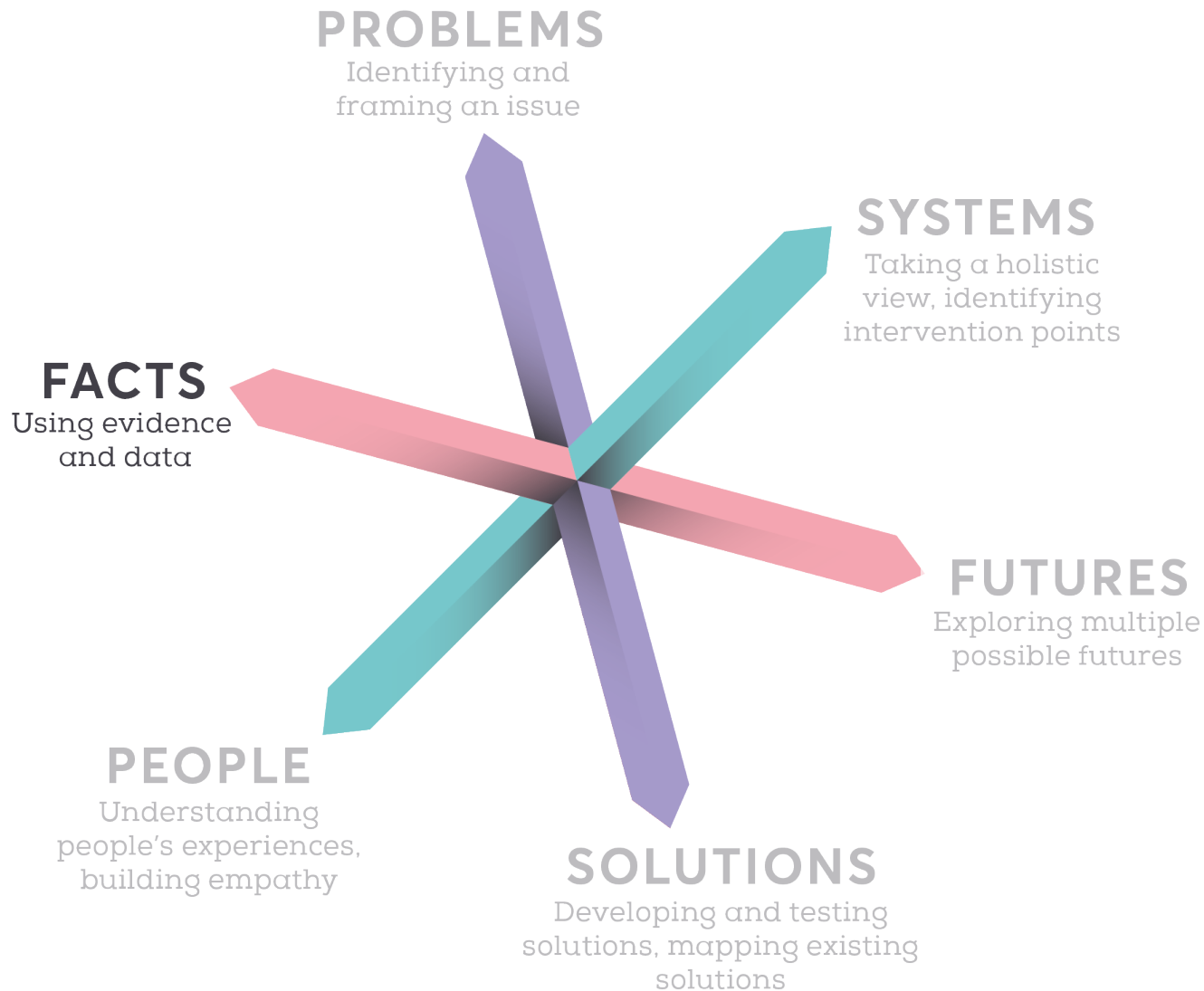
More of...

