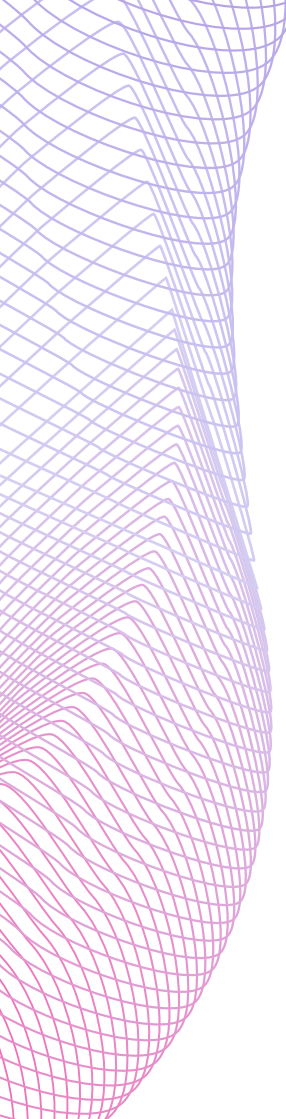# Tool compendium

STATES OF CHANGE

Welcome to your tool compendium for the Victorian States of Change learning programme!

The compendium has been created from the tools you used during the learning programme. It's designed to help you identify which tools to use when, and for what purpose. It is divided into two sections:

- Section one features 'tools for experimental problem solving' and aligns with both the Six Principles for exploring the unobvious and the Experimental Continuum.

- Section two includes 'tools for setting the conditions', which looks beyond the project challenge to other factors that can impede innovation if not addressed simultaneously.

Content

Six principles

The tool compendium is based upon two models, both of which shaped the States of Change learning programme. The first is the *Six Principles for exploring the unobvious'*.

These six principles help you to consider an issue through various perspectives. Too often we approach a challenge through our own perspective, shaped by our biases. These principles provide a reminder of the dynamics at play and the multiple areas we have to toggle between to better identify knowledge gaps and challenge assumptions – and ultimately make better informed decisions.

People and systems:
Zooming in and out between individual experiences up to the big picture view. This not only helps to understand problems from multiple perspectives and levels, but also where and how your intervention can create impact.
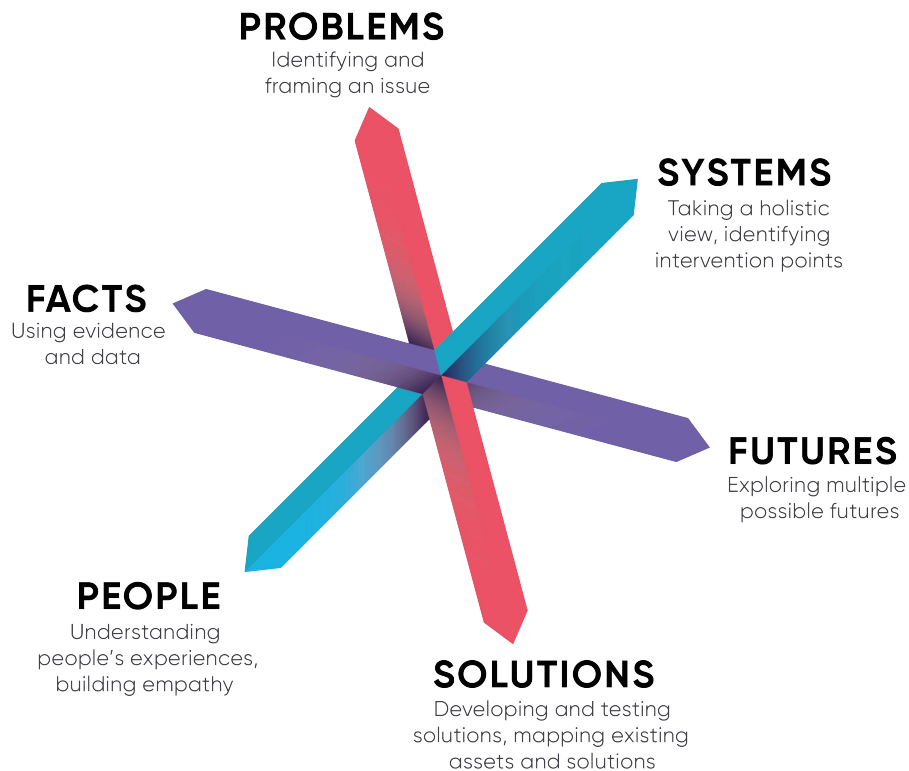
Facts and futures:
Toggling between the facts (existing evidence and data of 'what is'), whilst being imaginative and exploring multiple possible futures of 'what could become'. It's important to build ideas from a strong evidence base, without allowing them to restrict your understanding of what is possible.

Problem and solution:
These are inextricably linked – acting on either one affects the other. Practice needs to embrace the interactive and interdependent relationship between the two. Moving back and forth between them helps to better understand the nature of the challenge and the suitability of your intervention.

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
assets and solutions

Experimental continuum

The second guiding model is the *Experimental Continuum*. This demonstrates that different types of experimentation are required at different stages to address varying types of questions and assumptions.

- When you are at the 'what if...' end of the continuum, problems and solutions are unknown. This requires an imaginative, **exploratory** approach through which you can discover insights and develop 'hunches' to create hypotheses from.

- The middle section is a category of experiments that build on both the imaginative and analytical mindsets – the **trial and error** approach. This area builds upon earlier hunches, and allows you to test your assumptions around what works (well enough) and what doesn't, enabling you to refine your hypothesis.
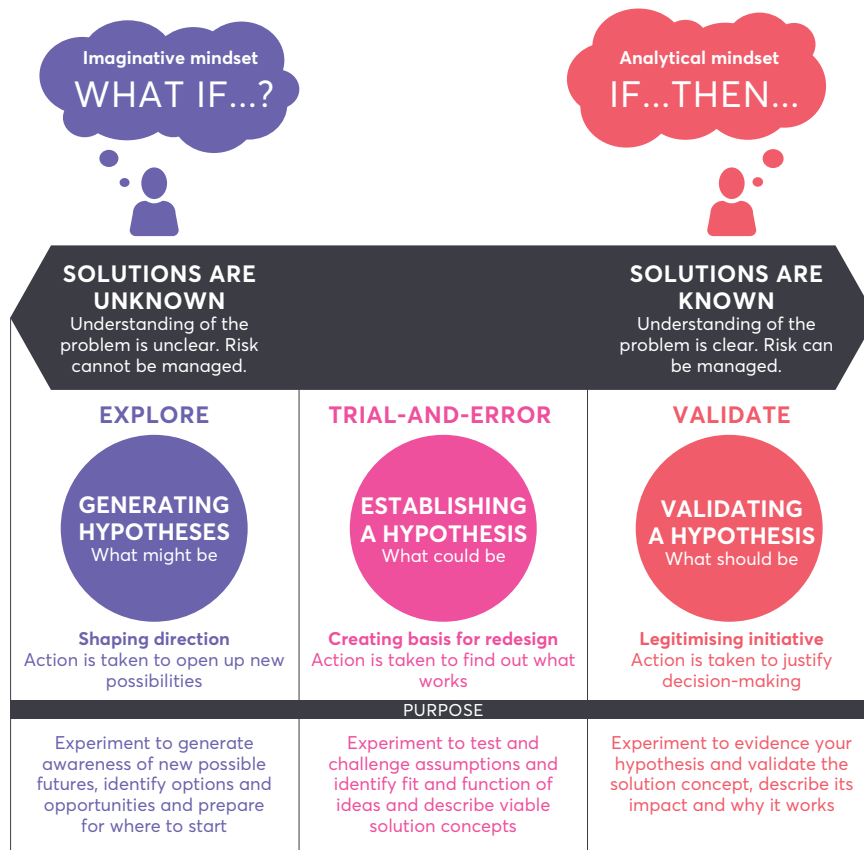
- The 'if...then...' end of the continuum is where probabilities are better understood and activities focus on justifying decisions through analytical and rigorous procedures to test and **validate** your solutions.

The six principles should be considered across all areas of the experimental continuum. Whether you're exploring the challenge, testing a hunch or validating a solution, you should have an awareness of what this means for individuals and systems, how it addresses the problem and shapes the solution, and how it builds on existing knowledge whilst generating new insights. The tools in the compendium will support you in doing this.

