THE MSP TOOL GUIDE

SIXTY TOOLS
TO FACILITATE
MULTI-STAKEHOLDER
PARTNERSHIPS

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COMPANION TO THE MSP GUIDE

WAGENINGEN
UNIVERSITY & RESEARCH

Colophon

The MSP Tool Guide: Sixty tools to facilitate multi-stakeholder partnerships
Companion to The MSP Guide

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The Centre for Development Innovation (CDI) of Wageningen University & Research focuses on supporting the development of sustainable and inclusive food systems. We link cutting edge processes of innovation and learning with Wageningen UR's world-leading scientific and technical expertise. We work with farmers and NGOs, businesses and entrepreneurs, and governments and international organisations in many different countries to support and facilitate processes of innovation and change.

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Introduction

What is 'The MSP Tool Guide' all about?

This compilation of 60 tools is an companion to The MSP Guide, the Wageningen University & Research CDI resource on how to design and facilitate effective multi-stakeholder partnerships.

At the request of many readers we have compiled them into one document to enable easy storing and sharing. These tools are available in summarized version in the MSP Guide in Chapter 6. The detailed versions on how to use the tool, and when to use it, are available on the portal www.mspguide.org/tools-and-methods. The content of this portal is compiled in this Tool Guide.

1. The MSP Guide

The MSP Guide, to which this Tool Guide is often referring, was published by Wageningen University & Research, CDI in 2015. In recent years, multi-stakeholder partnerships (MSPs) have become popular for tackling the complex challenges of sustainable development. This guide provides a practical framework for the design and facilitation of these collaborative processes that work across the boundaries of business, government, civil society and science.

The guide links the underlying rationale for multi-stakeholder partnerships, with a clear four phase process model, a set of seven core principles, key ideas for facilitation and 60 participatory tools for analysis, planning and decision making.

The guide has been written for those directly involved in MSPs – as a stakeholder, leader, action researcher, facilitator or funder – to provide both the conceptual foundations and practical tools that underpin successful partnerships. What's inside draws on the direct experience of staff from the Centre of Development Innovation (CDI), at Wageningen University & Research, in supporting MSP processes in many countries around the world. The guide also compiles the ideas and materials behind CDI's annual three week international course on facilitating MSPs.

2. Tools fit for purpose

As a companion to the MSP Guide, these upcoming pages offer you 60 process tools serving different purposes. Even this large number, is just a sample of the hundreds of tools available. We have chosen these because they are the ones we find especially useful to support MSP processes.

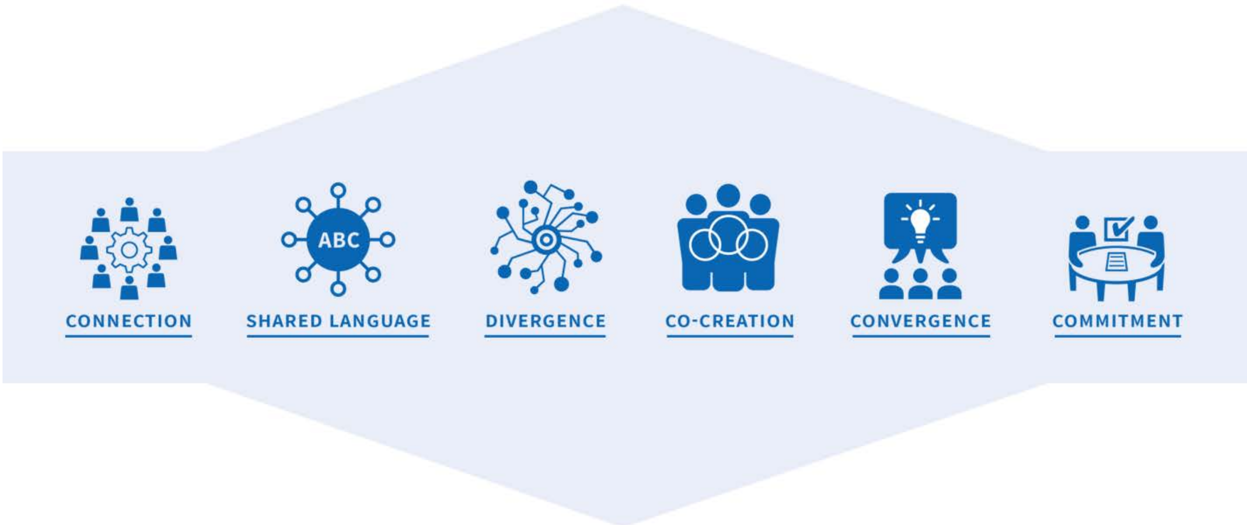
We have grouped the tools by six purposes – connection, issue exploration and shared language, divergence, co-creation, convergence, and commitment – inspired by the work of Sam Kaner (2014) and the Rockefeller Foundation's GATHER guide. These purposes often coincide with a particular stage of an MSP: connecting, for example, will usually happen at the start. The six purposes are consistent with Kolb's experiential learning cycle (Section 4, Principle 7 of the MSP Guide). The learning styles developed by Kolb indicate that some people are competent in divergent learning and others in convergent learning. Different types of learners flourish at different stages of a process.