Considering those
who are
(in)directly
affected by the
issue as the
experts, working
with the 'unusual
suspects'

Learn how to explore the stakeholder landscape
and identify the unusual suspects who may give
new perspectives and insights.

Principle: facts

Using evidence



Aim of this session

Less of...

Use invalidated
"evidence" to
support
assumptions
and inform
decisions



More of...

Use critically
assessed
research
evidence to
challenge
assumptions
and inform
decisions

Learn how to critically assess research evidence
on trustworthiness and relevance

What do we know?

(Validated)
knowledge

**What do you know
for sure?**

For which you have
evidence to support
your claims

Assumptions

**What do you think
you know for sure?**

But, for which you don't
have any evidence to
support your claims

Knowledge
gaps


**What is it that you
don't know?**

*For which you need to
do research*

What research
evidence do you have
about your challenge?



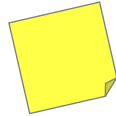
Are there any reports, academic papers, books
about your challenge?

Using evidence



Appraising evidence

This tool helps you to critically reflect on the trustworthiness and quality of your research.

Source What is the name or title of the source?	Key insights What are the main take-aways related to your challenge?	Relevance What part of the source is relevant to your challenge?	Quality How would you rate its trustworthiness or quality?	Critical review Are the findings conclusive? How might you refute or challenge the main claims?
			☆☆☆☆☆	
			☆☆☆☆☆	
			☆☆☆☆☆	
			☆☆☆☆☆	
			☆☆☆☆☆	

Start with a trend or (disruptive) event related to your challenge in middle and explore the implications of that.



How might you use
research evidence to
challenge assumptions
and identify gaps?

How much evidence
do you need?

And what kind of evidence?

Bounded rationality (Herbert Simon)

The human capacity to make decisions is bounded by three constraints:

- Limited information available
- Cognitive limitations
- Limited amount of time

Aim of this session

Less of...

Use invalidated
"evidence" to
support
assumptions
and inform
decisions



More of...

