Social Labs:

Facilitators guide

Our facilitators guide provides instructions on how to lead participants through the exercises for each tool in a Social Lab. Discover all the best tips to ensure a successful and impactful Social Lab.

Social Entrepreneurship

Getting started

General guidelines

1. Situate the exercise: Indicate where you are in the process and remind the participants about the goal of the step.

2. Define the objective: Clarify the purpose and goals of the workshop exercise. What do you want to achieve? What are the outcomes you are hoping for?

3. Facilitate the session: During the workshop exercise, guide the participants through the tools and ensure that the outcome(s) are met. Start by asking to reflect individually, next ask to share in turn, finally open a group discussion to build upon each other's input by giving constructive feedback.

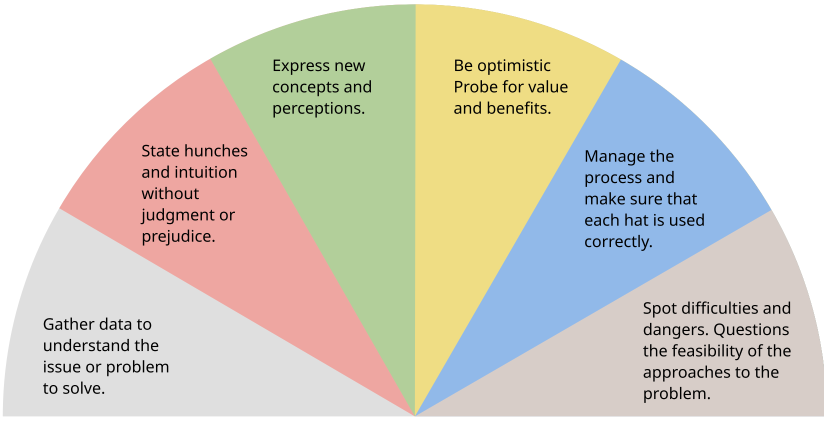
   During the group discussion it's good practice to frequently summarise what's been said and the ask if everyone understands it the same way. Elicit the different perspectives by using techniques such as the Six Hats of De Bono*.

   Use the art of questioning or asking, rather than telling, to encourage group members to come up with their own ideas. If the group is unable to come up with ideas, the facilitator should only throw out suggestions to stimulate further ideas.

4. Wrap up the session: Summarise the key points and takeaways from the workshop exercise.

Top tip!

The Six Hats of De Bono is a way of thinking about a problem from different perspectives. Each "hat" represents a different type of thinking, and participants are encouraged to “wear” each hat in turn to consider the problem from each perspective.



The six hats are:

White Hat

The white hat represents objective, neutral thinking. Participants wearing the white hat focus on facts and information and consider what is known and what needs to be known about the problem.

Red Hat

The red hat represents emotional thinking. Participants wearing the red hat consider their feelings, instincts, and intuitions about the problem.

Green Hat

The green hat represents creative thinking. Participants wearing the green hat brainstorm new ideas, possibilities, and alternatives solutions.

Yellow Hat

The yellow hat represents positive thinking. Participants wearing the yellow hat look for potential benefits, strengths, and opportunities in the proposed solution.

Blue Hat

The blue hat represents reflective thinking. Participants wearing the blue hat consider the thinking process itself, evaluating the ideas generated and considering next steps.

Black Hat

The black hat represents critical thinking. Participants wearing the black hat look for potential problems, risks, and weaknesses in the proposed solution.

Overview of the tools

Step 1: Framing the system

- How might we... Design challenges
- System boundaries
- Actors Map
- Rich context

Step 2: Listening to the system

- Niche Discovery
- Actor dimensions
- Research hypotheses (CLA)
- Experience interview

Step 3: Understanding the system

- Personas
- Connection circle
- Causal loops system mapping

Step 4: Envisioning the desired future

- Empathy map
- How might we... Design challenge map
- Value proposition

Step 5: Exploring the possibility space

- Outcome map
- Stakeholder mobilisation
- Collaboration model
- Intervention strategy
- Contextual variations

Step 6: Kicking off the transition

- Programme outline test cards
- Prototyping preparation
- Pilot

Facilitation instructions for each tool

Tool 1: Design challenge

How might we...

Time to run
30 – 60 minutes

Activity timing
Can be done as preparation before or during the Social Lab

Materials
Tool template, markers

What

A design challenge is a formulation of the issue you want to address based on the insights you gathered so far. You decide where you want to focus, and you formulate what you wish to design in a single, clear sentence.

Why

You want to define and explore the challenge to address trough the Social Lab and communicate this clearly.

How

Input

You need to have an initial understanding of the challenge by doing your own research and/or speaking with experts, social entrepreneurs, and the people most affected by the issue.