Some tools speak to the rational mind: these will help participants analyse the issue and see the connections. Others speak more to the intuitive mind: they will help participants express mental models and feelings, tapping into participants' (often unrecognised) creative and empathetic reservoirs. Finally, there are tools that cater to the 'we' of MSPs: managing group dynamics, and dealing with power issues, conflicts, and inclusiveness.

3. Using the Tools

You can use the tools as described or adapt them to suit your purpose. And you can use them to clarify your own thinking and prepare for your work with stakeholders, as well as in the MSP itself. Many tools can be used for multiple purposes. For example, Six Thinking Hats can be used both for the divergence stage and during the convergence stage. We have placed them under the purpose where they are most commonly used.

There are no hard and fast rules for how to structure the blank slate of your MSP agenda. But most well-designed MSP processes are structured around a particular series of stages. The event begins with connection, establishes a shared language, and then present a divergent set of views on the topic. Depending on the MSP's purpose, that divergence may be followed by the co-creation of new ideas, convergence on a certain set of answers, and commitment to take action.



Connection

1. Introductions
2. Human Spectrogram
3. Rich Picture
4. Semi-structured Interviews
5. Stakeholder Identification
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7. Questionnaires; Surveys
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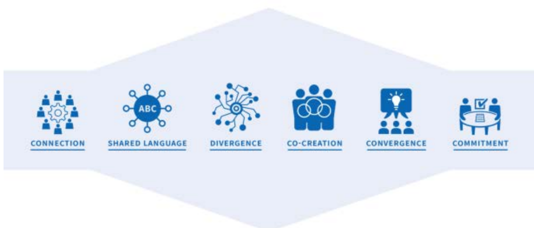
Connection


CONNECTION
SHARED LANGUAGE
ABC
DIVERGENCE
CO-CREATION
CONVERGENCE
COMMITMENT

Tool 1: Introductions

Aim of the tool
To create mutual recognition amongst all the people present, and to establish a sense of group identity.

When to use it?
At the start of an MSP meeting, especially in the early stages of an MSP when stakeholder are not yet familiar with each other.

What is an Introduction?

Introductions are a means to break the ice, create a fruitful atmosphere and making the involved stakeholders familiar with each other and comfortable to interact. In order to achieve the above, introductions should be more than merely exchanging names. Below you will find several tools which can be used to start your meetings well.

Before you decide upon a tool to use, you need to take the following aspects into account:

- Who are the participants? Take into account the differences between cultures, background and gender. Think about potential objections participants might have in certain interactions with each other, based on religious background, for example.
- What is the meeting about? Think carefully about the topic or issue at stake which has brought the participants together. The topic should be addressed or reflected in the introduction.
- Why introductions? Think about the purpose of the introduction and what would you like to achieve with it. Perhaps you'd like to mix the group, so that everyone feels comfortable communicating with the others. Or perhaps you'd like to create a more informal sphere.

Introduction – Step by step

The following sample of tools for introductions can help to develop the best one fitted to the context:

Learning names: If the meeting last longer than one day and can be a bit informal, it helps to have everybody speak up at the start – but without the long monologues. A more dynamic method is, for example, to ask participants to throw a ball to each other. Before they throw the ball to another participant they have to shout his or her name. Good for groups up to 25.

Hopes to learn, and Contribute: Invite participants to write on cards what they hope to learn and what they have to contribute. Ask for names to be written on all the cards. This enables you to try to meet individual needs, and to know who can be called on for what.