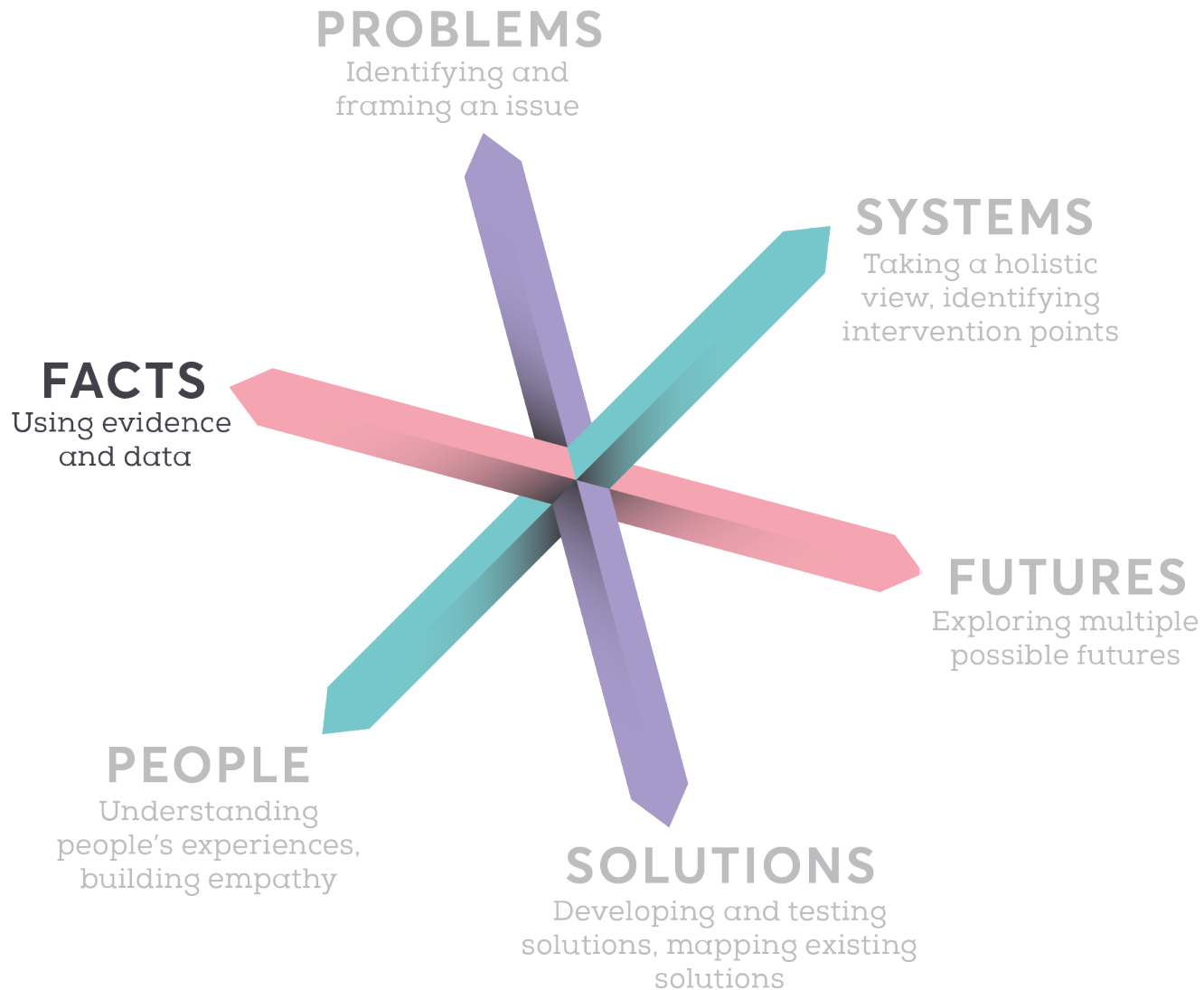
Use critically
assessed
research
evidence to
challenge
assumptions
and inform
decisions

Learn how to critically assess research evidence
on trustworthiness and relevance

Coffee/tea break

Principle: facts

Using data



Aim of this session

Less of...

Specific frames
are used to
shape data.
Utilising data to
support current
thinking.



More of...

Data informs
and challenges
how challenges
are framed.
Using a greater
volume of
diverse data.

Learn how to explore different data sets.



UNITED NATIONS GLOBAL PULSE

Harnessing big data for development and humanitarian action



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PULSE LAB DIARIES

Inferring Jakarta Commuting Statistics from Twitter

by Pulse Lab Jakarta

May 30, 2017



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GO

What other data sets
might you use to
generate insights?

Using evidence



Mapping data

This tool will help you map out the data you could use and supports you in discussing potential constraints.

Challenge:

What are your key organisational issues?

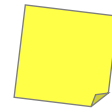
Internal data

What internal organisational data do you have about the issue?



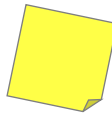
External data

What external data about the issue could you use?



Internal access

Who do you need to engage to access the data?



External access

Who do you need to engage to access the data?

Constraints

What other constraints do you need to take into consideration? (e.g. legal issues, privacy issues, data quality issues)

What data do you have about the issue?



Less of...

Specific frames
are used to
shape data.
Utilising data to
support current
thinking.

