

States of Change Learning Programme

# Scoping Workshop

Day 2

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Melbourne, April 2018

STATES  
OF  
CHANGE

VICTORIA  
State  
Government

A woman with dark hair is shown in profile, looking down at a small architectural model of a city. The background is a blurred cityscape with tall buildings. The entire image has a reddish-pink color cast. The text 'Check in' is overlaid in the upper left.

# 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

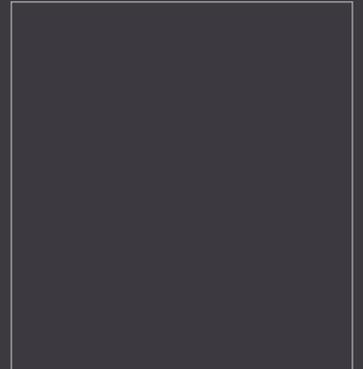
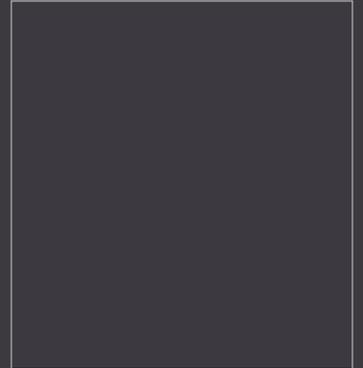
9:00 – 12:00  
Problems &  
Solutions

13:00 – 17:00  
Building your  
team

## Thursday



## Friday

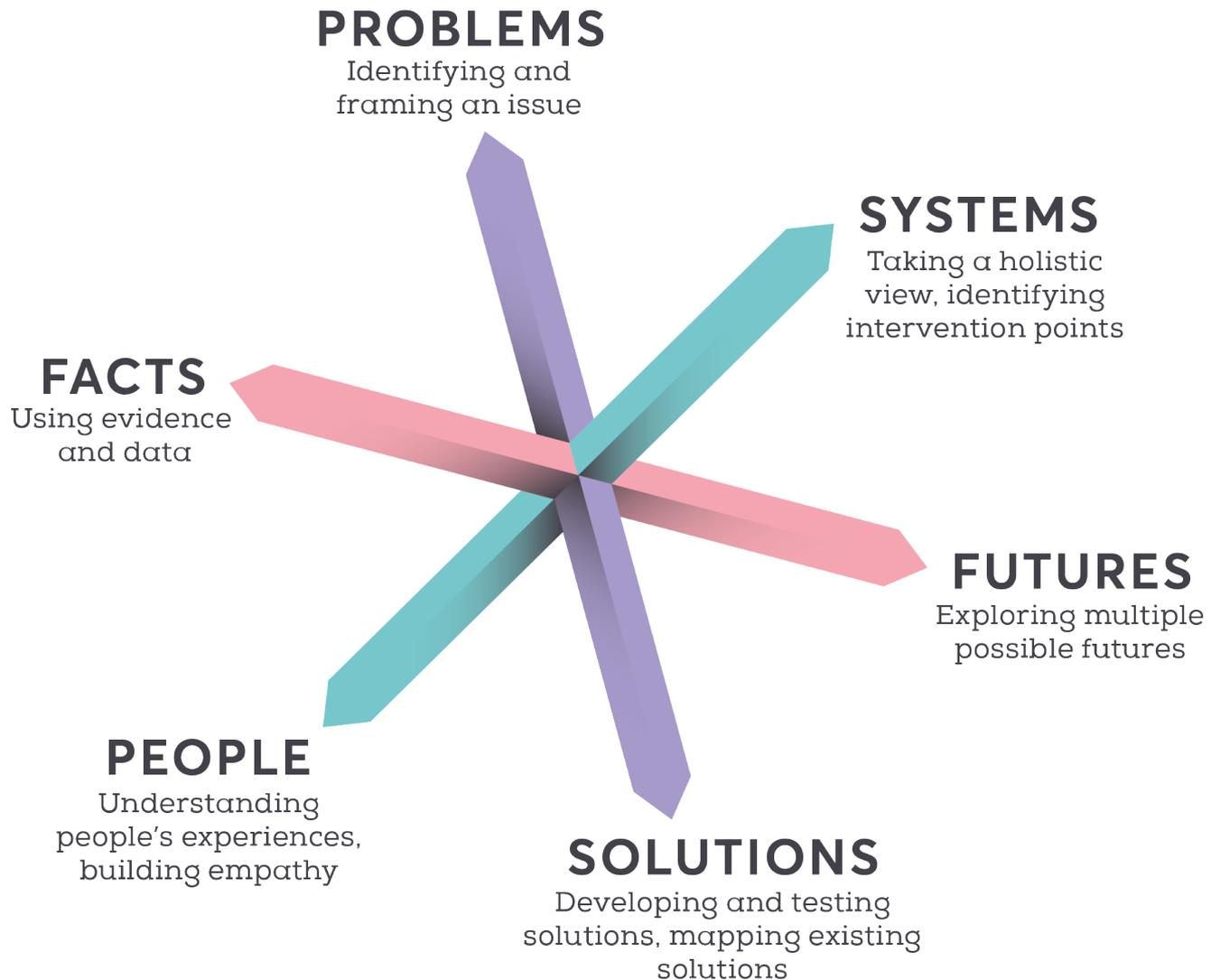


**Remember what we said yesterday about what to expect?**



**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

Project

# Sharing your challenge

# 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

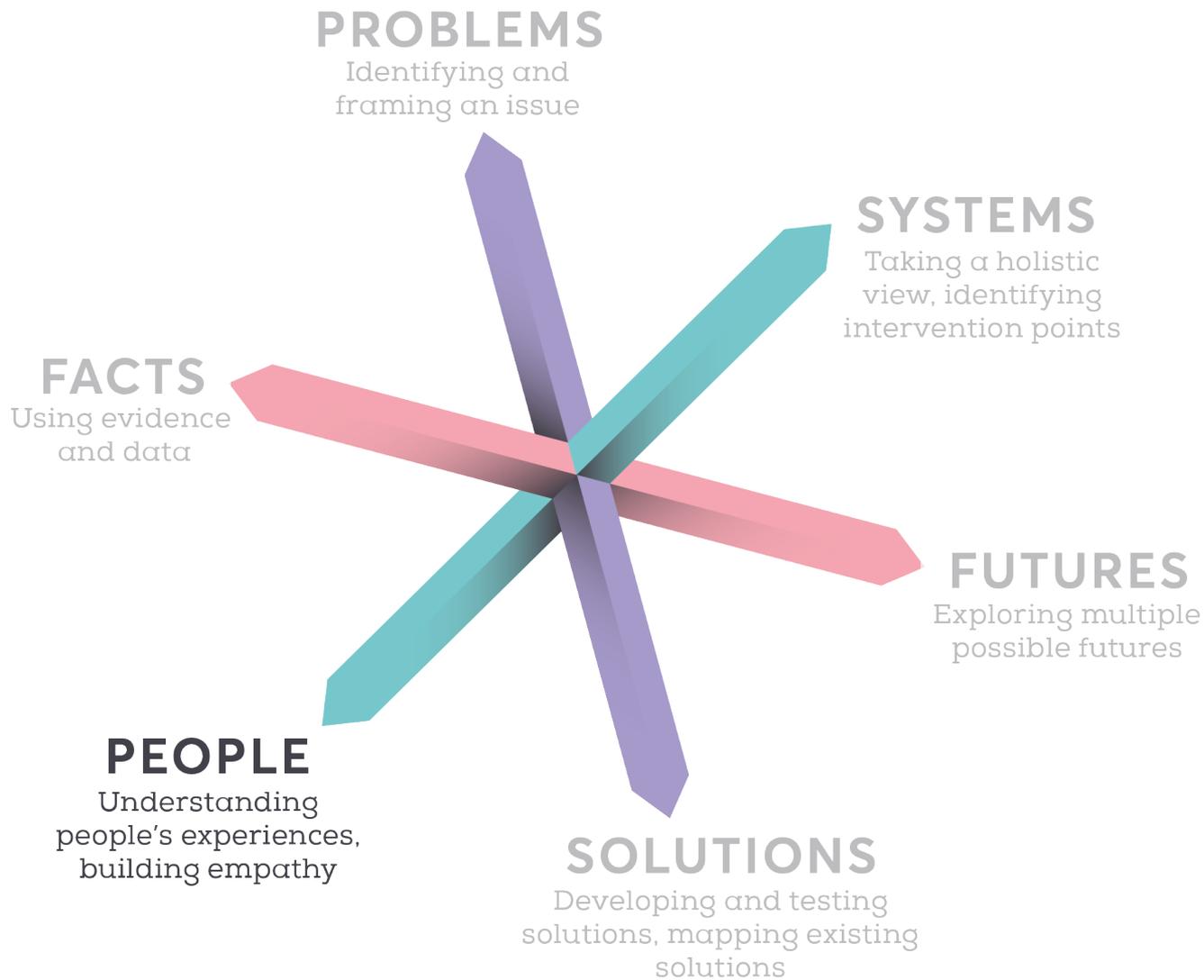


Each team will briefly present (3 minutes!) their challenge. Who is going to present? How you're going to tell your story?

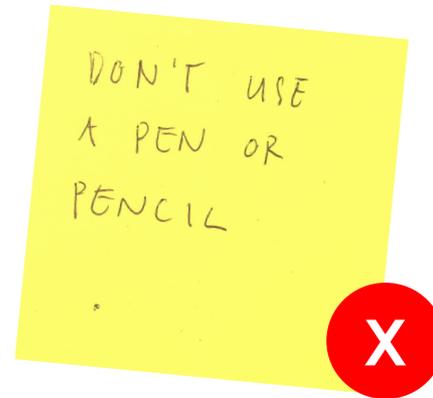


Principle: people

# Developing a persona



## Pro tip!



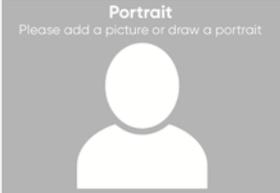
At the end of a session we often take a picture of a sheet (with our mobile). You will not be able to read the text written with pen or pencil. Therefore, always use a marker or sharpie.

