Check in
Developing team rhythms and rituals

Shall we do an EQ check in?
Any thoughts or reflections on yesterday?
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>13:00 – 17:00 Welcome to the program</td>
<td>9:00 – 12:00 People &amp; Systems</td>
<td>9:00 – 12:00 Problems &amp; Solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:00 – 17:00 Facts &amp; Futures</td>
<td>13:00 – 17:00 Building your team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17:00+ Networking &amp; drinks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Remember what we said yesterday about what to expect?
Today we will be throwing (only) half a kitchensink
PROBLEMS
Identifying and framing an issue

SYSTEMS
Taking a holistic view, identifying intervention points

FACTS
Using evidence and data

FUTURES
Exploring multiple possible futures

PEOPLE
Understanding people's experiences, building empathy

SOLUTIONS
Developing and testing solutions, mapping existing solutions
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
Each team will briefly present (3 minutes!) their challenge. Who is going to present? How you’re going to tell your story?

<table>
<thead>
<tr>
<th>Imagery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert photographs of people most affected by the issues, and/or the context or environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Challenge statement</th>
<th>Team members</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the challenge?</td>
<td>Who is your team?</td>
</tr>
</tbody>
</table>
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
PROBLEMS
Identifying and framing an issue

SYSTEMS
Taking a holistic view, identifying intervention points

FUTUREs
Exploring multiple possible futures

FACTS
Using evidence and data

PEOPLE
Understanding people's experiences, building empathy

SOLUTIONS
Developing and testing solutions, mapping existing solutions
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.
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).
How did that go?

Did you experience any struggles populating the sheet?
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

Assumptions

Knowledge gaps

What do you know for sure?
For which you have evidence to support your claims

What do you think you know for sure?
But, for which you don’t have any evidence to support your claims

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

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

Less of...

More of...
Coffee/tea break
Principle: people

Exploring a day in the life
PROBLEMS
Identifying and framing an issue

FACTS
Using evidence and data

PEOPLE
Understanding people's experiences, building empathy

SOLUTIONS
Developing and testing solutions, mapping existing solutions

SYSTEMS
Taking a holistic view, identifying intervention points

FUTURES
Exploring multiple possible futures
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

This tool helps you to understand what a day in the life of your interviewees looks 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. What did you do after getting up?
  2. Plot this activity on the dial
  3. And what did you do next?
  4. Plot that on to the dial, as well
  5. Repeat question 3 until it’s “bedtime”.
  6. 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?
What did you do after you woke up?

At 7.20 I took a shower, then...
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 interviewee's 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 preciosos.

Instructions
Instrucciones

Start with the following questions:
Empecé 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?
   (Gráfica 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.

7:00am son mi alarma.
7:20am me levanto de mi cama, me duche, y me afeito para salir.

Day in the life of
Un día en la vida de

...........................................................Diana...........................................................
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 interviewee’s routines and precious moments.

El propósito de esta herramienta es comprender cómo se ve un día en la vida de su entrevistado trazando sus 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:
Empiece 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.

Day in the life of
Un día en la vida de

DIANA

7:00 am
7:00 am

Sound my alarm.
Despertarse

Cogí el bus a las 8:15 am
Llegué al trabajo.

Organice mi agenda del día. (Reuniones)

Lunch at 12:19
Almuerzo
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 interviewee 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:
Empiece 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.