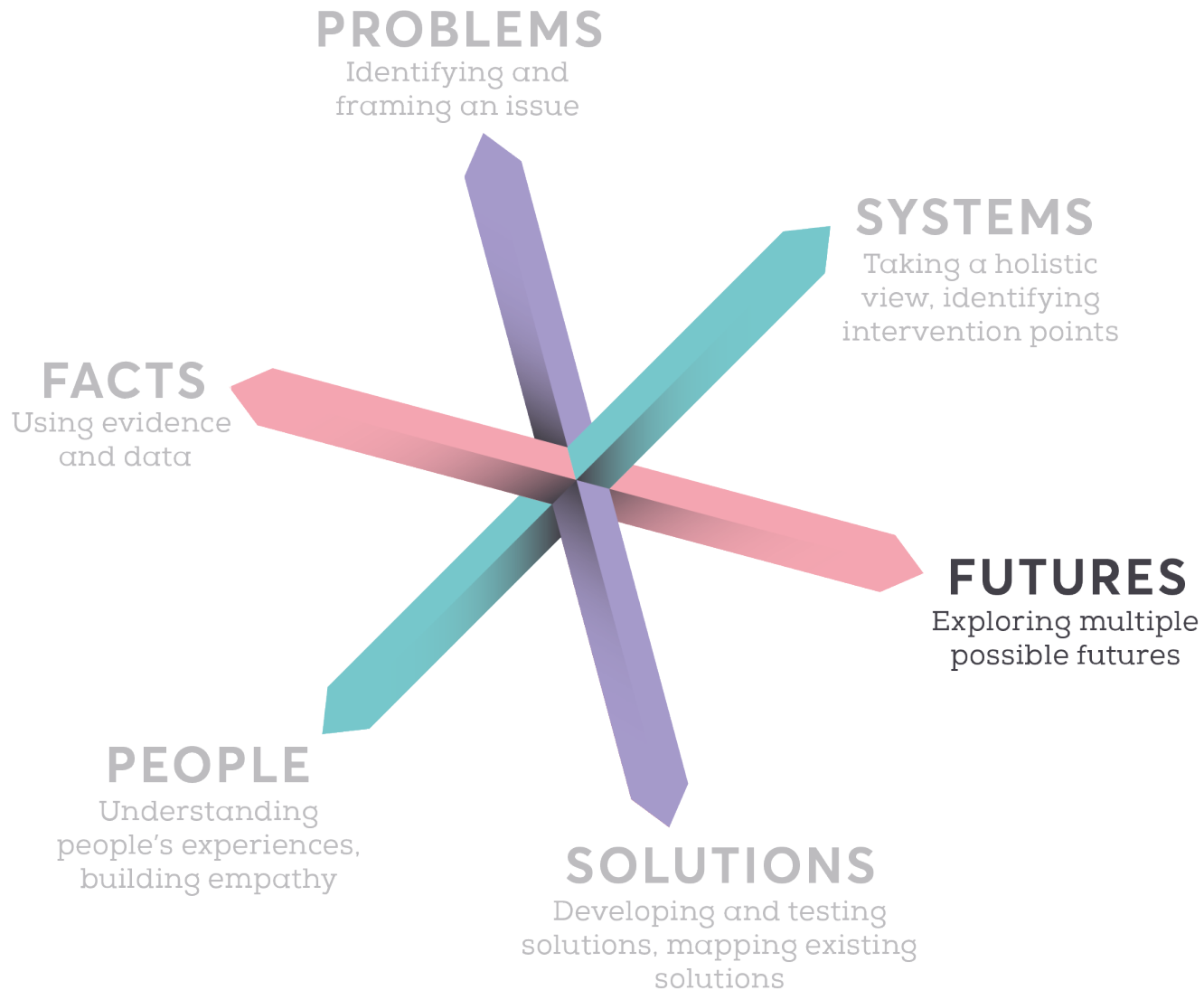


More of...

Data informs
and challenges
how challenges
are framed.
Using a greater
volume of
diverse data.

Principle: futures

Exploring possible futures



Aim of this session

Less of...

Envisioning a
singular
(desired) future.
Only plan for
desired future



More of...