# 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.

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

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 hand-drawn persona cards, each titled 'DIY 17 PERSONAS'. Each card is a grid with the following sections:

- WHO AM I?:** Includes a photo, name, title, age, education, and other personal details.
- 3 REASONS FOR ME TO ENGAGE WITH YOU:** A list of three reasons.
- 3 REASONS FOR ME NOT TO ENGAGE WITH YOU:** A list of three reasons.
- MY PERSONALITY:** A list of personality traits.
- MY SKILLS:** A list of skills.
- MY DREAMS:** A list of dreams or goals.
- MY SOCIAL ENVIRONMENT:** A list of social influences.
- MY INTERESTS:** A list of interests.
- MY SOCIAL ENVIRONMENT:** A list of social influences.
- MY DREAMS:** A list of dreams or goals.
- MY SOCIAL ENVIRONMENT:** A list of social influences.

**Persona 1 (Sandra):** A 27-year-old Nigerian with a Computer Science degree, who is a digital marketer and a team player.

**Persona 2 (Feven):** A 25-year-old Middle Manager who is a social media enthusiast and a team player.

**Persona 3 (Mavis):** A 26-year-old Female MBE consultant who is a trainer and a team player.

**Persona 4 (Ade):** A 29-year-old Junior Manager who is a networker and a team player.

## 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)



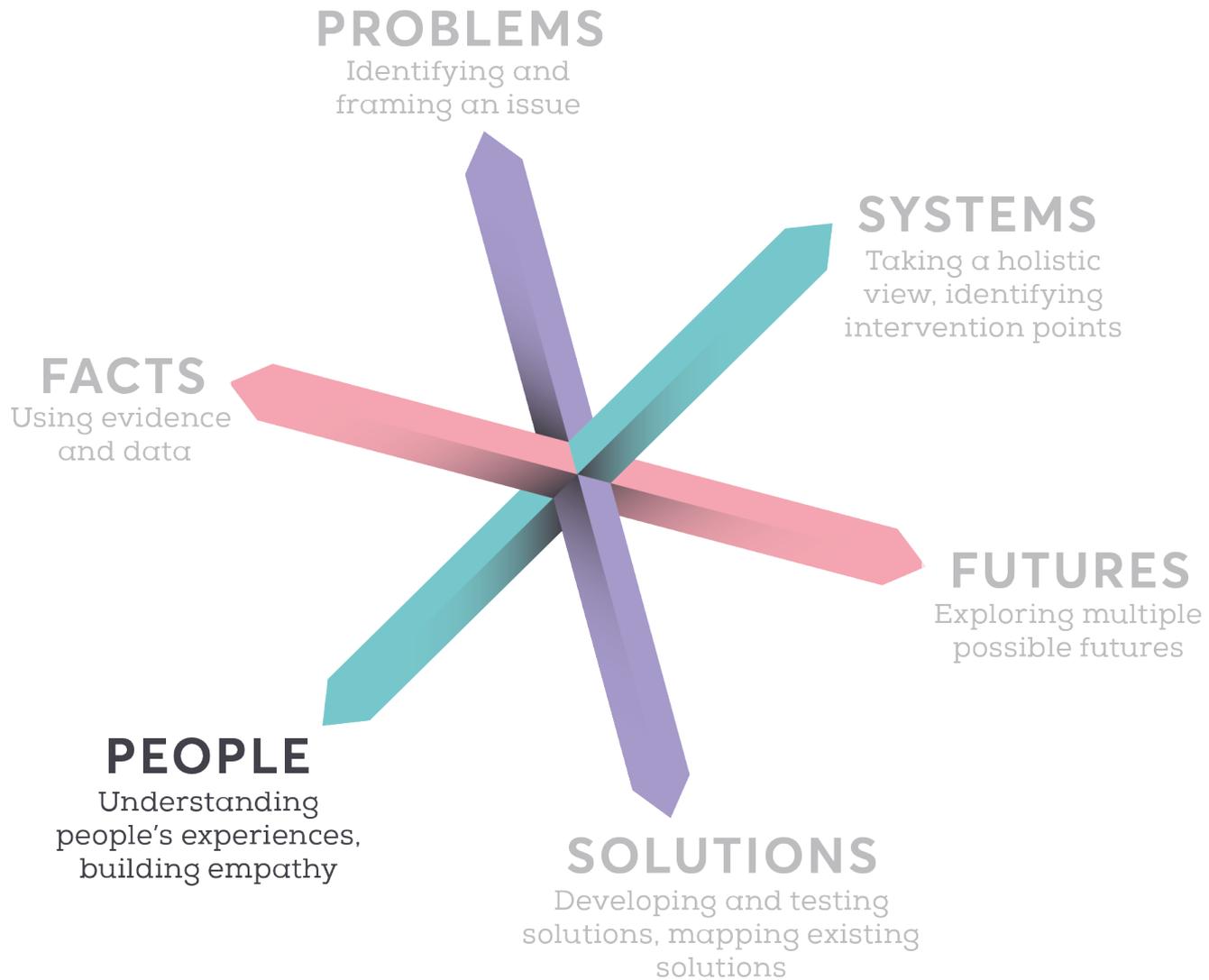
## More of...

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

Coffee/tea break

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...

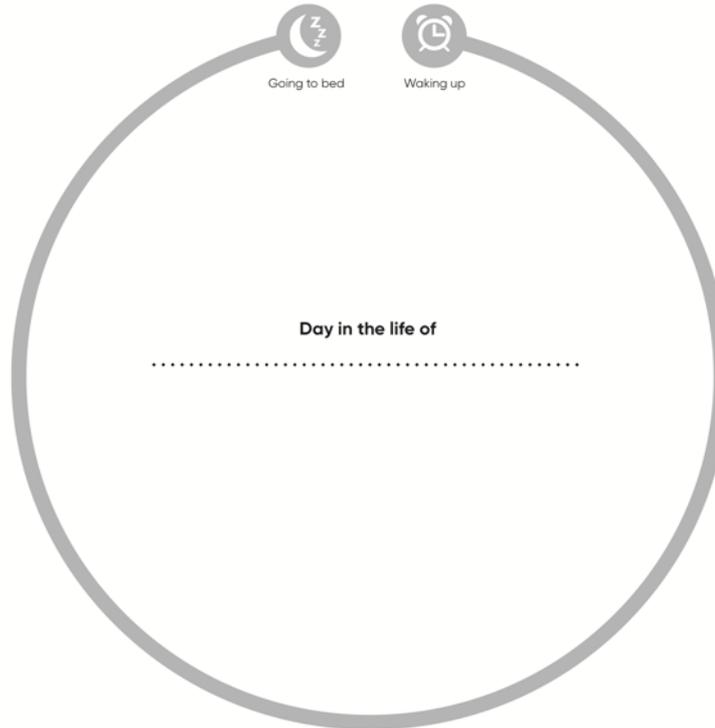
Say hello!... and  
shake hands with  
your partner.

# 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

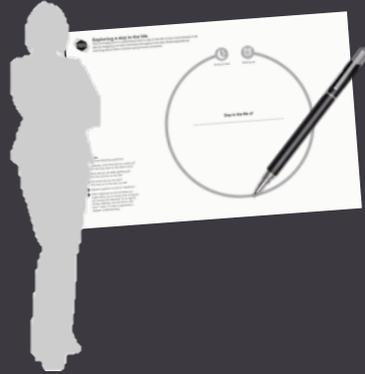
What did your  
interviewee's Sunday  
look like?

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*

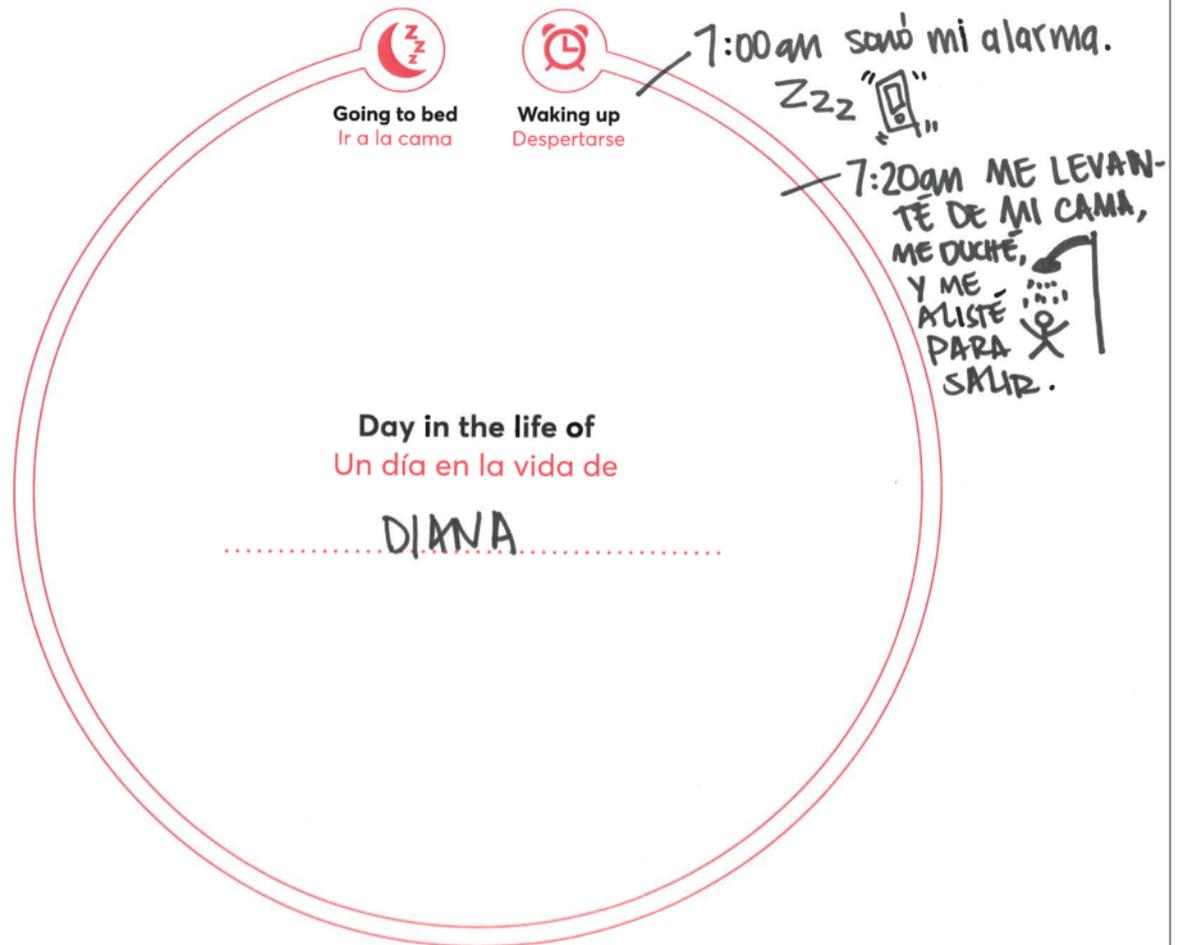
The purpose of this tool is to understand how a day in the life of your interviewee looks like by mapping out the activities throughout one day. Build empathy by learning about your interviewees routines and precious moments.