Proverbs: For this tool you need cards with proverbs on them. Here you can download a set with over 50 proverbs collected from CDI course participants). The proverbs should link to the culture or background of involved participants, for example African proverbs to use in an African context.

The cards with proverbs are spread out on the ground or table so that everyone can read them by walking around the room. Each participant picks out one proverb which appeals to them or which in their view relates to the topic of the meeting, and explains his or her choice for the chosen proverb. This triggers participants to share more personal experiences and thoughts.

Triggering questions: providing a question which every participant needs to answer after having given his name. A good question can for example be: 'What brought you here?'. Can be risky if the first participants speak long. An alternative for large groups is to divide into small groups of 3-6 people and let these groups discuss the triggering question.

Who are we? Raising hands or standing up: In larger groups, explore the background of the participants by asking participants with a certain characteristic concerning their background to stand up or raise their hand. For example, asking all participants who work at the government to stand up, then all participants who work at an NGO and so on. Options for characteristics include: mother tongue, discipline or profession, travel time to reach the venue, reason for coming to the workshop, etc. Exploring at least 5 of these characteristics gives you a rough idea about who is present.

Presenting each other: Stick some flip-over papers on the walls. In pairs, participants will tell each other their name, where they come from and why the particular topic central to the MSP is important for their work. Additionally, a less relevant question but related to the topic can be asked as well, to lighten the conversation up a bit. If nutrition is the topic for example, you can ask participants after their favourite dish. In pairs, one person asks the questions and draws out the responses on paper, then switch. If everyone is finished, each participant will present his or her partner by use of the drawings to the rest of the group.

Seed mixer: A good way of starting a workshop, immediately establish friendly relationships. It allows groups of up to 30 people to have a talk with everybody in the room, in less than 30 minutes. You need a large pile of beans or seeds, or similar counters, enough for each participant to have as many of them as there are participants (e.g. if there are 25 people, each will need 25 counters). Each participant will also need two paper cups. Put the seeds in one of the cups, and ask participants to greet and introduce themselves to other participants in e.g. 30 seconds or 1 minute. Each then greets and says something to each other participant, exchanging a bean and placing the one received in the empty cup. At the end, everyone should have one bean left.

Name tags: Each participant is given a blank name tag and asked to put his or her first name of nickname on it, plus five words or brief phrases which can be used to start a conversation about oneself. The words should not tell a story themselves, but should serve only as a catalyst for conversation. Participants work in pairs or in a group of 3 to discuss the words on each other's badges. After a few minutes the groups change, so that everyone can meet as many people as possible. An example of a badge could be:

John (Johnny)

Guitar

Mexico

Soccer

Gardening

Learn more

ARC (2001) Facilitators Toolkit. http://www.unhcr.org/4371d7c92.pdf

Robert Chambers (2002) Participatory workshops: a sourcebook of 21 sets of ideas & activities. London: Earthscan.

NB: Tools ‘Hope to learn, and contribute’, ‘Who are we? Raising hands or standing up’ and ‘Seed mixer’ are borrowed from Robert Chambers. ‘Name tags’ is borrowed from the ARC toolkit.

Tool 2: Human Spectogram

Aim of the tool
To discover similarities and differences within a group and to get a spectrum of comments on an issue.

When to use it?
Especially at the connection stage. It can be used to make issues open and discussable, and provide insight in the complexity of a situation. Also useful as an icebreaker exercise or energizer. It helps stakeholders to get to know each other.

What is a Human Spectogram?

In a human spectrogram, coloured tape is positioned across an open floor to symbolize a spectrogram. On one end of the tape, "strongly agree" is marked while the other end is labelled "strongly disagree". A facilitator will provide a statement and participants are asked to position themselves along the spectrogram. Participants can stand in the middle or take in-between positions.

The facilitator interviews people along the line to give participants the opportunity to clarify their selected position. Participants are welcomed to vividly express their opinion while listeners can change positions in real-time, whenever their perspective on the topic has changed.

Source: Nancy White (2003)

Why develop a Human Spectogram?

This technique can be used as an icebreaker and energizer but also to open up discussion on controversial topics. Depending on the selected aim of the tool, statements will vary widely. To energize the group and clarify the process, you can start with a fun statement.