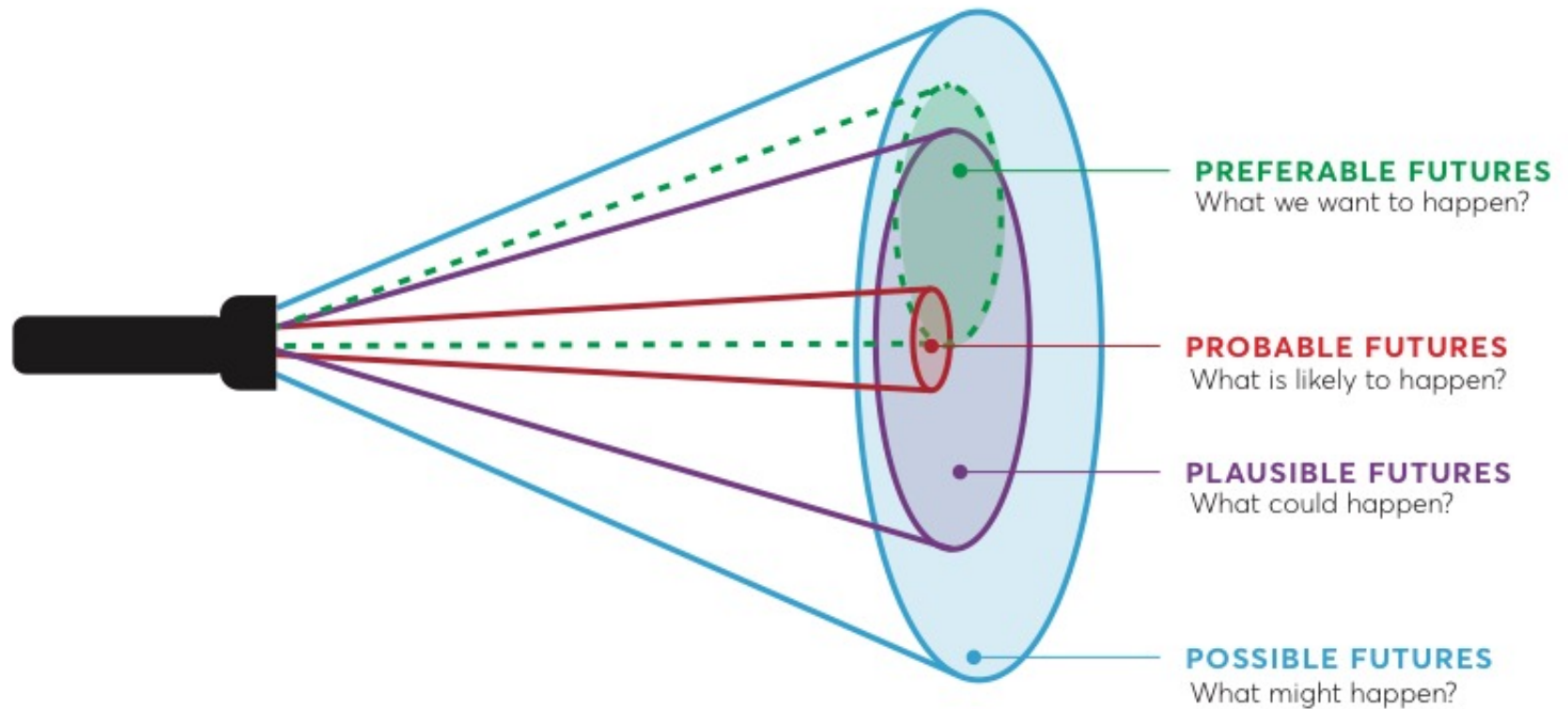
Envisioning
multiple
futures and
multiple
scenarios to
happen

Learn how to use the Futures Wheel to explore
multiple possible futures.

