European Location Interoperability Solutions for e-Government

Enabling Digital Government through Geospatial and Location Intelligence

Location Interoperability **Workshop Pack**

Toolkit for organising and running successful workshops

Deloitte.

This document was produced by Deloitte and the Joint Research Centre for the ISA2 ELISE action under the Framework contract ABCIV-000152-6000184687-REQ-01.

The Workshop Pack has been tested and reviewed through a series of three virtual events and aims to provide a toolkit for running knowledge transfer workshops in both physical and virtual environments.

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Intro

About the Workshop Pack

Intro

Objectives

To create a self-standing resource for anyone having to organise workshops in both virtual and physical contexts.

Transfer Knowledge	among all stakeholders
Raise Awareness	comprehensively and with non-specialist audience
Build capacity	By gathering evidence and experience from all involved parties
Promote networking	Between the public and the private sector

The present document, called "workshop pack" (WSP), has two main goals when it comes to the applied fields of location interoperability and digital transformation:

(1)

introduce some elements of 'geospatial thinking' to help address topics/further discussions that the pack will address/guide.

(2)

it should aim organisations to ask questions about becoming data centric and the role that geospatial data and technologies can play.

The general nature of the material will allow those undertaking training to train others based on online resources from a specific project/program (i.e. self-training and train-the-trainer processes/activities), although individuals should be able to run the workshop with little introduction.

Requirements & Target Audience

1) This workshop pack was defined on top of the following requirements:

MODULARITY

so that different individuals will be able to use it to deliver workshops in the context of Local Interoperability Knowledge Transfer

USER-FRIENDLINESS

users should find it easy to understand the purpose, contents and structure of the workshop pack

SUSTAINABILITY

the workshop pack should be conceived in a way that ensures it could stay up-to-date and relevant for as long as possible

2) Targeting specific audiences:

The pack was developed to address **three main groups of users:**

Single
public sector organisation

Combination
of different public sector organisations

Combination
of both private and public sector organisations

3) The workshop pack and each of its activity fiches can also be accessed online in Joinup platform.

***NOTE**:*

The general nature of the material will allow those undertaking training to train others based on online resources from a specific project/program (i.e. self-training and train-the-trainer processes/activities), although individuals should be able to run the workshop with little introduction.

A learning journey

Overview of the guiding principles for designing and delivering the Workshop

Designing towards success & effectiveness

This workshop is designed to maximise active learning moments.

Going beyond traditional and less effective methods for transferring knowledge — based on reading, listening and watching processes — the active learning methods rely on the action of the trainees by saying, writing and doing activities by themselves or with others as part of the learning process. This approach follows the conclusions of the works of Edgar Dale and Benjamin Bloom, which are the base of modern thinking on learning. These methods have been identified as the most effective in acquiring knowledge and achieving higher-order thinking skills.

PEOPLE GENERALLY RETAIN...
(learning activities)

PEOPLE ARE ABLE TO...
(learning outcomes)

10% of what they
READ

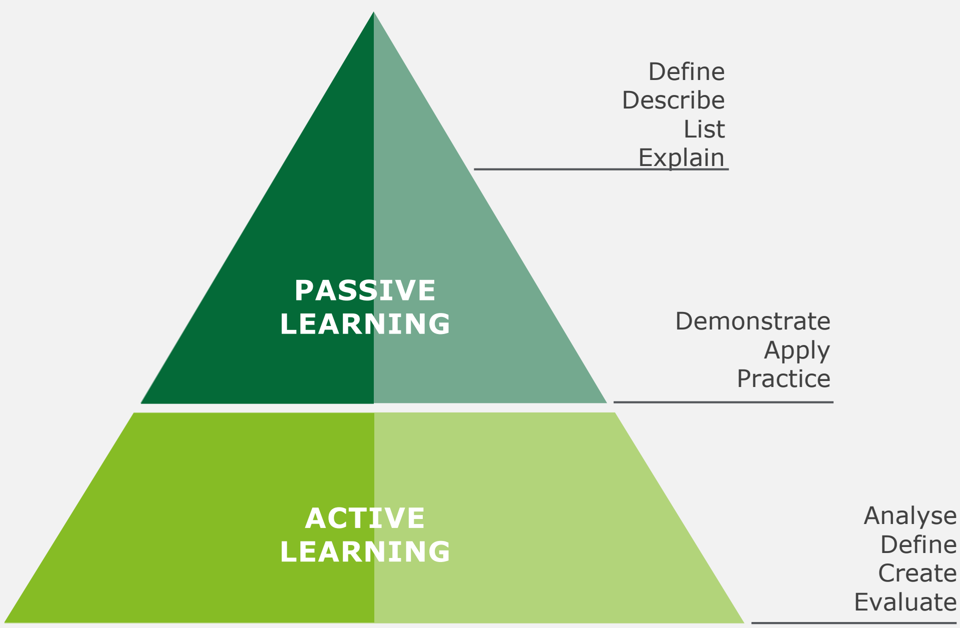
20% of what they
HEAR

30% of what they
SEE

50% of what they
SEE & HEAR

70% of what they
SAY & WRITE

90% of what they
DO



Focus on networking and partnerships

The vision underlying a "workshop" is the activation of the potential for continuous innovation and collective understanding.

Workshops are natural environments for gathering innovators and other leading or supporting actors of changing systems, setting a perfect scenario for cross-pollination to happen. Only by focusing on the relationships between change agents - individuals and organisations leading and supporting change both in public and private sectors – it will be possible to strengthen the networks of goodwill that will help the old systems to move forward into the digital age (as a way to tap into new possibilities for deepening Europe's togetherness).Most of the pack's activities are designed as igniters for networking and partnering.

Tapping into opportunities

Through reflection and collaborative dynamics, the workshop aims to create a favourable arena that fosters a broader perception of the contexts in which the participants operate, allowing new possibilities to be explored.

Opportunities are everywhere and exponentiate whenever people gather. So, tapping into opportunities is allowing space for what is already there. Again, a question of mindset, of being aware, of listening/observing, of getting familiar with the attitude of grasping opportunities while they form and being actively confident and generous in a way that supports this continuous flow. This workshop pack is built to ease relations and encourage awareness over the particular systems within which participants act in "real life", through sharing and co-creation activities, around actual stories to tackle common challenges.

Digital Transformation as background

As the world becomes increasingly more digital, the public sector has a two-fold role

1) Digitising itself by updating services and processes and

2) Work as a. enabler to ensure the conditions for organisations and citizens to thrive in the digital era.

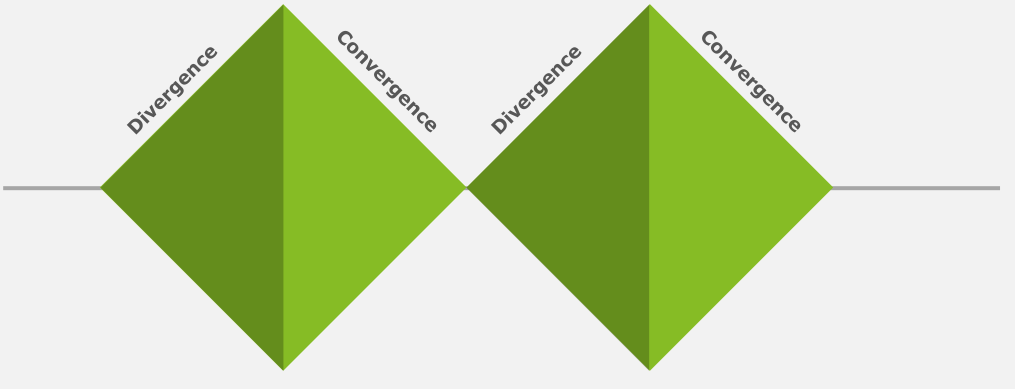
> The exploration of possibilities for Digital Transformation within public services as a driver, an enabler or a consequence of the growing use of interoperable Spatial Data is the single most challenging outcome we are aiming for with the workshops.

Design-thinking at the core

The workshop was also designed to act as a catalyst for a more open mindset, ready for new working methods oriented to innovation and continuous learning, and founded on agiler and "hands-on" collaboration techniques.

The design-thinking approach offers a set of methodologies and tools, which we propose to try as far as possible:

- A journey with activities that allow for expansion of ideas and discussion followed by activities of convergence thinking
- Use of open-mind activators and ideation techniques to activate a more "out-of-the-box" way of thinking.
- Focus on collaborative tasks and learn through sharing.
- Training of observational skills
- Learn-by-doing with focus on lean and iterative methods



Collaboration & design-thinking at the core (cont.)

When conducting such a session, one important aspect is to bear in mind the importance of opening and closing, a concept truly important for managing the workshop's energy and flow. Opening is to get people thinking and imagining to explore possibilities and feel comfortable enough to engage in discussions. Closing is all about concluding and find meaning to all that has been brought up, thus steering the group into one focal point.

DON'T OPEN AND CLOSE AT THE SAME TIME

You can't be divergent and convergent at the same time or, better said, creative and critical. Our minds just don't work that way. Whenever we are exploring creative possibilities, we need to shut down the critical part of our mind. So, keep them separate and sequentially.

CLOSE EVERYTHING YOU OPEN

If you open something, you must close it, or you will risk losing the energy and focus of the group. Exploring can sometimes feel overwhelming.

If you open and don't close, people may feel lost, wandering on too many options and with no plan to address them. Please take advantage of these moments to allow everyone to share their views and turn them into learning opportunities.

> *Sometimes closing can be as simple as saying, "This thread doesn't seem to be taking us anywhere, so let's not waste anymore time on it."*

A modular approach

A grid of interchangeable building-blocks to build the session that best addresses the audience composition and the facilitator's level of ease

A modular approach

A base structure to build upon

A full-day workshop divided into two structured, time-confined work sessions with different focus, learning objectives and outcomes.

	Timeframe	Goals
I. RAISE AWARENESS	MORNING 3h30 (210´)	explore questions and topics such as **spatial literacy**, the **relevance of geospatial data** for policy cycles or service delivery, or the **relevance of data interoperability** and **digital transformation** in their domain
II. NETWORKING	AFTERNOON 3h30 (210´)	identifying and tapping into **partnerships and cross-pollination** opportunities by exposing participants to examples and case studies

Learning segments

As a starting point, we propose the following sequence of learning segments, which may be adapted to match audience knowledge and expectations better.

I. RAISE AWARENESS

Morning 3h30 (210´)

15’ - 30’	60’ – 90’		15’ - 30’	60’ – 90	15’ - 30
A	**B**	**C**	**COFFEE BREAK**	**D**	**E**
Initiating: Welcome, context & warming-up	Entering the field of Spatial Data	Concepts playground: Learning the basics		Dive in: activating the “digital” mindset	Debriefing: Key take-aways

II. NETWORKING

Afternoon 3h30 (210´)

30’ – 45'		90’ – 150’		15’ - 30’	15’ - 30’
F	**G**	**H**	**I**	**J**	**K**
Energiser	Case studies and presentations	Hands-on activity (pt.I): co-design & networking	Hands-on activity (pt.II): Sharing learnings	Exploring landscape for further learning	Sharing Feedback
		STANDING COFFEE BREAK			

Modular approach

Interchangeable modules

The Workshop Pack is structured in a modular way, allowing facilitators to build their own workshops by assembling interchangeable building blocks within the available timeslots.

I. RAISE AWARENESS

Morning
3h30 (210´)

15' - 30'	60' – 90'		15' - 30'	60' – 90	15' - 30
A	**B**	**C**	COFFEE BREAK (CB)	**D**	**E**
A1	B1	C1		D1	E1
A2	B2	C2		D2	E2
A3				D3	E3(=K1)
A4				D4	
A5					
A6					

II. NETWORKING

Afternoon
3h30 (210´)

30' – 45'		90' – 150'		15' - 30'	15' - 30'
F	**G**	**H**	**I**	**J**	**K**
F1	G1	H1	I1	J1	K1 (=E3)
F2		H2	I2	J2	K2
F3		H3		J3	K3
		H4			K4
		H5			
		STANDING COFFEE BREAK (SCB)			

(A) WELCOME, CONTEXT & WARMING-UP
(B) ACTIVITY / EXERCISE 1 (ENTERING THE FIELD OF…)
(C) ACTIVITY / EXERCISE 2 (CONCEPTS PLAYGROUND)
(D) ACTIVITY / EXERCISE 3 (DIVING IN …)
(E) KEY TAKEAWAYS
(F) GROUP-ENERGYSING ACTIVITY
(G) PRESENTATION OF EXAMPLES AND CASES
(H) HANDS-ON ACTIVITY: CO-DESIGN & NETWORKING
(I) HANDS-ON ACTIVITY (CONT): SHARING LEARNINGS
(J) EXPLORING LANDSCAPE FOR FURTHER LEARNING
(K) SHARING FEEDBACK

Modular approach

Recommended workshop composition

This pack was designed to allow facilitators to build their own workshops.

In order to provide suitable examples, we present the following three configuration scenarios:

I. RAISE AWARENESS — **Morning session 3h30** (210´)	**II. NETWORKING** — **Afternoon session 3h30** (210´)
Config A | **Explorer** **A4** | **B1** (short) | **C1** (short) | CB | **D3 + D1** | **E1** This is a more accessible setting for less experienced facilitators, tailored to audiences unfamiliar with the spatial data interoperability theme	**F2** | **G1** | **H5 +I2** / SCB | **J2** | **K4 + K2**
Config B | **Practitioner** **A5 + A2** | **B1** (short) | **C2** (short) | CB | **D3 + D2** | **E3** This is a slightly more demanding setting for facilitators with some experience but still suited to audiences unfamiliar with the core themes of the workshop	**F1** | **G1** | **H1 + H2 + I1** / SCB | **J1** | **K1 + K2**
Config C | **Master** **A6** | **B2** | CB | **D3 + D4** | **E2** Demanding configuration in the preparation of space and resources, requiring a more self-confident and experienced facilitator: it is better suited to more heterogeneous and knowledgeable audiences, focusing less on concepts and more on collaborative exploration	**F3** | **G1** | **H4 + H3 + I1** / SCB | **J3** | **K3 + K2**

(A) INITIATING: WELCOME, CONTEXT & WARMING-UP
(B) ENTERING THE FIELD OF SPATIAL DATA
(C) CONCEPTS PLAYGROUND: LEARNING THE BASICS
(D) DIVE IN: ACTIVATING THE "DIGITAL" MINDSET
(E) DEBRIEFING: KEY TAKE-AWAYS
(F) GROUP-ENERGYSING ACTIVITY
(G) PRESENTATION OF EXAMPLES AND CASES
(H) HANDS-ON ACTIVITY: CO-DESIGN & NETWORKING
(I) HANDS-ON ACTIVITY (CONT): SHARING LEARNINGS
(J) EXPLORING LANDSCAPE FOR FURTHER LEARNING
(K) SHARING FEEDBACK

I. Morning session

RAISE AWARENESS: Explore questions and topics such as spatial literacy, the relevance of geospatial data for policy cycles or service delivery, or the relevance of data interoperability and digital transformation in their domain

I. The Morning Session

Raise awareness

The morning session aims to raise awareness and to build confidence among the participants on the theme of spatial data by easing relationships and exploring some basic knowledge as well as define the topic to delve into in the afternoon.