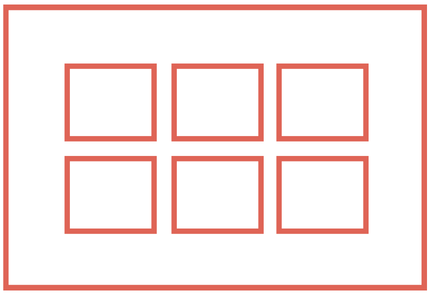
Steps

1. Discuss who is affected, what the issues are, and who will be involved to address these issues.
2. Phrase this challenge using the “How might we” format: How might we [do what] for [whom – people affected] in collaboration with [partners, corporates, social entrepreneurs] so that [benefit, gain, result for the people affected, the partnership, the planet] can be achieved?

Results

An initial formulation of the challenge at hand.

Tool 2: System boundaries



Time to run
1 – 2 hours

Activity timing
During the Social Lab

Materials
Tool template, square sticky notes, markers

What

A system boundary defines the area of the system you are exploring and marks the limits of your field of research and action. Note: it is very tempting to set the boundaries as they are today, adopt a mindset to question them continuously.

Why

Because everything is connected, your scope is technically infinite — to make it workable you need to define a boundary.

How

Input

You need your design challenge and an understanding — from desk research — of the subsystems, inputs and outputs between the subsystems.

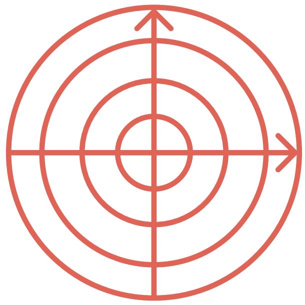
Steps

1. Discuss the boundaries in space and time. E.g., within this city and within five years.
2. List the stakeholder groups that are affected by the issue. E.g., people with a disability.
3. List the systems that are involved because they are causing the issue. E.g., conventional housing and employment.
4. List the systems that are involved because they are part of the solution. E.g., social services, health care, transportation, inclusive housing, and employment.
5. Investigate at least one level up or down and explore which systems are giving input to the first level system. To which systems is the output going? E.g., urban planning and the construction industry as input to the housing system.
6. Stretch the boundaries. Which systems, not involved yet, could help to reach the purpose in the future? E.g., the education system.

Results

A first view on the (potential) systems involved. Come back to this question during the methodology, especially after the rich context and interviews. Investigate if the emerging initiatives can point you to new systems.

Tool 3: Actors map



Time to run
2 hours

Activity timing
During the Social Lab

Materials
Tool template, small sticky notes, markers

What

An actors map is a tool to identify and represent the key players (organisations/individuals/non-human agents) in the systems and their mutual relations regarding the issue or intended outcome.

Why

In the framing step, you make an actors map to identify and select who you want to observe and/or interview in step two, listening. In the exploration step (step five), the purpose of actor mapping is to identify opportunities to improve the system by, for example, strengthening weak connections or changing ways of collaboration.

How

Input

You need your system boundaries and the geographical scope. Conduct some research (desk and/or field) to find out who is involved.

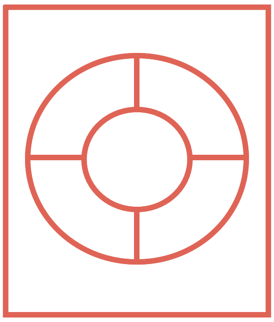
Steps

1. Define the actors of the levels (micro, meso, exo, macro). Examples of actors are citizens or users on the micro level, communities and organisations on the meso level, institutions and industry on the exo level, ecosystem and policy on the macro level.
2. Decide on the core point of view (e.g., users/most affected people). Populate the map with the actors you identify and specify their roles. Arrange them according to their power to change the system and knowledge about the issue.
3. Map the relationships between the actors and assess the quality of the relations. Mark the groups of actors with the same interests and the groups with conflicting interests.

Results

A visual representation of the most important actors in the system and the relations between them.

Tool 4: Rich context



Time to run
1 – 2 hours

Activity timing
During the Social Lab

Materials
Tool template, sticky notes, markers

What

The rich context is a technique that helps you to understand the connections between the longer-term trends, the current way the system addresses them and the emerging niche ways of doing things differently.

Why

To generate a shared understanding about the current and potential future context.

How

Input

You need the actors map to explore what the current system is doing. Conduct some research (desk and/or field) regarding emerging initiatives.

Steps

1. Define long-term trends and write each on a sticky note, one topic per note. This is the landscape of the context. Cluster these on the centre of the poster.
2. Describe how the current regime (social and technological practices) is structured and how it deals with those trends. Write each of these on a sticky note and place them around the centre in the surrounding band.
3. There are four quadrants, Institutional, Economic, Culture, and Practice. Identify a wide range of responses to characterise the regime, such as cultural preferences and shifts in social norms, expert and current practices, rules and services, technology and infrastructure, existing networks, and power relations. Again, write each response on a sticky note and place them in the corresponding quadrant.
4. Identify niche projects — emerging innovations that address the issue in a novel way — and use sticky notes to place at the outside the corresponding quadrant.