Section 1 of the compendium is divided by the three stages in the continuum (Explore, Trial & Error, Validate), and at each stage you'll find tools connected to the six principles.

Embrace uncertainty ———————————————————— Manage risk

Imaginative mindset
WHAT IF...?

Analytical mindset
IF...THEN...

SOLUTIONS ARE UNKNOWN
Understanding of the problem is unclear. Risk cannot be managed.

SOLUTIONS ARE KNOWN
Understanding of the problem is clear. Risk can be managed.

EXPLORE	TRIAL-AND-ERROR	VALIDATE
GENERATING HYPOTHESES What might be	**ESTABLISHING A HYPOTHESIS** What could be	**VALIDATING A HYPOTHESIS** What should be
Shaping direction Action is taken to open up new possibilities	**Creating basis for redesign** Action is taken to find out what works	**Legitimising initiative** Action is taken to justify decision-making

PURPOSE

Experiment to generate awareness of new possible futures, identify options and opportunities and prepare for where to start	Experiment to test and challenge assumptions and identify fit and function of ideas and describe viable solution concepts	Experiment to evidence your hypothesis and validate the solution concept, describe its impact and why it works

SECTION 1

Explore

At this stage, we're still trying to better understand the problem. We have our hunches, but before jumping to a solution we want to be sure it's not being shaped by our biases or limited input.

FUTURES

We want to identify trends to understand how they may affect the challenge in the future...

PROBLEMS

We want to be sure we're addressing the right problem...

SOLUTIONS

We want to understand what's been tried before and create multiple options...

EXPLORE – PEOPLE

Mapping your stakeholders

This tool helps you map out who has a stake in the issue, in particular 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?
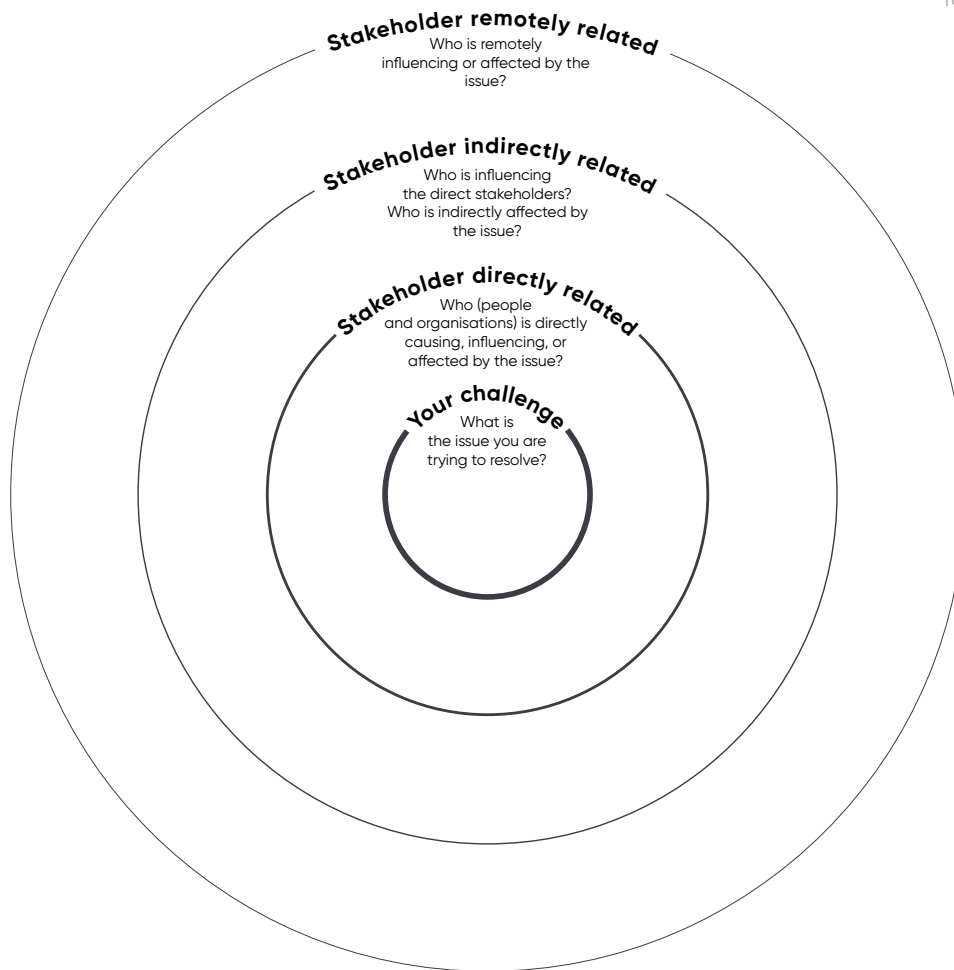
Your challenge
What is
the issue you are
trying to resolve?

Exploring a day in the life

This tool helps you understand your users better by mapping out their activities throughout one day. By learning about their routines and precious moments, you can build empathy with them.

Going to bed   Waking up

Day in the life of

. . . .

Instructions
Start with the following questions:

- Yesterday, what time did you wake up?
  Plot this time next to the alarm clock.

- What did you do after getting up?
  Plot this activity on the dial.

- And what did you do next?
  Plot that on to the dial, as well.

- Repeat question 3 until it's "bedtime".

- After mapping out all the activities,
  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.

EXPLORE – PEOPLE

Field notes

This tool helps you to capture conversations and record observations when you're carrying out ethnographic research.

Field notes

For capturing insights and inspirations

This book belongs to

....

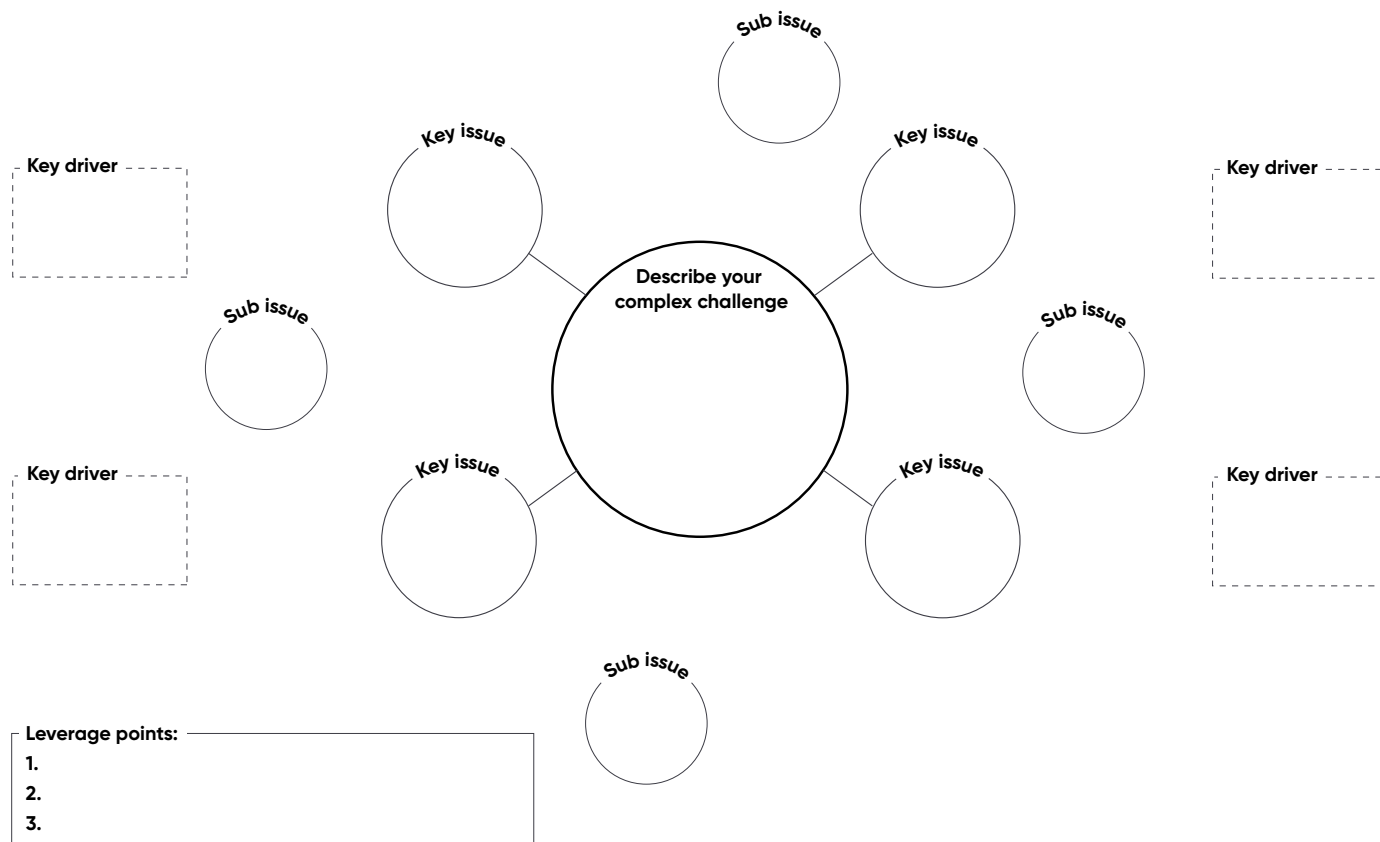| Observation / Quote(s)	Key finding(s)
	What does this observation or quote mean?