A typical morning session should start off with an introduction of the group and context, followed by a divergent segment of discovery on the core themes. Since there is potential to overwhelm participants with information, we strongly recommend a coffee break to clearly draw a line between the latter divergent segment and the subsequent one – a convergent discussion aimed at settling on an opportunity to explore the workshop further.

Topics such as spatial literacy, the relevance of geospatial data for policy cycles or service delivery, the relevance of data interoperability and digital transformation in public services should be covered.The details of the session may be revised to adapt to the group in hand (e.g. for more a knowledgeable group on the subject, activities aimed at developing basic knowledge may be skipped).

A comprehensive display of the morning session segments (A to E):

I. RAISE AWARENESS					**Morning 3h30 (210´)**
15’ - 30’	**60’ – 90’**		**15’ - 30’**	**60’ – 90**	**15’ - 30**
A	**B**	**C**		**D**	**E**
Initiating: Welcome, context & warming-up	Entering the field of Spatial Data	Concepts playground: Learning the basics	**COFFEE BREAK**	Dive in: activating the “digital” mindset	Debriefing: Key take-aways

I. The Morning Session

A. Initiating

The start of the session should be welcoming - provide the right amount of context, allow the participants to feel comfortable with each other and align intentions and mindset to foster a suitable "field of awareness" within the group.

It may take 20 to 30 minutes, depending on the facilitator's assessment of contextualisation and ice-breaking needs for the particular group.

Standard alignment consists on:

- Welcoming the participants on behalf of the host
- Short presentation of the hosting entity and the facilitators
- Ultra-short presentation of the topic at hand Presentation of the goals and the agenda for the day
- Activity aiming presentation of all participants and respective organizations
- (Optional) filling of initial knowledge and awareness assessment form

RECOMMENDED ACTIVITIES AND EXERCISES

		TIME FRAME	FACILITATION LEVEL	COMFORT ZONE	PAGE
A1	**Map the audience**	05' – 10'	●○○	●○○	40
A2	**Yes, and also...**	10' – 20'	●○○	●●○	43
A3	**5xWhy**	15' – 20'	●○○	●○○	46
A4	**Check-In**	8' – 12'	●○○	●○○	49
A5	**Ground Rules**	05' – 10'	●●○	●○○	51
A6	**Opening ceremony**	15' – 30'	●●●	●○○	53

Note about the setup:

Preferably, to promote a more informal and close relationship from the outset, the start should be a conversation taken in a face-to-face mode without the intermediation of screen presentations. If possible, goals and agenda should be printed in a large format or written on a flip-chart or board.

B. Entering the field of spatial data

This set of activities/exercises intends to provide the opportunity for the participants to get into contact with the reality of spatial data and step in the right mindset with a learning-by-doing perspective. Depending on the group's goals and level of knowledge, this part should take from 30' to 45'.

This module is addressed to an audience with less knowledge on the theme of Geospatial Data.

The main goals are:

- to provide a comfortable context for initiating collaborative work among participants
- and "uncomplicate" the relationship with this theme through exercises that demonstrate that the subject is not new to the participant, and he/she may even master the essential concepts that allow to use of geospatial data in day-to-day life as well as understand their potential as an information tool and support for everyday decisions;

Although there may be inherent complexities in the deepening of this theme, the central concepts are logical and intuitive, and the participants will manage to reach them by themselves;

As with everything else in life, it is necessary to work together to get the best of geospatial data, and that means not only being more comprehensive and complete but also having rules on how information is shared between different user-producers.

For a more knowledgeable audience on the subject, it would be advisable to develop a more specific exercise on a topic of common interest in the area of interoperability of geospatial data or to jump directly into the role of digital transformation in the public sector as an enabler for geospatial data potential to emerge.

RECOMMENDED ACTIVITIES AND EXERCISES

		TIME FRAME	FACILITATION LEVEL	COMFORT ZONE	PAGE
B1	**Data explorers**	45' – 60'	●●○	●○○	55
B2	**Future mapping**	30' – 60'	●●○	●○○	58

I. The Morning Session

C. Learning the concepts

Concepts playground - Concepts playground - This set of activities/exercises intends to ensure a minimum shared knowledge on spatial data, location interoperability and digital transformation among participants.

Depending on the group's goals and level of knowledge, this part should take from 30' to 45'.

Instead of the expository presentation of concepts - which is a less effective practice - we recommend a "gamified" learning experience, using activities in which participants are assigned to search and consult available information, learning through a competitive motivation.

RECOMMENDED ACTIVITIES AND EXERCISES

		TIME FRAME	FACILITATION LEVEL	COMFORT ZONE	PAGE
C1	Call My Buff	40' – 50'	●●○	●○○	62
C2	Concepts Sorting	50' – 60'	●●○	●○○	63

D. Dive in: activating the “digital” mindset

This set of activities aims to free participants from conditioning ideas about what they are able to do in order to enable an active attitude and start focusing on general and high level solutions.

Depending on the group’s goals and level of knowledge, this part should take from 60’ to 90’.

Following the widening of thought, previously brought by introducing Spatial Data as a new dimension of possibilities for public services, the 2nd part of the morning session will facilitate focus.

The main idea for this module is to converge the learning in a way that allows framing the theme to be explored during the afternoon session.

During this activity, in which we'll move to focus on solutions through co-design methods, participants will also be challenged regarding the inclusion of a digital layer within their thinking. At this stage, we'll start to focus on the theme of "digital" as a force underlying the evolutionary change in public services.

Digital transformation will then emerge as a frame within which Spatial Data increases the value of services offered to the public (as an enabler and as a result)

This will also offer a good opportunity to assess the participants' level of digital readiness and willingness and their organisations.

RECOMMENDED ACTIVITIES AND EXERCISES

I. The Morning Session

E. Debriefing key takeaways

This segment should wrap up the morning session by harmonising knowledge, celebrating learnings and optionally align expectations regarding the afternoon session.

Depending on the group's goals and level of knowledge, this part should take from 15' to 30''.

After an active learning moment, people will welcome a not-so-active moment to "wrap-up" what they learned so far.

One practical way of achieving this in a short time is by reviewing the core concepts of Spatial Data, data interoperability and digital transformation in the public sector with a short presentation.

If available time allows for that, a soft activity may be proposed, for instance, choosing concept cards from a deck and presenting it to the group (with support from the facilitators).

RECOMMENDED ACTIVITIES AND EXERCISES

		TIME FRAME	FACILITATION LEVEL	COMFORT ZONE	PAGE
E1	**Key ideas summary (presentation)**	5' – 10'	●●○	●○○	74
E2	**Dotmocracy**	5' – 30'	●○○	●○○	76
E3	**Sharing circle**	10' – 15'	●○○	●○○	78

II. Afternoon session

NETWORKING: Identifying and tapping into partnerships and cross-pollination opportunities by exposing participants to examples and case studies

II. The Afternoon Session

Networking

The afternoon session aims to foster networking among participants and strengthen the awareness of the ‘ecosystem’ helping to map stakeholders and resources for action and/or further learning.

It should help identify and tap into partnerships and cross-pollinate opportunities by exposing participants to examples and case studies.

The flow of this session may be adapted regarding a better approach to specific groups, considering the heterogeneity of backgrounds/interests and level of expertise concerning the theme.

Overall, a typical afternoon session should include an initial energiser and a presentation of success stories followed by a longer co-design activity in which participants will pass through different groups and share results in a plenary.

Some time should be spared to provide guidelines regarding further learning and gathering feedback both on the experience of the workshop and the willingness to reuse the workshop pack in their project-groups and/or organisations.

A comprehensive display of the afternoon session segments (F to K):

II. NETWORKING — **Afternoon** **3h30** (210´)

30’ – 45'		90’ – 150’		15’ - 30’	15’ - 30’
F	**G**	**H**	**I**	**J**	**K**
Energiser	Case studies and/or presentations	Hands-on activity (pt.I): co-design & networking	Hands-on activity (pt.II): Sharing learnings	Exploring landscape for further learning	Sharing Feedback
		STANDING COFFEE BREAK			

F. Energising

The purpose of an energiser is...to energise! – to move people from a state of lethargy or disengagement to vitality and engagement. It can be used at any time during a session.

It may take 5 to 20 minutes depending whether it serves other purposes other than just energise, such as sharing information.

This should be accomplished mainly through activities in a standing position, implying the physical movement of the participants.

Note on comfort zones:

As some energisers may prove more challenging for some participants, facilitators should always try to provide options.

Facilitators should try to be aware of any signs of physical limitations or mental conditioning and choose exercises that seem to fit within all participants' comfort zones.

Even though most people will love the invigorating outcome from this activity after doing it, facilitators should always clarify that the exercise is by invitation and anyone may decline from participating at anytime.

RECOMMENDED ACTIVITIES AND EXERCISES

		TIME FRAME	FACILITATION LEVEL	COMFORT ZONE	PAGE
F1	**Bang!**	05’ – 10’	●○○	●○○	80
F2	**Linking Thoughts**	3’ – 5’	●○○	●○○	82
F3	**Three Brain Warm-up**	15’ – 20’	●●○	●●○	84

II. The Afternoon Session

G. Geospatial in practice

The ELISE Action has explored the role that geospatial can play in the digital transformation of government. The following activity aims to address that topic directly through peer learning. Everyone knows something about ‘geospatial’, but they maybe have not addressed it directly and considered its role in working with others.

Valuing and understanding data is recognised as a notable ‘tipping point’ in digital government change processes.

In this exercise, you will engage with data as an asset of this process and the surrounding constellation of actors and processes that the data belongs to, often beyond your current thinking.

The tasks are seen as a collaborative exercise to think about this wider context and consider where change may/should happen.

These may be feasible for data owners, but an emphasis should be placed on all those exploring the topic to add their ideas, helping to show how broad data’s reach can be in the digital transformation of government.

Importantly, we encourage geospatial ideas to be considered, but much of the discussion will be true for data in the public

RECOMMENDED ACTIVITIES AND EXERCISES

The following exercise is intended to structure a discussion to help the group learn about their (geospatial) data understanding in a wider context

1. Consider a dataset in your organisation that you are familiar with. Individually, note down the following and report your ideas to the group

• Title of the dataset

• What topic/theme/domain does the data cover?

• What problem is it helping to solve?

• What are the main attributes of the data (can you identify the main elements/fields, what is being measured, which are the key facts extracted etc

•Thinking ‵ is the data referring to a specific location, such as specific streets/local areas or larger territories?

2 Having heard about all the examples, the group selects one example, noting the above elements on a larger piece of paper for stakeholder mapping:

Consider using a mind map to show all possible stakeholders of that data (adding them around the dataset. Give them a name and indicate (using colours) if they are

•**data producers** inside and /or outside the organisation (involved in capturing, managing, storing or sharing the data)

• **data users** inside the organisation involved in the analysis, visualisation or communication about the data (n.b. they may also be producers)

•Indicate if the stakeholder is a **beneficiary or (intended) end users** outside the organisation, or possibly a re-users of the data beyond its normal use.

Classify the stakeholder further by adding a label to show if they are from Government (G), Private Sector (P), Non Governmental Organisation (N) or Citizen based (C).

Next, draw lines between the stakeholders and the data to indicate if there is a formalised relationship between the data and the stakeholder (e g by a contract, agreement, license, policy etc

You may also wish to make the links to the specific elements to show where there is a more specific relationship

3 Having completed the stakeholder mapping, now consider the interoperability barriers between the data and its stakeholders that are preventing the data from becoming more useful or usable or reusable by noting down:

• Legal

• Organisational

• semantic and

• technical/technology/software

4 Considering commonly occurring barriers, decide in the group where geospatial data, technology and thinking could improve data/processes/technical innovation and which specific tasks could be performed to raise awareness, increase understanding and improve skills for the core organisation and which stakeholders, indicating possible future collaboration

5 Summarise the group findings in a few bullet points and try to write one sentence that the group agrees to about why geospatial is important for the digital transformation of government.

H. Hands-on co-design & networking

This is the core segment of the afternoon session: it aims to foster networking among participants while solving a more complex or deeper challenge.

Depending on the theme, group's goals and skills, this part should take from 90' to 135'.

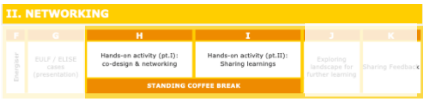
Preferably this module will explore a challenge / problem chosen together in the morning session.

More than the challenge itself, what is more relevant in this module is to stimulate a joint collaborative work session - around the theme of spatial data interoperability in a context of digital transformation of public services - which allows participants to contact the perspectives, limitations and possibilities of others and begin to develop empathy and to establish bridges between them based on this knowledge.

On the other hand, this activity - or set of activities - will allow participants to contact collaborative work methodologies or models that can enrich the resources available in their own projects and that will also help shape the story for a more useful and memorable experience.

RECOMMENDED ACTIVITIES AND EXERCISES

		TIME FRAME	FACILITATION LEVEL	COMFORT ZONE	PAGE
H1	**Team Canvas (lite)**	25' – 30'	●○○	●○○	90
H2	**Value Proposition Canvas**	45' – 60'	●●○	●○○	92
H3	**Business Model Canvas**	60' – 120'	●●○	●○○	96
H4	**SWOT Analysis**	60' – 120'	●●○	●○○	97
H5	**World Café**	60' – 120'	●●○	●●○	96



I. Hands-on (cont.) - Sharing

If not included by the previous hand-on activity, a specific follow-up activity should be deployed to share learnings.

This activity may take from 15’ to 30’.

This module is composed of a set of optional activities aimed to wrap up the previous module to ensure the results will be shared in a more wide and deep way.

RECOMMENDED ACTIVITIES AND EXERCISES

		TIME FRAME	FACILITATION LEVEL	COMFORT ZONE	PAGE
I1	**Group Debrief**	15’ – 20’	●●○	●○○	102
I2	**Elevator Pitch**	15’ – 20’	●○○	●●○	104

J. Exploring for further learning

This segment aims to provide guidance for further learning by sharing documentation and/or the map to reach learning resources.

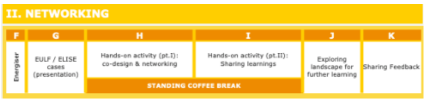
Depending on the facilitation method this part should take from 10’ to 40’.

This initial exploration will include delivering an online resource guide for deepening knowledge and contact with support networks, illustrated by a brief visit to key resource [Innovation] hubs.

Depending on the time available and the resources available, the facilitator may choose a more expository method (a presentation with information about key features and their location or a guided tour of these online resources) or a more active method, for example, script with links to online courses and tasks/steps to be performed by participants at each of these destinations.

RECOMMENDED ACTIVITIES AND EXERCISES

		TIME FRAME	FACILITATION LEVEL	COMFORT ZONE	PAGE
J1	**Presentation on learning resources**	10’ – 15’	●●○	●○○	106
J2	**Guided tour**	15’ – 30’	●●●	●○○	108
J3	**Scripted walkthrough**	30’ – 40’	●●○	●○○	110



II. The Afternoon Session

K. Final feedback and closing

Closing the session is a critical step, which must be carefully planned and mastered.