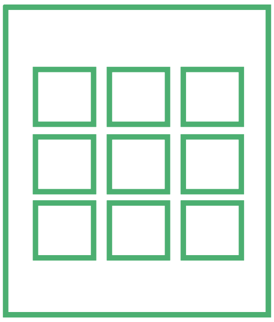
Optional step

Draw connections between the regime-level practices and the long-term landscape trends. Also connect the niche innovations to the regime practices they might disrupt. Review the final map to identify the most systemic regime elements (those most connected).

Results

A deep understanding of how different actors are engaged with the issue. The actors map answers the question of who is involved, the rich context answers the question of how they are involved.
A mapping of emerging initiatives. The tool can help you select actors to interview or participate in workshops from Step 3 onward.

Tool 5: Niche discovery



Time to run
1 – 2 hours

Activity timing
During the Social Lab

Materials
Tool template, sticky notes, markers

What

A method for defining the key characteristics of the most successful emerging initiatives or niche innovations.

Why

With systemic issues, there are always emerging initiatives that are trying to address it. Exploring them and what makes them successful can help direct how you address the challenge and your future intervention strategy.

How

Input

You need a list of actors that do things differently or engage with the issue in an innovative way The rich context tool can help with this, or you can do your own research. Do further research (desk and/or field) on what makes them successful or ask for their input during a workshop.

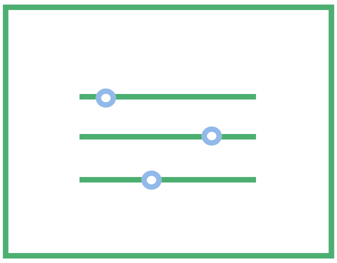
Steps

1. Ask the participants to identify the eight most inspiring or promising initiatives that are recognised as niche-level innovations in the context of the system you're exploring. Write them on sticky notes (colour-coded to participants or context) and place in the boxes on the template.
2. For each niche initiative identify eight key features that make it unique. Note these characteristics in the boxes around each initiative's sticky note.
3. Select the eight most impactful key features that show up as recurring ideas, innovative approaches, or that could inspire future initiatives. Write these characteristics in the centre boxes. Define the core qualities in the 'DNA' box.

Results

A set of qualities found in the work of innovators that you want to adopt in your intervention strategy and assumptions about success criteria that you can check during the interviews.

Tool 6: Actor dimensions



Time to run
30 – 60 minutes per actor group

Activity timing
During the Social Lab

Materials
Tool template, markers (6 colours)

What

Actor dimensions are a set of central characteristics considered important when selecting who to interview later in Step 2.

Why

To define (extreme) profiles of the actors to interview. The aim is to achieve the most insights with the smallest sample.

How

Input

You need an overview of the actors (from using the actors map tool) and the activities of the regime players and the niche actors (from the rich context tool). Doing some additional research or interviews to understand the differences within the actor groups — at least for the people most affected — can be helpful.

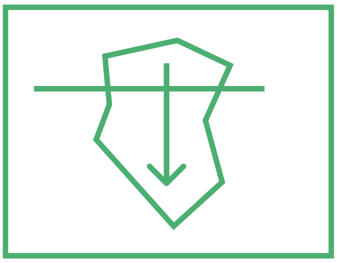
Steps

1. Define all the actor groups you need to interview, such as the people most affected by the issue you are addressing and the service providers. Do this exercise for each of them.
2. Decide on the most important opposing characteristics that are relevant for your design challenge. Examples are differences in character traits, motivation, knowledge, experience, attitude, and standards. Cluster and select those differences that have the most influence on the experience of the service and set them out horizontally.
3. Determine realistic combinations of characteristics that together could make up an actor profile. Mark the characteristics using dots and link these vertically using lines. Use a different colour for each profile.
4. Repeat this until you end up with around 6 profiles per actor's group. Determine combinations until each extreme is included at least one time.

Results

Profiles of the actors to be interviewed. At least those most affected by the issue, actors contributing to the problem, and actors trying to improve the situation.

Tool 7: Research hypotheses



Time to run
2 hours

Activity timing
During the Social Lab

Materials
Tool template, sticky notes, markers

What

A method to prepare your interview questions on multiple levels of depth.

Why

The purpose is to, hypothetically, write down what you know about the issue on the four levels and to formulate questions about what to verify and investigate further.

How

Input

You need to do some desk research (e.g. recent related headlines, research and survey's findings, opinion articles etc) to better understand the issue and their underlying causes.