*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:  
*Empezar 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*

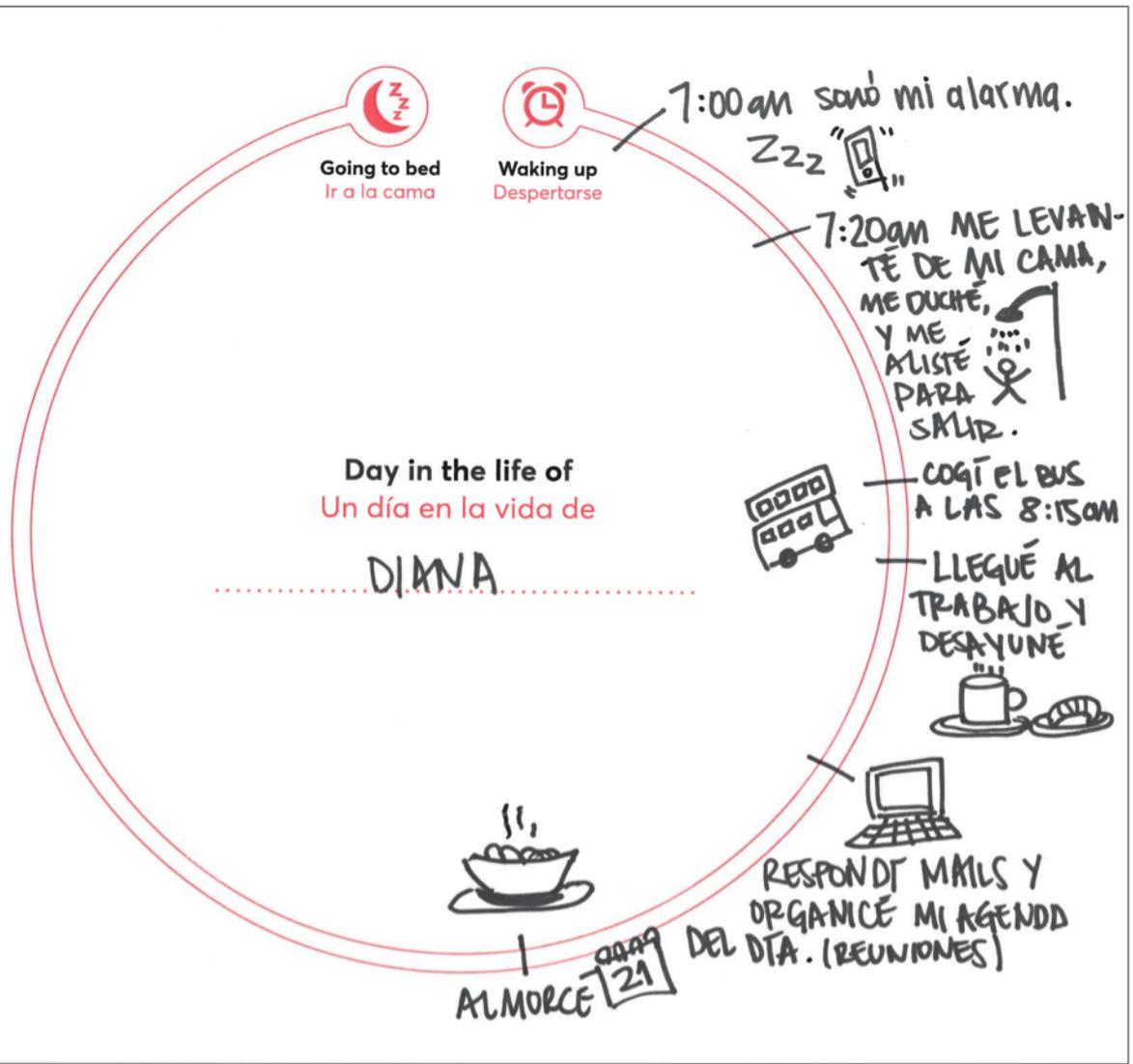
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# An example....

## A day in the life

### Un día en la vida

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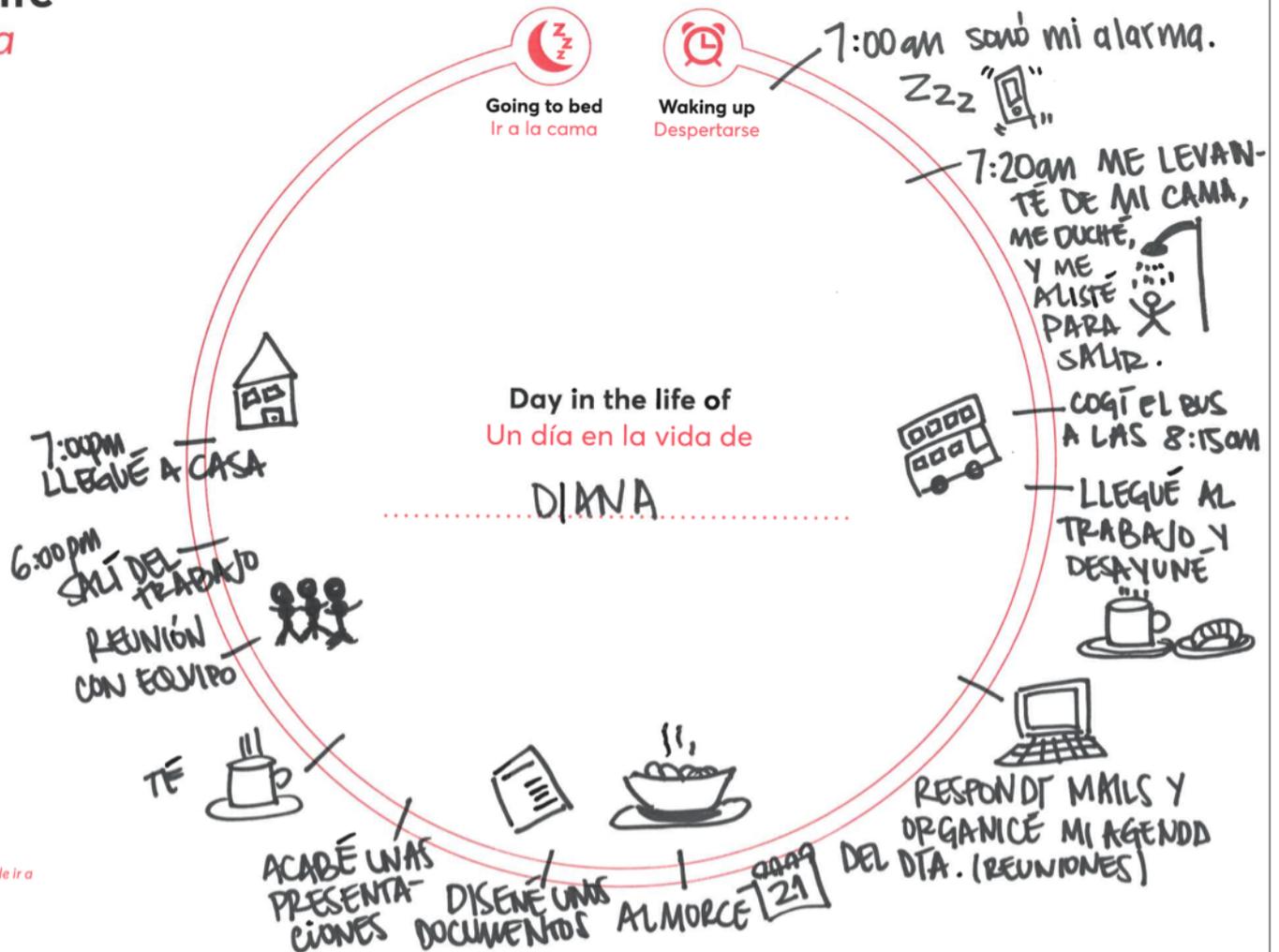
### Instructions

#### Instrucciones

Start with the following questions:

