States of Change Learning Programme

Scoping Workshop

Day 3

Bas Leurs & Brenton Caffin
Melbourne, April 2018
Any thoughts or reflections on yesterday?
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</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>
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<tr>
<td>17:00+ Networking &amp; drinks</td>
<td>13:00 – 17:00 Facts &amp; Futures</td>
<td>13:00 – 17:00 Building your team</td>
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We have a quarter of a kitchen sink left...
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  Solutions: finding solutions
10:00 Problems: exploring the problem
10:45 Coffee/tea break
11:00 Project: creating a project plan
12:00 Lunch break
13:00 Project: identifying risks (pre-post-mortem)
14:00 Organisation: preparing counter arguments
14:45 Coffee/tea break
15:00 Designing your team
16:30 Wrap up and reflection
Principle: solutions

Finding solutions
PROBLEMS
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Has anyone solved a similar challenge to you already? What can you learn from them?
How do you find the unusual suspects
As part of our refreshed DIY Toolkit and Nesta email update, we’ll be profiling an innovator working on the edge of development – the development ‘mutants’. In this first edition, we talk to the man who coined the term, Giulio Quaggiotto, about the effect these mutants are having on traditional development players and how they can best collaborate.

You’ve previously written about the rise of a new breed of ‘international development mutants’ who are shaking up the world of development. Can you remind us who they are, what they’re doing, and what new trends you’ve seen in the last year?
Think like Darwin, not like Linnaeus

Carl Linnaeus
Regnum Animale

Special creation (by God)
Species are immutable
Ordering life in a static/hierarchical manner

Charles Darwin
Tree of life

Evolution (survival of the fittest)
Species “transmutate”
Ordering life in dynamic/evolutionary a manner
Linnaeus thought that traits were set by God and immutable, Darwin thought they were not equally distributed around a population, because of variation.
Strong and weak ties (Granovetter)

It is most likely you get new information from your weak ties.
Mapping weak ties

YOU

PEOPLE YOU HAVE BEEN IN CONTACT WITH RECENTLY

STRONG TIES

WEAK TIES
How might you use your strong ties to help you in your search?
How might you engage with your weak ties?
How might you “google” them?
What search terms would you use?
Focusing on the problem itself, and consider solutions to be the result of a thoughtful process

Learn how others have solved the problem already, and actively look for these solutions
Exploring the problem
PROBLEMS
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Finding solutions

Exploring the problem
This tool will help you to further explore your problem, supporting you in uncovering the root causes and wider consequences.

What causes a problem (cultural, technological, political, social, financial, etc.)? What are the ensuring effects?

<table>
<thead>
<tr>
<th>Causes</th>
<th>Effects</th>
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<tbody>
<tr>
<td>BUDGET CUTS BY DR.</td>
<td>CHILD OBESITY</td>
</tr>
<tr>
<td>EXTRA INCOME FOR SCHOOLS</td>
<td>INTAKE OF CALORIES</td>
</tr>
<tr>
<td>AVAILABILITY OF UNHEALTHY SNACKS AT SCHOOLS</td>
<td>LACK OF PHYSICAL EXERCISE</td>
</tr>
<tr>
<td>NEVER BEEN EDUCATED ABOUT LONG-TERM CONS.</td>
<td>LACK OF CONFIDENCE</td>
</tr>
<tr>
<td>PARENTS ARE NOT AWARE OF CONSEQUENCES</td>
<td>BULLYING</td>
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<tr>
<td>COMPETITION IN THE FOOD INDUSTRY IS FIERCE</td>
<td>DECREASING PHYSICAL FITNESS</td>
</tr>
<tr>
<td>UNHEALTHY FOOD IS CHEAP</td>
<td>EVEN LESS PHYSICAL FITNESS</td>
</tr>
<tr>
<td>PARENTS ARE BOTH WORKING</td>
<td>LONG TERM HEALTH ISSUES</td>
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<tr>
<td>NO MORE P.E. AT SCHOOL</td>
<td>DIABETES</td>
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<tr>
<td>AUSTERITY</td>
<td>INCREASING HEALTH COSTS</td>
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<tr>
<td>LACK OF GOVERNMENT REGULATION</td>
<td>SHORTER LIFE EXPECTANCY</td>
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<tr>
<td>CUTS IN HEALTH EDUCATION</td>
<td>LONG TERM MENTAL ISSUES</td>
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20–30 min.
Any new insights?
Defining the challenge in its most obvious appearance, only looking at direct effects.