When: Where: Who: By:

EXPLORE – SYSTEMS

Mapping the issue

This tool helps you to set out the different levels of issues associated with your complex challenge, and identify the drivers behind them.

Sub issue

Key issue

Key issue

Key driver

Key driver

Sub issue

Describe your complex challenge

Sub issue

Key driver

Key driver

Key issue

Key issue

Sub issue

Leverage points:
1.
2.
3.

EXPLORE – SYSTEMS

Mapping and categorising your stakeholders

This tool helps you map your stakeholders, distinguishing the different sectors they are part of and how they relate to your project.

Society
Citizens, community organisations, NGOs and foundations

Academia
Universities and research centres

COMMUNICATION

COORDINATION

COLLABORATION

Government
Ministries, central and local government

Corporate
Private organisations, small businesses
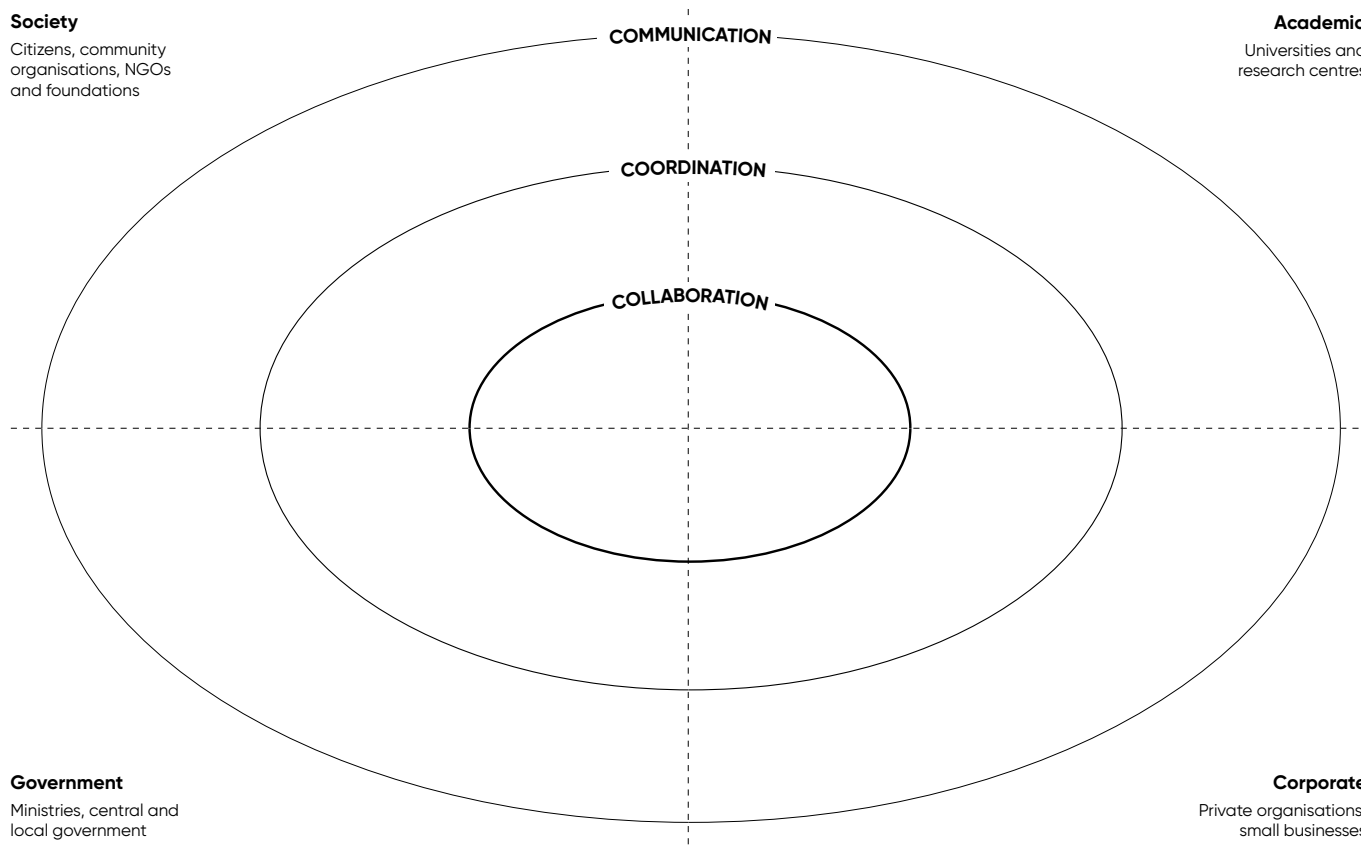
EXPLORE – FACTS

Mapping data

This tool helps you to map out the data you could use and discuss 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)

EXPLORE - FACTS

Appraising evidence

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

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

Creating a theory for change (extended)

This tool helps you to further explore and identify different elements that might shape the short and long term outcomes of your intervention.

Challenge hypothesis
Write out your "if......... then ...." statement.

Inputs
What will you need to contribute to achieve this change?

Outputs
What will be the immediate outputs?

Short term outcomes
What are the short term changes or results you expect to see?

Long term outcomes
What might the long term implications of this be?

Resources

Partners

Solutions

Policy

Capacity

Solutions

Policy

Capacity

Assumptions

Assumptions

Assumptions

Assumptions

Assumptions

EXPLORE – FUTURES

Exploring possible futures

This tool helps you identify current trends or disruptive events that are related to your challenge, and consider what the direct and indirect implications of these events might be, helping you to generate different possible futures.

Indirect implications

What are the implications of the direct implications?

Direct implications

What are the implications of this trend or disruptive event?