*"The future is already
here – it's just not
evenly distributed"*

William Gibson

There isn't just one future, there are multiple possible futures



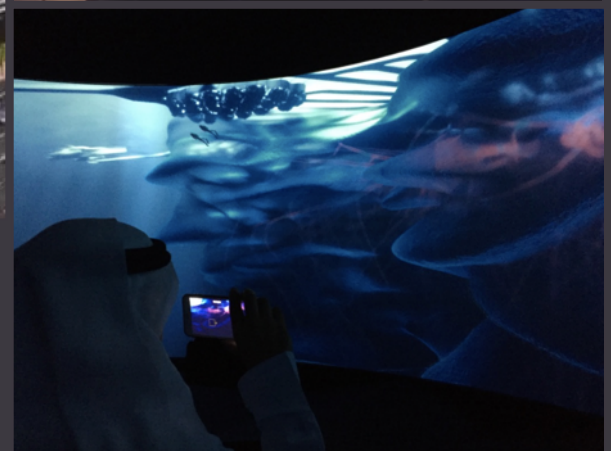
The future is not just
happening to us, we
can prepare for it, and
shape it...

... to a certain extent of course

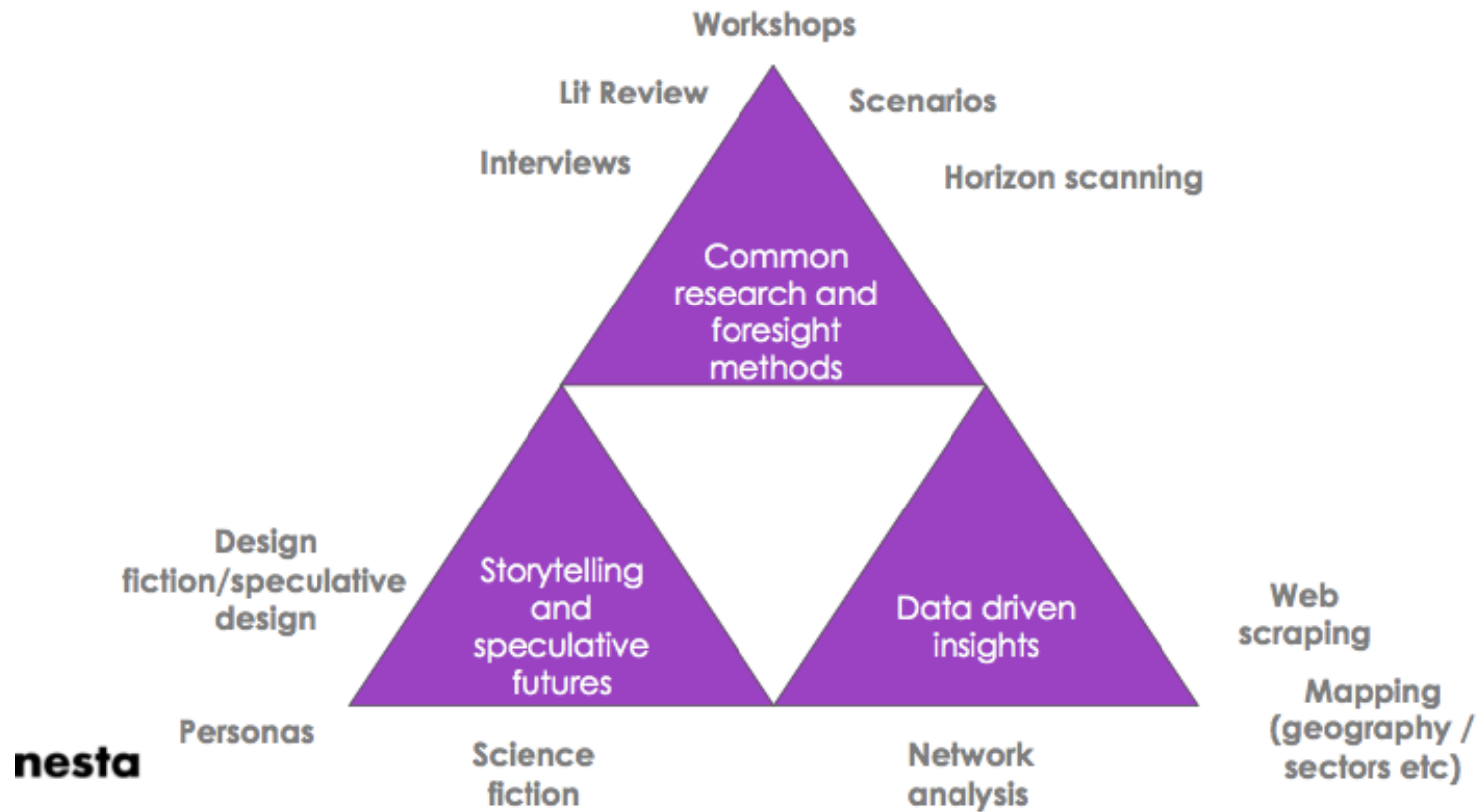
Exploring multiple possible futures: Futurefest