Day in the life of
Un día en la vida de

Diana
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 interviewee's 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:
Empiece 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.
Swap roles

interviewer

interviewee
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...?
Swap roles

interviewer

interviewee
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
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00</td>
<td>Check in</td>
</tr>
<tr>
<td>9:15</td>
<td>Sharing your challenges</td>
</tr>
<tr>
<td>10:00</td>
<td>People: developing a persona</td>
</tr>
<tr>
<td>10:45</td>
<td>Coffee/tea break</td>
</tr>
<tr>
<td>11:00</td>
<td>People: exploring a day in the life</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch break</td>
</tr>
<tr>
<td>13:00</td>
<td>Systems: mapping stakeholders</td>
</tr>
<tr>
<td>14:00</td>
<td>Facts: using evidence</td>
</tr>
<tr>
<td>14:45</td>
<td>Coffee/tea break</td>
</tr>
<tr>
<td>15:00</td>
<td>Facts: using data</td>
</tr>
<tr>
<td>15:45</td>
<td>Futures: exploring possible futures</td>
</tr>
<tr>
<td>16:45</td>
<td>Reflection</td>
</tr>
</tbody>
</table>
Principle: systems

Mapping stakeholders
PROBLEMS
Identifying and framing an issue

SYSTEMS
Taking a holistic view, identifying intervention points

FACTS
Using evidence and data

FUTURES
Exploring multiple possible futures

PEOPLE
Understanding people's experiences, building empathy

SOLUTIONS
Developing and testing solutions, mapping existing solutions
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

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.

Stakeholder remotely related
Who is remotely influencing or affected by the issue?

Stakeholder indirectly related
Who is influencing the direct stakeholders? Who is indirectly affected by the issue?

Stakeholder directly related
Who (people and organisations) is directly causing, influencing, or affected by the issue?

Your challenge
What is the issue you are trying to resolve?
Start with mapping your issue in the centre.
Mapping your stakeholders

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

This tool helps to make tangible who has a stake in the issue. Specifically by 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

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.

... and finally the stakeholder who are remotely related.
Mapping your stakeholders

Can you cluster your stakeholders into distinctive categories?
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
PROBLEMS
Identifying and framing an issue

SYSTEMS
Taking a holistic view, identifying intervention points

FACTS
Using evidence and data

FUTURES
Exploring multiple possible futures

PEOPLE
Understanding people's experiences, building empathy

SOLUTIONS
Developing and testing solutions, mapping existing solutions
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

Assumptions

Knowledge gaps

What do you know for sure?
For which you have evidence to support your claims

What do you think you know for sure?
But, for which you don’t have any evidence to support your claims

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

<table>
<thead>
<tr>
<th>Source</th>
<th>Key Insights</th>
<th>Relevance</th>
<th>Quality</th>
<th>Critical review</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the name or title of the source?</td>
<td>What are the main takeaways related to your challenge?</td>
<td>What part of the source is relevant to your challenge?</td>
<td>How would you rate its trustworthiness or quality?</td>
<td>Are the findings conclusive? How might you refute or challenge the main claims?</td>
</tr>
<tr>
<td><img src="image1.png" alt="Post-it note" /></td>
<td><img src="image2.png" alt="Post-it note" /></td>
<td><img src="image3.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td><img src="image4.png" alt="Post-it note" /></td>
<td><img src="image5.png" alt="Post-it note" /></td>
<td><img src="image6.png" alt="Post-it note" /></td>
<td>★★★★☆</td>
<td></td>
</tr>
<tr>
<td><img src="image7.png" alt="Post-it note" /></td>
<td><img src="image8.png" alt="Post-it note" /></td>
<td><img src="image9.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td><img src="image10.png" alt="Post-it note" /></td>
<td><img src="image11.png" alt="Post-it note" /></td>
<td><img src="image12.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td><img src="image13.png" alt="Post-it note" /></td>
<td><img src="image14.png" alt="Post-it note" /></td>
<td><img src="image15.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td><img src="image16.png" alt="Post-it note" /></td>
<td><img src="image17.png" alt="Post-it note" /></td>
<td><img src="image18.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td><img src="image19.png" alt="Post-it note" /></td>
<td><img src="image20.png" alt="Post-it note" /></td>
<td><img src="image21.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td><img src="image22.png" alt="Post-it note" /></td>
<td><img src="image23.png" alt="Post-it note" /></td>
<td><img src="image24.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td><img src="image25.png" alt="Post-it note" /></td>
<td><img src="image26.png" alt="Post-it note" /></td>
<td><img src="image27.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td><img src="image28.png" alt="Post-it note" /></td>
<td><img src="image29.png" alt="Post-it note" /></td>
<td><img src="image30.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td><img src="image31.png" alt="Post-it note" /></td>
<td><img src="image32.png" alt="Post-it note" /></td>
<td><img src="image33.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
<tr>
<td><img src="image34.png" alt="Post-it note" /></td>
<td><img src="image35.png" alt="Post-it note" /></td>
<td><img src="image36.png" alt="Post-it note" /></td>
<td>★★★★★</td>
<td></td>
</tr>
</tbody>
</table>
How might you use research evidence to challenge assumptions and identify gaps?
How much evidence do you need?