Steps

1. Start by identifying what is happening: the events and trends reported in the news media.
2. List what causes the events - including economic, cultural, political, and historical factors - and the relationships between them. These causes are typically described in reports from governmental institutions and academic publications.
3. Describe the discourse supporting and legitimating the structural causes. You can often find them in the language and visualisations used in advertisements and memes. E.g., migrants are a burden.
4. Try to articulate the myths/metaphors: the unconscious beliefs that keep the paradigms alive. They are typically depicted in artworks (often cartoons for this topic).
5. Analyse your current understanding and formulate questions to verify your assumptions and to find out what you don't know.

Results

A deeper understanding of the issue and the status quo, what they are up against, in different levels. Hypothesis and research questions. You can turn them into specific questions to ask during the interviews.

Tool 8: Experience interview

Time to run
15 – 30 minutes per interview

Activity timing
Done “in the field”, outside of the Social Lab

Materials
Tool template or A3 size paper

What

An interview method to discover the factors that are contribution to the issue and the dynamics over time.

Why

To understand the barriers, drivers, needs, and the experience over time of the actors you are interviewing.

How

Input

You need at least your research questions. If you are not very experienced with interviewing, we recommend making an interview guide that includes notes on what to say at the beginning of the interview to introduce yourself and the topic of the interview, how to collect participant consent, interview questions, and what to say when you end the interview.

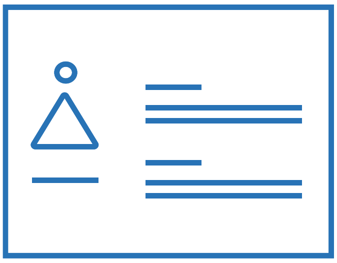
Steps

1. Ask the interviewee to tell you about their experience within the system, from start to finish. This can be about the experience during a whole lifetime or during a particular event. Note down the various steps. Don’t forget to ask what happened before and after the experience. Write down for each step which touchpoint was involved (website, other person, building, object, etc.).
    - Specify the experience at every moment together with the interviewee: Which activities were conducted? In which subsystems?
    - What was the trigger? What was the objective? How positive or negative was the experience? What was the main feeling at each step? Let the stakeholder draw the experience by means of a curve.
2. Once you have detailed the experience, look at the tipping points. Ask why things changed and who and what was involved. Probe towards the different levels of the iceberg (facts, social causes, mindset, metaphor)
3. Ask several times (why), this is how you reach the contributing factor (e.g. I become demotivated, I lost faith in myself). Write those factors down on the tool template so that your interviewee can read them and react on them. Ask if the factor increased or decreased. And then if and how they influenced each other

Results

At the very least, conducting interviews will provide you with testimonials and stories about how people experienced the issue. Deeper probing or post-interview analysis should provide you with insight into how the experience was perceived (emotionally, mentally or physically), factors that contributed in major shifts in the experience and rich information about the context of the experience (People, Objects, Environment, Messages, Services or Systems). You will also be able to identify causal relationships and dynamics over time.

Tool 9: Personas



Add metaphor

Time to run
20 – 30 minutes per persona

Activity timing
Can be done as preparation before or during the Social Lab

Materials
Tool template, markers

What

A persona is an archetypical portrait of an actor, synthesized from interviews and observations of multiple people.

Why

To summarise your findings by making fictive portrait of the most extreme actors. You make portraits of at least those affected by the challenge you're addressing, but you can also other personas, e.g. of service providers, decision makers, etc.

How

Input

You need the insights gathered from the actor dimensions to define the personas - you might need to revise them from the interview insight. You also need the transcripts or notes from the experience interviews to fill in the tool templates. The idea is to compile and build on the insights gained during the interviews.

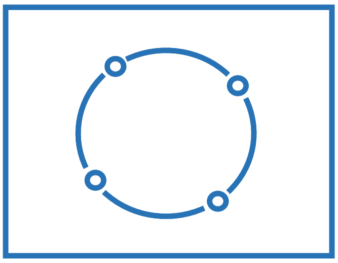
Steps

1. Give your persona a name and a face. Indicate the actor type.
2. Describe who your persona is in the context of the issue - e.g. occupation, environment, typical activities, stress situations, etc. Add other information such as demographics or hobbies if pertinent. Limit yourself to what is relevant to the project.
3. Describe or draw the experience of your persona within the current system.
4. Note the persona's immediate and long-term objectives, both rational as well as emotional.
5. Describe the contributing factors (drivers and barriers), the causal relationships, and the dynamics over time.
6. Add a quote that summarizes the attitude or feeling of your persona towards your product or service. Use a metaphor if possible.

Results

A visual summary of the extreme actors and their experience of the system. Input for the connection circle and causal loops system map.