Human Spectogram

Icebreaker or energizer examples:

- "I am addicted to Facebook"
- "I am an extrovert"

Discussing controversial issues examples:

- "Wikileaks is good for humanity"
- "Only rich countries can solve poverty in the world"
- "The ultimate owners of an MSP process are those who provide the funding for it"
- "Basic health care should always be free"
- "Through MSPs we can diminish the gap between the rich and the poor in a more effective way"

Such statements are deliberately structured to be vague and ambiguous, and participants are encouraged to interpret the statements in whatever way they see fit. The result is often a brisk emergence of community and conversation amongst the participants, and a good 'mapping' of the topics and opinions that people want to explore and discuss. At CDI, we often use spectrograms to illustrate people's responses to simple statements, which make visible the mental models participants are (unconsciously) using. It allows us to discuss the importance of exploring mental models and paradigms so that stakeholders can understand why their positions often differ from each other.

Spectrograms can also result in a lot of spontaneous laughter, which is an excellent way to build the energy of the day.

Learn more

Knowledge Sharing Toolkit. Human Spectogram. Open here

Aspiration. Facilitation: Human Spectogram. Open here

IFAD. Speaking in public. Open here

Tool 3: Rich Picture

A tool to stimulate stakeholders to explore their shared situation

Aim of the tool
To help participants understand the complexity of an entire situation.

When to use it?
At the connection stage, when you want stakeholder to explore the issue at stake. It can also be used to review a situation with an established MSP.

What is a Rich Picture?

A rich picture is a drawing of a situation that illustrates the main elements and relationships that need to be considered in trying to intervene in order to create some improvement. It consists of pictures, text, symbols and icons, which are all used to illustrate graphically the situation. It is called a rich picture because it illustrates the richness and complexity of a situation.

Why develop a Rich Picture?

A rich picture helps us to understand the complexity of an entire situation. It is a way of thinking holistically. It is based on the idea that ‘a picture tells a thousand words’. It also builds on the fact that our intuitive consciousness communicates more easily in impressions and symbols than in words. Drawings can both *evoke* and *record* insights into a situation.

A rich picture helps us to see relationships and connections that we may otherwise miss. It helps identifying one or more themes participants may want to further explore and address. Rich pictures are therefore always used in the pre-analysis phase.

Developing a rich picture is a good group exercise, as everyone can add to it and explain their particular interests or perspectives. Besides, a rich picture can also be a non-threatening and humorous way of illustrating different perspectives and conflicts.

Rich picture - Step by step

The following steps guide groups of 5-7 people in developing a rich picture. Allocate at least 1 to 1,5 hours.

Preparation

- Have a large piece of flip chart paper or brown paper.
- Put the paper on a table or on the ground around which everyone is sitting or standing in a way that each person can easily draw on the picture. Make sure each person has a marker (within the group different coloured markers).
- One person should facilitate the group work. It is essential to encourage everyone to contribute and make clear drawing skills are not important.
- Choose a case. As a group you will develop ONE rich picture about that case.

Start

Draw in the centre the problematic situation, as the key issue of the MSP case. You draw the current situation.

- Start drawing, don't start talking or discussing. Explain as you draw!
- Who are the stakeholders and how do they relate to the problematic or the issue?
- Draw the relations of stakeholders to each other.
- Draw the context, the causes and effects and any other relevant social, economic, political, environmental features or issues.
- Make sure your drawing includes both facts and subjective information.
- You can use a legend or some words to explain stakeholders or problems, but do not use too many words.

Wrap up

Write down on cards the 5 main challenges of the MSP case arising from your rich picture.

Examples

The photo shows a rich picture displaying a wetland management situation, made by course participants of CDI's yearly MSP course. Actors (donors, NGO, local government, fishermen) and factors (power issues, overfishing, conflicts, money flows) can be recognized.

A creative presentation of a relatively simple rich picture is given by Flomella S. Alilio-Caguicla, from Quezon, the Philippines. In 2012 she attended the CDI course on "Transition to sustainable production systems" (find her powerpoint here).

Learn more

The Open University (UK) created 'rich picture about rich pictures'. It also shows the possibility of asking individual participants to first draw their own rich picture and use these as the basis for group discussions. Comparing the different rich pictures will reveal different perceptions and assumptions and might bring issues to the surface which might otherwise be left unspoken.

The Open University also released a series of 8 videos that explore the concept of rich pictures and the many ways in which images have evolved into communication tools.