Look at deeper and multiple causes of the challenge, and identify wider (undesired) effects.
Coffee/tea break
Creating a project plan
Your project plan is not a static document. It will develop and change over time.
We quickly explored the unobvious around these principles...

**PROBLEMS**
Identifying and framing an issue

**SYSTEMS**
Taking a holistic view, identifying intervention points

**FACTS**
Using evidence and data

**PEOPLE**
Understanding people’s experiences, building empathy

**SOLUTIONS**
Developing and testing solutions, mapping existing solutions

**FUTURES**
Exploring multiple possible futures
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
Finding solutions

20–30 min.

Creating a project plan
This tool will help you map your knowledge gaps and assumptions. You can turn them into actions that help you open up the possibility space and shift perspectives around your challenge.

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<th>Systems</th>
<th>Facts</th>
<th>Futures</th>
<th>Problems</th>
<th>Solutions</th>
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<td>Validation knowledge: What do you already know?</td>
<td>What does the bigger picture look like? Who or what is influencing the challenge?</td>
<td>What evidence of data do you have about the challenge? What trends or patterns do you see?</td>
<td>What possible futures have been considered to explore how this challenge may develop?</td>
<td>What causes a problem? What are the ensuring effects?</td>
<td>Has anyone solved a similar challenge to you already? What can you learn from them?</td>
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What do we know for sure, what are our assumptions and knowledge gaps for each of the principles?
Project plan

• What is the challenge you are trying to tackle?

• Who is mostly affected by the problem?

• What does he (wider) context of your challenge look like?

• What risks, barriers and opportunities do you see?

• What are key milestones? And what does success look like for them?
Lunch break
Today’s agenda

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9:15   Solutions: finding solutions
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13:00  Project: identifying risks (pre-post-mortem)
14:00  Organisation: preparing counter arguments
14:45  Coffee/tea break
15:00  Designing your team
16:30  Wrap up and reflection
Today's agenda

Organisational readiness assessment

Please take a minute to reflect on these statements and rate the extent to which you agree with them.

LEADING CHANGE

1. In my organisation, leadership works hard to create a culture of innovation by ensuring creativity and experimentation are welcomed, encouraged and recognised.
   - Strongly disagree
   - Disagree
   - Somewhat disagree
   - Neither agree nor disagree
   - Somewhat agree
   - Agree
   - Strongly agree

2. In my organisation, management helps to promote a culture of questioning and encourages the generation of ideas.
   - Strongly disagree
   - Disagree
   - Somewhat disagree
   - Neither agree nor disagree
   - Somewhat agree
   - Agree
   - Strongly agree

3. My organisation empowers me to try out new ideas and ways of working in my daily practice.
   - Strongly disagree
   - Disagree
   - Somewhat disagree
   - Neither agree nor disagree
   - Somewhat agree
   - Agree
   - Strongly agree

4. People in my organisation are empowered to try out new ideas, even if there is a risk they may fail or not prove beneficial.
   - Strongly disagree
   - Disagree
   - Somewhat disagree
   - Neither agree nor disagree
   - Somewhat agree
   - Agree
   - Strongly agree

ACCELERATING LEARNING

5. My organisation accepts failure and uncertainty as inherent parts of experimenting to accelerate learning about what works in practice.
   - Strongly disagree
   - Disagree
   - Somewhat disagree
   - Neither agree nor disagree
   - Somewhat agree
   - Agree
   - Strongly agree

6. My organisation provides learning instruments and tools that are open, engaging, and allow for a more active, exploratory and agile mode of action.
   - Strongly disagree
   - Disagree
   - Somewhat disagree
   - Neither agree nor disagree
   - Somewhat agree
   - Agree
   - Strongly agree