Tool 10: Connection circle



Time to run
1 – 3 hours, depending on the number of actor types and interviews

Activity timing
During the Social Lab

Materials
Tool template, round sticky notes, markers

What

A method to conduct a first of the system variables and their causal relationships.

Why

To map the variables discovered in the interviews and desk research, to investigating how there are connected, to discover the balancing and reinforcing loops.

How

Input

You need the personas to gather the contributing factors and causal relationships. Have your interview transcripts handy to spot if you overlooked some of them.

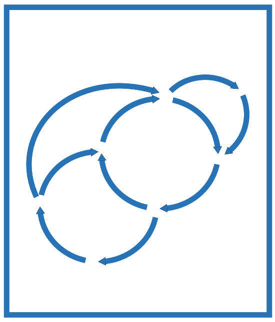
Steps

1. Start from the factors listed on your personas, write them on sticky notes. Use different colours for different stakeholder profiles.
2. Spot the variables: the factors that can increase or decrease. Delete the ones that cannot be influenced (e.g. young children) or reformulate to the underlying variable (e.g. the power to decide).
3. Clean up: delete the doubles (meaning the same).
4. Reformulate the variables in a neutral way, e.g. lack of happiness becomes happiness. If necessary, make it clear if it is about quality or quantity by adding 'amount of' or 'quality of'.
5. Arrange your variables around the connection circle.
6. Connect the variables with arrows: start from the causal relationships on your persona’s. Indicate whether the variable influence each other in the same (S) or opposite (O) direction.
7. Indicate the balancing and reinforcing loops by giving the arrows more line weight.

Results

Contributing variables and their relationships, reinforcing and balancing loops

Tool 11: Causal loops mapping



Time to run
2 – 4 hours

Activity timing
During the Social Lab

Materials
Tool template, round sticky notes, markers

What

A causal loops map is a technique for visualising the system, its structure, and the interrelations between the elements of the system.

Why

You make a system map to discover the leverage points in the system. Besides this, a systems map is also a useful tool for developing a shared understanding between the stakeholders about the complexity of the system and the interdependences and causal relationships between the variables.

How

Input

You need the variables and their relationships, reinforcing and balancing loops identified during the connection circle exercise. Look back at your personas to understand the dynamics over time, they should help you to spot the most important loops and understand how they are connected between them.

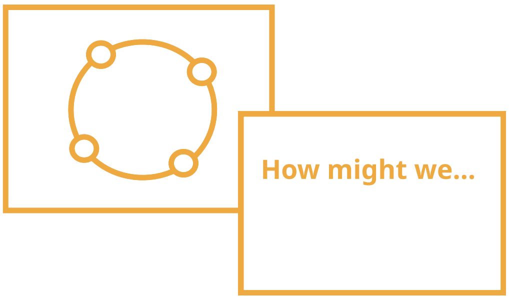
Steps

1. Copy the variables within loops from the connection circle on circular sticky notes (or move them but take a picture of your connection circle first).
2. Draw the loops and indicate if they are reinforcing or balancing. Give the loops a narrative name.
3. Draw casual relationships between the variables of the individual loops.
4. Add other variables (the ones that are not in loops) if these variables are important to understand the behaviour of the system.
5. Identify the potential leverage points as those bubbles with the most arrows going in (in-degree, or chokepoints) or out (out-degree, or drivers) and/or the ones that are influencing the important loops.
6. Highlight these bubbles with a thick border to call attention to them as possible leverage points.

Results

The potential leverage points and loops for change. These are examined in more detail later in the intervention strategy.

Tool 12: Design challenge map



Time to run
1 – 2 hours

Activity timing
During the Social Lab

Materials
Tool template, markers

What

A method to recognise the most potential for change in the system.

Why

To revise and refine the initial design challenge. To recognise and define the interrelated challenges.

How

Input

You need your initial design challenge to communicate the overall goal and the causal loops system map to define the refined challenges based on your leverage points and loops.

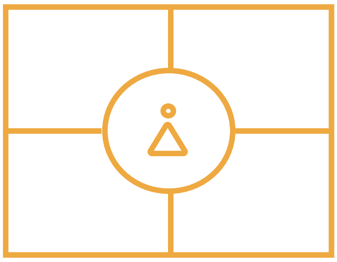
Steps

1. Make a new map with only the leverage points.
2. Make a second drawing with only the variables in loops.
3. Examine the variables and loops and discuss what is not or hardly addressed today.
4. Rephrase the initial design challenges(s) into one or more new challenges focussing on what is not addressed today. Phrase the challenges using the “How might we” format: How might we [Do what] for [whom – people affected] in collaboration with [partner corporates, social entrepreneurs] so that [benefit, gain, result for the people affected, the partnership, the planet] can be achieved?

Results

The core engine for change. Interconnected design challenges.