Tool 4: Semi-structured interviews

Aim of the tool
To explore an issue involving different stakeholders and to enhance stakeholders engagement.

When to use it?
The tool can be used in practically all stages of projects, MSP's or research if further in-depth exploration of an issue is required.

What is a semi-structured interview?

As opposed to closed surveys with fixed questions, a semi-structured interview is open, being flexible to new ideas that can be brought up during the interview depending on the interviewee's answers. This can be an initial activity to understand an issue with different stakeholders, or used at a later stage for in-depth enquiry.

Why develop a Semi-structured interview?

In depth, semi-structured interviews provide qualitative data and create understanding of the issue for both the researcher as well as the interviewee. These interviews can also be used for stakeholders' engagement, as it builds mutual connection. Such an interview setting is a co-constructed interface between interviewer and interviewee, which can serve as a space for information sharing, confrontation, reflection and learning.

Instead of leaving the research process to qualified researchers only, there are good reasons to involve stakeholders from different sectors in conducting semi-structured interviews and analysing these. It is an appropriate way to promote stakeholder interaction and learning, and can serve to bring the voices from particular stakeholders into MSP discussions. The voices can be of community people who will not be able to join formal MSP meetings, or from relevant senior stakeholders. In CDI's experience, we sometimes find high-level stakeholders not very keen to join a workshop (because of time constraints or delegation to junior staff), but usually happy to share their views through an interview.

Source: Tools4dev

Semi-structured interviews - Step by step

In semi-structured interviews, the interviewer has an interview guide, serving as a checklist of topics to be covered. This guide can be based on topics and sub topics, maps, photographs, diagrams and rich pictures, where questions are built around. Unlike fully structured interviews, the guide is not a rigid one, however the wording and order are often substantially modified based on the interview flow. The interviewer also has considerable freedom in regards to the amount of time and attention given to different topics. Additional unplanned questions can be asked based on direct observations during the interview. Semi-structured interviews leave space to explore unintended directions, go deeper/probe into interesting remarks or topics and create a mutual in depth understanding of a situation.

Preparation

1. Introduce yourself and the purpose of interview;
2. Present the general topics or themes to be covered in the interview;
3. Start with simple questions that require description. Then move to more complex structural and contrast questions;
4. Ask open-ended questions, and avoid leading questions;
5. Be particularly sensitive when asking probing questions;
6. Write up interview ASAP when it is still fresh in your mind;
7. When possible share with the informant how you use the information from the interview;
8. Remember you are there to learn not to teach;
9. Individual interviews should not be longer than 45 minutes to 1 hour;
10. Group interviews should not last longer than 2 hours.

Tips

- Write down the different topics and related questions you would like to cover on a series of cards. Whenever a topic is covered, the card can be put aside.
- Start with general questions and then get more specific.
- Make links between comments by asking further questions with informants' own words to encourage him/her to provide information in their own terms.
- Ask questions in different ways to probe so that informants will provide additional information.
- Make links between observations and information given during the interviews.

Learn more

C. Robson (2011). Real World Research. Patstow, UK, Wiley. p285

www.sswm.info/content/semi-structured-interviews

www.tools4dev.org/resources/how-to-do-great-semi-structured-interviews/

Tool 5: Stakeholder identification

Aim of the tool

To help make an 'initial sweep' of stakeholders and their characteristics, and to identify roles of stakeholders.

When to use it?

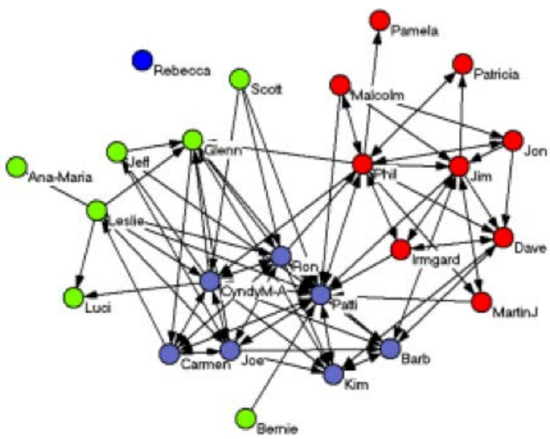
This tool can be used when initiating an MSP, but also to review a situation with an established MSP. Roles of stakeholders may change over time, requiring an update of previous stakeholder analysis.

What is stakeholder identification?