Depending on the activity and group’s dimension, this part should take from 10’ to 30’.

The closing of the afternoon session is the perfect opportunity to effectively "wrap" the workday together so that its memory lasts and mainly translates into effective steps of action in the world outside the workshop.

It is also a unique and unrepeatable opportunity to gain feedback, to stimulate the exchange of contacts between participants and to engage more "entrepreneurial" participants to reuse the workshop pack in the context of their projects and organizations.

The symbolic setting of closure as a ceremony is a desirable model but requires a working group with an open mind and also greater preparation and experience of the facilitator.

RECOMMENDED ACTIVITIES AND EXERCISES

		TIME FRAME	FACILITATION LEVEL	COMFORT ZONE	PAGE
K1	**Sharing Circle** (= E3)	10’ – 15’	●○○	●○○	78
K2	**Workshop feedback form**	N/A	N/A	N/A	113
K3	**Closing ceremony**	15’ – 30’	●●●	●○○	114
K4	**Check-out**	08’ – 12’	●○○	●○○	117

Running the workshop

Physical and virtual tools for running a successful workshop

General tips and recommendations

To run a successful workshop, careful preparation is required. With a clear view of objectives and desired outcomes, one can design a workshop that successfully transmits the content and collects the input you are looking for.

General tips and recommendations

DO'S

- Define objectives, scope and desired outcomes, then develop the format.
- Include ice breakers and check-in questions.
- Use visual aids to communicate a message (figures, images, videos)
- Divide the workshop into multiple activities and sections to keep the participants engaged.
- Keep track of timing and plan for time buffers between sessions.
- Changing topics and sessions always take a few minutes, even if it prepares the audience from diving into a new topic.
- Do not forget to plan for a break. When running workshops where interactions are required, it is essential to allow the participants a few minutes to disconnect.

DON'TS

- Do not choose the workshop **format** before defining the content and desired outcomes.
- Do not underestimate the impact of taking the time to provide a thorough **introduction**, agenda, roadmap and objectives to set the scene.
- Do not present complex facts, figures and content without visual support.
- Do not allow each session to **run overtime** by more than 1-2 minutes. If you cannot catch up on time, participants will leave the workshop with a less favourable experience.

Workshop checklist

Before the event

1. Define the general and specific objective, content, desired outcomes and decide on the target group.
2. Identify the tools, channels, activities, and timeline to be applied.
3. Dry-run and test functionalities.

During the event

1. Encourage interaction by asking questions and drawing links between participants' contributions.
2. Ensure that there is practical/technical support available if needed.
3. Have a designated time-keeper to ensure that the workshop runs according to schedule.
4. Share the "next steps" to encourage continued engagement.

After the event

1. Provide a summary of discussions to participants and thank them for their participation.
2. Collect feedback to capitalise on any room for improvement

Recommendations for virtual settings

Virtual workshops are becoming increasingly popular as new ways of working are shifting online. Below you will find a quick guide to understanding whether a virtual workshop is a suitable tool for your objectives and goals.

Virtual workshops – what are they and how do you run them?

WHAT?

According to Cambridge Dictionary [1] a workshop is a meeting in which people discuss and show how to do a job or perform an activity, so that everyone can learn. With the arrival of virtual meeting applications, this learning experience can be carried out and even enhanced in an entirely virtual and remote fashion.

WHY?

Virtual workshops are effective and time efficient means of conducting knowledge transfer, raising awareness and engaging in collective thinking and brainstorming. It allows people to interact across organisations and geographies, at lower costs and reduced carbon footprints.

WHEN?

A virtual workshop is an **optimal** option in contexts such as.

- When participants are located far apart
- When there is a need for efficiency, and saving time is a priority

A virtual workshop is a **less optimal** option in contexts such as.

- When physical interaction is required
- When more than 50 participants will be present [2]

HOW?

Virtual workshops can be conducted with the help of a virtual meeting application (i.e. Skype, Microsoft Teams, Zoom), a presentation tool (i.e. Microsoft PowerPoint or Prezi). and the rest is up to your imagination.

[1] See: https://dictionary.cambridge.org/dictionary/english/workshop

[2] To ensure ease of interaction, we recommend 10-15 people maximum in each session. For sessions with more participants, breakout rooms can be organised. However, in this case, limit the breakout rooms to five running parallel to avoid technical and coordination issues.

Recommendations for virtual settings

The workshop pack modules can be applied in both physical and virtual settings. You can refer to the table below to find virtual alternatives to physical functionalities and suggested tools to apply.

Virtual tool functionality mapping

A few additional (virtual) tips…

- Going virtual means new challenges and opportunities to keep participants **engaged**. Use visual tools, keep the sessions short and schedule breaks.
- Ways of **interaction** changes in a virtual environment. It is recommended to know your audience so you can call on their expertise, keep cameras on and include ice-breakers to make the participants comfortable.
- If more than 10 participants, consider implementing **breakout rooms** to facilitate discussions.
- When using virtual **tools**, test them in advance, prepare the participants and familiarise themselves with the tools.

#	FUNCTIONALITY	TOOL	EXAMPLE
1	Sound/video	Audio/video conferencing	Microsoft Teams, Zoom, Skype for business
2	Visuals/text	Presentation tool	Microsoft PowerPoint, Prezi
3	Share screen (for presentations)	Audio/video conferencing	Microsoft Teams, Zoom, Skype for business
4	Chat function	Audio/video conferencing	Microsoft Teams, Zoom, Skype for business
5	Break-out session functionality	Some Audio/video conferencing tools	Microsoft Teams, Zoom
6	Common space/screen on which ideas are displayed live	Non-interactive whiteboard	Microsoft Whiteboard
7	Common space/screen on which participants can interact	Interactive whiteboard	Miro, Mural, Deekit
8	Vote on options, provide reactions to proposals	Polling software	Mentimeter, Kahoot
9	Survey to measure satisfaction and collect feedback	Survey tool/polling software	SurveyMonkey, Google forms, Mentimeter

Recommendations for virtual settings

The workshop pack modules can be applied in both physical and virtual settings. You can refer to the table below to find virtual alternatives to physical functionalities.

Module functionality mapping

MODULE	SOUND/ VIDEO	VISUALS/ TEXT	SHARE SCREEN	CHAT FUNC- TION	BREAK- OUT SESSION	COMMON SPACE TO DISPLAY IDEAS	COMMON SPACE TO INTERACT	VOTE
A1	X							X
A2	X					X		
A3	X							
A4	X							
A5	X							
A6	X	X	X			X		X
B1	X		X					
B2	X	X	X					
C1	X		X		X			
C2	X	X						
D1	X				X			
D2	X	X	X			X		
D3	X	X	X					
D4	X		X			X		
E1	X	X	X					
E2	X		x					X
E3	x							

Recommendations for virtual settings (cont.)

The workshop pack modules can be applied in both physical and virtual settings. You can refer to the table below to find virtual alternatives to physical functionalities.

Module functionality mapping

MODULE	SOUND/ VIDEO	VISUALS/ TEXT	SHARE SCREEN	CHAT FUNC-TION	BREAK-OUT SESSION	COMMON SPACE TO DISPLAY IDEAS	COMMON SPACE TO INTERACT	VOTE
F1 (n/a)								
F2 (n/a)								
F3 (n/a)								
G1	X	X	X					
H1	X	X					X	
H2	X						X	
H3	X	X					X	
H4	X	X					X	
H5	X				X		X	
I1	X							
I2	X							
J1	X	X	X					
J2	X		X					
J3	X		X					
K2	X							X
K3	X						X	
K4	X							

Methodology

The workshop pack modules can be re-modelled to fit in a virtual setting by adopting a few simple steps and a creative mindset.

Steps to transform a module from physical to virtual format

1. **Choose a module that corresponds to your needs.** Ask yourself the following questions:
   - i. *Will this module help me convey the messages that I want?*
   - ii. *Does it fit with the types of discussions I wish to inspire?*
   - iii. *Am I likely to achieve my objectives and obtain the desired outcomes by applying this module?*

2. **Examine the** module functionality mapping to find out which functionalities you need and refer to the virtual tool functionality mapping to find virtual alternatives.

3. **Familiarise yourself well with the tools** by referring to tutorials and instructions, and develop the design of the workshop.

4. **Dry-run** the workshop to ensure that the tools run seamlessly.

5. **Ready-set-go!**

Methodology

This is an example of how the methodology can be applied to a module. It shows the steps and questions to ask yourself to ensure that you choose the right (virtual) module for your workshop.

Example of how to transform a module from physical to virtual.

1

For a workshop where I wish to understand stakeholder perceptions of external factors impacting a key problem, **I choose to apply D2 Context Map Canvas**.

I ask myself the following questions:

- *Will this module help me convey the messages that I want?* Yes, I wish to demonstrate the multitude of issues that play a role.
- *Does it fit with the types of discussions I wish to inspire?* Yes, I expect the stakeholders to have different experiences on the most important influencing factors to this problem.
- *Am I likely to achieve my objectives and obtain the desired outcomes by applying this module?* Yes, I wish to understand the differences and commonalities between stakeholders in how they perceive this problem.

2

For this module, I will refer to the module functionality mapping and see that I need **sound, visuals, common spaced** on which ideas suggested by participants are shown, and a vote on options.

I will **refer to the virtual tool functionality mapping** choose Microsoft teams for sound, Microsoft Whiteboard for visuals and a common space on which ideas of participants can be shown, and Mentimeter to conduct a vote

3

I refer to **tutorials and instructions** online and develop the design of the workshop.

4

I **dry-run** the workshop with my colleagues to ensure that the tools run seamlessly.

5

I am now **ready to run** the workshop!

Resources

Fiches of activities & exercises; supporting presentations, templates and other resources

A1

Initiating

Map the Audience

This activity allows the participants to present themselves more dynamically, offering the ideal opportunity to acknowledge the diversity within the group.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
05 – 10 minutes	5 – 25 people	●○○	●○○

Use it to…

- Gain shared knowledge of the group
- Acknowledge group diversity

MATERIALS AND OTHER REQUIREMENTS

- Write-on tape

Potential application to the Geospatial dimension

In this activity, participants will be asked to introduce themselves by stating their name, the organisation to which they belong and the nature of their current work while finding their position in a simple reference system marked on the floor.

The reference system will consist of 2 axes forming four quadrants, by example:

- Axis 1: ”how familiar am I with spatial data?”
- Axis 2 “how digital is my organisation?”

A1

Initiating

Map the Audience

Walkthrough

In this activity, participants will be asked to introduce themselves by stating their name, the organisation to which they belong and the nature of their current work while finding their position in a simple reference system marked on the floor.

1. **Prepare the space.**
   Demark the reference system with tape.

2. **Introduce and explain the activity.**
   The facilitator presents and positions himself/herself within the reference space while explaining the rules and process.

3. **Positioning.**
   Participants present and position themselves within the reference system (one-by-one, in sequence).

4. **Sharing.**
   The facilitator challenges participants to share "how it feels to be in this position?" and participants share randomly.

OTHER OPTIONS TO THINK ABOUT

Optionally, the facilitator may:

- Challenge participants with additional questions, for instance, "what most impressed me in this group's configuration?"
- Change one or both axis, and make the 2nd round, asking participants to re-position in the new system and also challenging them with questions (example: the initial axis 1 - "how familiar am I w/ spatial data?" - may be combined with a new Axis 2 - "how relevant is spatial data for my work?")
- Instead of asking people to share "how it feels to be in this position?" ask each participant to interview another participant in a different position about "how it feels to be in your position?" and then report what they learn to the group

A1

Initiating

Map the Audience

Notes and tips

At the start…

The activity should be briefly introduced as “A different way to get to know each other while mapping similarities and differences within the group”. One key aspect is relating the activity with the purpose of the workshop by highlighting that “today we’ll going to explore knowledge on spatial data in the context of the digital transformation of public services across Europe – so let’s start by mapping how each one of us feels he/she is starting regarding these two aspects.”

At the end…

The facilitator may report how many people stand in each quadrant and also highlight some interesting extremes. Besides that, he/she should leave open space for personal interpretation. So, the activity may be wrapped up by saying: “this activity is a self-assessment of where we are as a group at before starting - each group is unique and there are not better or worst configurations. So, let’s keep our map in mind and move on to the next step of our journey. We may come back later to check if something changed meanwhile.”

LEARN MORE

- Voscur

Initiating

A2 Yes, and...

A simple exercise to learn about collaborative communication, by experiencing both the power of resistance and acceptance.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
10 – 20 minutes	Even number	●○○	●●○

Use it to...

- Learn about collaborative communication by experiencing both resistance and acceptance
- Enable teamwork to accept ideas and build upon others' ideas

MATERIALS AND OTHER REQUIREMENTS

- N/A

A2

Initiating

Yes, and…

Walkthrough

In this activity, participants will be asked to introduce themselves by stating their name, the organization to which they belong and the nature of their current work, while finding their position in a simple reference system marked on the floor.

1. Prepare the space.
Set a space free of chairs and tables and mark a reference system with 2 axis on the floor

2. Pair up the participants.
Ask participants to pair up and ask them to assign who is "A" and who is "B" (or, for example, you may define that 'A' is "the one with longest hair, making the other one "B").

3. 1^{st} round: Blocking ("Yes, but")
(2-3 minutes) Set a simple challenge for all groups to overcome, for instance "*agree on as much details as possible about going out for dinner tonight*". Then, settle the rules for the 1^{st} round:

- The process goes like this: "A" will start by saying something like "Let's dine together tonight" to which "B" should answer with "yes, but …<something>"; then "A" should follow-up on "B"'s argument with "Yes, but …<another something>"; and so on until the time is up.
- You can illustrate the process by quickly simulate with a voluntary from the group - Signal the start of the 1^{st} round using any ringing device and signal its end when the agreed time is up).

4. 2^{nd} round: Accepting ("Yes, and")
(2-3 minutes) Explain the roles are reversed and that a small adjustment in words is to be made: "B" will start by stating anything (it can be the latter) to which "A" should answer with "yes, and …<something>"; then "B" should follow-up on "A"'s addition with "Yes, and …<another something>", and so on the signal to stop.

5. Debrief.
Ask everyone to gather around in a circle and share their thoughts based on the following prompts:

- *What was the difference between blocking and accepting?*
- *What are the benefits and costs of both?*

A2

Initiating

Yes, and...

Notes and tips

At the start...

The activity should be briefly introduced as “An exercise to bring awareness on how to communicate more effectively towards collaboration”.

At the end...

Once every person has checked in one time, check-in is over. Optionally, the facilitator can introduce or end the activity as follows: "Check-in and check-out processes are fundamental to the work we engage in, and set the context for what we actually do. It is a simple way for a team to open or close a process symbolically and collaboratively. Checking-in/out invites each member in a group to be present, seen, and heard."

LEARN MORE

- Watch video
- Yes and your business

A3

Initiating

5xWhy

This is a slight variation of an exercise used within the Toyota Motor Corporation that has two people interviewing each other, asking the same question five times in a row: “Why did you come here today?”

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
15 – 20 minutes	No limit (pairs)	●●○	●○○

Use it to...