Tool 12: Empathy map



Time to run
20 – 30 minutes per persona

Activity timing
During the Social Lab

Materials
Tool template, small sticky notes, markers

What

A method to give your participants empathetic insight into the desires and dreams of the most affected and the perspectives, barriers, and drivers of other actors.

Why

To explicit the ideal future from the point of view of the actors, to identify tensions.

How

Input

You need your personas and design challenge map to define the value you want to create for each persona by addressing the challenges.

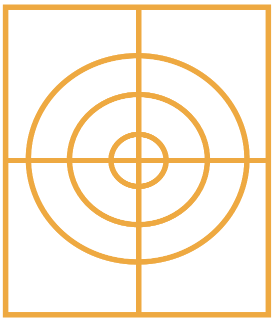
Steps

1. Per persona, define what he/she will think& feel, see, say, hear and do when your intervention is a success.
2. Identify the similarities and differences between the personas.
3. Discuss different perspectives and possible tensions (e.g. different stakes).

Results

A reflection on what you want to achieve for the actors by addressing the new challenge.

Tool 13: Value proposition



Time to run
1 – 2 hours

Activity timing
During the Social Lab

Materials
Tool template, markers

What

A method to explore the benefits we want to create in the future for individuals, organisations and society.

Why

To make the ideal future explicit, to stretch the ambition of the group, and to align the stakeholders on the intended outcomes. To minimise the risk of unintended consequences.

How

Input

You need the innovative qualities (output of niche discovery), design challenges, empathy maps to define the value you want to create on system level.

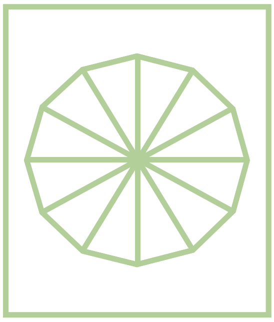
Steps

1. Discuss who the actors and other stakeholders are on the different levels. Add them on the value proposition canvas.
2. Look at the themes/leverage areas in the system map. Identify the value for the individuals from the four dimensions (economic, psychological, social, ecological, ...), write them on post-its and stick them in the centre of the poster.
3. Now look at the other levels and identify the potential benefits that you want to achieve for the single organisations, the ecosystem of organisations, and society/ planet as well.

Results

A common and balanced vision of the desired future.

Tool 14: Intervention strategy



Time to run
2 hours

Activity timing
During the Social Lab

Materials
Tool template, sticky notes, markers

What

A method to understand and explore on which levels where you should intervene in the system to deliver the intended value.

Why

To understand and explore on which levels (where and what) you should intervene in the system to achieve the intended value (on both system and individual levels).

How

Inout

You need the design challenge map and the value proposition and/or empathy to assess what should be changed in the system to address the challenges and achieve the intended value.

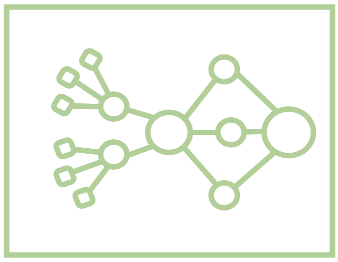
Steps

1. Look back at the values you defined in the previous exercises (empathy map, value proposition) and the design challenge map.
2. For each challenge, discuss on what system level you should/could intervene (e.g. for this we should change a law, provide better information and increase the capacity of...)
3. Write the answers on post-it and place them inside the wheel, in the level pies. It's important to assess every challenge through all the pies: you want to investigate if changes should be made in for example the rules + the structure + the information flows.
4. Ideate on ways ('what if' questions) to modify the current approaches. Keep in mind that they should lead to an adequate outcome or benefit for all stakeholders/actors (look back at your value proposition) and all perspectives.

Results

A strategy to achieve the goals for your program.

Tool 15: Outcome map



Time to run
2 – 4 hours

Activity timing
During the Social Lab

Materials
Tool template, sticky notes, markers

What

A method to define visualise and the major activities.
and outcomes of a change programme and link them to the desired system impacts.

Why

To get a visual overview of what you are trying to achieve and why (by linking the leverage points and your value proposition). Next, to brainstorm about how the goal can be achieved.

How

Input

You need the causal loops system map, the intervention strategy, the design challenge map, the value proposition to bring everything together into a program strategy.

Steps

Start from the outputs and actions on the left and build the map toward the Strategic Impact to the right. After that go back to the left to define activities, preconditions and intermediate outcomes.