This tool allows you to quickly visualise actors in a MSP and their interrelations. It can be done on a whiteboard or wallpaper with the help of yellow notes and markers.

Eventually the diagram will show which stakeholders are well connected to each other, and what sub-coalitions are present in the MSP configuration. Participants have to agree on a legend for the arrows, such as intermittent arrows for weak connections and thick arrows for strong connections. Arrows can point both ways. You can always choose different colours to signify different types of relationships.

A spider diagram can even be extended to an inner and outer circle. Those stakeholders who are present and active in the inner circle and those who are not (but should be) are located in the outer circle.



If you wish you can use special software to present the social network data you have gathered, or do further analysis on your data using Social Network Analysis (SNA). There are many packages available, which are often free. We don't recommend one in particular but we do have a good experience with Social Network Visualizer that is basic but free (http://socnetv.sourceforge.net/).

Social Network Analysis does have some limitations in terms of explaining power dynamics in networks, it is therefore recommendable to combine SNA with power mapping.

Learn more

Tools on power mapping developed by IFPRI can be found here: www.ifpri.org/publication/tracing-power-and-influence-networks

SNA, if performed well, can greatly help to understand patterns of influence in networks or MSPs. For lessons and applications see: www.ids.ac.uk/idspublication/learning-about-analysing-networks-to-support-development-work by Simon Batchelor (2011).

See http://en.wikipedia.org/wiki/Social_network_analysis_software for an overview of free and commercial packages.

Tool 6: Appreciative Story Telling

Aim of the tool

To document good practice in an organization and to increase positive sharing, coherence and pride among stakeholders.

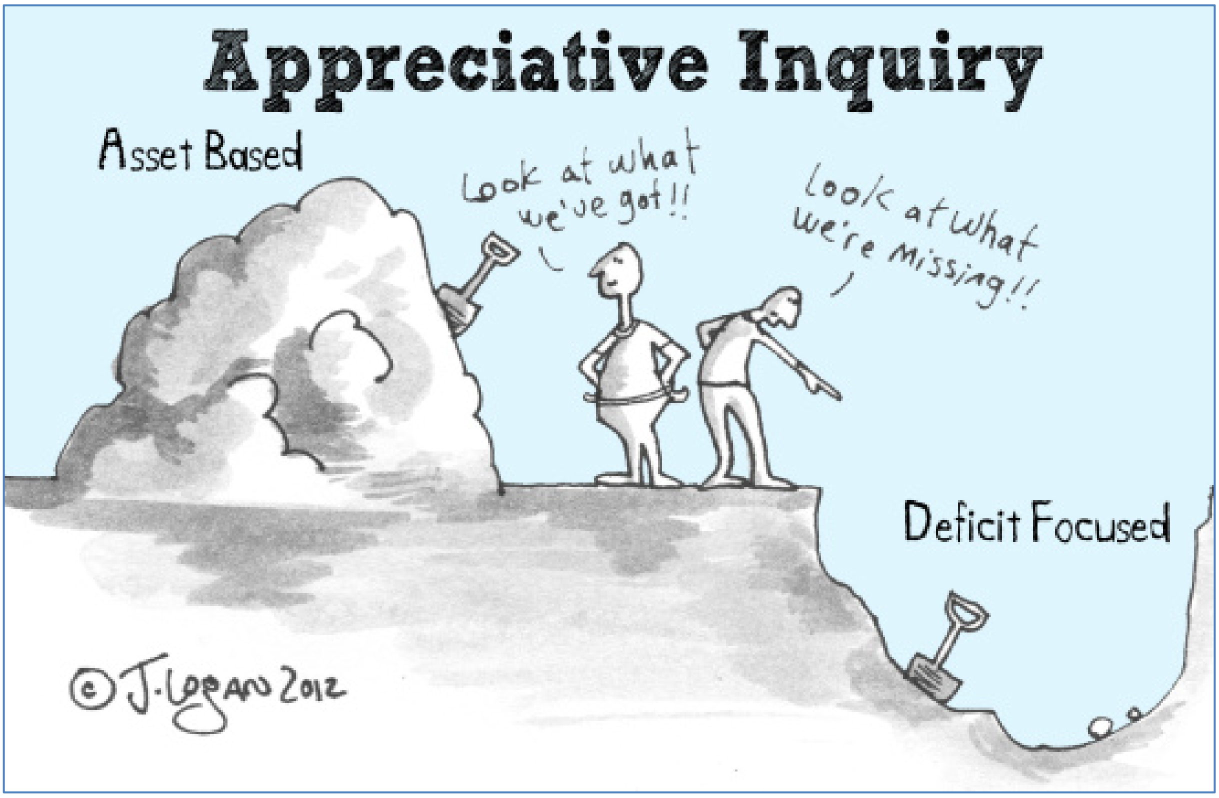
When to use it?