- Root intentions for the journey ahead

MATERIALS AND OTHER REQUIREMENTS

- None

LEARN MORE

- [Medium]

A3

Initiating

5xWhy

Walkthrough

The space should be set up so that each pair is facing each other and taking notes.

1. **Hand over materials.**
Hand each participant a pen and a medium size index card. Then, ask participants to organize in pairs and define within each pair who will be “A” and “B” (optionally, the facilitator may provide a rule such as “the one with bigger right hand is “A”, the other is “B”)

2. **Explain the dynamics.**
(5 minutes) Each participant must interview the other in a particular way - asking the same question 5 x in a row. Repeat the activity one more time but with switched roles. Start, for instance, with "A" as the questioner and "B" as the questioned and advise the questioner to take notes on interesting insights. This exercise lasts 8 minutes, switching partners halfway)
    - *Reinforce that they must stick to the same question instead of probing the topic with different sequential questions. The goal is to get to the bottom of the topic.*
    - *Instruct the participants to gather relevant standing-out insights on the cards provided, asking the question 5 times and then switch.*
    - *Make sure everyone is clear on what they have to do before handing out the question.*
    - *Share the question: “why did you come here today?”*

3. **Run the experiment.**
(8 minutes, signaled halfway) Signal the start and count 4 minutes to signal the time is halfway through. Make sure it was time enough for everyone to finish the exercise. When in doubt ask the pairs who have finished to raise their hands.

4. **Wrap up.**
Thank everyone for participating and invite the group to share their thoughts on the experience.
    - *“What was the experience like?*
    - *”How was it different from asking different, sequential questions?”*
    - *“What did you feel while you where doing it?"*

A3

Initiating

5xWhy

Notes and tips

At the start...

The activity should be briefly introduced as “An exercise that helps to root intentions for the journey ahead while providing an excellent opportunity to start interacting with each other”. The space should be set up to allow pairs of participants to interact, face each other, and take notes.

At the end...

After the activity, the facilitator may provide additional context, as follows:

“Thanks for sharing. 5x Why is an active listening exercise. Often when people ask each other questions, the asker is already thinking of what they may ask next. Having one single question that you ask five times removes the temptation to ask follow ups and encourages askers to be active listeners as well. 5x Why is also designed to be an empathic exercise that helps you to meet and connect with someone new. Finally, it’s a wonderful way to collect a valuable data point at the start of a class, event or meeting.”

A4

Initiating

Check-in

Providing the simplest participatory way of opening a collaborative journey, this activity consists on circulating a check-in question within the group.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
08 – 12 minutes	Up to 25 people	●○○	●○○

Use it to...

- Open a process, symbolically and in a collaborative way (checking-in emphasizes presence, focus, and group commitment)

MATERIALS AND OTHER REQUIREMENTS

- "Talking stick" (optional)

LEARN MORE

- Hyper island check-in / check-out
- Hyper island check-in questions

A4

Initiating

Check-in

Walkthrough

1. **Gather everyone.**
Gather the group in circle or “U” shape

2. **Prompt.**
Ask a check-in question

3. **Share.**
One-by-one participants check-in, either in order around the circle or at random. The facilitator may be the 1st or the last to share. Once every person has checked in one time, check-in is over.

Notes and tips

At the start...

This type of activity does not require any special introduction." You can only start with "in order to help us to step into the session, I propose that we start one at a time, sharing in a few words around <question>" As the shaping of questions in a thoughtful, purposeful and intentional manner increases the likelihood of them being powerful, we purpose you to read this article before defining your question.

At the end...

Once every person has checked in one time, check-in is over. Optionally, the facilitator can introduce or end the activity as follows: "Check-in and check-out processes are fundamental to the work we engage in, and set the context for what we actually do. It’s a simple way for a team to open or close a process, symbolically and in a collaborative way. Checking-in/out invites each member in a group to be present, seen, and heard."

Further notes

Check in and check out processes are fundamental to the work we engage in, and set the context for what we actually do. Checking-in/out invites each member in a group to be present, seen, and heard.

A5

Initiating

Ground Rules

Implement a set of refreshing practices inspired by other cultures and ancestors as portals to better collaboration. This will help deliver the workshop as a fun and memorable experience and overcome the most common obstacles preventing activities from flowing seamlessly.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
05 – 10 minutes	No limit	●●○	●○○

Use it to…

- Set ground rules to help manage the workshop flow and the group's interactions in a more effective and less stressful way.
- Convey simple practices that may serve as future tools for participants to run their own meetings or sessions.

MATERIALS AND OTHER REQUIREMENTS

- Ringing device
- ”talking stick”

A5

Initiating

Ground Rules

Walkthrough

Repeat the following steps for each rule.

1. **Explain.**
The facilitator describes the rule and presents related devices, if any.

2. **Simulate.** Role-play the rule to make sure everyone grasps its meaning and required action.

3. **Practice.**
Do a round of practice by having the whole group performing the rule, guided by you.

4. **Clarify (Q&A).**
Ask if further clarification is needed answering questions as they arise.

5. **Wrap up.**
The facilitator closes by repeating the rule and spotlighting its most relevant aspects.

Notes and tips

At the start...

Propose and dry-run a set of rules of interaction to be followed and mastered during the workshop. Bellow, we provide 3 useful examples to which you can add others from your own experience.

1. Signaling "call for silence"

Whenever anyone feels there is a call for silence in order, he/she just have to raise an arm with a stretched hand. Anyone who notices the signal should immediately stop all activities, turn to the facilitator and mimic the gesture. Quickly all the group will be silent and available for whatever is requiring everybody's attention.

Using a "talking token"

The "talking token" or "talking stick" is a handy tool to help managing conversations within a sharing circle setting. Anything can serve as token as long as it is easy to handle since what it does is signaling everyone that the person holding it has now the power to speak with no interruptions. The token is held before speaking and handed over after speaking.

3. Setting sounds to trigger actions

Effectively carrying out instructions is a very powerful tool to have while conducting a session/activity that has rounds. Any portable device that has an audibly ringing sound can be used. Make sure you agree and test with the group on the meaning of the different sounds. The most common ones are:

- A shorter sound for "starting" or "resuming"
- A longer sound for #pausing" or "stopping".

A6

Initiating

Opening Ceremony

Set up a symbolic gate to step into the experience by allowing space for pausing, tuning, setting intentions and also learn how to operate within the workshop's time-space capsule.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
05 – 10 minutes	No limit	●●●	●○○

Use it to...

- "Encapsulate" the workshop experience by providing symbolic elements that give meaning to it and facilitate the memorization, sharing and reactivation of related stories.
- Ease the transition from the outside World

MATERIALS AND OTHER REQUIREMENTS

- Poster
- Stickies
- Markers

A6

Initiating

Opening Ceremony

Walkthrough

1. Pre-prepare the room

The goal of the exercise is to help people enter a different state of mind and posture represented by passing through the gate.

- The room should have enough space for the group to stand before the doorway or something that suggests a passage. On the other side there should be a circle of chairs.
- If you are to use symbolic or functional facilitation elements have them displayed (see A5 - Ground Rules).
- Hang a poster titled "why am I here today?"
- Prepare a speech beforehand that helps shifting into a different mindset (see notes and tips)
- (optional) Hang a feedback poster at the entrance/ coffee-break area with a question that participants can answer on post-its as they pass by.

2. Kick-off and arrival

Gather everyone on a standing circle away from the chairs. Guide the process with your pre-prepared speech to get people to slow down and focus on their intentions for the day.

3. Writing intentions

Instruct everyone to take a post-it and to write a word or drawing that represents their best intention for the day's journey. They can do whatever they want, and can make sense only to the person, there is no need to share with everybody.

4. Go through the gate

Stand at the gate and say that as a gatekeeper you can only let people into the playground of today's journey (the circle of chairs) if they hand you their post-its as tickets. As people "pay" the fee point them to the chairs.

5. Post intentions up

Stick the "tickets" on the poster "Why am I here today?‟ as a reminder of everyone's best intentions throughout the day. The poster can be revisited at any point later in the day for self-assessment purposes. Welcome everyone once again and commence the session.

Notes and tips

Recommended flow:

Start with brief initial presentations (team, institution, EC programs); Run a quick Check-in (see A4) followed by Ground Rules (see A5); optionally run an initial sharing circle (see E3)

Suggested speech:

Before we begin, I propose we all to properly arrive - let's sit comfortably and let the world out there ... slow down ... stop ... wait for a minute in silence. We may or may not close our eyes, we do whatever is comfortable for us. "... (wait a bit) ...‟ slowly, I propose to contact with the intention that brought me here today ... what I do here ... what is the future that I intend to create? ... how do I feel this space and these people? ... what needs to happen to be at my best, so that it was worth it to be here today? ... stay with these questions for a moment.

B1

Entering the field of Spatial Data

Data Explorers

A gamified activity for lowering participants' resistance to the apparent complexity of the workshop theme, by providing the opportunity to start "playing" with spatial data and achieve the most relevant concepts in a intuitive and real-life-related way.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
45 – 60 minutes	Up to 20 people (groups of 4/5)	●●○	●○○

Use it to...

- Get people more familiar with map representations and spatial data.
- Involve and empower participants by experimenting with data.
- Raise awareness on interoperability of spatial data, as well as on dependences, obstacles, stakeholders and main challenges when combining data.

MATERIALS AND OTHER REQUIREMENTS

- Data-kits (written materials)
- Pens, colour markets and highlighters
- Large A2/A1 white cardboard and white office A4 paper
- Scissor, mounting glue or tape

Potential application to the geospatial dimension

Raise awareness on what is spatial data and experience some common data interoperability challenges

Data Explorers

Walkthrough

1. Preparation
This exercise requires extensive preparation to develop and test all materials needed to supply 4 to 5 different data-kits for the same-given problem. Each data-kit should be defined in a way that results in a worse solution in round 1 (individually) rather than the combined solution of all the data from round 2. The room should allow the groups to be seated around a table and enough space between tables for participants to circulate around easily.

2. Form groups and hand out the data-kits
Form groups of 4/5 elements and sit them around the tables, one table per group. Get each group to choose a spokesperson. Provide each group w/ working materials. Hand out the group-specific data-kits consisting on different combinations of maps, tables, charts and other data formats.

3. Round 1 – Explain & Run
This round's purpose is to expose the issues that arise from siloed information and asymmetry. Go through the materials of the data-kit and explain the challenge and process for round 1. The challenge is adaptable to the issue or topic you wish to explore, take for instance the following challenge: "Look for the best location for a new home for a given family: in a single sheet, arrange the elements that support your decision and discuss them with your table. You will have 10 minutes to reach a consensus on the best possible solution that has to be presented to the room by the designated spokesperson in 1 minute or so".

Instruct the groups that they may use, edit and combine the data in any way they find useful.

4. Round 2 – Explain & Run
At this point the groups have realized that they miss some information in order to do a proper assessment**.** Now instruct everyone that emissaries may be sent to other groups to look at their data and gather additional insights. The spokesperson from every group has to stay in the table to meet the upcoming emissaries. Provide 7 minutes for the emissaries to go and come and extra 7 minutes for groups to reassess the problem in light of the new information gathered.

Again, at the end each spokesperson presents the group's decision.

5. Unveil one suitable solution
This step is optional. After all pitches, the facilitator may optionally present one slide organizing the most relevant data and the best solution based on that.

6. Shared reflection
The facilitator will then ask participants to share their thoughts on the exercise, highlighting issues such as:

- *What was more and less easy for you and why?*
- *what was more surprising for you and why?*
- *What have you learned?*

Data Explorers

Notes and tips

At the start...

A possible introduction: "The concepts that we will deal with today may seem dense and complex, but they really are very simple and intuitive — and there is no better way than to come to the essential knowledge for yourselves, making and learning from experience. So we have prepared the following activity in which we are invited to explore spatial data on our own. To get started, please make groups of 4 to 5 people and choose a table for each group to work on."

At the end...

After the group sharing, the facilitator should help to focus on the main outcomes by presenting and justifying one suitable solution and/or by making questions that helps the insights to emerge from the group. One idea is to capture the moment by introducing a "C" activity in a row without pausing.

! DOs, DON'Ts & BE AWARE

✓ Introduce concepts as words that mean the insights to which the groups come on their own

✓ Question about possible advantages and limitations of the paths adopted

✓ Probe with groups about other possibilities of responding or what else may be concluded

✕ Interrupt the activity to introduce concepts that do not stem from group insights

✕ Approve or disapprove conclusions and forms of resolution adopted by each group

B2

Learning segment

Future Mapping

The purpose of Future Map is to create a shared view of industry trends in the recent past, present, and future — participants map key trends from the past year, current year, and three years ahead. Then review the map, identify patterns and discuss the relevance of different trends.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
30 – 60 minutes	Up to 25 participants	●●○	●○○

Use it to…

- Raise awareness and create a shared view of industry trends in the recent past, present, and future

MATERIALS AND OTHER REQUIREMENTS

- Coloured Pens/Markers
- A4 paper sheets
- Stickies

Potential application to the the geospatial dimension

This activity may be applied to explore with a high-level perspective, from more specific themes such as "Smart Cities" to the wider/transverse thematic of digital transformation in the public sector.

Future Mapping

Walkthrough

1. Set up the timeline
Before the workshop make sure that you have a wide enough empty wall with free space to stand in front. Divide the wall roughly into five same-size sections with tape with flipchart sheets of paper. At the top of each section write visibly with a thick marker the following 5 year sequence: last year (Y_{0-1}), present year (Y_0), next year (Y_{0+1}) and the following two years after that (Y_{0+2} , Y_{0+3}). For example, 2018, 2019, 2020, 2021, 2022.

2. Go through instructions
Give each participant a marker and post-its. Have the group stand around in a semi-circle facing the preset wall while you explain the purpose of the workshop and give out the instructions.

3. Fill up the timeline with Stickies
Start to fill the last year (Y_{0-1}) section. Allow 3 minutes to fill up that section with stickies. Move on to the present year (Y_0) and so on for each subsequent year. Help the group keeping up the pace and encourage everyone to participate. If you feel the momentum is dragging, ask relevant questions or make suggestions to inspire and spark the group's thinking.

4. Organise themes
When the time is up ask everyone to stare at the stickies on the wall and look for patterns and common themes in each year. If time allows, create subgroups and give them about 10 minutes to sort the trends under each year and summarize the key patterns.

6. Reflect and share
Run a group reflection and discussion. Some good questions to explore could be:

- *What patterns catch your attention when looking at this timeline?*
- *Which trends do you feel are most important for us to be aware of and to learn more about?*
- *With this overview in mind, how do you feel about the past, present, and future?*
- *What implications or what might this mean for your project team? organization? sector? How does it affect your particular role?*

Future Mapping

Notes and tips

At the start…

Explain the purpose of the exercise by sharing the following instructions:

- *We will, as a group, co-create a vision of the future of <theme> through the lens of the past and the present.*
- *The goal is to identify the significant "forces" (trends, technologies, behavioural shifts, etc.) on stickies: one per sticky and one year at the time.*
- *As you stick your "force", read your post-its out loud so the rest of the group can hear.*
- *There are no taking turns - As soon as you a "force" written down just go up to the year and stick it up.*
- *The wall must be filled up in 25 minutes*
- *Don't overthink it too much. The aim is to get lots of different driving forces up on the wall.*

At the end…

Wrap up the activity by sharing some of the key themes that you heard throughout the discussion. Ask the group how they would like to capture their thoughts and actions to use in the future.