*Empiece con las siguientes preguntas:*

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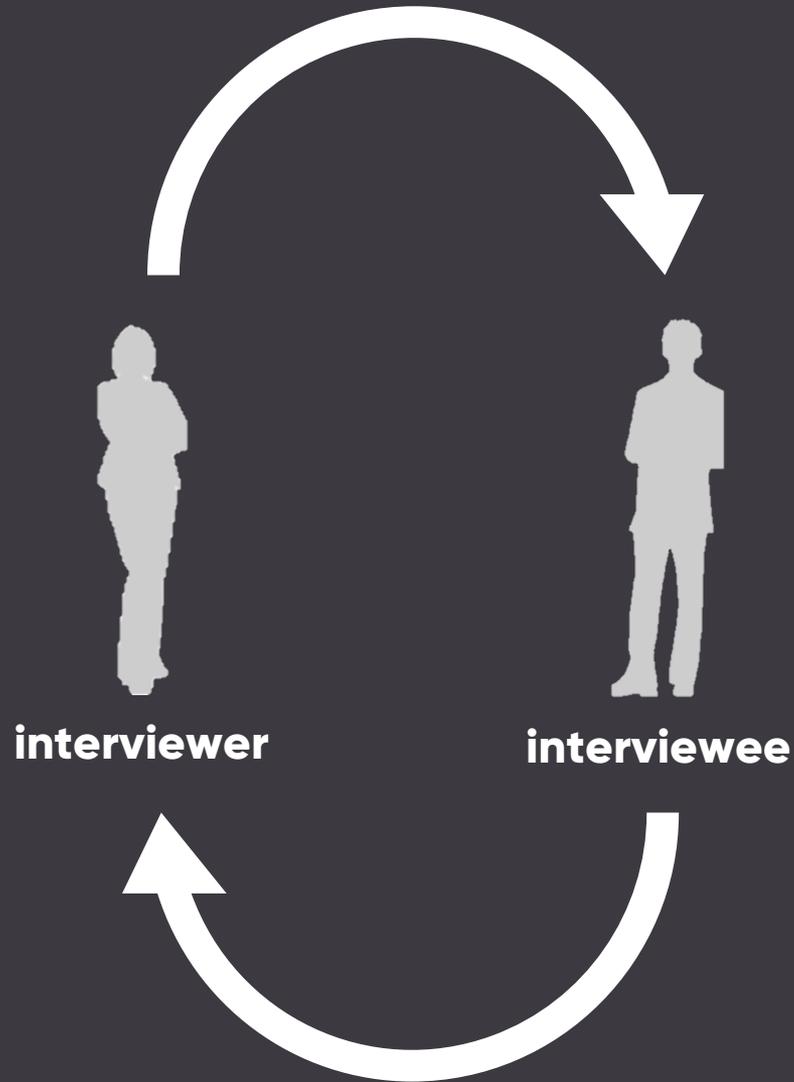
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# Swap roles



# Probing for deeper insights

## A day in the life

### Un día en la vida

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### Instructions

#### Instrucciones

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(¿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.)

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...

explicit/observable

say

do

use

tacit/latent

know

feel

dream

intentions

goals

ambitions

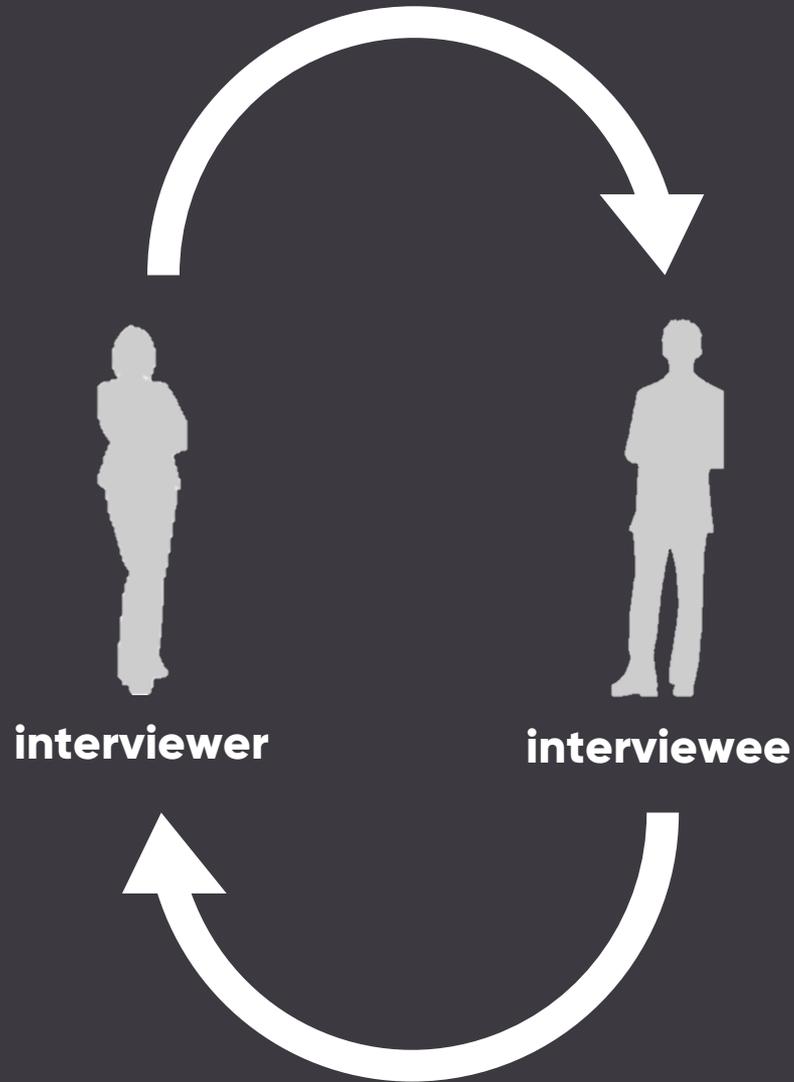
beliefs

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

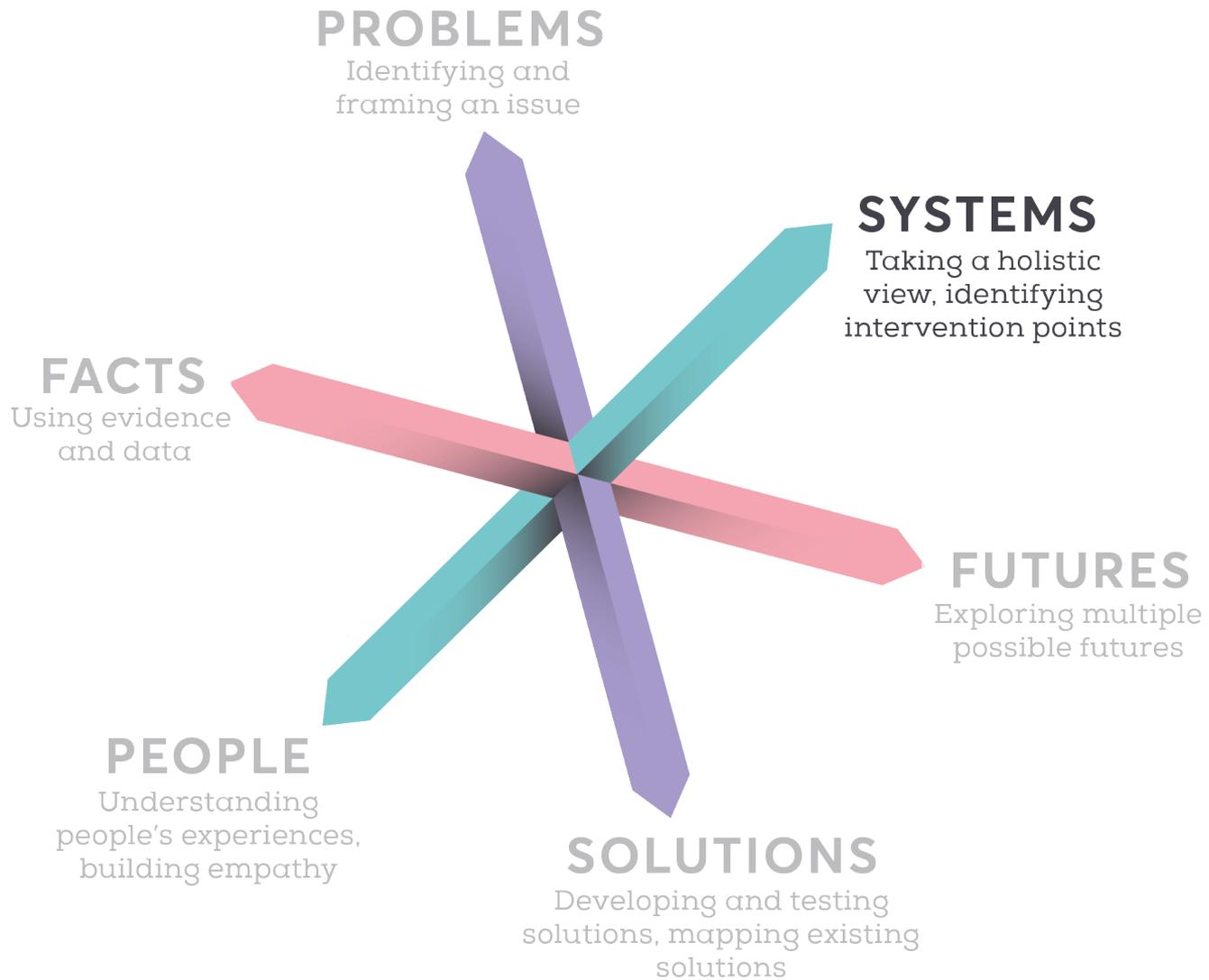
Lunch break

## 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**
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- 13:00** **Systems: mapping stakeholders**
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- 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'