7. My role and responsibilities enable me to explore and discover new ways that innovation approaches can be applied in our organisation.
   - Strongly disagree
   - Disagree
   - Somewhat disagree
   - Neither agree nor disagree
   - Somewhat agree
   - Agree
   - Strongly agree

8. In my organisation, I am supported, identified with my strengths and weaknesses in relation to innovation capability.
   - Strongly disagree
   - Disagree
   - Somewhat disagree
   - Neither agree nor disagree
   - Somewhat agree
   - Agree
   - Strongly agree
Project

Identifying risks
Identify potential risks that may kill your project

Reflect on the dynamics of the political and bureaucratic landscape
Identifying risks

You’re in the future, the project has ended, not successfully. What has “killed” the project along the way?
Please note...
Group your “project killers”
Risks and preventive actions

<table>
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<tr>
<th>BIGGEST RISKS (Project killers)</th>
<th>IMMEDIATE ACTIONS (Next week)</th>
<th>LONGER TERM ACTIONS (±3 months)</th>
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What are your biggest risks? How can you mitigate them? What action is required on the short and longer term?
Preparing (counter) arguments for innovation
Identify potential risks that may prevent you from successfully completing your project.

Reflect on the dynamics of the political and bureaucratic landscape.
Objective

“We will not change or challenge the status quo”

“Sceptics”
Will support

“Let’s make sure we…”

“Critics”
Might support

“I will support”

“Saboteurs”
Will kill

“It won’t work”

“Enthusiasts”
Will work (hard)

“We need to change!”

“Support”

“Will hinder”

“Activist”
Will drive
Objective

“We will not change or challenge the status quo”

“SABOTEURS”
Will kill

“It won’t work”

“SCEPTICS”
Will hinder

“Let’s make sure we…”

“CRITICS”
Might support

“I will support”

“AMBASSADORS”
Will support

“I want to make it happen”

“ENTHUSIASTS”
Will work (hard)

“We need to change!”

“ACTIVIST”
Will drive

“We will not change or challenge the status quo”

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Developing counter arguments

Think of a colleague, or executive who will be skeptical or critical about your project. What will they say? How can you counter their arguments?
**UNDp’s INNOVATION JOURNEY**

From the ECIS to the rest of the world

The innovation journey in UNDP has evolved significantly over the last four years, initially spearheaded by the work in ECIS regions, and it has gone through three distinct stages.

**STAGE 1 (2012-2013)**

**FLYING UNDER THE RADAR**

Finding out what we mean by innovation, lots of experimenting, identify what works and what doesn’t without attracting too much attention

**STAGE 2 (2013-2014)**

**MANY AIRCRAFTS IN THE AIR**

Building distributed capacities of colleagues in the field and country offices, broadening networks and expanding the innovation portfolio

**STAGE 3 (2014-PRESENT)**

**BUILDING THE LANDING STRIP**

Hacking the procedures, increasing organisational readiness to embed innovation capacity in everyday practice

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**BUDVA DECLARATION**

Key outcome of the Global Innovation Meeting 2013 in Budva (Montenegro) was a shared vision of a different way to approach development challenges and of what is needed to have UNDP become known as a trusted broker in the field of social innovation. This vision is presented as the Budva Declaration.

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**References**

The report showed how CO teams who were first adopters of innovation quickly developed new solutions, new skills, new partnerships and generated new funds for development. Three areas to be momentum to build on this and make innovation the new normal in the organisation.

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**INNOVATION FACILITY**

UNDp establishes a corporate mechanism for driving innovation, the Innovation Facility. To date, the Facility has supported more than 120 initiatives in over 90 countries with technical support and seed funding. Supporting colleagues with risk capital to test new ways of working has had spill over effects: countries built on the Facility’s support to launch spin off innovation initiatives, leading to additional 110 experiments.
1. **Analyze your portfolio**
   - Identify opportunities for future work before initiating a new project.
   - Learn about the people you work for and how they experience your solutions.
   - Translate your assumptions into testable hypothesis.
   - Find examples of who has already solved the problem.
   - Materialize ideas to test them at an early stage, to learn fast and fall early.
   - Make your solutions sustainable.