Optionally, close by inviting each participant to share one insight or action that they take with them from the workshop.

! DOs, DON'Ts & BE AWARE

! As this is a fast, often loud exercise, soft spoken or introverted participants may slip into the background, especially when the group is large. Be sure to encourage full participation by support the lower voices and encouraging those who have not participated.

C1

Concepts playground: Learning the basics

Call my Bluff

Inspired by a popular BBC quiz show of the 1960s, this gamified activity revolves around the process of figuring out the missing word/concept from the three definitions provided, of which only one of them is true.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
40 – 45 minutes	6 - 20 people (groups of 3 – 5)	●●○	●○○

Use it to...

- Gamify the learning experience
- Active learning
- Build basic knowledge in the field of spatial data

MATERIALS AND OTHER REQUIREMENTS

- "Spatial Data Concepts Dictionary" (1 copy per group)
- Forms for defining group's quiz (1 per group)
- Forms for taking notes while guessing (several per group)
- Pens/ pencils

LEARN MORE

- [Workshop.org]
- [Busy teacher]

C1

Concepts playground: Learning the basics

Call my Bluff

Walkthrough

1. **Beforehand**
This exercise requires preparation to create a Dictionary of Concepts and the 2 forms needed for the game. The space should also be flexible to accommodate the teams gathering around tables and adapt later for competition mode where teams are seated facing each other.

2. **Setup**
Divide the group into an even number of teams, each team having 3-5 members (This works best with groups of 12, making 4 teams of 3) - Hand each team a copy of the "Spatial Data Concepts Dictionary" and the forms for the game.

3. **Build the quizzes**
Assign the teams 15 minutes to pick 3 words/concepts from different sections of the Dictionary (to avoid duplicates between teams). Tell the teams to write down, on the provided form, the chosen word/concept, copy the real definition and to create two additional false definitions – repeat for the 3 selected words/concepts

Play every team against each other in rounds of 1 on 1
Select opposing teams and move them to a table facing each other. The challenging team that goes first presents one word and 3 definitions. The guessing team hast to pick the correct definition. If the latter guesses correctly they earn 3 points, otherwise the points go the challenging team. After 'the guess' the person with the correct definition must say the concept and the correct definition. The second team will then challenge the first team and so on alternating plays until the words are exhausted.

5. **Repeat until every team has played one another**
Play as many rounds as needed allowing 7-10 minutes per round depending on available time.

6. **Reflect and share**
If possible, move people to a standing circle. Then, ask participants to share their thoughts on the exercise, highlighting issues such as:
- *What did you find to be easier? And more difficult? Why?*
- *What surprised you the most and why?*
- *What learnings can you take from this experience?*

! **DOs, DON'Ts & BE AWARE**

✓ Engage throughout the rounds in brief Q&As to ask if clarification are needed.

✓ When a question emerges invite the group to aid in the clarification, recap and make sure it is a satisfactory answer.

C2

Concepts sorting

Inspired by the card sorting method, this activity is designed as a quick and easy way to spark curiosity around core concepts and have an active and playful dynamic that helps to organise that knowledge collaboratively.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
50 – 60 minutes	6 - 20 people (groups of 4 – 5)	●●○	●○○

Use it to…

- Build basic knowledge in the field of spatial data
- Spark curiosity around core concepts
- Active learning
- Co-organise knowledge

MATERIALS AND OTHER REQUIREMENTS

- Decks of concept cards (1 per group)

LEARN MORE

- Design kit

Concepts sorting

Walkthrough

1. **Beforehand**
This exercise the creation of the concept cards deck. The deck will have as many cards as the concepts you plan to be learned (one card per concept). The cards are printed on both sides with the concept on one side and the definition on the other. Additionally, the room where the activity will take place should be arranged to have each group seated around large tables and enough space between tables for an easy circulation.

2. **Setup**
Form groups of 4 or 5 elements each around a table with chairs for all. Provide each group with a deck of concept cards. Ask one member of each group to shuffle the cards and spread them on the table with the names of the concepts facing up

3. **Round 1**
Give 5 minutes for — without turning the cards — the groups to try to organise the cards in clusters of somehow similar or related concepts

4. **Round 2**
Give 10 minutes for the groups to discover concepts the following way. Starting by the youngest member each the player will turn the card he/she found most challenging to understand and read it to the whole group. Keep going on, one-by-one and clockwise, until there are no challenging concepts left untouched. Then, ask groups to return cards to their original position (concept names facing up). Give 5 minutes for the group to reorganise card clusters with the new knowledge — without turning the cards.

5. **Round 3**
Give 5 minutes for the group to choose one card within each cluster that best represents the whole cluster to be the cluster-name — without turning the cards.

6. **Q&A**
Ask if anyone needs clarification about a particular concept. When a question emerges, invite the group to help clarifying it. Then recap it and ask the questioner if clarification was helpful and complete. If needed, re-open the issue. Continue for about 10 minutes.

7. **Round 4**
Give 10 minutes for the group to review the organisation with a new set of rules:
   - *Anyone can turn a card and check its definition anytime, provided the card should be left with concept name facing up afterwards*
   - *Anyone can move cards between clusters, change cluster names, create (and name) new clusters, split clusters and merge clusters.*
   - *Debate is not allowed at this phase. The members of the group will collaborate by moving cards but without talking about it.*
   - *There is no need for sequencing participation. Everybody will be working simultaneously.*
   - *Start when you want and stop when you feel satisfied with the result*

8. **Reflect and share**
If possible, move people to a standing circle. Then, ask participants to share their thoughts on the exercise, highlighting issues such as:
   - *What did you find to be easier? And more difficult? Why?*
   - *What surprised you the most and why?*
   - *What learnings can you take from this experience?*

D1

Dive in: activating the "digital" mindset

KJ Technique

The KJ-Method, allows groups to quickly reach a consensus on priorities of subjective, qualitative data. It focuses the group on the task at hand and is excellent at eliminating unnecessary discussion and distractions from the goal.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
60 – 75 minutes	5 – 50 people	●●○	●○○

Use it to…

- Make sense of scattered data/inputs
- Align with different stakeholders
- Define priorities
- Decide faster
- Skip the unfruitful as-usual debates
- Foster participation from introverted team members
- Overcome hierarchy-biased participation

MATERIALS AND OTHER REQUIREMENTS

- Tape or flipchart paper sheets
- Pens/ markers
- Post-its

LEARN MORE

- UIE
- NNGROUP
- Affinity diagram - octopus clustering

KJ Technique

Walkthrough

1. Determine a focus question
The focus question drives the results and every session will have its own focus question. Examples are:

- *Who are our users?*
- *What features do users need?*
- *What goals do users have when they come to our site?*
- *What did we learn in our usability study?*

2. Organise the group
Get everybody together.

3. Put opinions (or Data) onto sticky notes
Ask each group participant brainstorm as many items as they can think of and stick one item on each sticky note.

4. Put sticky notes on the wall
In random order, each participant puts their sticky notes up on the wall. Then, they read other people's contributions. If, at any time, they think of something else that should go on the wall, they need to jot it down on a sticky note and add it to the collection.

Group similar items into clusters Once everyone has had a chance to add their contributions to the wall, the facilitator instructs the group to start grouping like items in another part of the room.

Name each cluster

Using the second color of sticky notes, we ask each participant to assign a name to each group. Here are the instructions we give:

- *Give each group a name. Read through each group and write down a name that best represents each group on the new set of sticky notes*
- *A name is a noun cluster, such as 'Printer Support Problems'. Instruct people to refrain from writing entire sentences.*
- *If a group really has two themes tell everyone they can feel free to split those groups up, as appropriate.*
- *Also, if two groups really share the same theme they can feel free to combine the two groups into one.*
- *Next, give every group a name. A group can have more than one name. The only time they are excused from giving a group a name is if someone has already used the exact words intended to use.*

! DOs, DON'Ts & BE AWARE

! If participants have trouble constricting the clusters to just three, you can tell them to write down five and then cross two off. They will probably find it funny, but it will often help.

KJ Technique

Walkthrough (cont.)

7. **Voting for the most important clusters.**
Now is time for every participant to democratically share their opinion on the most important clusters. This three-step method avoids influencing from peers.

- *This is done individually - on a piece of paper write down the 3 clusters you think best answer our focus question.*
- *Rank them from most important to least important.*
- *Now is time to go back to the wall and vote. Use Dots or X's on the stickies that name the clusters. Say they are written on blue stickies, three dots on the sticky that represents your first most important choice and put three dots on it. (For more detail on how dotmocracy works see activity E2)*

D2

Dive in: activating the "digital" mindset

Context Map Canvas

We don't truly have a good grasp of a situation until we see it in a fuller context. The Context Map is designed to show the external factors, trends, and forces at work surrounding an organization/situation.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
45 – 90 minutes	5 - 25	●○○	●○○

Use it to...

- Provides a systemic view of the external environment
- Provides tools to respond proactively to the landscape

MATERIALS AND OTHER REQUIREMENTS

- Context Map Canvas

LEARN MORE

- [Hyper Island]

Dive in: activating the "digital" mindset

Context Map Canvas

Walkthrough

1. Introduction
Introduce the context map to the group. Explain that the goal of populating the map is to get a sense of the big picture in which your organization operates. Ask the players which category on the map they'd like to discuss first, other than TRENDS. Open up the category they select for comments and discussion. Write the comments they verbalize in the space created for that category.

2. Fill categories (except TRENDS)
Based on an indication from the group or your own sense of direction, move to an- other category and ask the group to offer ideas for that category. Continue populating the map with content until every category but TRENDS is filled in.

3. Take a quick poll on TRENDS
The two TRENDS categories can be qualified by the group, so take a quick poll to determine what kinds of trends the players would like to discuss. These could be online trends, demographic trends, growth trends, and so forth. As you help the participants find agreement on qualifiers for the trends (conduct a dot vote or have them raise their hands if you need to), write those qualifiers in the blanks next to TRENDS. Then continue the process of requesting content and writing it in the appropriate space.

4. Summarise
Wrap up the overall findings with the group and ask for observations, insights, "aha's," and concerns about the context map.

5. Discuss
If possible, move people to a standing circle. Then, ask participants to share their thoughts on the exercise, highlighting issues such as:

- *What did you find to be easier? And more difficult? Why?*
- *What surprised you the most and why?*
- *What learnings can you take from this experience?*

D3

Dive in: activating the “digital” mindset

Thematic Presentation

Present a movie or an inspiring PowerPoint about Smart Cities or other trends in action that may reveal the overlapping and interlacing relation between spatial data and digital transformation of public services.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
10 – 20 minutes	5 - 25	●○○	●○○

Use it to...

- Start unveiling the opportunity space where spatial data and digital services meet for the public's good

MATERIALS AND OTHER REQUIREMENTS

- Presentation

D3

Thematic Presentation

Walkthrough

1. **Preparation**
You should select a suitable theme for your audience and get or prepare an inspiring presentation or movie which covers it.

2. **Introducing the activity**
Before starting the presentation, you may briefly introduce it the following way: "Now that we surfaced the core concepts around spatial data, it will be a good moment to see how it is being currently applied to shape public services in the context of growing digitalisation of everything. So, I invite you all to see this presentation on <theme>."

3. **Recap**
Make a short recap of the presentation key-points and ask the group to share their thoughts. Instead of group sharing, you may want to move directly to a "How-Might-We" activity (see activity D4)

4. **Setup**
Play the movie in silence or run the presentation according to your facilitation notes..

5. **Debrief**
Make a short recap of the presentation key-points and ask the group to share their thoughts, highlighting issues such as:

- *What did you find to be easier? And more difficult? Why?*
- *What surprised you the most and why?*
- *What learnings can you take from this experience?*

D4

Dive in: activating the "digital" mindset

How Might We

Every problem is an opportunity for design, by framing challenges as "How Might We" questions, the team will be paving the road for innovative solutions.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
45 – 90 minutes	5 - 25	●○○	●○○

Use it to...

- Provides a systemic view of the external environment
- Provides tools to respond proactively to the landscape
- You may want to use the results of this activity as inputs for the main activity in the afternoon session. If so, ask participants to save all the post-its from this activity for further use.

MATERIALS AND OTHER REQUIREMENTS

- Context Map Canvas (template)

LEARN MORE

- Examples of HMW questions
- Summary + movie
- History

How Might We (HMW)

Walkthrough

1. Preparation
You should previously choose a specific purpose to work on: something that involves the use spatial data in the context of public services and a digital world for instance: "improving the experience of being an urban commuter across Europe. You'll also need to ensure a wall with enough free space to perform a brainstorm using post-its

2. Setup
Grab enough post-its and thin-markers for all participants and make them form a semicircle facing the free wall space

3. Dump ideas
The two TRENDS categories can be qualified by the group, so take a quick poll to determine what kinds of trends the players would like to discuss. These could be online trends, demographic trends, growth trends, and so forth. As you help the participants find agreement on qualifiers for the trends (conduct a dot vote or have them raise their hands if you need to), write those qualifiers in the blanks next to TRENDS. Then continue the process of requesting content and writing it in the appropriate space.

4. Pick an issue to work on
Ask participants to, one by one, read all ideas and to pick the one he/she would like the most to work on. Give 3 minutes to do this.

5. Present the HMW method
Present the HMW method value as follows: "You’ve just picked an insight statement that points to problem areas which pose challenges to the people you’re supposed to be designing for. And challenges tend to be difficult to start tackling with when formulated as problems. But if you reframe your insight statements as "How Might We" questions, you'll turn those challenges into opportunities for design. We use the How Might We format because it suggests that a solution is possible and because they offer you the chance to answer them in a variety of ways. A properly framed How Might We doesn’t suggest a particular solution, but gives you the perfect frame for innovative thinking.” Then provide cues about how to get the HMW questions right, illustrating with previously prepared post-its. You may use the example from link provided as reference.

6. Reframe problems as HMW questions
Ask participants to organize in teams of 4 and seat each team around a table. One-by-one, participants share the issue they picked and have all group members to reframe it as HMW questions. Each team member should write at least one HMW question per issue (1 question per post-it). After a complete round, covering all issues within the team, the group should choose one question for further refinement. Give 15 minutes to complete this step

7. Refine one HMW question
Hand each team a guideline with cues for improving HMW questions and ask them to refine their HMW question accordingly. Give 5 minutes to complete this step

8. Share
Each team should present their refined HMW question to the group and share what they learn in the process.

E1

Debriefing: Key take-aways

Key Ideas Summary (Presentation)

Presentation with key-concepts addressed until that moment to wrap up the morning session and to summarize what the participants should retain for the afternoon session

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
5 – 25 people	●○○	5 – 10 minutes	●○○

Use it to...

- Wrap up the morning session
- Assess the readiness level for the afternoon session

MATERIALS AND OTHER REQUIREMENTS

- Presentation (e.g. PowerPoint)

LEARN MORE

- [5 rules for effective PowerPoint]

E1

Debriefing: Key take-aways

Key Ideas Summary (Presentation)

Walkthrough

1. **Preparation**
This will require some preparation in order to create an effective presentation: you should focus on the small set of ideas you find to be the most valuable for the participants to remember from the morning session and stick to it. Build beautiful and effective slides that recap those ideas and, if possible, make it fun: you also may want to gamify the presentation with some kind of quiz as exemplified in the reference link.