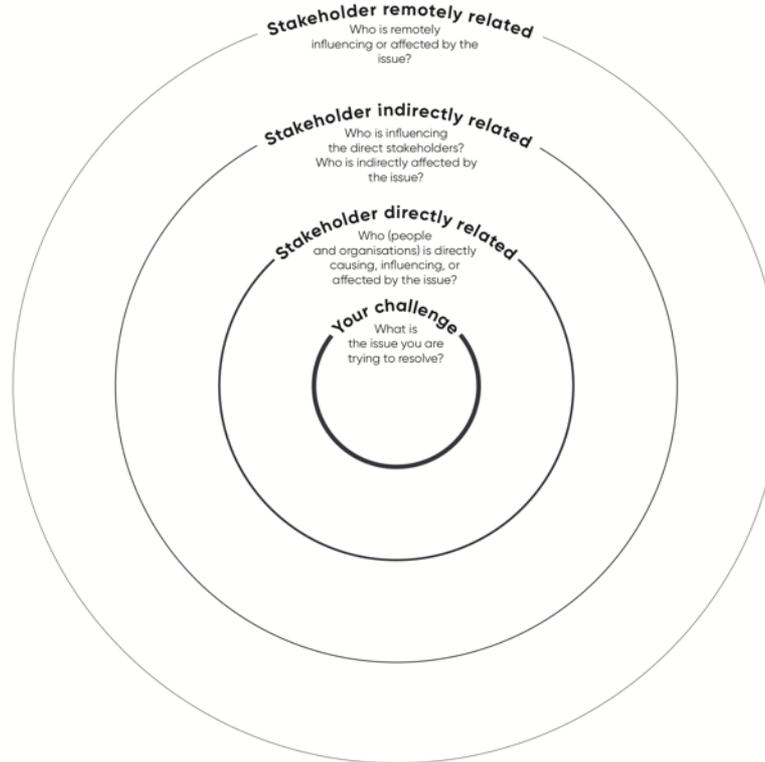
Learn how to explore the stakeholder landscape and identify the unusual suspects who may give new perspectives and insights.

# 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.

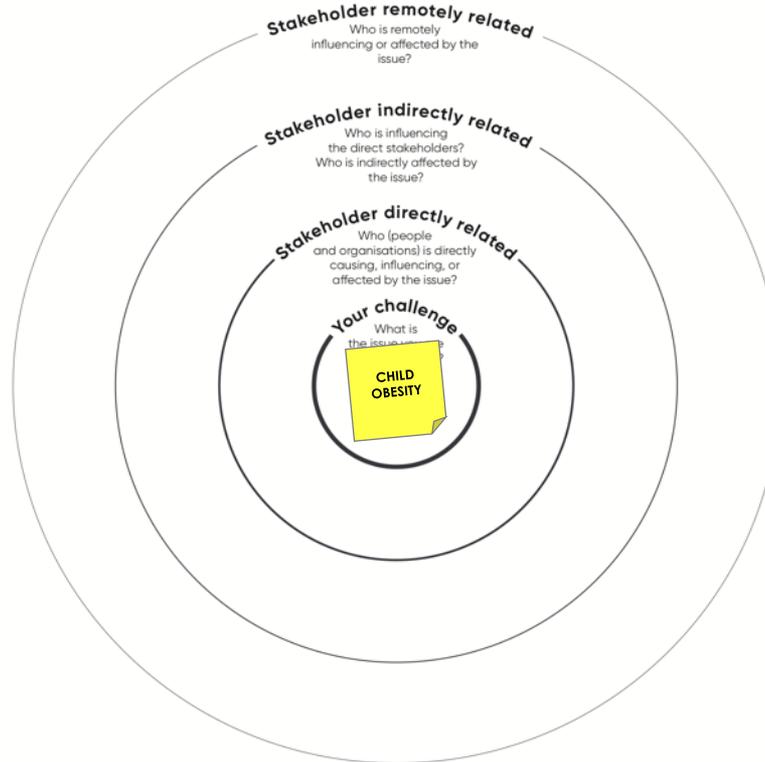


# Mapping your stakeholders



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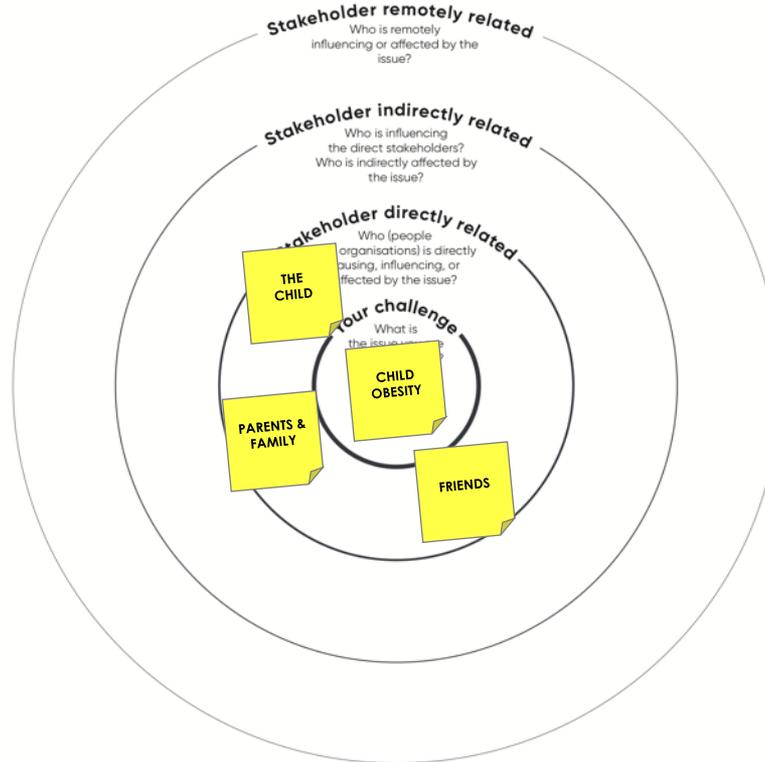
Start with mapping your issue in the centre.

# Mapping your stakeholders



## Mapping your stakeholders

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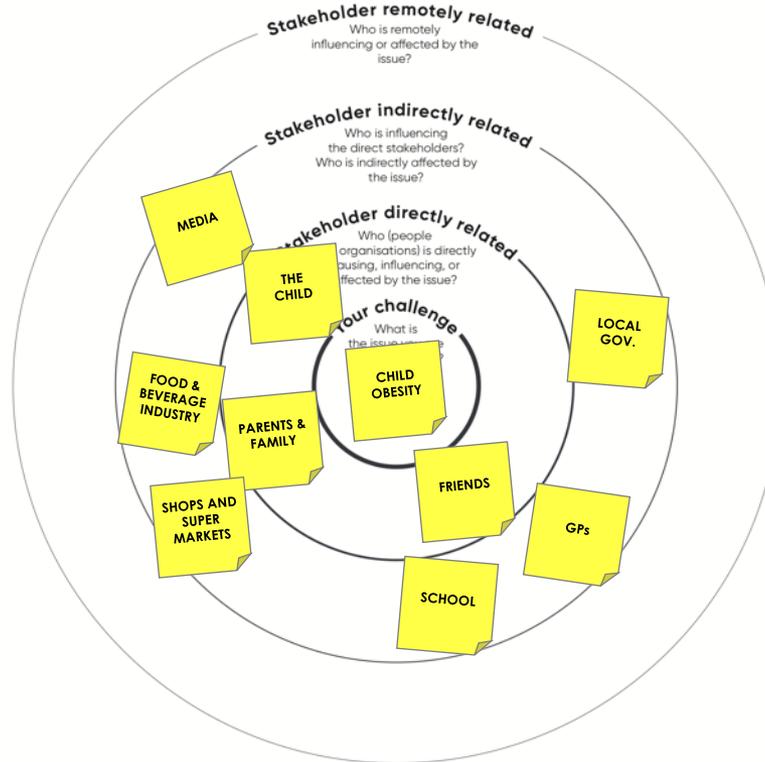
... then map out the stakeholders who are directly related to the issue ...