2. **Build empathy**
   - Learn about the people you work for and their daily routines.
   - Develop personas to capture your insights and design profiles for your stakeholders.
   - Build prototypes to test your assumptions.
   - Know when to pivot.
   - Reflect on your decisions and extract lessons learned.

3. **Challenge your assumptions**
   - Translate your assumptions into testable hypotheses.
   - Focus on specific features of your solution.
   - Use feedback loops to adjust your course of action when necessary.

4. **Run multiple parallel experiments**
   - Find out what works best and what doesn’t.
   - Identify leverage mechanisms that generate impact on a larger scale.
   - Adapt and explore with care.
   - Make your solutions sustainable.

5. **Scan your horizon**
   - Find examples of who has already solved the problem.
   - Create a search strategy to locate solutions that others have already found.
   - Engage in reverse engineering to understand how solutions were developed.
   - Adapt and explore with care.

6. **Implementing & Learning**
   - Identify leverage mechanisms that generate impact on a larger scale.
   - Scale your solutions.
   - Reflect on your decisions and extract lessons learned.
   - Make your solutions sustainable.

7. **Close a project**
   - Finalize and present project outcomes.
   - Close the project and learn from the experience.
   - Scale your solutions.

8. **Make your solutions sustainable**
   - Think of what needs to be done to embed your solution in the daily practice and spread it across the wider ecosystem.
   - Make your solutions sustainable.
   - Close the project and learn from the experience.

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**Legend**
- **1**: Begin with the project portfolio.
- **2**: Understand the project by mapping the problem.
- **3**: Define the project scope.
- **4**: Initiate the project plan.
- **5**: Implement the project.
- **6**: Close the project.
- **7**: Analyze your portfolio.
- **8**: Build empathy.
- **9**: Challenge your assumptions.
- **10**: Run multiple parallel experiments.
- **11**: Scan your horizon.
- **12**: Implementing & Learning.
- **13**: Close a project.
- **14**: Analyze your portfolio.
- **15**: Build empathy.
- **16**: Challenge your assumptions.
- **17**: Run multiple parallel experiments.
- **18**: Scan your horizon.
- **19**: Close a project.
Coffee/tea break
Designing your team
What is a team?

What are its main features?
What is a team?

A team is a group of people who will work together to reach a common goal.
What is a team?

What kind of questions are important when designing a team?
Team design questions

- How many people should be on the team?
- What kind of expertise do we need?
- Is this team designed for the short- or long-term?
- What is our purpose or goal?
- How will we make decisions?
- What process will we follow?
- How will we work with other teams?
- How will we share information?
The very bare essentials of team design
What makes a team effective?
What is the key factor that makes a high performing team?
Google did research on team effectiveness

“Who is on a team matters less than how the team members interact, structure their work, and view their contributions.”

Google re:Work

https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/
Google’s top 5

1. Psychological Safety
   Team members feel safe to take risks and be vulnerable in front of each other.

2. Dependability
   Team members get things done on time and meet Google’s high bar for excellence.

3. Structure & Clarity
   Team members have clear roles, plans, and goals.

4. Meaning
   Work is personally important to team members.

5. Impact
   Team members think their work matters and creates change.

https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/
1. Frame the work as a learning problem – not as an execution problem
2. Acknowledge your own fallibility
3. Model curiosity, ask a lot of questions

How do you build psychological safety?

https://www.youtube.com/watch?v=LhoLuui9gX8
Tuckman stages of team development

- **Forming**: Team members are positive and polite.
- **Storming**: People start to push against the boundaries established in the forming stage.
- **Norming**: People start to resolve their differences, appreciate colleagues' strengths.
- **Performing**: Hard work leads, without friction, to the achievement of the team's goal.
Team design is iterative and continuous process.