2. **Setup**
If needed, re-arrange the room and setup equipment in order to project the presentation

3. **Run the presentation**
Run the presentation according to your facilitation notes.

4. **Debrief**
Make a short recap of the presentation key-points and ask the group to share their thoughts.

Notes and tips

At the end...

The presentation should wrap up the morning session. As attention-span should be fastly decaying at this time, you should keep it short and move to the clarification of arrangements for the lunch break and/or info on regathering for the afternoon session.

! **DOs, DON'Ts & BE AWARE**

- ✓ A short presentation
- ✓ Simple and effective slides
- ✗ More than 1 idea per slide
- ✗ Low contrast
- ✗ -Small text / small objects
- ✗ Long sentences
- ✗ White or light background
- ✗ More than 6 objects per slide
- ! You are the message, the presentation is just a visual support

E2

Debriefing: Key take-aways

Dotmocracy

Dotmocracy is a simple and visual method for group prioritization/ decision-making. It supports a group to quickly see which options are most popular or relevant. The ideas are written on post-its and stuck up on a wall for the whole group to see. Each person votes for the options they think are strongest.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
5 – 25 people	●○○	5 – 10 minutes	●○○

Use it to...

- Visually decide as a group
- Decision-making
- When a group has generated several ideas that need assessment and prioritization
- Quickly making decisions in a group when there are multiple options

MATERIALS AND OTHER REQUIREMENTS

- Markers
- Sticky dots (optional)

LEARN MORE

- Dotmocracy
- Hyper Island
- Session Lab

- You might also try another method of large group prioritization, Idea Rating Sheets, also developed by Jason Diceman who is the key reference for this tool.

E2

E2

Dive in: activating the "digital" mindset

Dotmocracy

Walkthrough

1. **Stick & cluster ideas on the wall**
Place all the ideas/options up on a wall, one idea per post-it. Have the group cluster similar ideas/options and remove any duplicates. The fewer options there are, the clearer and easier the voting will be.

2. **Vote**
The group will now vote on which options they think are best by using dots, made simply with a marker on the post-it. Each group member gets 5 dots to vote with (or less if there are less options). These dots can be distributed in any way: one dot each to five different ideas, all five dots to one idea, etc.

3. **Select the best option**
Once all members have distributed their dots, the group could proceed in a variety of ways:

- *Simply choosing the option/s that received the most dots.*
- *Conducting an open dialogue about the prioritization. Exploring which ideas got more dots, which got less, what the next steps should be.*
- *Organise the ideas on a line from most to least dots, then discuss their relative merits.*

! DOs, DON'Ts & BE AWARE

✓ Check that all options on the wall are clear to all participants. Run through them all if necessary.

✓ You can have variations on the way to vote. You can use the way suggested or you can have higher differences and assign 3 dots to the most important idea, 2 dots to the second one and 3 to the third one for instance. More than 1 idea per slide

! If you need to avoid peer "pressure" run an intermediate step between 1 and 2 where people write their own ranking of the most important clusters on a scrap of paper before voting

! Be aware of "vote splitting" where a weaker option might win due to several stronger but very similar ideas receiving shares of the same vote.

! Also be wary of the "bandwagon effect", where people who vote later may be influenced by votes that have already been place.

! You are the message, the presentation is just a visual support

E3

Debriefing: Key take-aways

Sharing Circle

A ceremonial way to open or close a loop, inspired by key-elements of several ancient tribal cultures' conversation practices.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
5 – 25 people	●○○	10 – 15 minutes	●○○

Use it to...

- Close each session with an inclusive practice aimed for active listening and empathy building and also including some "ceremonial" elements.
- Open or close a loop (activity / session / workshop)
- Offer an experience that feels like "ceremonial"
- Foster sharing, active listening and empathy building
- Include everyone's voice

MATERIALS AND OTHER REQUIREMENTS

- Talking token (optional)

E3/K1

E3

Debriefing: Key take-aways

Sharing Circle

Walkthrough

1. Preparation
Ensure that space allows for people to form a circle without obstacles (you may form a circle with seated or standing people, but please avoid to have both at a time).

- *You also may want to select and prepare a suitable talking token.*
- *The most important thing is to carefully prepare the question you will ask the circle: ask something that triggers a personal perspective and opens the field of sharing as inclusive, receptive and safe. You may want to prompt something like "how am I arriving to/leaving from this session" or "what am I expecting to take from this workshop / what most surprised or affected me during this session and why*"

1. Setup
Get people to form a circle with you

2. Open
If applicable, present the talking token (refer to A5 - Ground rules) - Provide indications of the flow of sharing (start and direction of sequence; or random) - Highlight "supportive field of awareness", "safe and non-judgmental space", "active listening" and "lean less of speech" as core underlying principles - If this is the first sharing circle with this group, start yourself to set the tone. Otherwise, you may choose either to open or close the circle.

3. Share
Stay alert and receptive as an active listener, intervening to clarify or remember rules only if the sharing stream is at risk of being corrupted ((in these cases, you may want to "call for silence" as defined in A5 - Ground rules) - Let all participants share once, before asking if someone feels like adding something

4. Close
Thank everyone for sharing and, if time allows, recap what you felt to be the most frequent and surprising insights from the circle.

Notes and tips

At the end...

The sharing circle should wrap up the morning session. As attention span should be fastly decaying at this time, you should keep it short and move to the clarification of arrangements for the lunch break and/or info on regathering for the afternoon session.

F1

Energiser

Bang!

Bang is a group game, played in a circle, where participants must react quickly or face elimination. One person stands in the middle of the circle as “the sheriff”, pointing at other players who must quickly crouch while those on either side of them quickly “draw” and shout the other person’s name.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
05 – 10 minutes	8 – 40 people	●○○	●○○

Use it to…

- Generate laughter in a group
- Help with name-learning for groups getting to know each other
- Re-charge

MATERIALS AND OTHER REQUIREMENTS

- N/A

F1

Energiser

Bang!

Walkthrough

1. Standing
Ensure that space allows for people to form a circle without obstacles (you may form a circle with seated or standing people, but please avoid to have both at same time.

2. Open
If applicable, present the talking token (refer to A5 - Ground rules) - Provide indications of the flow of sharing (start and direction of sequence; or random) - Highlight "supportive field of awareness", "safe and non-judgmental space", "active listening" and "lean less of speech" as core underlying principles - If this is the first sharing circle with this group, start yourself to set the tone. Otherwise, you may choose either to open or close the circle.

Share
Stay alert and receptive as an active listener, intervening to clarify or remember rules only if the sharing stream is at risk of being corrupted ((in these cases, you may want to "call for silence" as defined in A5 - Ground rules) - Let all participants share once, before asking if someone feels like adding something

Close
Thank everyone for sharing and, if time allows, recap what you felt to be the most frequent and surprising insights from the circle.

Notes and tips

At the end...

The sharing circle should wrap up the morning session. As attention-span should be fastly decaying at this time, you should keep it short and move to the clarification of arrangements for the lunch break and/or info on regathering for the afternoon session.

F2

Energiser

Linking thoughts

This is a fast, fun, and easy to run energiser that is safe for most people and yet makes you feel empowered and connected. It starts with people in a circle and a fluffy ball of wool yarn.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
03 – 05 minutes	Up to 20	●○○	●○○

Use it to…

- Warm-up or re-energise
- Ice-break
- Ease relationships
- Have fun

MATERIALS AND OTHER REQUIREMENTS

- ball of wool yarn

F2

Energiser

Linking thoughts

Preparation

- Choose a wool yarn which colour outstands, that be light and fluffy and unwinds easily as well.
- Practice to master the release of the wool ball and note the tips that you find useful to share with the group.

Walkthrough

1. **Open.**
Hold the ball of wool yarn and form a circle with participants. Start with a silence and look in sequence to each person for a brief moment while attaching one end of yarn to your right index finger. After looking at the whole group, smile at one person standing in front , making sure he / she notices it.

Then, loudly say any "energetic word" such as "Alive" or "Yellow" and toss the ball of wool toward that person in a way that it is easy to see the trajectory and catch it in the air.

Say "I invite each of you to think of a word that represents the quality of energy that you would like to give the group. When you receive the wool ball I just passed, choose a person who has not yet received it, say loud voice the word you have to offer and send the ball in the direction of that person, keeping the thread in the other hand. This is an invitation and you should participate freely and just feel that will; you may also decide to stop your participation in any moment, as soon as it loses interest or becomes uncomfortable, without needing to offer any justification to me or the group ”

(you can also add some tips that help participants send the ball more accurately, easily and safely)..

2. **Play.**
All participants play and a pattern of yarn may become visible. This is a beautiful moment for someone to take a group photo (but remember to ask permission in advance).

When coming to the end, inform the group that you - the starter - will be the recipient of the last player's move..

3. **Close.**
Thank the last player for the word he has offered and thank everyone for their energy and involvement. Ask the group if they feel the good energy they have generated and make room for 2 or 3 quick shares.

Debrief

An interesting way to end this activity is by highlighting the curious paths that energy travels through which I have given "alive" and received "<whatever the last player said>".

You may conclude with, "when you give something full-hearted, you never know in what form it comes back to you. So do your best and leave it for the "invisible hand" to surprise you.

F3

Energiser

Three Brain Warm-up

A very powerful and popular warm-up with physical, cognitive, and spatial elements, where participants have fun failing

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
15 – 20 minutes	Groups of 4 (up to 5 groups)	●●○	●●○

Use it to...

- Make a powerful start to the day, to clearly punctuate the process, or to shake people out of a rut
- Awake participants
- Provoke laughter
- Inject a sense of fun through failure

MATERIALS AND OTHER REQUIREMENTS

- N/A

LEARN MORE

- This is Service Design Methods
- Video How To

F3

Energiser

Three Brain Warm-up

Walkthrough

1. Clear the space

This activity is developed with groups of 4 participants who will be standing and at a comfortable distance from each other. The space should allow visual contact between participants and facilitators.

2. Set up groups & Assign roles

Ask participants to form groups of 4. If necessary, some groups of 3 is fine.

- *Scatter the groups around the room so that they have space in between and can see each other. Arrange to have a spot at the center of the room for facilitation.*
- *Each group should appoint someone to stand within their group and face the facilitator. Name them "Subjects".*
- *Again, the groups should appoint someone else to go and stand behind the "Subject's left shoulder. Name them "Color Canvases"*
- *Now they should appoint "Math Professors" that must stand behind the "Subject"'s right shoulder*
- *Lastly, each group should choose a "Puppet Master" to stand facing the "Subject".*

3. Explain roles & demonstrate

Start by clarifying and role-play each role. Follow the sequence:

- *<u>Color Canvases:</u> They can ask their "Subject" simple questions about the color of things and repeat that question until it is answered correctly. Keep asking new color-related questions.*
  - Role-play & Practice: Move inside a specific group, take the place of their Color Canvas and role-play an example ("What color is the sun? The sun? The sun? <right answer>… The sky? The sky?"). Move away and ask all Color Canvases to practice with their subjects for a few seconds.
- *<u>Math Professors:</u> They can ask their "Subject" simple math questions and repeat that question until it is answered correctly. Keep asking new math questions.*
  - Select any group, take the place of the Math Professor and role-play an example ("2+2? 2+2? 2+2? <right answer>… 3x1? 3x1?"). Move away and ask all Math Professors to practice with their subjects for a few seconds.
- *<u>Puppet Masters:</u> Explain they should perform very slow, precise movements mostly with their hands, waiting for the Subject to copy each pose precisely before moving on.*
  - Move inside a specific group, take the place of their Puppet Master and role-play an example. Move away and ask all Puppet Masters to practice with their subjects for a few seconds.
- *<u>Subjects:</u> Explain they should try to provide the most right answers to the other players in the group.*

4. Exceptions

When a group has only 3 players, the Subject should choose another group's Puppet Master to refer to

Energiser

Three Brain Warm-up

Walkthrough (cont.)

1. Go through the process
At the start signal, each player should perform their role within the initial formation. (The remaining 3 players all demand the Subject's attention at the same time; the Subject tries to answer all the questions and mirror the movements simultaneously). At the stop signal, all players should stop and change positions:

- *Subject takes the Puppet Master position*
- *Math Professor takes the Subject position*
- *Color Canvas takes the Math Professor position*
- *Puppet Master takes the Color Canvas position*
- *Subject takes the Puppet Master position*
- *Math Professor takes the Subject position*
- *Color Canvas takes the Math Professor position*
- *Puppet Master takes the Color Canvas position*
- *With the re-start signal, each player should perform their role within the new formation.*
- *Repeat until all players have performed all roles (total of 4 rounds)*

2. Run 1st, 2nd, 3rd and 4th rounds

- *Start a round with an agreed starting signal (e.g. short ring)*
- *Allow approximately 30 seconds (or the time needed to warm the Subject which you can grasp from signals like bright eyes and face full of life)*
- *Sound the stop signal the round with the agreed signal (e.g. long ring)*
- *Hold for 10 seconds*
- *Start a new round*

F3

Energiser

Three Brain Warm-up

Notes and Tips

At the start…

The activity should be briefly introduced as "A powerful and popular warm-up with physical, cognitive, and spatial elements, where participants will have fun failing".

As in any other activity that pushes the boundaries of the comfort zone, the facilitator should also highlight that he/she is inviting the participants to take part in something that is not so usual and that they may accept or decline the invitation as well as leave the activity at any moment.

At the end…

The facilitator can debrief the activity, highlighting some of the outcomes as linked to the workshop's mindset.

At first, we initially struggle to talk and use our hands simultaneously (most participants will often "forget" the hands). But we soon get into the flow, and the result is very invigorating.

In design, we will do best to enrich our accustomed verbal channel by using our hands and bodies.

Also, this activity is impossible – everyone fails, from the CEO to the newest intern – but they still get a benefit from the exercise. And because everybody fails, nobody gets embarrassed. As designers, we will all fail together, and by failing, we will move forward.

!

DOs, DON'Ts & BE AWARE

Besides being very clear and illustrative of the roles, process and rules, during the activity the facilitator should focus on:

✓ Clearly signaling the right pace for rounds

✓ Use time before starting each round to recall the basic rules (Remember, the basic rule for the two questioners is "never stop talking" and the basic rule for the Puppet Master is "be very slow, and very precise") and remind them that it's OK to reuse questions/movements and that "you need your answer NOW!"

G

Presentations or case studies

Case studies and/or presentation

A presentation, maybe including a movie, with the most relevant, insightful and inspiring examples from a specific project/program.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
15 – 30 minutes	Up to 20	●●○	●○○

Use it to...

- Link the workshop to the specific EC programs supporting it and activate awareness about these programs' resources, as facilitators and accelerators that participants can make use of for their own projects
- Link the workshop to the specific EC programs supporting it
- Activate awareness about these programs' resources, as facilitators and accelerators that participants can make use of for their own projects

MATERIALS AND OTHER REQUIREMENTS

- Presentation
- Movie (optional)

H1

Value Proposition Canvas

Walkthrough

1. Preparation
This presentation and related resources such as videos, should be defined and developed by the project team.