1. Define Sustaining Purposes – the direct goals of the program (on micro, meso, and macro levels). There may be just one, or several.
2. Identify the key Strategic Outcomes – the highest level subgoals of the intervention (these are related to leverage points). Each subgoal encompasses a capability area – capabilities that the system must have for the strategic outcome to be achieved, such as communications or infrastructure (find them by clustering your leverage points).
3. Describe the Enabling Impacts realised by achieving the sustaining purpose. They will contribute to the ultimate strategic impact. These can be derived from the System Value Proposition.
4. Describe the ultimate Strategic Impact of the programme (assess on micro, meso, and macro levels).
5. Detail major activities or actions/inputs associated with and leading to each strategic outcome.
6. Add the Preconditions needed to make the activities/action successful (e.g. this law should be changed, major financing required).
7. Define the outputs from the actions/activities within each capability area – these are linked to the factors that are influencing the leverage points.
8. Indicate how activities cross capability areas are linked and see if you can create reinforcing loops between them.

Optional

- Describe the challenges for the actors to contribute to the activities. They are typically linked to resources, organisational structures, roles/mandates, skills, and mindsets.
- Describe how the project will support the actor intend to partner with (e.g. set up a training programme and a knowledge repository).

Results

A concrete description of the program with clear links between preconditions, activities, intervention goals, generated value and long-term vision. A first roadmap for change.

Tool 16: Stakeholder mobilisation

Time to run
1 – 2 hours

Activity timing
During the Social Lab

Materials
Tool template, markers

What

A method to select who you want and need additionally in the room to elaborate on your activities, pilot and scale up.

Why

To assess who is already involved and who missing to achieve your goals. You might need to involve extra participants to further define/cocreate the interventions needed.

How

Input

You need the outcome map, a list of stakeholders that can be potentially involved in next steps of your program (actors map, emerging initiatives map), the design challenge map to understand who else you need to implement your program strategy to the fullest.

It's important to involve stakeholder actors who can contribute pertinent insights to the transition. Especially in the initial co-creation and pilot phases, there should be a strong mix of connective power, legitimacy, knowledge dynamism, interest, and urgency,

- Power to decide or influence on others to get things done.
- Legitimacy, or being perceived as doing the right thing.
- Knowledge and skills related to the issue.
- Dynamism is the capacity to activate others.
- Interest (investment) has to do with the stakeholder's engagement with the issue or project.
- Urgency is the degree to which stakeholder claims call for immediate attention.

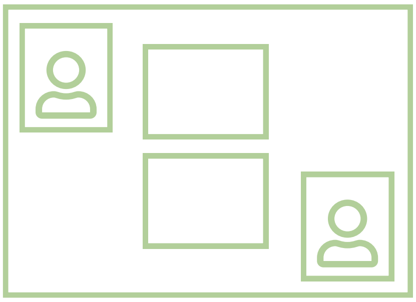
Steps

1. Start by assessing the stakeholders already involved: What is the current level of power, urgency, interest, momentum, knowledge and legitimacy? Indicate the levels on the spider map.
2. Look at your outcome map and discuss what is missing to make it happen. E.g. you need more knowledge to develop an activity; you need someone with the power to change a regulation.
3. Assess the gaps. The practical ideal is that complementarity can be found across the workshop participants, to achieve close to full capacity on all levels. If this is not the case, consider who else you need to engage to fill the gaps. e.g. politician x, expert y, social entrepreneur z.

Results

Potential participants to invite for the next steps.

Tool 17: Collaboration model



Time to run
2 hours

Activity timing
During the Social Lab

Materials
Tool template, collaboration cards, markers

What

A method to look into potential collaborations.

Why

This model helps to explore future partnerships that are necessary to achieve the required system change.

How

You need the design challenges map and the outcome map to discuss possible collaborations.

Steps

1. Explain, especially to the new participants, what you additionally need to address the challenges v2.
2. For each participant, write the capacities on the ID card.
3. Make a mapping: start by putting the actor ID cards on the table. Next, investigate the collaboration between two of them:
    - Explicit the purpose. What is the common purpose to collaborate, what are the individual purposes. Write this on the purpose card.
    - Discuss what can be exchanged between participants. Write it on the value exchange cards.
    - Explicit expectations and concerns towards each other. Write this on the expectations and concerns card.
4. Discuss the activities that can be done together. This can be about strengthening an activity that is already on the outcome map or defining new activities. Address the expectations and concerns.
5. Refine/revise your outcome map together.

Results

Potential collaboration activities. Revised outcome map.

Tool 18: Contextual variations

Time to run
1 – 2 hours

Activity timing
During the Social Lab

Materials
Tool template, markers

What

A method to reflect on how to implement your change strategy in other contexts.

Why

To adapt the outcome map according to other local conditions and needs.

How

You need the outcome map and insights (desk research, expert interviews) into the local differences to assess the contextual differences.