# Mapping your stakeholders



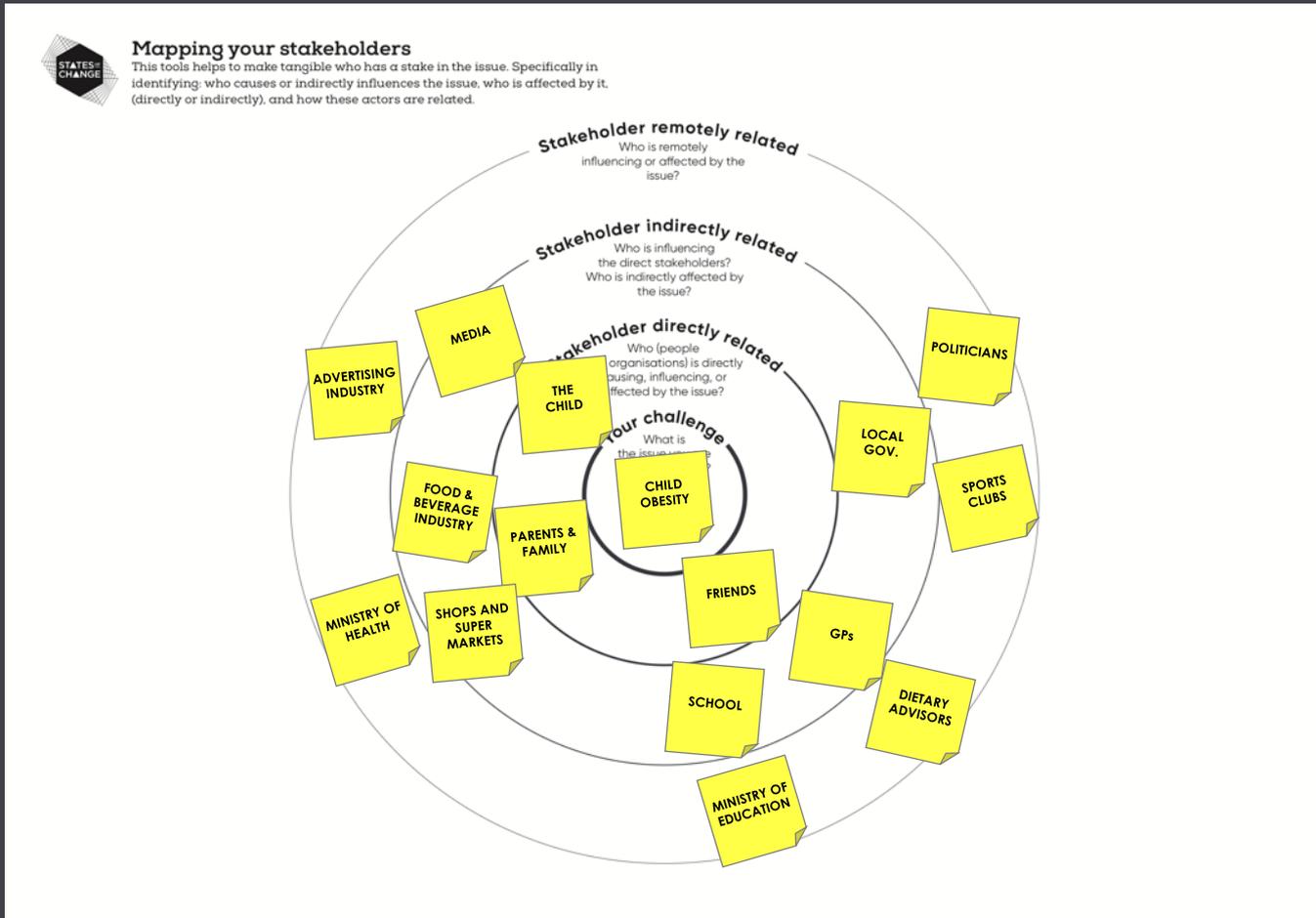
## Mapping your stakeholders

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.



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

# Mapping your stakeholders



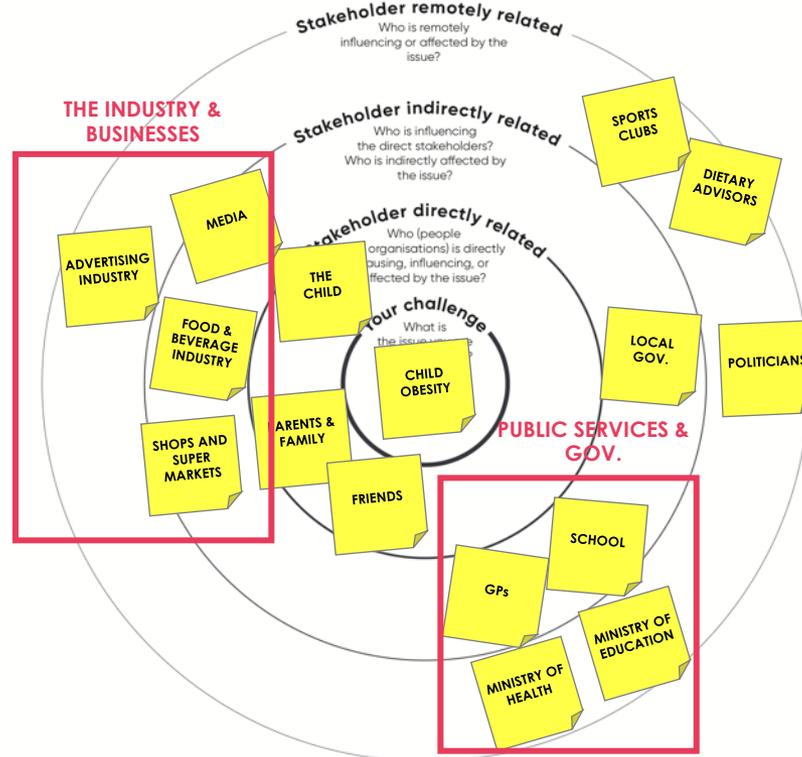
... and finally the stakeholder who are remotely related.

# 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'.



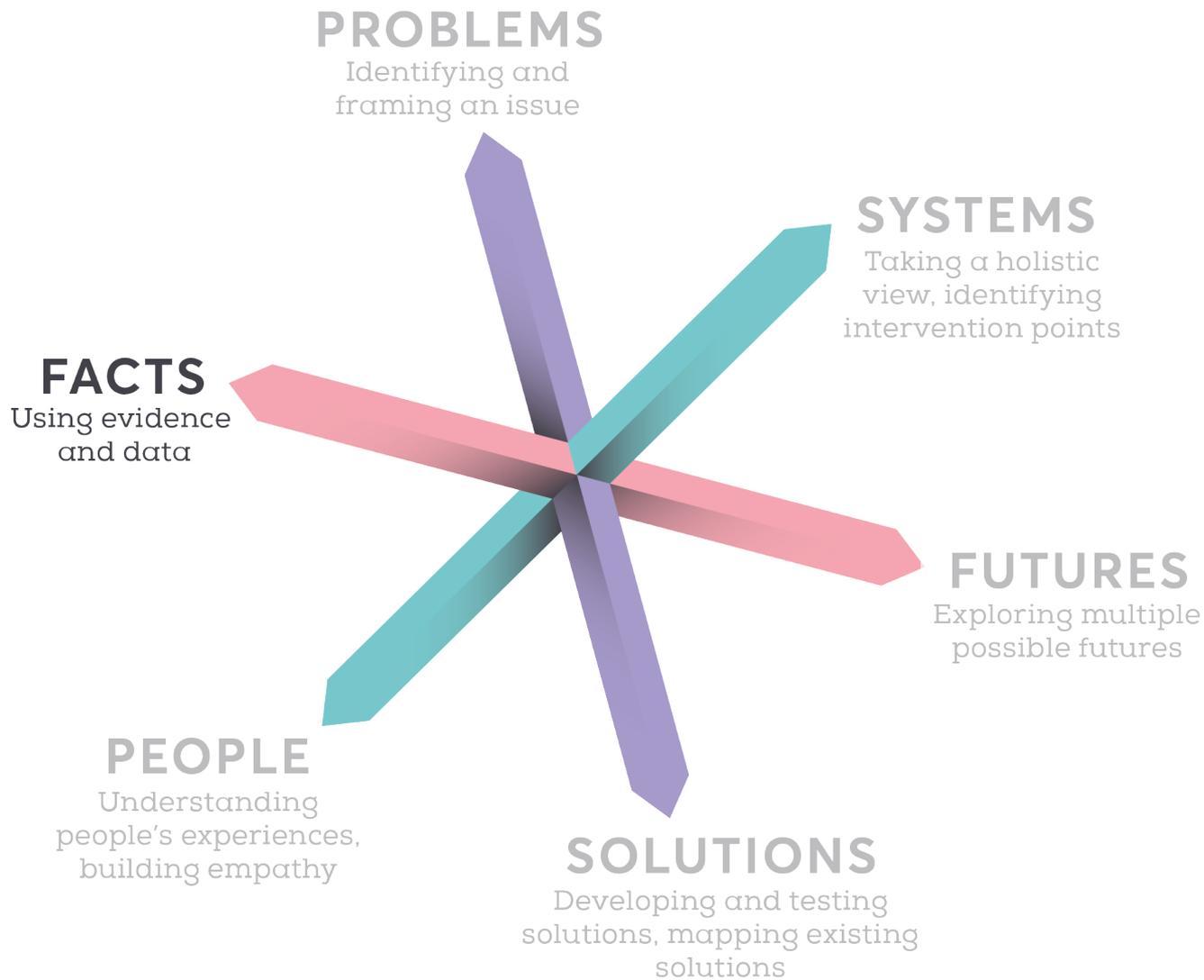
### More of...

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.

<b>Source</b> What is the name or title of the source?	<b>Key insights</b> What are the main take-aways related to your challenge?	<b>Relevance</b> What part of the source is relevant to your challenge?	<b>Quality</b> How would you rate its trustworthiness or quality?	<b>Critical review</b> 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.



## Reflection

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...