2. Introduction
Before starting the presentation, you may briefly introduce it the following way: "In our afternoon session, we will continue to collaborate on increasingly concrete issues so that we can take useful and relevant lessons home to help us streamline and improve the outcome of our work on issues related to the use of interoperable spatial data in a vast network of public and private services. This is a good time to get to know the European programs that are currently focused on this topic and, through concrete examples, recognize their potential as accelerators and facilitators available to public and private entities, member states and pan-European projects. So, I invite you all to see this presentation on the most relevant, insightful and inspiring examples from a project x".

3. Setup
If needed, re-arrange the room and setup equipment in order to project a movie or presentation

4. Run the presentation
Play the movie in silence and/or run the presentation according to your facilitation notes.

H1

Hands-on (pt.I): co-design & networking

Team Canvas (lite)

The Team Canvas is Business Model Canvas for teamwork. It is an effective technique to get teams aligned about their goals, values, and purposes and help team members find their role.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
25 – 30 minutes	Teams of 2-8 people	●○○	●○○

Use it to...

- Align teams
- Increase cohesion
- Create a team culture
- Get members to know each other better
- It helps solving conflicts smoothly further on shall they arise
- Align team members and to diagnose most likely problems within groups
- If you are doing an activity that will be demanding in terms of discussion

MATERIALS AND OTHER REQUIREMENTS

- Team Canvas recreated on a whiteboard, or on a big enough piece of paper (e.g. flipchart paper or A0/A1)
- Blocks of sticky notes, one for each participant, different colors
- Sharpies or pens

LEARN MORE

- Team Canvas - learn
- Team Canvas - use

Hands-on (pt.I): co-design & networking

Team Canvas (lite)

Walkthrough

1. Introduction
Introduce the team canvas as a tool to align the team members and get better at understanding goals, roles and values of your team. Go through each step with the team, making sure you ask the questions for each segment. Encourage people to write their answers on stickies and talk about them with the team. There are fields that all team should agree on: 1. People and Roles; 2. Goals; 4. Purpose; 5. Values; 9. Rules and culture. The rest of the fields can be filled individually, with no particular need to be agreed upon.

2. Goals
(5 minutes) What are the goals for the whole team, as well as for each team member? (5 minutes)

- *What you as a group really want to achieve?*
- *Examples: "Launch a product in the next year"*

3. Roles & Skills
(5 minutes) Ask people to put their names on stickies, as well as their roles. If a person has multiple roles, use separate post-its. Questions:

- *What are our names? What are the roles we have in the team?*
- *How are we called as a team?*
- *Examples: "Jane: Director; John: Analyst*
- *Examples: Name of the team: SuperTrends*

Purpose (5 minutes)
Ask the team to go one step beyond their common goal, and ask them why they do what they do. Questions:

- *Why are we doing what we are doing in the first place?*
- *What is something more important, which makes us pursue our common goal?*
- *Examples: Create a positive impact on people's lives through social innovation, Make people's life easier and stress-free through internet of things innovation*

4. Values
(10 minutes) What are the core values that you share as a team?

5. Rules & activities
(5 minutes) Ask the team to agree on common rules and activities. Think of this as of outcome of the previous sections: a concrete set of rules and activities they want to implement. Questions:

- *What are the rules we want to introduce in this session?*
- *How do we communicate?*
- *How do we make decisions? How do we execute and evaluate what we do?*
- *Examples: Allow everyone to speak, respect all opinions, build upon instead of tearing apart*

6. Reflect & Share
(5 minutes) Ask the teams to reflect on the exercise and think about what they found interesting and how it can have an actual impact in their future collaboration.

H1

Hands-on (pt.I): co-design & networking

Value Proposition Canvas

The Value Proposition Canvas makes explicit how you are creating value for your customers. It helps you to design products and services your customers want. It is tied to the Business Proposition Canvas.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
• 45 – 90 minutes	Groups of 5	●●○	●●○

Use it to...

Understand and empathise what the stakeholders involved with the spatial data universe

Get a feel of what customers/users really need and want

Visualise how to create, design and test how to create value for customers/users

MATERIALS AND OTHER REQUIREMENTS

- Value proposition canvas template
- Stickies
- Pens/markers
- (optional) Value proposition canvas book

H1

Hands-on (pt.I): co-design & networking

Value Proposition Canvas

Walkthrough

1. Introduction

Arrange for a comfortable environment. Definitely not a meeting room. Create a creative atmosphere and have plenty of colorful materials and magazines at the ready. (tip: cut the canvas in two halves (the right part with the circle and the left part with the square). Start by showing only the right (circle) part to your team. this prevents them from immediately focusing on what they think features, pain relievers and gain creators should be.)

2. Start with the customer

To get started with the Value Proposition Canvas, always start with the customer. Of course, you may have many different customer segments that you serve (or want to serve). So, as a team your first task is to have a discussion about who the customers actually are from a high level, whereupon you can make some decisions about who you are designing for. You may need to fill out several canvases, one for each customer.

3. Ask enough 'whys'

Once you've made the customer decision, as a team – using sticky notes and permanent markers – start to detail your customer's jobs- to-be-done. What social, emotional, and functional jobs does your customer do on a daily basis? They have some functional job that you know probably about. But you'll also need to uncover how they do that job, how they feel, and what social qualities come into play. For instance, a parent with the job of driving a child to school may also have functional jobs of getting them there on time, ensuring they're fed throughout the day, making sure they're not looking like an outcast (social standing may be important), providing the feeling of being loved and appreciated, etc. Ask enough "whys" and you'll get this info. Pains are usually easiest to get. What gets in the way of a person's jobs? It's gains that elude most first time users of the Value Proposition Canvas. Gains are not simply the opposite of pains. Instead, gains are the hidden ambitions people have, above and beyond pain relievers. It takes a designer's mind to uncover these. This is where asking the right questions is really important. What does your customer really aspire to do that they cannot do now?

4. Your job

Finally, once you've completed the right side of the canvas, move over to the left side. First, list some solution options that come to mind. You might have some already, or you might create some during an ideation session (detailed in the next chapter). With these in place, you'll need to decide how these can be used together to address your customers' jobs, pains, and gains in unique ways that resonate with your customers. Using this canvas a few times will help you think differently about your customers and what you offer to them. What's more, done well, your customers will think totally different about why they hired you to fulfill their needs in the first place.

H3

Hands-on (pt.I): co-design & networking

Business Model Canvas

The Business Model Canvas is a high-level approach to co-create and visualize the key components of a business model that can iteratively test and refine various options. A way of explicitly showing how value is being created and captured and thinking about the several possibilities where a solution might be useful.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
60 – 120 minutes (depending on group size)	Groups of 5	●●○	●●○

Use it to...

- Structure a business plan
- Have a comprehensive view of all forces and stakeholders
- Grasp deep insight into the nature of business models
- Public sector organisations, for example, have used the canvas to help departments view themselves as serviced-focused businesses
- Quickly visualize a business model so you can iteratively test and refine various options.
- Quickly sketch out the business model of existing services or products, whether physical or digital, or prototype the business model of new concepts.

MATERIALS AND OTHER REQUIREMENTS

- (optional) Business Model Generation Book
- (optional) Value proposition canvas book
- Pens/ markers
- Stickies

LEARN MORE

- Strategyzer
- Design a better business
- Business Model Generation Book
- This is Service Design Thinking book - for detailed cases
- Value proposition design book - to have a practical guide on how to use it

H3

Business Model Canvas

Walkthrough (1/2)

1. Setup
Print the templates (A0 or any size you can fit a lot of stickies) and hang the business model canvas or the business model canvases on the wall and have the groups explore different options. One thing you can do if you wish to gather collective and fresh insights is rotating the groups every 10 minutes and have them look at different canvases. If you can't print, sketch the template on a large sheet of paper or whiteboard.

Sometimes it may help to have personas, stakeholder maps and prototypes at hand.

3. Posting
each sticky must have just one idea written on and with legible handwriting as you go through each section in order

4. Customer segments
Who are the customers? What do they think? What are their differences? (you can start by using the customer canvas if you feel you need to start off a more detailed analysis). An organization serves one or several Customer Segments. Some examples: Mass market, niche market, segmented, diversified, multisided

5. Value proposition
What is compelling about the propositions? Why do customers buy or use our solution? (The value proposition should be linked to each customer segment found. You can also use the 'value proposition template' to aid in defining the value proposition) It seeks to solve customer problems and satisfy customer needs with value propositions.

6. Channels Value propositions are delivered to customers through communication, distribution, and sales Channels.

7. Customer relationships
How do we interact with the customer during their journey? What customer relationships are established and maintained with each Customer Segment

8. Key activities
What uniquely strategic things does the business do to deliver its proposition?

9. Key resources
What unique strategic assets must the business have to compete? Key resources are often linked to key activities – what resources are needed to conduct a specific activity. Try to be a specific as you can.

10. Key partnerships
What Activities and Resources are important but not aligned with what's uniquely strategy for you? What's outside of your business type? Could partners do some of those? Why? Which? Key partners maybe or maybe not mapped with key activities because as you iterate and refine the canvas unexpected partnerships may come to light.

Business Model Canvas

Walkthrough (cont.)

1. Revenue streams & Cost structure

This one and the cost structure really depends on how far you want to go. You can identify the main drivers of revenue/cost, for instance, or develop an actual business plan. Start by going through the infrastructure blocks to identify cost drivers and go through the customer blocks to find potential revenue streams. Once you have both cost and revenue structures, put numbers to them and estimate costs and revenues. Understand your audience's capabilities and adjust to whatever is going to be more fruitful for the session's objectives.

3. Iterate & Refine

Don't just stop at the first result. The canvas is great for uncovering different solutions that can later be explored. Search for missing information and try to fill the gaps. Keep asking questions to ascertain whether the proposition stands on its own. Challenge the canvas by defining constraints on resources, partners, etc. Compare, discuss and refine the model.

! DOs, DON'Ts & BE AWARE

✓ Compare to competition, market, and trends: The business model also needs to be analysed and challenged with respect to competition, market forces, industry forces, and future trends.

! Rule of thumb: if you cannot fit any more sticky notes into one of the boxes, your discussion is already too detailed.

H4

Hands-on (pt.I): co-design & networking

SWOT Analysis (or COIN)

This exercise can work as an opening or closing exercise. It is useful for framing discussions at "problem-solving" meetings, or as a way to brainstorm aspirational steps toward a vision or as an opener to new possibilities. A version such as COIN can be applied – Challenges, Opportunities, Insights and Needs.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
60 – 120 minutes	2 – 20 people	●○○	●○○

Use it to...

- Understanding the Strengths, Weaknesses, Opportunities and Threats
- Quickly assess a business, a product, a solution or a prototype

MATERIALS AND OTHER REQUIREMENTS

- Pens/ markers
- Flipchart paper
- Stickies

LEARN MORE

- Session Lab
- Gamestorming

SWOT Analysis (or Coin)

Walkthrough

Setup
Create a four-square quadrant using four sheets of flipchart paper, one for each aspect of the SWOT: I) Weaknesses II) Strengths III) Opportunities IV) Threats

Agree on scope.
Agree with your participants on the scope of the SWOT: what exactly will you be analysing and toward which goals will you evaluate your strengths, weaknesses, opportunities and threats.

Strengths: Generate ideas
Ask the players to take a few minutes and quietly generate ideas about the strengths their project/organisation has and write them on post-it notes, one idea per post-it note. Invite participants to stick their notes on the Strengths quadrant. If any idea is unclear, ask the person to clarify. Mention that they may relate their ideas to ones already posted in the case that they have duplicate, related, or similar ideas.

Weaknesses, Opportunities & Threats
Continue idea generation for the other 3 quadrants: Weaknesses, Opportunities and then Threats.

Cluster post-its
Review each quadrant and with the players' collaboration, sort the ideas based on their affinity to other ideas. For example, if they produced three post-it notes that say "good sharing of information", "information transparency", and "people willing to share data", cluster those ideas together. Create multiple clusters until you have clustered the majority of the post-it notes. Place outliers apart from the clusters but still within playing range.

Discuss and name titles clusters
After the sorting and clustering are complete, start a group conversation to create a broad "title" for each smaller cluster. For example, a "title" for the above-mentioned cluster might be "Communication". As the group makes suggestions and agrees on categories, write those categories in the appropriate quadrants.

Wrap-up.
Summarize the overall content created in the conversation and ask players to discuss the implications.

! DOs, DON'Ts & BE AWARE

! You may opt to do the silent individual brainstorming for all four quadrants first before posting notes On one hand, this makes the process more repetitive, but on the other hand, it can reduce the influencing effect of previous quadrants' ideas on following ones.

H5

Hands-on (pt.I): co-design & networking

World Café

The World Cafe is a collaborative discussion that brings groups of people together to cross-pollinate ideas and enhance their creative and collaborative thinking capacity. It includes three rounds of conversation, each round addressing a different discussion prompt.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
60 – 120 minutes	10 – 40+	●●○	●●○

Use it to...

- Hosting large group dialogue
- Challenge assumptions
- Open new possibilities
- Explore a clearly articulated topic, question or set of questions
- Explore how contextual factors influence a topic
- Encourage participants to make new connections. Strengthen relationships and build trust among participants.
- Break old thought patterns; catalyze new ideas and thinking. Identify areas of common interest, concern, or excitement.
- Explore a topic or issue from multiple diverse perspectives. Ensure equal footing among participant voices.

MATERIALS AND OTHER REQUIREMENTS

- Model the room as a Café (Small round tables covered with paper
- colored markers
- plants or some decoration (optional)
- Set 4 - 6 chairs per table
- Board/ Flipchart
- Pens, markers, pencils in multiple colours for every table
- Large sheets of paper for every table
- "Talking stick" (optional)table

Potential application to the Geospatial dimension

- Round 1 — empathy-driven question When was spatial data relevant for you and why?
- Round 2 — a challenge focused question What challenges do we face when creating or improving <a specific service> through the use of interoperable spatial data?
- Round 3 — a question that explores an opportunity space. What emerging tech and partnerships could be considered to improve <a specific service> by using special data?

LEARN MORE

- The World Café
- Medium @Paula Manzotti
- Meadow Lark
- Medium @Columbia DSL

H5

Hands-on (pt.I): co-design & networking

World Café

Preparation

(you might need from 2-3 hours to prepare yourself)

Spend some time discovering and crafting the questions you want to use in your Café. If possible, discuss them with some participants beforehand to see if the questions are engaging enough.

You can use a World Café to explore a single important question from multiple perspectives (i.e., by having multiple rounds of conversation on the same question), or you can structure the process to include several questions on a given topic (i.e., by having multiple questions throughout the World Café). Determining which approach you will use is the first step in preparing for the World Café. If using multiple questions, you will need to (a) determine how many rounds of conversation you would like to have and (b) how many rounds will feature new questions (as opposed to giving participants the opportunity to discuss the same question more than once with different people).

You can also have a brief presentation to set the baseline of issues or ideas you want to share

Walkthrough

1. Introduction
Begin with a welcome and an introduction to the World Café process, setting the context, sharing guidelines, and putting participants at ease. See the World Café website for further background and participant guidelines.