Trend/event

What trend or disruptive event is related to your challenge?
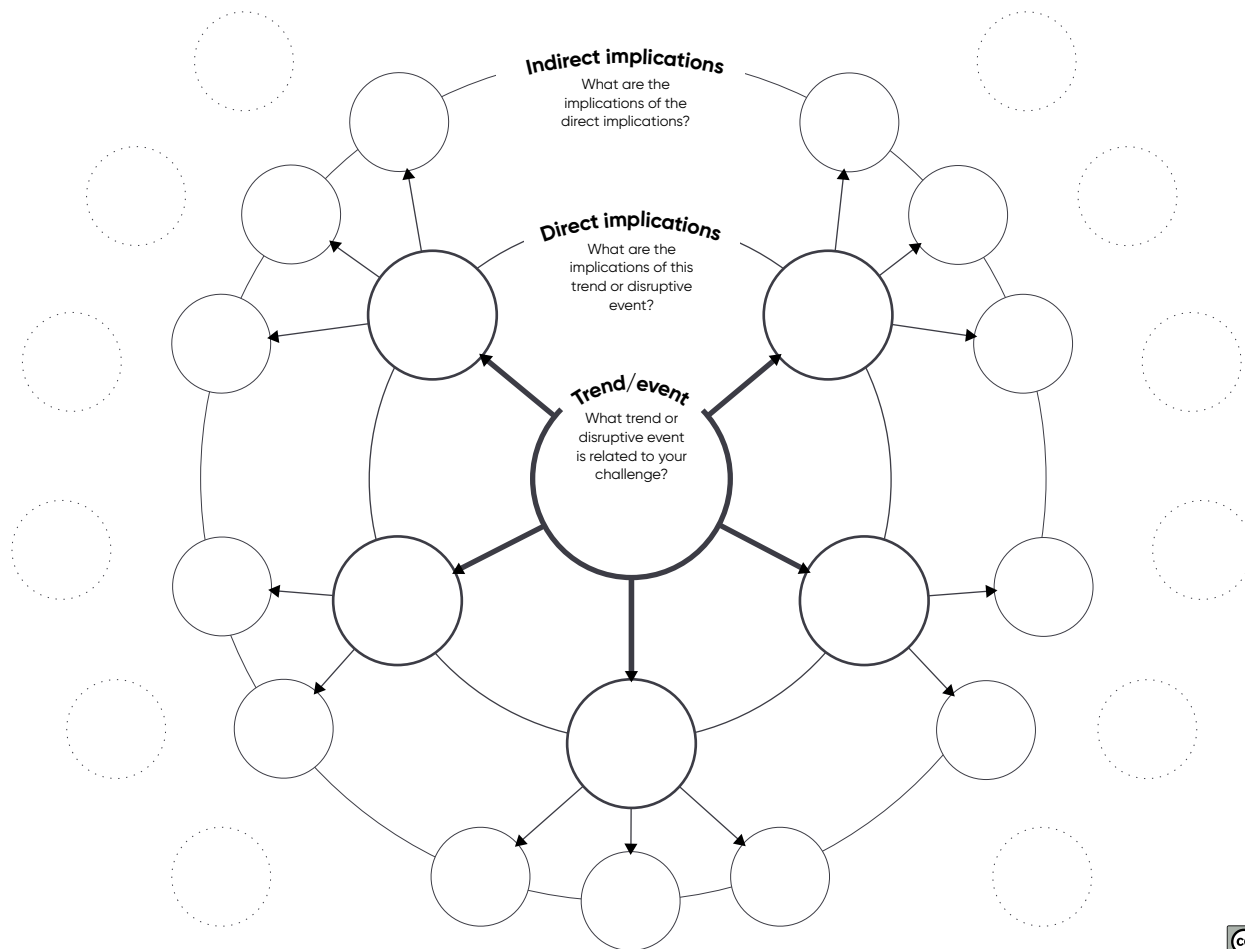
EXPLORE – FUTURES

Identifying signals of change

This tool helps you begin to record what the signals of change might be for your challenge, whether they're positive, negative or just complex.
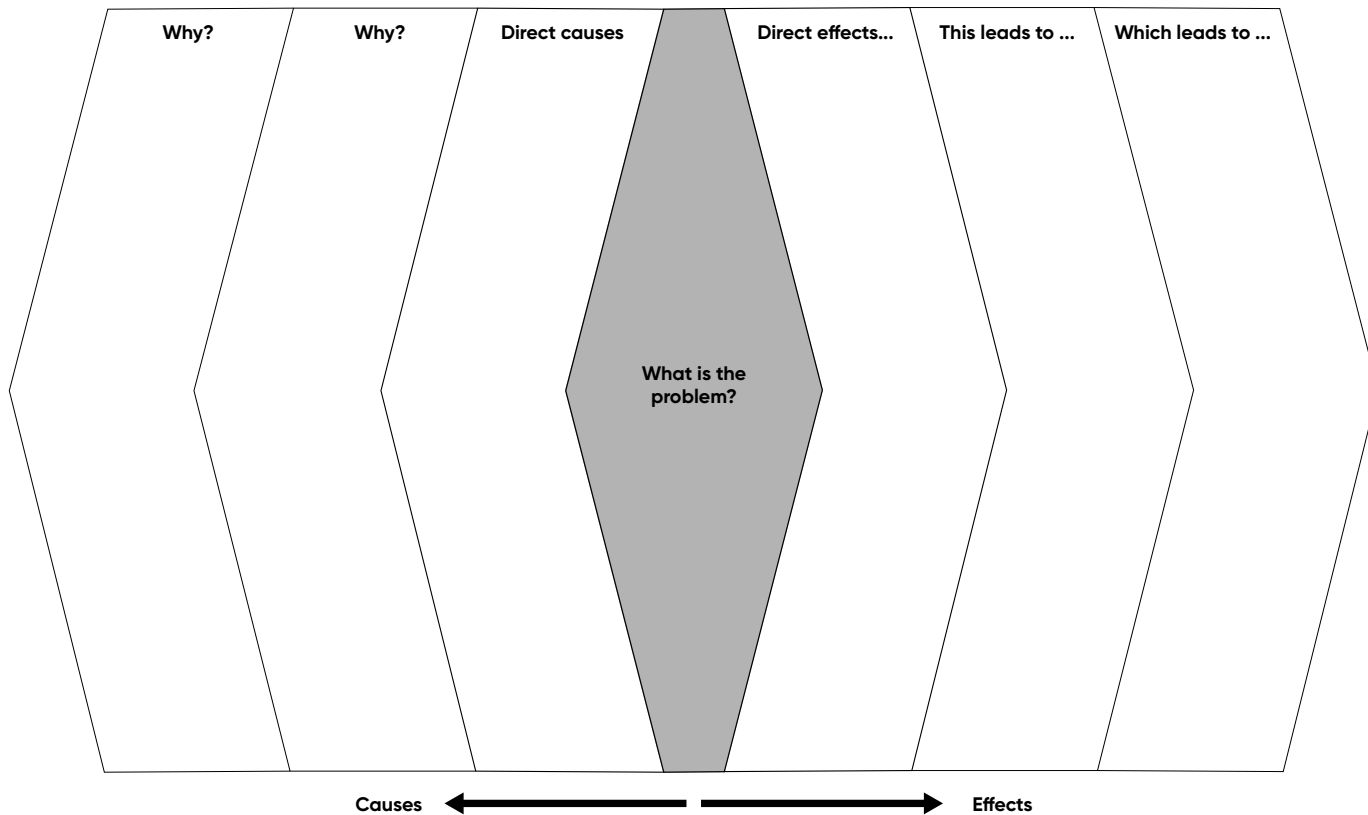
*Tool adapted from Futures Centre/FotF: Signal spotter starter kit

Signal of change 1:

This is a signal because...

Signal of change 2:

This is a signal because...

Signal of change 3:

This is a signal because...

Signal of change 4:

This is a signal because...

Signal of change 5:

This is a signal because...

EXPLORE – PROBLEMS

Exploring the problem

This tool helps you to further explore your problem, uncovering the root causes and wider consequences.

| Why? | Why? | Direct causes | | Direct effects... | This leads to ... | Which leads to ... |

What is the problem?

Causes ← → Effects

EXPLORE – PROBLEMS

Re-framing the challenge (actors' perspectives)

This tool helps you to reframe the challenge you are facing by thinking about it through the perspectives of multiple actors.

The actor:

How might this actor describe the challenge?

The challenge:

The actor:

How might this actor describe the challenge?

The actor:

How might this actor describe the challenge?

The actor:

How might this actor describe the challenge?

The actor:

How might this actor describe the challenge?

The actor:

How might this actor describe the challenge?

The actor:

How might this actor describe the challenge?

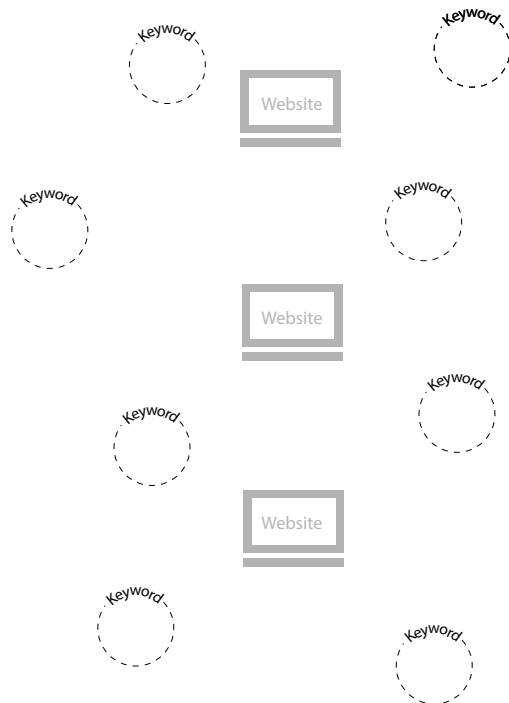**The actor:**

How might this actor describe the challenge?