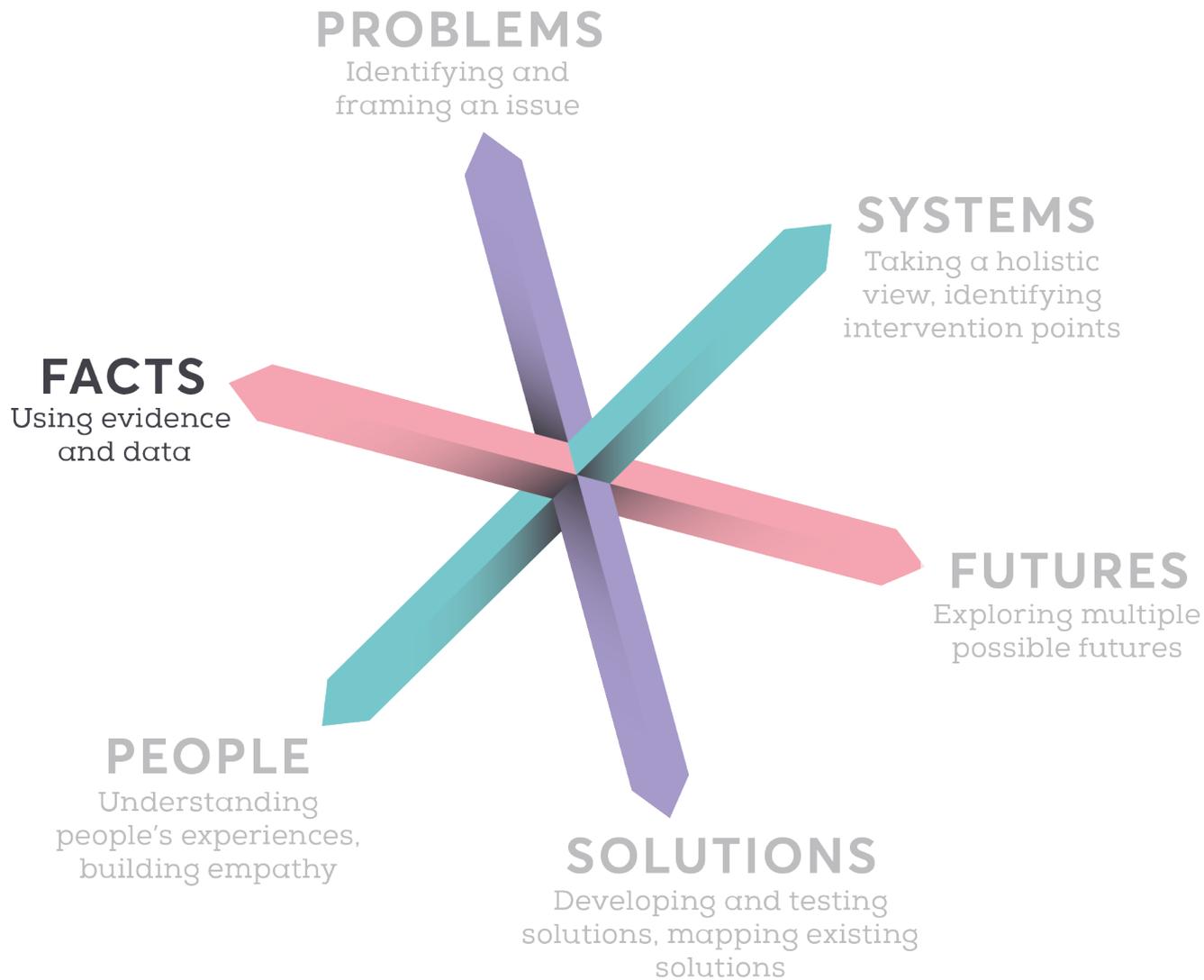
Use critically  
assessed  
research  
evidence to  
challenge  
assumptions  
and inform  
decisions

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.



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## PULSE LAB DIARIES

### Inferring Jakarta Commuting Statistics from Twitter

by Pulse Lab Jakarta

May 30, 2017



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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.

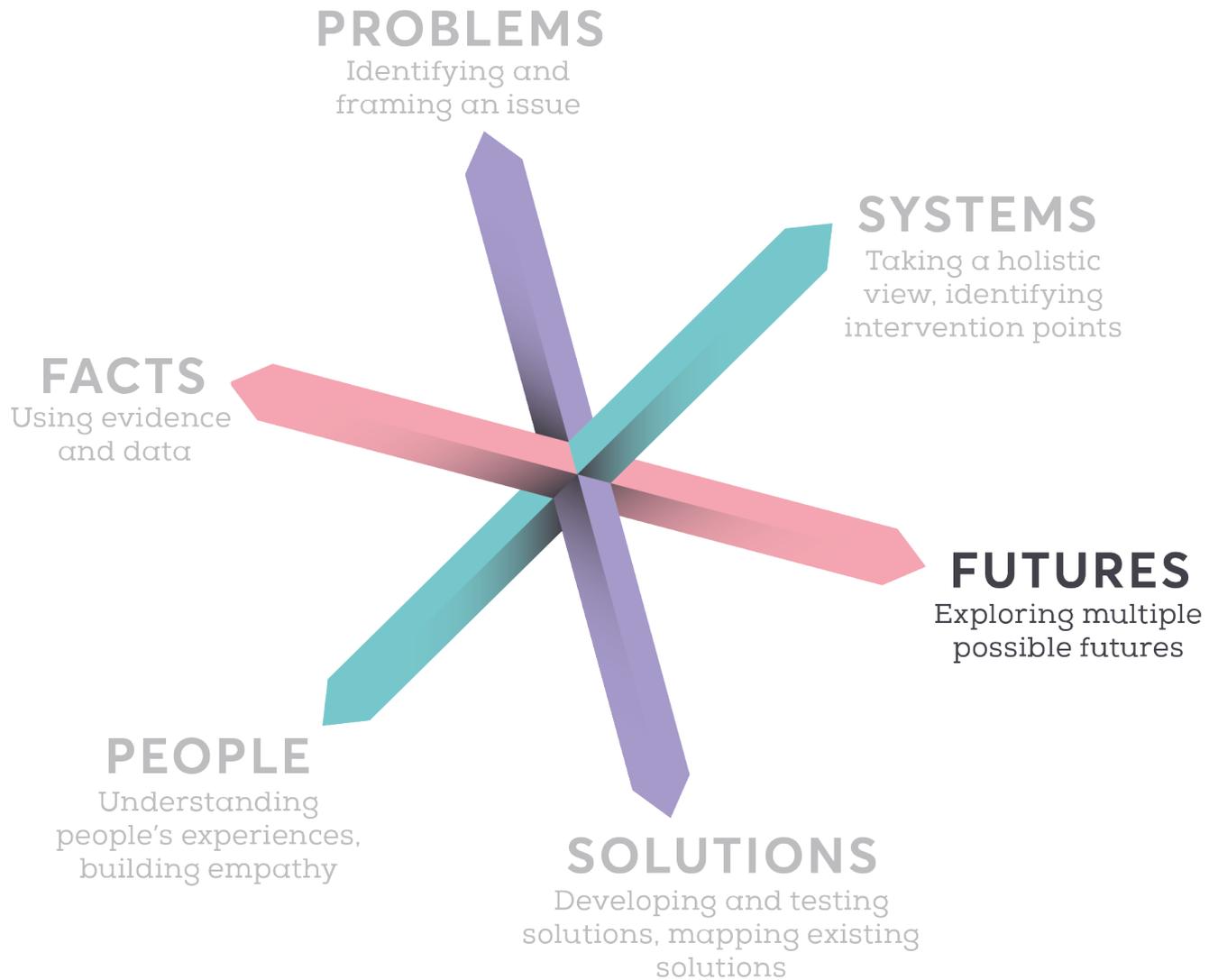


## More of...

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...

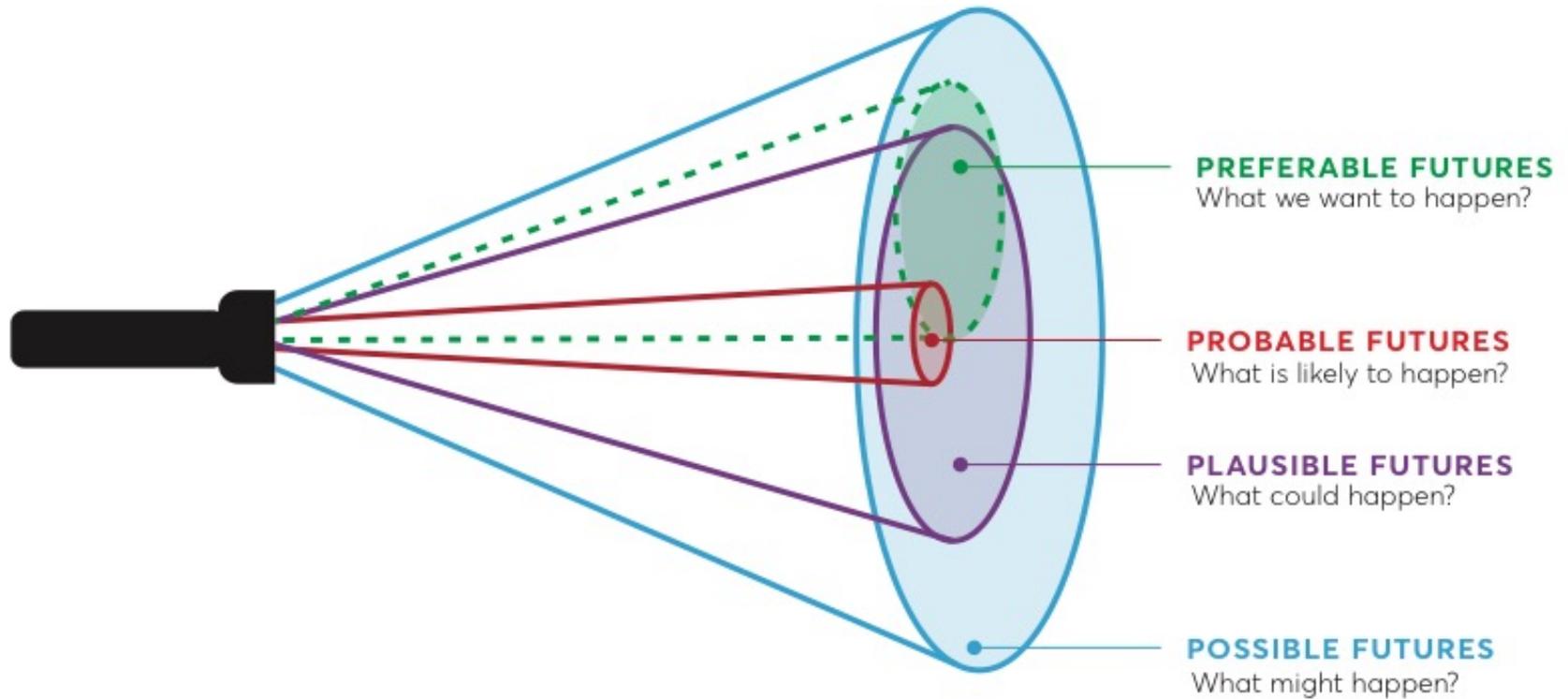
Envisioning  
multiple  
futures and  
multiple  
scenarios to  
happen

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



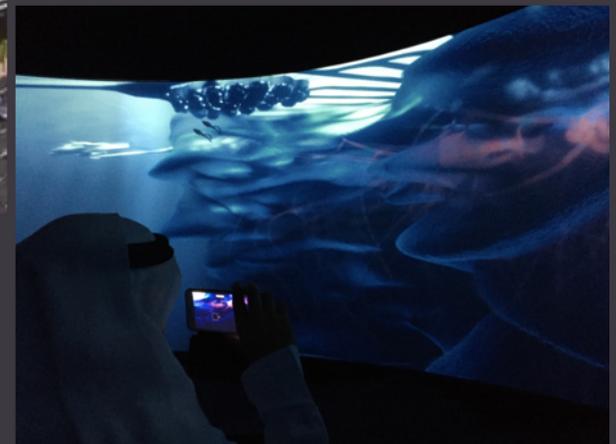
The future is not just  
happening to us, we  
can prepare for it, and  
shape it...