Exploring multiple possible futures: Museum of the Future (Dubai)



There are various methods to explore the future



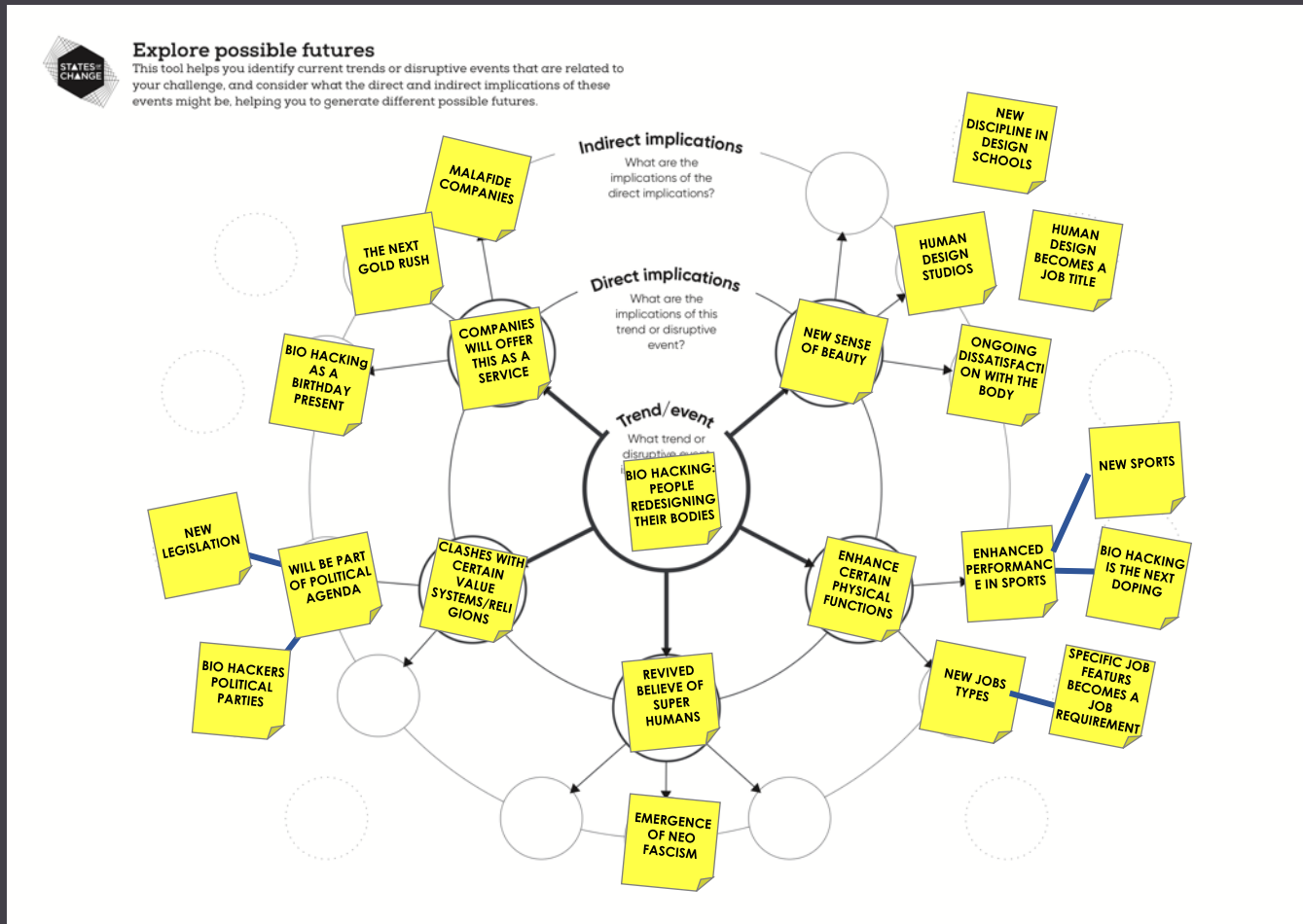
Bio hacking



Bio hacking



Explore possible futures (future wheel)



Start with a trend or (disruptive) event related to your challenge in middle and explore the implications of that.

Less of...

Envisioning a
singular
(desired) future.
Only plan for
desired future



More of...

Envisioning
multiple
futures and
multiple
scenarios to
happen

Reflection

A woman with dark hair is shown in profile, looking down. The background is a city skyline with several tall buildings. A semi-transparent, reddish-pink overlay of the same city skyline is positioned behind the woman, creating a reflection effect. The overall color palette is dominated by purples and pinks.

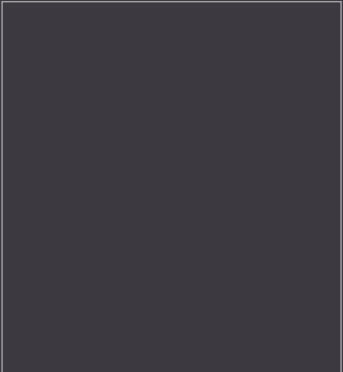