EXPLORE – SOLUTIONS

Mapping potential solutions

This tool helps you to start thinking about where to find existing solutions that relate to your challenge.

Online search

If you were to use an online search to identify existing solutions, what website would you go to start navigating from, and what keywords or phrases would you use?

Keyword

Keyword

Website

Keyword

Keyword

Website

Keyword

Keyword

Website

Keyword

Keyword

Other areas/contexts

In what other industries, areas, contexts or regions might people have already developed solutions?

Engaging the community

How might you engage with the community to surface successful strategies? Who are the positive deviants who are already dealing with this challenge?

Reverse engineering a solution

This tool helps you to take apart an existing solution, understand its constituent elements, how they connect and how they can potentially be applied to your challenge.

Describe the existing solution:
Using the prompts below, describe the existing solution.

Analyse the existing solution:
Use the prompts to break the solution down into key components, exploring what the enablers of the solution are, how they are connected and how you might use them to inform how you tackle you own challenge.

Identify key components:
Using the prompts below, identify the key parts of the solution.

What is the solution called?

What are the key features of this solution?

What problem does it solve, or what value does it deliver?

How does this solution relate to your problem?

Why did you choose this solution? What inspired you?

Services and products
What existing services, products or systems are used?

Organisational structure and culture
What is it about the organisational structure or culture that enables the creation and delivery of the solution?

Resources
What resources enable the solution (e.g. knowledge, finance, materials)

Processes
What do the development, production or delivery process look like?

Policy
What policies are in place that enable this solution?

Channels and technology
What existing technologies, tools, platforms and channels are used for delivery?

Key decisions and constraints
What are the key design decisions? And what are the constraints that bound the solution? (eg. legal, financial)

Key actors
Who are the key actors/stakeholders involved in delivering the solution?

Strategies and leadership
What type of strategy and leadership is needed to drive this solution?

What are the key components and how are they related?

Which key components can be replicated in your context?

Which key components cannot be replicated for your context?

EXPLORE – SOLUTIONS

Creating a theory for change (quick & dirty)

This tool helps you to start setting out the change you want to see and identifying the possible actions you believe may lead to these changes.

Problem hypothesis
Write out you "if......... then ...." statement.

Possible actions
What are the possible actions you could take to implement this?

Desired impact
What would be the desired, or assumed, results of these actions?

SECTION 1

Trial & Error

We're developing ideas, we think we're on the right track — but we want to be able to demonstrate this in order to convince ourselves and others.

PEOPLE

We want ideas from others, and to know their views on our ideas...

By using personas to test how archetypes might react to ideas   **40**

Developing a persona

By supporting people who will use our ideas to provide useful feedback   **42**

Giving feedback

SYSTEMS

We want to better understand how our intervention will work within existing systems...

By identifying potential intervention points   **44**

Theory of change (quick & dirty)

FACTS

We want to generate and use data to demonstrate we are moving in the right direction...

By capturing the insights created through testing   **46**

Using evidence

By being aware of what indicators to watch for and measure   **48**

Theory of change (extended)

FUTURES

We want to envision multiple futures and scenarios in order to understand the value of each...

By imagining a potential future to anticipate how it might work   **50**

Back to the future

PROBLEMS

We want to think about the problem in a way that helps us generate multiple ideas...

By thinking beyond the obvious solutions to problems   **52**

Generating ideas

By generating multiple ways of looking at the problem   **54**

Re-framing the problem

SOLUTIONS

We want to understand whether our ideas work enough to take them forward...

By running experiments to test our hypothesis   **56**

Running an experiment

TRIAL & ERROR - PEOPLE

Developing a persona

This tool helps you 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.

Profile
Name:

Portrait
Please add a picture or draw a portrait

Segment:

Occupation:

Age:

Home town:

Marital status:

Family/Friends:

Interests/Hobbies:

Short bio:

Quote
What is a typical quote that represents the persona's goals, motivations?

Motivations
What drives this persona?

Goals
What are the goals that this persona tries to achieve?

Frustrations
What frustrates this persona?

Enablers
What enables this persona to achieve their goals?

Barriers
What obstructs this persona from achieving their goals?

TRIAL & ERROR - PEOPLE

Giving feedback

This tool helps both you and your users to provide
constructive feedback on prototypes and ideas.

What's really good about it?
What did you like? What did you think worked well?

Suggestions for improvement?
What would you change, and how would this improve the idea or solution?

Ideas that came up?
Did the presentation make you think of other potentials or possibilities to further develop this idea?

Questions that came up?
Was there anything you were confused by? Or did the prototype prompt wider concerns or queries?

TRIAL & ERROR - SYSTEMS

Creating a theory for change (quick & dirty)

This tool helps you to start setting out the change you want to see and identifying the possible actions you believe may lead to these changes.

Problem hypothesis
Write out you "if......... then ...." statement.

Possible actions
What are the possible actions you could take to implement this?

Desired impact
What would be the desired, or assumed, results of these actions?

TRIAL & ERROR - FACTS

Using evidence

This tool helps you identify evidence you have used in your project so far so that you can unpack the ways you gather and generate data, and understand whether it is fit for purpose.

What evidence?
Describe what form the evidence came in, i.e. quantitative, qualitative

How was it collected?
What method or activity was used to gather or generate this evidence?

For what purpose?
Why was it necessary to collect this evidence? How did you use it? Who was it shared with?

What happened?
What changed as a result of gathering this evidence? Did it fulfil the purpose?

TRIAL & ERROR - FACTS

Creating a theory for change (extended)

This tool helps you to further explore and identify different elements that might shape the short and long term outcomes of your intervention.

Challenge hypothesis
Write out your "if......... then
..........." statement.

Inputs
What will you need to
contribute to achieve
this change?

Outputs
What will be the
immediate outputs?

Short term outcomes
What are the short term
changes or results you
expect to see?

Long term outcomes
What might the long term
implications of this be?

	Resources	Solutions	Solutions	
	Partners	Policy	Policy	
		Capacity	Capacity	

Assumptions

Assumptions

Assumptions

Assumptions

Assumptions

TRIAL & ERROR - FUTURES

Back to the future

This tool draws on your creative side to help you envision an imagined possible future and think about what might need to happen to achieve it.

NEWSPAPER OF THE YEAR

May 9th, 2022

THE PAGE
FUTURE. THINKING.

Headline

Image

> "
>
> "

Editorial

COMMENT, PAGE A2

Opinion

COMMENT, PAGE A2

Special

COMMENT, PAGE A2

What happened today in 20__

> "
>
> "
>
> Daniel Andrews

TRIAL & ERROR - PROBLEMS

Generating ideas

This tool helps you to think beyond the immediate and obvious solutions by prompting you to think more laterally.

* This tool is inspired by The Fast Idea Generator from the DIY Toolkit

The approach
Below are the different ways in which an idea or solution can be transformed.

The normal rule
Considering your own challenge, write out what the current 'normal' practice is (use the examples as a guide).

Bending breaking and stretching the rule
Now take the 'normal practice' and apply the approach listed in the left hand column to develop a 'what if' scenario.

The approach		The normal rule	Bending breaking and stretching the rule
Inversion	Turns common practice upside down	*Doctors treat patients*	*What if patients became doctors?*
Integration	Integrate offer with other offers	*People access a range of services in different locations*	*What if different local services had one point of access?*
Extension	Extend the offer	*Schools provide learning fro students during the day*	*What if schools also provided sport, recreation and community learning provision out of hours?*
Differentiation	Segment the offer	*There is a 'one size fits all' approach*	*What if a service was personalised and differently segmented?*
Addition	Add a new element	*Supermarkets deliver groceries*	*What if supermarkets delivered groceries and provided hot meals to people in their homes?*
Subtraction	Take away an element	*Prisons are critical to a criminal justice system*	*What if you had to close three prisons?*
Translation	Translate a practice associated with another field	*Hospitals and airports are different kinds of operations*	*What if airport management practices were applied to hospitals?*
Grafting	Graft on an element of practice from another field	*Teaching and coaching are separate practices*	*What if coaching is introduced as part of secondary school education?*
Exaggeration	Push something to its most extreme expression	*Schools support children and young people to learn, but only within designated times and designated spaces*	*What if students could access learning anytime, anywhere they chose?*

Re-framing the problem

This tool helps you to reframe the challenge you are facing by reversing meanings (e.g. from negative to positive, from needs to capabilities).