From: NOBL's Team Design Bootcamp
What makes an innovation team different from “normal” teams?
# Teaming models

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<th>FIXED</th>
<th>FLUID</th>
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<tr>
<td><strong>Output-Oriented</strong></td>
<td><strong>Mission-Driven</strong></td>
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<tr>
<td><strong>Command and Control</strong></td>
<td><strong>Sense and Respond</strong></td>
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<tr>
<td><strong>Rigid Structures</strong></td>
<td><strong>Loose Structures</strong></td>
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<td><strong>Error-Reducing Systems</strong></td>
<td><strong>Error-Embracing Systems</strong></td>
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<td><strong>Suppressed Authority</strong></td>
<td><strong>Distributed Authority</strong></td>
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<td><strong>Deep Knowledge</strong></td>
<td><strong>Broad Knowledge</strong></td>
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<td><strong>Homogeneity</strong></td>
<td><strong>Diversity</strong></td>
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From: NOBL’s Team Design Bootcamp
Anatomy of a team (NOBL)
Anatomy of a team (NOBL)

- **Customers & context**: Who do we serve and what do they truly need?
- **Strategies & metrics**: Where are we going and how do we know we are getting close?
- **Rhythms & rituals**: What are the rituals and norms that hold us together and make us a team?
- **Roles & domains**: What am I responsible for and how do we work together without stepping on toes?
- **Projects & plans**: What needs to get done and what do we need from each other to do it?
- **Policy & process**: What simple rules do we need to help us making the same mistake twice?
Team roles for Experimenting and Public Problem Solving

- **Activist**: Inspires Change
- **Tester**: Improves and Validates
- **Orchestrator**: Operationalises Visions
- **Architect**: Develops Solutions
- **Investigator**: Generates Insights
- **Co-creator**: Facilitates Collaboration
- **Translator**: Creates Common Ground
- **Curator**: Mobilises People
- **Ambassador**: Creates Mandate
- **Mobiliser**: Leverages Change

**DRAFT – Please do not share!**

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December 2017
### Team roles for Experimenting and Public Problem Solving

#### LEADING CHANGE

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#### Working Together

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#### ACCELERATING LEARNING

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<td>Often have bold visions for improvement, and have the courage to challenge the status quo</td>
<td>Great attention to detail, able to link the smaller actions to the bigger changes</td>
<td>Vast experience of the political landscape, can work around the system</td>
<td>Genuine interest in a broad range of subjects</td>
<td>Well connected with key players</td>
<td>Genuine interest in a broad range of subjects</td>
<td>Understanding and making sense of the world around them</td>
<td>Uses the insights generated by the Tester, to move the idea forward or use it in a new way.</td>
<td>Driven by the real world implications of their work</td>
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<td>Are not put off by failures, and will persevere</td>
<td>Excellent people skills, can mobilise and encourage colleagues</td>
<td>Excellent listener and storyteller, can read between the lines of what people are saying</td>
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<td>Can easily discover, attract and engage with diverse set of people</td>
<td>Can transform hard data into captivating stories</td>
<td>Understanding and discovering ways and means of making their findings accessible and communicable to others.</td>
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<td>Can identify what is working and what isn't, by knowing what to measure</td>
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<td>Can often excite and mobilise other people</td>
<td>Can at times be impatient and restless, wanting to see change happen quickly without taking the time to establish relationships</td>
<td>Can sometimes micro-manage colleagues, being overbearing and stifling</td>
<td>Can at times be a people pleaser, focusing less on action, more on relationships</td>
<td>Can be limited by their own biases, regarding who they choose to work with</td>
<td>Can consider themselves as master of several domains, not knowing when to call in the experts</td>
<td>May dwell too much or too long on investigation and analysis. Might find it hard to stop investigating</td>
<td>May over-complicate solutions by continually seeing connections and relationships – making a solution more difficult to implement.</td>
<td>May find themselves in eternal loop of testing and iterating, as things can always be improved</td>
</tr>
</tbody>
</table>