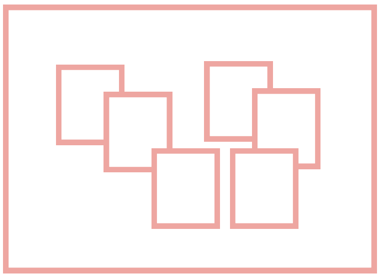
Steps

1. Brainstorm and generate the contextual factors that are most likely to influence how the interventions will be implemented or received in their settings. Assign each factor to a vertex in the tool template. E.g. level of employment in the neighbourhood, housing quality.
2. Assess how these factors are met in the different context that influence the interventions (qualitatively as Low, Medium, High).
3. Profile each context in the spider diagram, using a colour for each. Provide a name for each profile at the bottom part of the poster.
4. Now for each profile, look back to the outcome map. Rethink the activities and preconditions to make them work across contexts or propose variations to accommodate the differences.

Results

Variations of the outcome map to address the different contexts.

Tool 20: Program outline test cards



Time to run
1 – 2 hours to create, days to test

Activity timing
During the Social Lab and in the field

Materials
Card templates, markers

What

A method to test your outcome map, especially with those most affected.

Why

You want to receive feedback on your programme outline before you develop the activities.

How

Input

You need your generic or contextual outcome map(s) to make the cards and the actor dimensions to select test participant profiles.

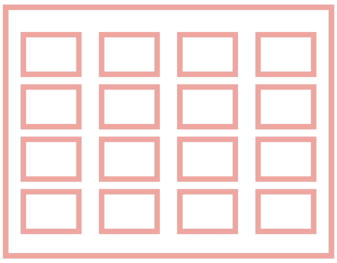
Steps

1. Make cards of the elements of the outcome map: the activities, preconditions, outputs, strategic outcomes, sustaining purpose, impacts, strategic impact.
2. Ask the stakeholders to select what is relevant for them starting from the impacts and working back towards, outcome and then to the activities and preconditions.
3. Use the layout of the outcome map to arrange the cards.
4. Spot the differences between the outcome map you made and ask questions about those differences. E.g. when an activity is linked to a different outcome, ask the test participant how s.he thinks this activity will lead to that outcome.

Results

Insight on how to improve your programme. We suggest making a second version of the outcome map strategy to reflect the improved strategy.

Tool 21: Prototyping preparation



Time to run
1 – 2 hours

Activity timing
During the Social Lab

Materials
Tool template, markers

What

A method to define what and how to prototype.

Why

To build a minimal viable version of your interventions so you can test it out in a first pilot.

How

Input

You need your refined outcome map to define which prototypes to make.

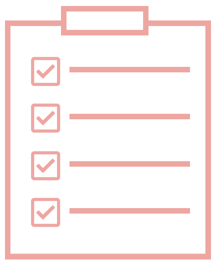
Steps

1. From your outcome map, assess which activities/intervention you want to test. To do this you start from your desired outcomes and you explicit the assumptions underlying each outcome.
   Prioritise them based on their importance to the achievement of the desired outcomes. For example, we have an outcome map with the desired outcome of reducing food insecurity among homeless individuals in a specific city.
   One of the assumptions underlying this outcome is that homeless individuals don't know how to access affordable or even free resources to obtain food.
2. Identify the activities/intervention you defined to address the issue. E.g. mobile food trucks bringing the food to the places were the homeless dwell, map indication the locations and time schedule of the food trucks.
3. For each activity define how to test them in the most low-cost way. E.g. a paper map marking the locations and time schedules; a food supplies and a van to delivers food.
4. Determine the test setting. Try to match it as closely as possible to reality.
5. List people who can help to build the prototype.
6. Brief the people who will develop the prototypes.

Results

A description of the artefacts, products, and services to develop and test.

Tool 22: Pilot



Time to run
No set time guide

Activity timing
In the field

Materials
Prototypes, people to implement the interventions, people to collect feedback from the target

What

A method to pilot test your critical interventions.

Why

To test your interventions in a real-life setting.

How

Input

You need your actor dimensions to select pilot participants, your prototypes to run the pilot, and research questions based on the assumptions to collect feedback.

Steps

1. Identify a small sample of the target audience and invite them to participate in the pilot test. Look back at the actors' dimensions of the most affected to select them.
2. Provide the sample with access to your prototypes during a certain period of time. E.g. the food truck locations and time schedule map and the mobile food truck for a specified period of time, such as one week.
3. Collect feedback from the sample about the effectiveness of the interventions. E.g. are the food locations and schedule, and the mobile food truck meeting their needs. This feedback could be collected through surveys, interviews, or focus groups.
4. Analyse the feedback to identify strengths and weaknesses of interventions. E.g. this analysis could include identifying areas where the mobile food truck locations are most effective, or improvement on how to distribute the food.
5. Use the findings from the pilot test to adjust. E.g. this could include modifying the schedule or location of the mobile food truck or adjusting the types of food offered at the food locations.
6. Conduct a second, larger-scale test.

Results

A refined and elaborated action plan: the outcome map complemented with a more detailed description of the activities and the do's and don'ts for each of them.