Challenge statement

Write out your current challenge statement below

Core dilemma

Write out what the core dilemma is behind this challenge (i.e. elderly people have needs)

Positive re-framing

Write out the possibilities, potentials, or positive aspects you see (i.e. elderly have capabilities)

Re-frames challenge statement

Write out how you might describe you challenge statement differently

REFRAMING

TRIAL & ERROR - SOLUTIONS

Running an experiment

This tool helps you to plan and evaluate an experiment by articulating your hypothesis, planning how you will collect your data and reflecting on the results.

* This tool is based on leanstack.com/experiment-report/ and medium. com/the-labs-wananga/lab-craft-how-we-use-experiments-to-drive-insight-b06ea3b3145f#.dvdg6dqhx

Set up

Issue
What is the issue you are trying to solve? What is the situation you want to change?

Hypothesis
What (repeatable) intervention or action will solve the issue or change the situation? What will the observable or measurable outcome look like? What are you expecting or hoping will happen?

if...	then...

Plan
How will you set up and run the experiment? Who will be involved? In what context? How are you going to collect data?

Reflection

Results
What data did you collect?

Insights
What did you learn from your experiment? What assumptions have been reinforced or disproved?

Next experiment
What will you do next? What changes do you need to make? What are gaps or assumptions you have to test?

SECTION 1

Validate

We're sure our idea is right, now we need to generate evidence so we can demonstrate this is the case.

PEOPLE	SYSTEMS	FACTS
We want to be able to demonstrate the strength of this idea to our stakeholders...	**We want to demonstrate the value of our idea on the wider ecosystem...**	**We want to ensure we have the data that shows our idea works...**
By developing a persuasive story that speaks to their interests **60**	By identifying other cultural changes it has created **62**	By returning to our theory of change, using it as a 'checklist' for the evidence required **64**
Creating a persuasive story	Impact framework	Theory of change (extended)

FUTURES

We want to show that this is the best solution now and in the future...

Validating that a solution will work in the future is pretty much impossible, as there are too many unknowns. But by developing your idea using future trends and signals of change, you are in a better place to understand the potential risks – and how your solution will respond to them.

PROBLEMS

We want to demonstrate the problem is being addressed... →

SOLUTIONS

...Through our solution or intervention

By developing a plan to generate evidence   **66**

Evidencing your hypothesis

VALIDATE - PEOPLE

Creating a persuasive story

This tool helps you identify and elaborate on the elements required to create a persuasive story, and supports you to construct it in an ordered way.

Audience
Identify your intended audience/stakeholder, and describe their relationship to you.

Empathy
Describe what your audience's perspective or experience of this challenge is.

We all know that your policy goal for this term is...

Problem understanding
Describe the different elements of the problem, and why has it not been addressed in the past.

We also know that the main problem your unit faces is ...

...the other elements of that problem are...

Who
Identify who is affected, both directly and indirectly, by the problem.

Idea
Describe your idea/solution to address the problem.

The solution we propose is...

Benefit
Describe what an inspiring scenario might look like, as a result of implementing the solution.

The benefits of the solution will be...

Actions
Describe how you will deliver this solution, in a practical sense.

We are going to use the budget from...

...and our timeframe is...

Audience role
Identify how your intended audience (e.g. your boss) will play a role in this.

As our authority, you'll appear as...

VALIDATE – SYSTEMS

Cultural change impact framework

This framework will help you to understand and assess what cultural change is happening as a result of your activities.

	Attitudes (mindset/ approach) Values, understanding, perspectives	Abilities (skills/agency) Competencies, confidence, uptake of new tools	Behaviour (action) Habits, ways of working, unlearning	Discourse (language) Communication, decision-making criteria, advocacy	Roles (functions) Ways of organising, job descriptions, operating model	Relationships (interactions) Networks, partners, conversations, alliances	Environment (incentives) Procedures, structures, accountability	Outputs (production) Initiatives, strategy, materials, new projects	Ripple effects Unexpected effects, indirect value-creation
Individual									
Team									
Organisational									
Ecosystem									

VALIDATE – FACTS

Creating a theory for change (extended)

This tool helps you to further explore and identify different elements that might shape the short and long term outcomes of your intervention.

Challenge hypothesis Write out your "if......... then ...." statement.	**Inputs** What will you need to contribute to achieve this change?	**Outputs** What will be the immediate outputs?	**Short term outcomes** What are the short term changes or results you expect to see?	**Long term outcomes** What might the long term implications of this be?
	Resources	**Solutions**	**Solutions**	
	Partners	**Policy**	**Policy**	
		Capacity	**Capacity**	
Assumptions	**Assumptions**	**Assumptions**	**Assumptions**	**Assumptions**

VALIDATE – PROBLEMS & SOLUTIONS

Evidencing your hypothesis

This tool helps you set out the different elements you need to consider when gathering or generating evidence to support your hypothesis.

Working hypothesis
What is the current hypothesis that you are planning to test?

Purpose
Describe the purpose of the evidence, what will it help you to achieve? I.e. challenge biases, demonstrate impact, leverage agency...

Gather and generate
How might you go about gathering or generating this evidence, what tools or methods do you think you'll use?

Challenges
What problems or challenges do you anticipate encountering? What support might you need and where could you find this?

Audience
Who will you present this evidence to and why? What will they do with it? What might it enable them to do?

Time and resource
What is your time scale for achieving this? What resources do you anticipate needing?

Tools for setting the conditions

Working in a more experimental way on projects is only part of the challenge. Your success in doing this depends on a variety of other social and environmental factors, such as how you work as a team, and whether others in your organisation understand and are receptive to these new ways of working.

This section provides tools to help improve your team dynamics, and support your communication and spreading of ideas.

It's important to remember that there really are no quick win ways to change environments and cultures. It takes time and often requires bigger organisational shifts. However, there are certain actions and approaches that can help to begin to influence culture change:

Leading by example: be the change you want to see. Try things differently, and share not only your successes but your learnings too.

Leverage your network: think strategically about who's opinion you need to change in order to get things done, and what your route to them is. Or take a bottom up approach, changing the mindsets of the wider network of people you work with.

Hack the bureaucracy: Think about where gaps for change exist. Where are the rules less black and white, where are the real opportunities to explore some of the methods learned?

SECTION 4
Team

Your team, the skills you possess and how you work together plays a vital role in how successful your projects and innovation practice will be.

We want a better understanding of how to work as a team...

Anatomy of a team cheat sheet
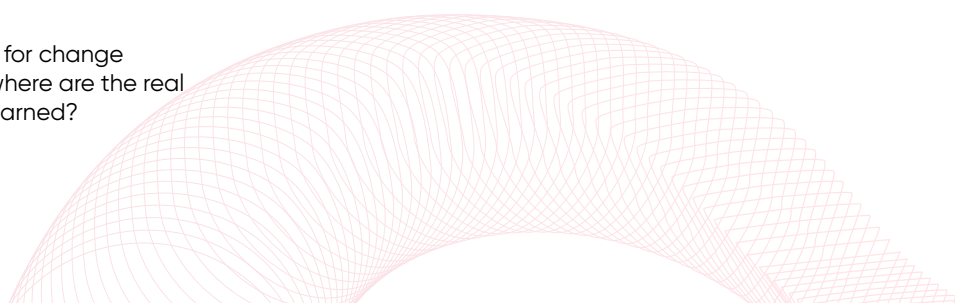
We want to better understand our team members so we can work in a way that gets the best out of everyone...

By sharing and understanding the working preferences of others

User manual

We want to reflect on our team composition, and identify areas to improve...