### WEAKNESSES

<table>
<thead>
<tr>
<th>Activist</th>
<th>Orchestrator</th>
<th>Ambassador</th>
<th>Co-creator</th>
<th>Curator</th>
<th>Translator</th>
<th>Investigator</th>
<th>Architect</th>
<th>Tester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often have bold visions for improvement, and have the courage to challenge the status quo</td>
<td>Great attention to detail, able to link the smaller actions to the bigger changes</td>
<td>Vast experience of the political landscape, can work around the system</td>
<td>Genuine interest in a broad range of subjects</td>
<td>Well connected with key players</td>
<td>Genuine interest in a broad range of subjects</td>
<td>Understanding and making sense of the world around them</td>
<td>Uses the insights generated by the Tester, to move the idea forward or use it in a new way.</td>
<td>Driven by the real world implications of their work</td>
</tr>
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<td>Are not put off by failures, and will persevere</td>
<td>Excellent people skills, can mobilise and encourage colleagues</td>
<td>Excellent listener and storyteller, can read between the lines of what people are saying</td>
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How to use appliances without a user manual?
Johari window: what do you know about yourself?

- **Known to self**
  - Arena
  - Facade
- **Not known to self**
  - Blind spot
  - Unknown
What is your “user manual”, what is important for your colleagues to know when they work with you.
## Create a user manual

This tool will help you understand how other members of your team prefer to work and allow you to share your working preferences.

<table>
<thead>
<tr>
<th>How do you work best?</th>
<th>What does it look like when you disagree?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>When do you need help?</th>
<th>When are you misunderstood?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What do you want help to look like?</th>
<th>How do you respond in a crisis?</th>
</tr>
</thead>
<tbody>
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</table>

Share your user manuals with your colleagues.

### Directions:

1. Fill out the table for your team members.
2. Discuss the responses and take notes.
3. Share your user manuals with your colleagues.

**Time:** 20-30 min.
Rhythms and rituals?
### The Monday Planning Meeting

<table>
<thead>
<tr>
<th>STEP</th>
<th>INSTRUCTIONS</th>
</tr>
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<tbody>
<tr>
<td><strong>01 SILENT UPDATES</strong></td>
<td>&quot;Take three minutes, in silence, to review your tasks for the week ahead.&quot;</td>
</tr>
<tr>
<td><strong>02 CHECK-IN ROUND</strong></td>
<td>&quot;What has your attention OR personally, what do you want to share?&quot;</td>
</tr>
<tr>
<td><strong>03 CALENDAR REVIEW</strong></td>
<td>&quot;What’s next week? Who are you scheduled to talk to?&quot;</td>
</tr>
<tr>
<td><strong>04 PLANNING ROUND</strong></td>
<td>&quot;What are you planning to accomplish this week?&quot;</td>
</tr>
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<td><strong>05 NEEDS ROUND</strong></td>
<td>&quot;What do you need from this team on the tasks that you’re working on?&quot;</td>
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<td><strong>06 CLOSING ROUND</strong></td>
<td>&quot;Share your reflections on this meeting on the whole team.&quot;</td>
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### Friday Shipping Process

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<td>&quot;Take three minutes, in silence, to review the tasks you’ve completed and other any mistakes you’re responsible for reporting.&quot;</td>
</tr>
<tr>
<td><strong>02 CHECK-IN ROUND</strong></td>
<td>&quot;What was your activity OR personally, what do you want to share?&quot;</td>
</tr>
<tr>
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<td>&quot;What’s next week? Who are you scheduled to talk to?&quot;</td>
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What are your rhythms and rituals?
Wrap up & reflection
Changing habits

As a team, write down the five habits that you believe you should do less of and the five you feel are most important to do more of, to become more effective as an innovation team. Then, start to identify what actions will enable you in achieving this transformation.

To support you in listing these habits, think back to the ‘room of the obvious activity’ and the competency framework.

<table>
<thead>
<tr>
<th>What current habits do we want to stop, or do less of?</th>
<th>What habits do we want to develop, or do more of?</th>
<th>What do we need to do to make this transformation happen?</th>
</tr>
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Lightbulb moment
What was your a-ha moment of today?
Who want to share their light bulb moment?
In betweenos

• Discuss changing habits (team)
• Reflection exercise (individually)
• Complete your project plan (team)
• (Recommended) reading

https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/
Most importantly continue working on the action outlined in your “Creating a project plan sheet”

https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/
How do we stay in touch? What if you want to contact us?

https://rework.withgoogle.com/blog/five-keys-to-a-successful-google-team/
Please leave sharpies on the table.
Salut!