Any light bulb
moments today?

How (un)common are
these tools and
methods to you?

Do you see opportunities for using them in your
everyday job?

Tomorrow

Monday



13:00 – 17:00
Welcome to the
program

17:00+
Networking &
drinks

Tuesday

9:00 – 12:00
People &
Systems

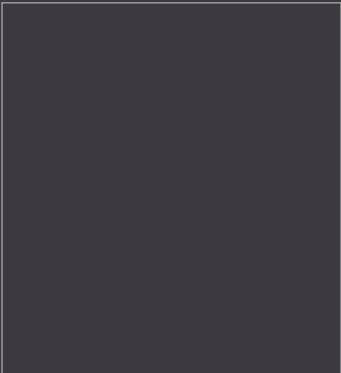
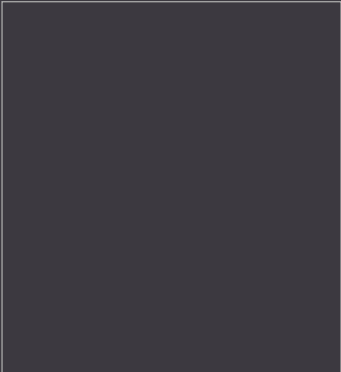
13:00 – 17:00
Facts & Futures

Wednesday

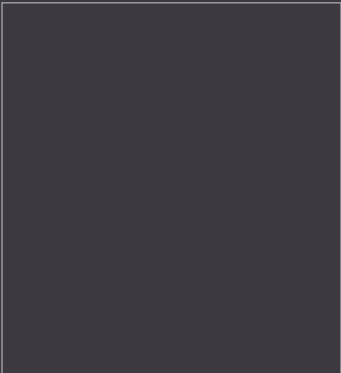
9:00 – 12:00
Problems &
Solutions

13:00 – 17:00
Building your
team

Thursday



Friday



A woman's profile is shown in silhouette, facing left. Inside her head, a cityscape with mountains and a body of water is visible. The background is a gradient of purple and pink, with a cityscape and mountains visible in the distance. The text "Thank you!" is written in a large, white, serif font across the center of the image.

Thank you!