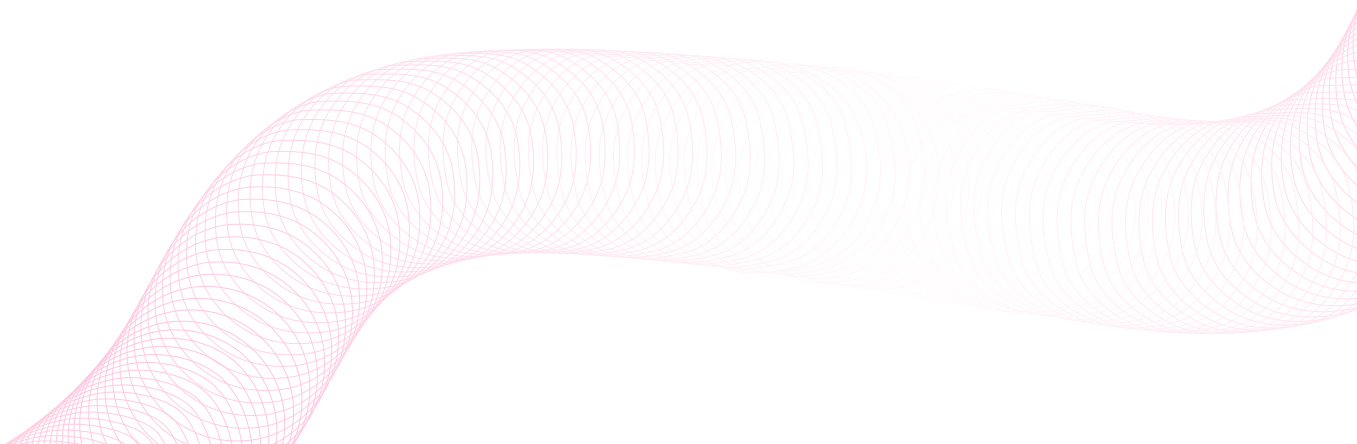By mapping out our skills and attitudes

Competency framework

We want to better understand how we might develop our skills and change undesirable behaviours...

By prioritising the habits we want to do less of and more of

Changing habits

Communication

Effective and inspiring communication (which is suited to the motivations of a varied audience) is vital when sharing learning and ideas, and creating buy-in.

We want to communicate using a different format that better engages and intrigues people...

We want to better understand and prepare for why and how others might object to what we are doing...

We want to create stories that can inspire, inform and motivate our audiences...
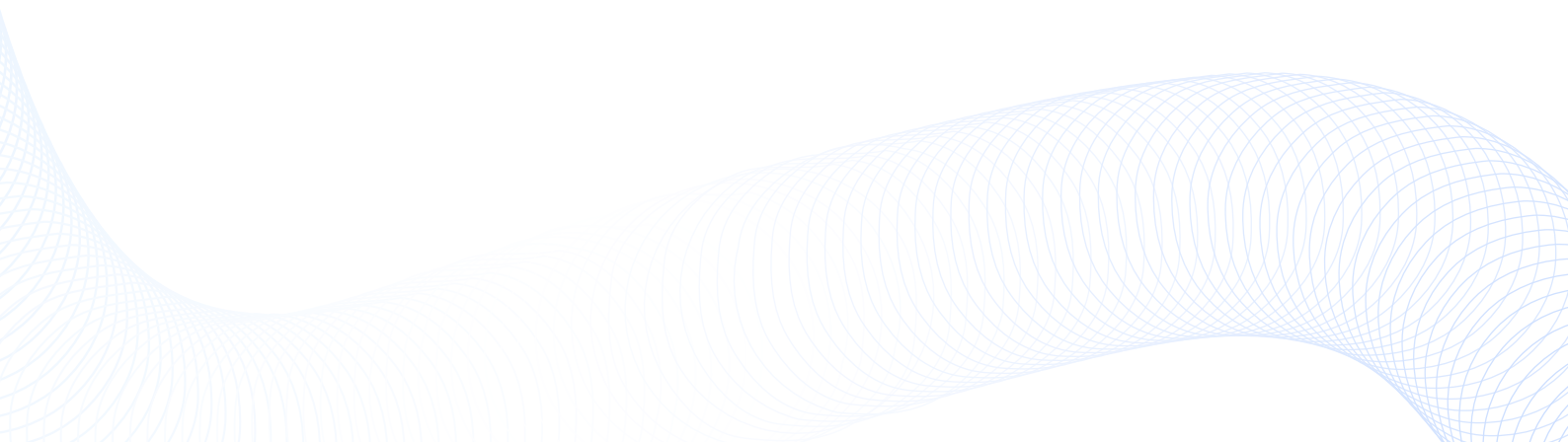
Environment

An environment that has more opportunities for innovation to thrive, and less challenges which hinder change and experimentation, is the holy grail.

We want to share and spread innovation concepts to increase the awareness and understanding of its value...

By creating learning experiences   **86**
in which to engage others
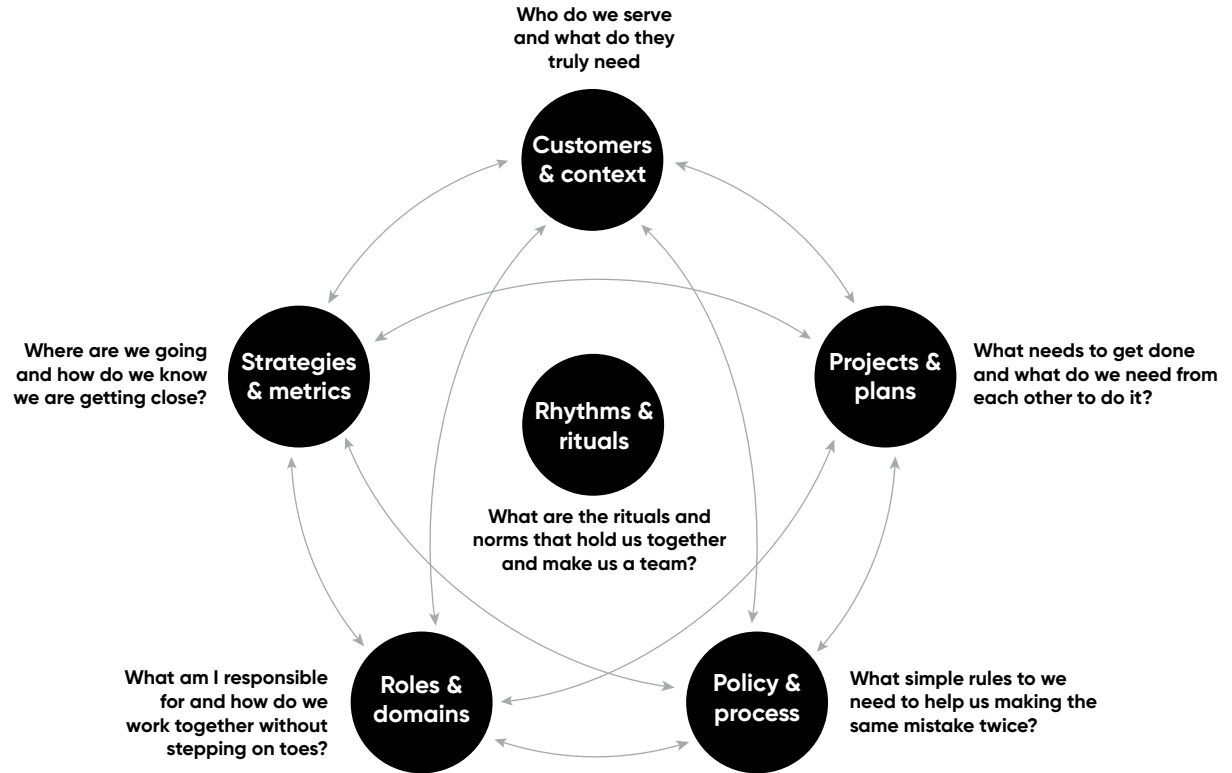
Designing a learning experience
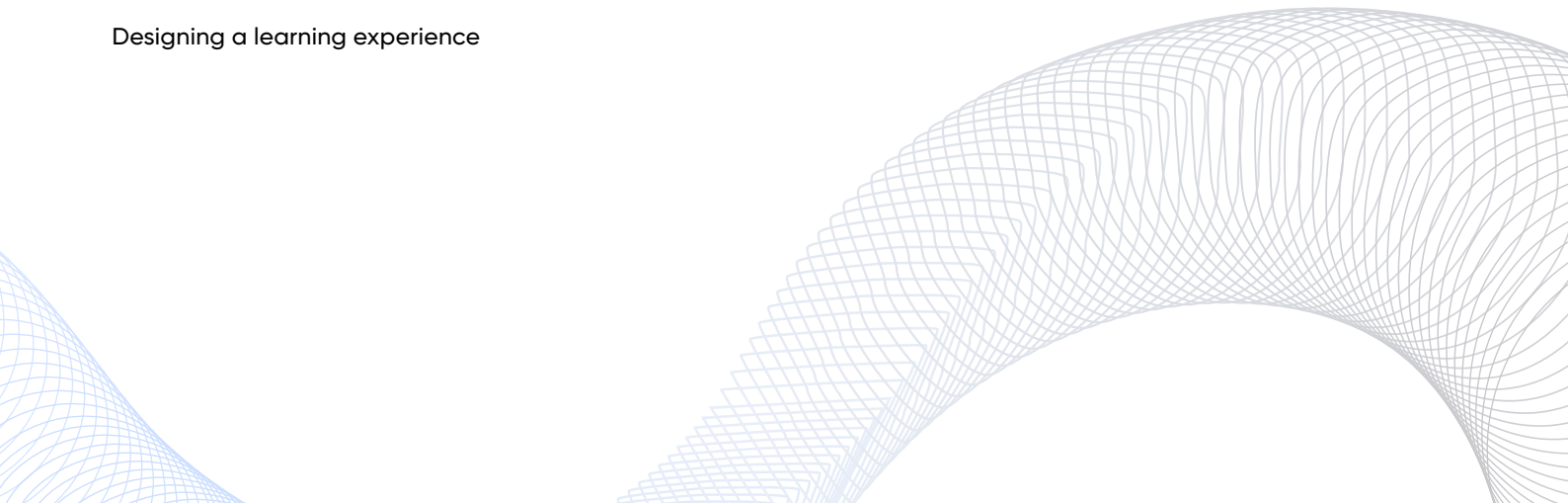
Anatomy of a team cheat sheet