And what kind of evidence?
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
PROBLEMS
- Identifying and framing an issue

FACTS
- Using evidence and data

PEOPLE
- Understanding people’s experiences, building empathy

SOLUTIONS
- Developing and testing solutions, mapping existing solutions

SYSTEMS
- Taking a holistic view, identifying intervention points

FUTURES
- Exploring multiple possible futures
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.
PULSE LAB DIARIES

Inferring Jakarta Commuting Statistics from Twitter

by Pulse Lab Jakarta  May 30, 2017
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 organizational issues?

**Internal data**
What internal organizational 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?
Specific frames are used to shape data. Utilising data to support current thinking.

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

- Preferable Futures: What we want to happen?
- Probable Futures: What is likely to happen?
- Plausible Futures: What could happen?
- Possible Futures: What might happen?
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
Explore possible futures (future wheel)

Start with a trend or (disruptive) event related to your challenge in middle and explore the implications of that.
Envisioning a singular (desired) future. Only plan for desired future

Envisioning multiple futures and multiple scenarios to happen
Reflection
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?
<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>9:00</td>
<td>People &amp; Systems</td>
</tr>
<tr>
<td></td>
<td>12:00</td>
<td>People &amp; Systems</td>
</tr>
<tr>
<td></td>
<td>13:00</td>
<td>Welcome to the program</td>
</tr>
<tr>
<td></td>
<td>17:00</td>
<td>Networking &amp; drinks</td>
</tr>
<tr>
<td>Tuesday</td>
<td>9:00</td>
<td>Problems &amp; Solutions</td>
</tr>
<tr>
<td></td>
<td>12:00</td>
<td>Problems &amp; Solutions</td>
</tr>
<tr>
<td></td>
<td>13:00</td>
<td>Facts &amp; Futures</td>
</tr>
<tr>
<td></td>
<td>13:00</td>
<td>Facts &amp; Futures</td>
</tr>
<tr>
<td>Wednesday</td>
<td>9:00</td>
<td>Problems &amp; Solutions</td>
</tr>
<tr>
<td></td>
<td>12:00</td>
<td>Problems &amp; Solutions</td>
</tr>
<tr>
<td></td>
<td>13:00</td>
<td>Building your team</td>
</tr>
<tr>
<td></td>
<td>13:00</td>
<td>Building your team</td>
</tr>
<tr>
<td>Thursday</td>
<td>9:00</td>
<td>Problems &amp; Solutions</td>
</tr>
<tr>
<td></td>
<td>12:00</td>
<td>Problems &amp; Solutions</td>
</tr>
<tr>
<td></td>
<td>13:00</td>
<td>Building your team</td>
</tr>
<tr>
<td></td>
<td>13:00</td>
<td>Building your team</td>
</tr>
<tr>
<td>Friday</td>
<td>9:00</td>
<td>Problems &amp; Solutions</td>
</tr>
<tr>
<td></td>
<td>12:00</td>
<td>Problems &amp; Solutions</td>
</tr>
<tr>
<td></td>
<td>13:00</td>
<td>Building your team</td>
</tr>
<tr>
<td></td>
<td>13:00</td>
<td>Building your team</td>
</tr>
</tbody>
</table>
Thank you!