2. Questions
Questions: each round is guided by a question or questions designed for the specific context and desired purpose of the session. There can be a single question that all tables discuss or different questions at each table. The same questions can be used for more than one round, or they can be built upon each other to focus the conversation or guide its direction**.**

3. Small group discussions
(20 minutes per round + 2/3 minutes for re-settling). Small group rounds: The process begins with the first of three or more twenty-minute rounds of conversation for the small groups at each table. During the rounds participants explore the question in focus in an open way. A designated "table host" should support the flow of conversation without leading. At least one person should have the responsibility to "record" the conversation on large paper, using words and drawings. Instruct each table to begin the first round of conversation. Be sure to remind participants of the following:

- *Timing of the conversation*
- *Props available (e.g., markers, large pieces of butcher paper)*
- *Role of the host*
- *Question(s) for discussion At the end of each twenty-minute round, participants move to new tables. One persons stays at each table as a "table host" for the next round, welcoming the next group and briefly filling them in on what happened in the previous round.*

(cont.)

World Café

Walkthrough

4. Harvest

After the small group discussions (and/or in between rounds, as desired) individuals are invited to share insights or other results from their conversations with the rest of the larger group. For each report-out, begin by asking participants to silently reflect on their small group conversation(s) for 2-3 minutes. Following this reflection period, invite each table host to share a few (2 to 3) ideas, insights, or other responses to the guiding question(s) with the large group.

5. Conclusion and Next steps

At the conclusion of the World Café session, consider providing participants with a clear overview of next steps. For example, you may wish to share how the insights from the session will be used within the organization or initiative, or whether the transcribed comments will be shared with participants. Consider converting the comments from the session into a brief memo of insights, observations, and questions for consideration.

!

DOs, DON'Ts & BE AWARE

! You may opt to do the silent individual brainstorming for all four quadrants first before posting notes On one hand, this makes the process more repetitive, but on the other hand, it can reduce the influencing effect of previous quadrants' ideas on following ones.

I1

Hands-on activity (pt.II): Sharing learnings

Group debrief

The easiest way to widely debrief results from different teams at once, for better controlling content and time (widely share groups' results from the afternoon project)

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
15 – 20 minutes	No limit	●●●	●○○

Use it to...

- Debrief the longest activity of the workshop in the most controlled way.

MATERIALS AND OTHER REQUIREMENTS

- N/A

I1

Hands-on activity (pt.II): Sharing learnings

Group debrief

Preparation

This debriefing mode will challenge you to be aware of all teams at all times and also to keep your notes updated.

It's more manageable for teams with two or more facilitators

Walkthrough

1. **Debrief with teams.**
During the different stages of the project, make each team present you their results and assessment on the work and keep taking notes.
Use your last visit to each team to recap your notes with them and make adjustments.

2. **Debrief with the whole group.**
Role-play Write a summary from your notes (aggregated or by team) on a central board;
End the project, call for silence and gather the whole group in a way everyone sees the board;
Debrief the whole project at once, highlighting something from each team.

3. **Reflect and share.**
Ask the group to share their thoughts, highlighting issues such as:
- what was more surprising for you and why?
- how do you relate to what you saw within your current line of work?
- what have you learned?.

I2

Hands-on activity (pt.II): Sharing learnings

Elevator Pitch

Let teams share their own assessment of the project in a time boxed way (widely share groups' results from the afternoon project).

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
15 – 20 minutes	No limit	●○○	●●○

Use it to...

- Debrief the longest activity of the workshop in a participatory yet controlled way

MATERIALS AND OTHER REQUIREMENTS

- N/A

I2

Hands-on activity (pt.II): Sharing learnings

Elevator Pitch

Walkthrough

1. **Prepare.**
Ask each team to choose a spokesman. Clarify that "the spokesman should be taking notes on relevant insights and results during all project stages and then present their teamwork's results to the whole group in less than 3 minutes".

2. **Pitch presentations.**
15 minutes before ending the project, ask all teams spokesmen to organise their notes and prepare their presentation to take less then 3 minutes. End the project, call for silence and gather the whole group.

Call presenters one-by-one. Signal them when is half-time and end. Call the following participant immediately..

3. **Reflect and share.**
Ask the group to share their thoughts, highlighting issues such as:
- what was more surprising for you and why?
- how do you relate to what you saw within your current line of work?
- what have you learned?.

J1

Explore landscape for further learning

Presentation of learning resources

A short presentation to be shared with the audience, including links and screenshots of the core online resources (e-learnings, documentation and supporting communities).

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
10 – 15 minutes	Up to 25	●●○	●○○

Use it to...

- Spark curiosity on available resources
- Map the ecosystem for self improving and connecting
- Empower participants to build upon the workshop takeaways
- Foster the use of available resources

MATERIALS AND OTHER REQUIREMENTS

- Presentation (e.g. PowerPoint)
- Handout (comprehensive guide of online resources for further learning)

LEARN MORE

- Video on Presentations Best Practices

J1

Explore landscape for further learning

Presentation of learning resources

Preparation

This will require some preparation in order to create an effective presentation: you should focus on the small set of ideas you find to be the most valuable for the participants to remember from the morning session and stick to it. Build beautiful and effective slides that recap those ideas and, if possible, make it fun: you also may want to gamify the presentation with some kind of quiz as exemplified in the reference link.

You should also prepare a handout: a printed guide with a comprehensive list of available learning resources.

Walkthrough

1. **Setup.**
If needed, re-arrange the room and setup equipment in order to project the presentation.

2. **Run the presentation.**
Run the presentation according to your facilitation notes.

Debrief

After presenting the summary of resources, hand participants with the comprehensive guide.

Then, make a short recap of the presentation key-points and ask the group to share their thoughts.

! **DOs, DON'Ts & BE AWARE**

✓ A short presentation

✓ Simple and effective slides

✕ More than 1 idea per slide

✕ Low contrast

✕ -Small text / small objects

✕ Long sentences

✕ White or light background

✕ More than 6 objects per slide

! You are the message, the presentation is just a visual support

J2

Explore landscape for further learning

Guided tour

A guided tour to the core online resources (e-learnings, documentation and supporting communities)

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
15 – 30 minutes	Up to 25	●●●	●○○

Use it to…

- Spark curiosity on available resources
- Map the ecosystem for self improving and connecting
- Empower participants to build upon the workshop takeaways
- Foster the use of available resources

MATERIALS AND OTHER REQUIREMENTS

- Handout (comprehensive guide of online resources for further learning)
- Internet access (facilitator)

J2

Explore landscape for further learning

Guided tour

Preparation

This will require research, walkthrough and plan the presentation as a set of short journeys covering what might be more relevant for the participants (so, maybe you'll need to adapt to each group).

You should also prepare a handout: a printed guide with a comprehensive list of available learning resources.

Finally, you should ensure internet access.

Walkthrough

1. **Setup.**
Hold If needed, re-arrange the room and setup equipment in order to project the presentation.

   Also verify internet connection.

2. **Guide the tour.**
Guide the tour according to your facilitation notes.

Debrief

After the guided tour, hand participants with the comprehensive guide.

Then, make a short recap of the tour key points and ask the group to share their thoughts.

! **BE AWARE**

! You’ll need an active internet connection

J3

Explore landscape for further learning

Scripted walkthrough

The same as J2 - Guided Tour, though performed by the participants by following a script.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
30' – 40'	Up to 25	●●○	●○○

Use it to...

- Spark curiosity on available resources
- Map the ecosystem for self improving and connecting
- Empower participants to build upon the workshop takeaways
- Foster the use of available resources

MATERIALS AND OTHER REQUIREMENTS

- Handout (comprehensive guide of online resources for further learning)
- Internet access (facilitator)

J3

Explore landscape for further learning

Scripted walkthrough

Preparation

This will require research, walkthrough and create a clear script with a set of small journeys covering what might be more relevant for the participants (so, maybe you'll need to make some adaptation regarding each group).

You should also prepare a handout: a printed guide with a comprehensive list of available learning resources.

Finally, you'll should ensure all participants have access to tablets or PCs (with internet access).

Walkthrough

1. **Setup.**
Verify internet connection and equipment for all

Hand the script.

2. **Assist the walkthrough.**
Keep up with participants/teams and help when needed/requested.

Debrief

After the exercise, hand participants with a comprehensive guide.

Then, make a short recap of the tour key points and ask the group to share their thoughts.

! **BE AWARE**

! You'll need an active internet connection

! Both you and the participants will need an internet connected browsing device (tablet or PC)

K2

Sharing feedback

Session Feedback Form

Participants answer the feedback forms to provide a better sense of how well the workshop responds to the objectives for which it was created

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
05 minutes	No limit	●○○	●○○

Use it to...

- Improve for further sessions
- Adjust activities that better suit the audience
- (optional) Discuss on top of the form to grasp other opinions

MATERIALS AND OTHER REQUIREMENTS

- Printed feedback forms

K2

Feedback form

Tell us what you think!

We are eager to know your honest opinion on the session you have just participated in. Please take a moment to reflect and answer the following questions. Your opinion is critical to help us improve for future sessions.

1. How do you assess the session considering the following aspects:

Usefulness in your line of work and for your projects	Not useful ○	OK ○	Useful ○	Very useful ○	Extremely useful ○
Learning experience	Insufficient ○	OK ○	Good ○	Very good ○	Excellent ○
Facilitators and their ability to motivate	Insufficient ○	OK ○	Good ○	Very good ○	Excellent ○

2. How was the sessions energy level

Very low	Low	OK	High	Very high
○	○	○	○	○

3. How likely is it that you recommend this session to a friend or colleague?

Very unlikely — Very likely

○	○	○	○	○	○	○	○	○	○
1	2	3	4	5	6	7	8	9	10

4. How likely are you to offer a workshop on this topic in your organisation or in the projects in which you are involved?

Very unlikely — Very likely

○	○	○	○	○	○	○	○	○	○
1	2	3	4	5	6	7	8	9	10

5. Please tell us what you like the most and if you have any suggestions for further improvement, comments or feedback

K3

Sharing feedback and wrap up

Closing ceremony

“Close the loop" by joining loose ends, recognising paths that have been set in motion on this journey and celebrating what has been experienced, learned, initiated and lived together through a symbolic passage from the workshop territory to the outside world .

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
15 – 30 minutes	Up to 25	●○○	●○○

Use it to...

- "Encapsulate" the workshop experience by providing symbolic elements that give meaning to it and facilitate the memorisation, sharing and reactivation of related stories.
- Provide opportunity for closing in a celebrative and memorable way
- Ease the transition to the outside World

MATERIALS AND OTHER REQUIREMENTS

- Printed “Passports” (prepared in advance)
- (optional) Stamp
- Post-its
- Markers

K3

Sharing feedback and wrap up

Closing ceremony

Preparation

Prepare individual "Spatial Data Passports" in advance and a stamp (optional)

Then, prepare yourself to effectively guide the process

Walkthrough

1. **Setup.**
Ask everyone to pick their initial post-it from the "Why am I here today?" poster and gather within the seated circle.

2. **Celebrate.**
Ask people to slow down and revisit the journey behind you (guide the process)

Acknowledge the learnings, the experiences, the people and the connections

Think about the outside world: your projects, your team, your organisation, your partners, your family, your daily practices.

Feel what you may start doing differently the moment you step-out from the workshop. Pick a post-it and write a word or draw something representing that idea.

Check-out (see K4 - Check-out).

3. **Pass the exit gate**
Stand at the gate/entrance and say "As you can see, here am I again, standing as a gatekeeper (point the gate/passage). In order to re-enter the outside world please hand me both, your initial and final post-its and let me validate it".

Staple both post-its on the "Spatial Data Passport", sign it (and/or optionally stamp it) and hand it back to each participant, together with the workshop survey)

Let each participant pass the exit gate, hand him/her the survey and ask to fill it and wait a bit for all the group to regather.

6. **Informal gathering "outside"**
Receive surveys, gather in a standing circle and ask everybody to share how was the workshop for them. After, end by thanking everybody's participation, give opportunity for share contacts and wish a wonderful evening.

K4

Sharing feedback and wrap up

Check-out

Providing the simplest participatory way of closing a collaborative journey, this activity consists of circulating a check-out question within the group.

TIMEFRAME	GROUP SIZE	FACILITATION LVL.	COMFORT ZONE
08 -12 minutes	Up to 25 people	●○○	●○○

Use it to...

- Close a process, symbolically and in a collaborative way
- Invite each member to be presented and feel seen and heard.
- Emphasise reflection and closure

MATERIALS AND OTHER REQUIREMENTS

- Talking token (optional)

LEARN MORE

- [Hyper Island - check-in questions]
- [Hyper Island - check-in check-out]

K4

Sharing feedback and wrap up

Check-out

Preparation and introduction

Think about what stage the group is at. What would be a good question for them to check out with? Think about the context and the general mood. Consider:

- How much time do you have for the check-out? Does the question invite a 3-5 minute story from each person, a word or two, or a sentence or two?
- How can the check-out connect and reinforce to useful messages and takeaways you want them to leave with within the overall purpose of the gathering?
- What kind of tone do you want to create? Playful? Serious? Celebrative?
- What has happened? What are they about to do next? Has there been conflict? Is this a celebration?

Choose a reflection question that will support the kind of mood and atmosphere that you want to create. Adjust questions to fit your meeting criteria.

Note on introduction

Optionally, you can introduce or end the activity as follows: "Check-in and check-out processes are fundamental to the work we engage in, and set the context for what we actually do. It is a simple way for the team to open or close a process, symbolically and in a collaborative way. Checking-in/out invites each member in a group to be present, seen, and heard."

Walkthrough

1. **Setup.**
Gather the group in circle or "U" shape.

2. **Ask a check-out question.**
You can start with "As we're almost ending our day I now invite each of you to share in a few words around <question>"

3. **Share.**
One-by-one participants check-out, either in order around the circle or at random. The facilitator may be the 1st or the last to share.

Once every person has checked-out one time, check-out is over.

! DOs, DON'Ts & BE AWARE

✓ Managing time is crucial for running effective meetings. As the session facilitator, you can introduce different constraints to a check-out to allow for more or less time. Examples:
- "In one word…"
- "In two words…"
- "In one sentence…"
- "Think of three things…"
- "Taking as much time as you need…"

✕ Check-in and check-out processes are not trivial time wasters in our meetings. If they feel that way, something is either missing or needs to be adjusted to relate to the session.

! As the shaping of questions in a thoughtful, purposeful and intentional manner increases the likelihood of them being powerful, we purpose you to read the articles in the reference links before defining your question.

References and resources

- Atlassian Team Playbook
- Cambridge Dictionary
- Gamestorming toolkit
- HyperIsland Toolbox
- IDEO DesignKit methods
- Jared Spool articles (UIE)
- Norman Nielsen Group articles
- OECD Recommendation on Digital Government Strategies
- OPSI - Observatory of Public Sector Innovation Toolkit Navigator (OECD)
- Presencing Institute Tools (MIT Sloan)
- SessionLab methods library
- Tallinn Declaration on eGovernment
- This Is Service Design Doing - Methods
- 18F Method Cards (US Gov)