Use this model to facilitate reflective team discussions around your strategy and process. How are you addressing each element? What else could you be doing?

The model contains six elements that are essential to consider when working as, or developing, a new team. Each of the elements is mediated through 'rhythms and rituals', i.e. the habits and norms of your team and the tools you use to address the other elements. This is why 'rhythms and rituals' is placed at the centre.

Adapted from Nobl's Team Design Bootcamp

Who do we serve
and what do they
truly need

**Customers
& context**

Where are we going
and how do we know
we are getting close?

**Strategies
& metrics**

**Rhythms &
rituals**

**Projects &
plans**

What needs to get done
and what do we need from
each other to do it?

What are the rituals and
norms that hold us together
and make us a team?

What am I responsible
for and how do we
work together without
stepping on toes?

**Roles &
domains**

**Policy &
process**

What simple rules to we
need to help us making the
same mistake twice?

User manual

Use this within your team to uncover how members work best and develop work practices based on this.

This tool will help you to understand how other members of you team prefer to work, and allow you to share your own working preferences. You can then shape your working rhythms to best suit the team's needs.

How do you work best?	What does it look like when you disagree?
When do you need help?	**When are you misunderstood?**
What do you want help to look like?	**How do you respond in a crisis?**

Competency framework

Use this to highlight the skill strengths and gaps within your team. How do these gaps affect your projects? Which need to be developed?

The framework sets out the key attitudes and skills that public sector innovators combine to successfully drive innovation in government and solve public problems.

WORKING TOGETHER
Engaging with citizens and stakeholders to create shared ownership of new solutions

Citizen & Stakeholder Engagement

Creative Facilitation

Building Bridges

Brokering

CORE SKILLS
KEY ATTITUDES

Agile

Empathetic

Action-oriented

Resilient

Curious

Competencies for
EXPERIMENTING & PUBLIC PROBLEM SOLVING

Imaginative

Reflective

Outcomes-focused

Courageous

ACCELERATING LEARNING
Exploring and iterating new ideas to inform and validate solutions

Future Acumen

Prototyping & Iterating

Data Literacy & Evidence

Systems Thinking

Tech Literacy

LEADING CHANGE
Mobilising resources and legitimacy to make change happen

Political & Bureaucratic Awareness

Financing change

Intrapreneurship

Demonstrating Value

Storytelling & Advocacy

TEAM

Changing habits

Use this tool (as a team, or individually) to develop accountabilities of what needs to change, and how you can start changing it.

Write down five habits that you believe you should do less of, and five you feel are important to do more of, to become more effective as an innovative team. Then, start to identify what actions will enable you to achieve this transformation.

To support you to list these habits, think back to the 'room of the obvious activity' and the competency framework.

What current habits do we want to stop, or do less of?	What habits do we want to develop, or do more of?	What do we need to do to make this transformation happen?

COMMUNICATION

Visual thinking cheat sheet

Use these basic shapes for constructing symbols, and the basic symbols for telling stories and communicating visually.

Think about how you can use these symbols and shapes as an alternative or addition to the usual descriptive report/documents. Can your message be summed up visually?

Inspired by the work of Dave Gray (XPLANE)

BASIC SHAPES (ALPHABET)
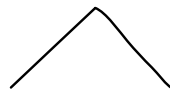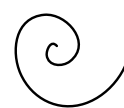
dot	line	arc	angle	spiral	loop
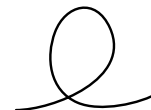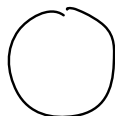
circle	leaf	triangle	rectangle	pentagon	cloud
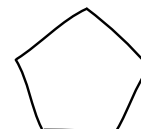
TRANSFORMATIONS
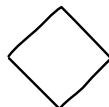
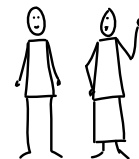| oval	square	diamond	triangles
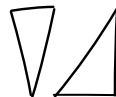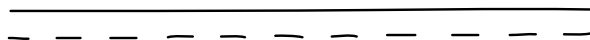
lines

SYMBOLS (WORDS)
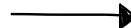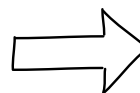
arrows   people   emotions   organisation   government

COMMUNICATION

Developing counter arguments

Use this tool to ensure you have a shared answer
to common 'myths' or 'self-imposed' organisational
restrictions that often limit or stunt innovation efforts.

This tool will help you to generate counter arguments
to the negative assumptions that can often arise when
discussing public sector innovation.

What your colleagues think...

What your colleagues say...

How might you counter this?

What your colleagues think...

What your colleagues say...

How might you counter this?

COMMUNICATION

Ingredients for a good story

Use this tool to identify and elaborate on the elements required to create a persuasive story.

In order to connect with your audience or stakeholders, think about what is important, what are the motivating factors, what do you need to share with whom?

Stakeholders motivations
Who will you be telling this story to (i.e. minister, user, middle manag–er) and what drives each of these individuals? What is it that they want and don't want?

Empathy
What messages or words will you use to generate empathy with your stakeholder?

Understanding
What messages/words will you use to demonstrate you understand the problem they face?

Proposal
What is it you are proposing to them? How does this relate to what they want?

Benefit
In what way will this benefit the stakeholder?

Who:

What do they want?

What is it that they don't want?

Who:

What do they want?

What is it that they don't want?

Who:

What do they want?

What is it that they don't want?

ENVIRONMENT

Designing a learning session

Use this tool to help you consider the key elements of a learning session, and how they work together to form an effective learning experience.

By running your own learning sessions, you can make more people aware of how, when and why they could use more experimental approaches to problem solving, changing their perceptions of value and mindset along the way.

Vision
What is your "pedogogy"? What principles and standards inform your decision making around learning?

Faculty
Who are the facilitators? What is their background, expertise, facilitation style? What are their strengths and weaknesses?

Content
What knowledge or skills are needed to achieve your learning outcomes? What are the key messages? What examples or case studies inspire action?

Learners
Who are the learners? What is their background? What are their needs, motivations, aspirations and preferences? What skills do they already have? What experience are they bringing to the session?

Activities
What activities are needed to achieve your learning outcomes? What does the learning journey look and feel like? How much time is needed for each activity?

Outcomes
What should be different when learners leave the room? What abilities or behaviours should learners be able to demonstrate? Are your learning outcomes feasible?

Evaluation
How do you measure or assess learning outcomes?

Resources
What materials or information sources are needed to enable and support the learning?

Environments
What facilities are needed to enable and support learning? How are they configured (e.g. room set-up)?

About States of Change

States of Change brings together the world's leading public innovation practitioners and experts. Together, we're working to enhance the quality, coherence and reach of public innovation learning, and to ultimately improve lives for citizens across the world.

We want to build the capability and culture of governments to practically deal with the complex problems they face, and to strengthen the community of practice around public innovation. One way we're doing this is by developing and delivering practical learning programmes that support governments to build their innovation capabilities and cultures.

**To find out more visit:
www.states-of-change.org**

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