... to a certain extent of course

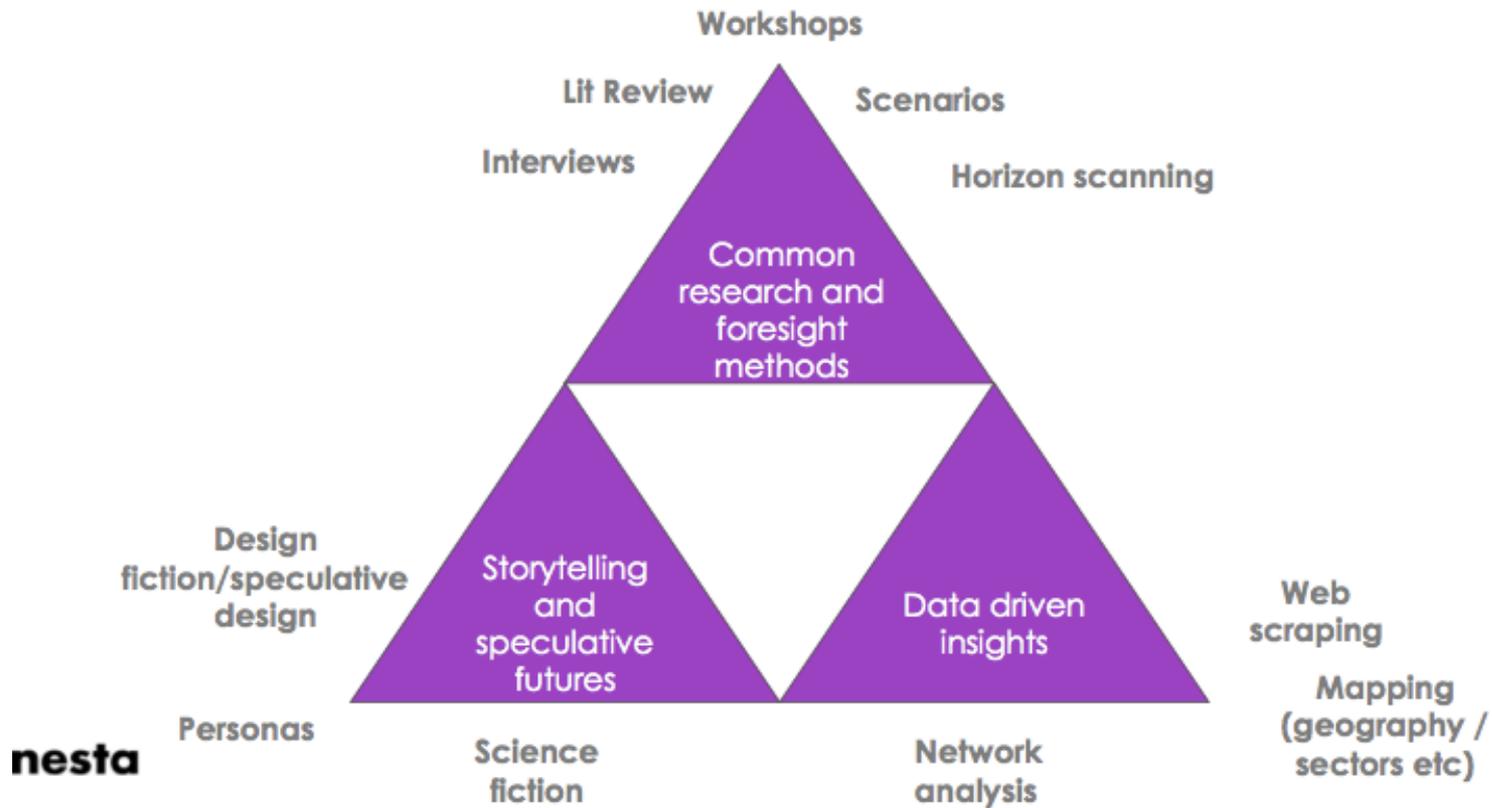
# Exploring multiple possible futures: Futurefest



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



# There are various methods to explore the future



Bio hacking

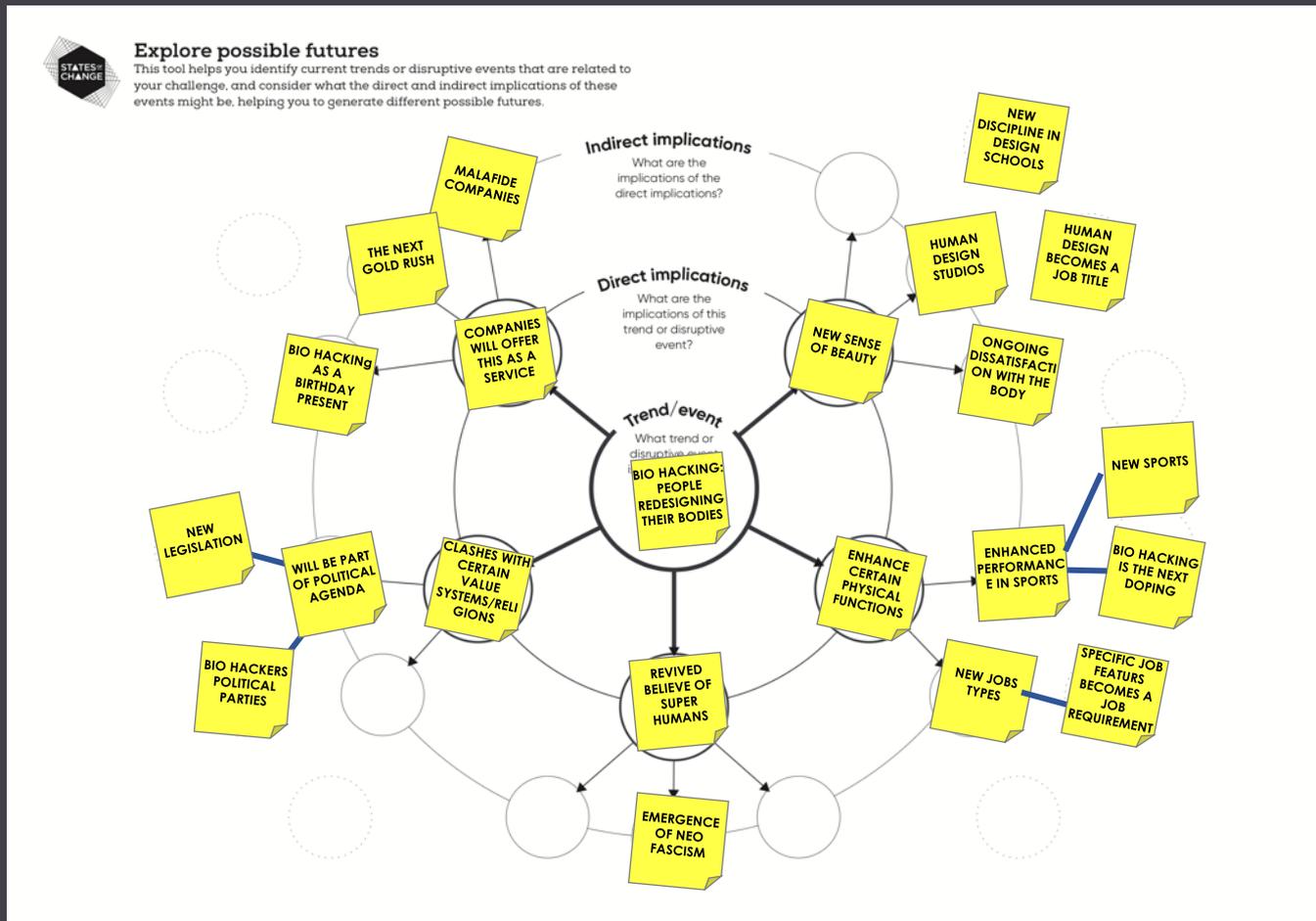


Bio hacking



STATES OF  
CHANGE

# 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 skyscrapers. The entire scene is overlaid with a semi-transparent, reddish-pink reflection of the woman and the city, creating a layered, reflective effect. The overall color palette is dominated by purples, blues, and reds.

## Reflection

Any light bulb  
moments today?

## Reflection

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

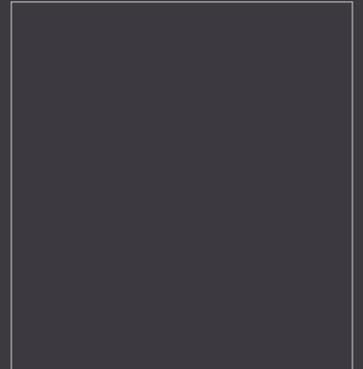
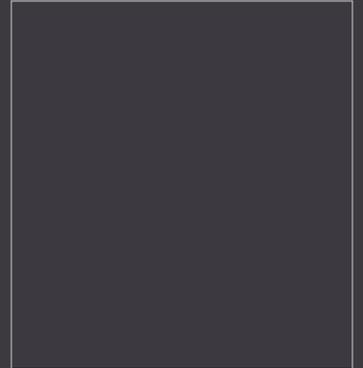
9:00 – 12:00  
Problems &  
Solutions

13:00 – 17:00  
Building your  
team

## Thursday



## Friday



Thank you!