Connection phase, but also in later phases of an MSP.

What is Appreciative Story Telling?

Appreciative Story Telling is a tool which encourages participants to take a positive perspective by rediscovering and reorganising what is going well rather than focusing on problems. At CDI, we use it in various phases of an MSP, but primarily in the Connection phase, where stakeholders interview each other about their contribution to the MSP.

As a tool, the Appreciative Story Telling is part of the Appreciative Inquiry approach, a problem solving method pioneered by David Cooperrider of Case Western Reserve University in the mid 1980s. Appreciative Inquiry is a strategy for purposeful change. It identifies the best of "what is" to pursue dreams and possibilities of "what could be."



Why develop Appreciative Story Telling?

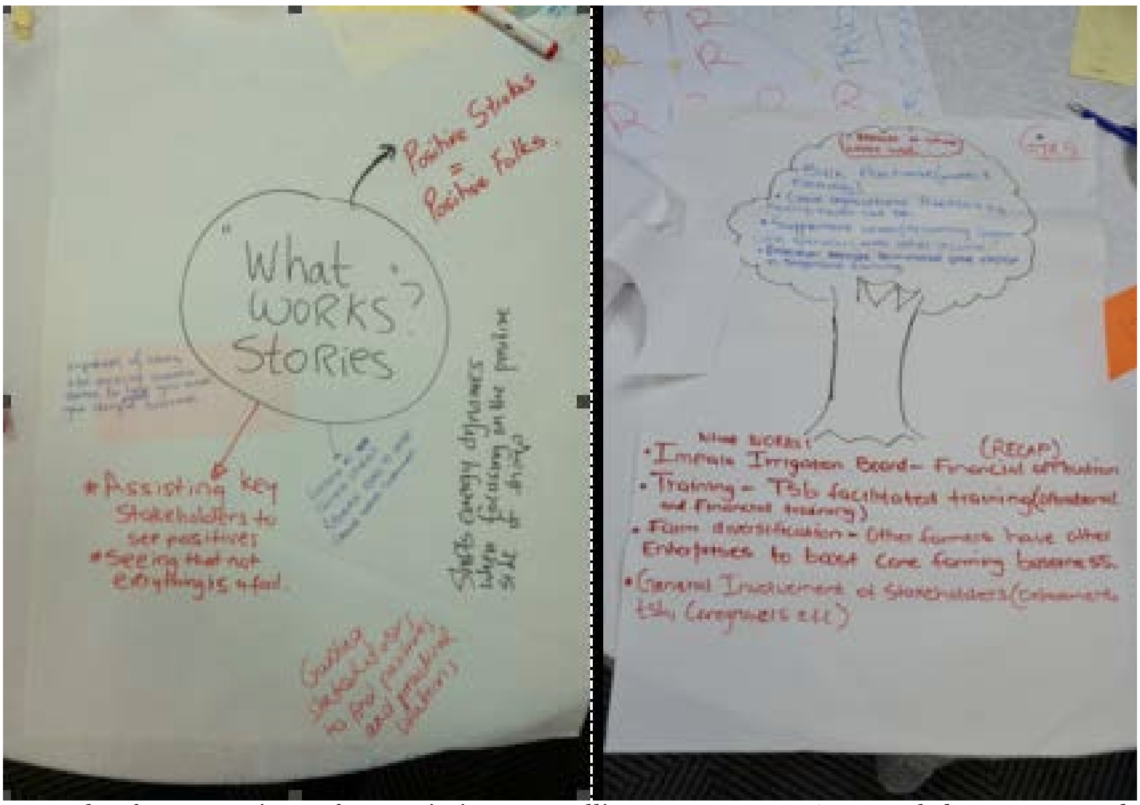
The appreciative approach involves collaborative inquiry. This involves interviews and affirmative questioning to collect and celebrate good new stories. The idea is that each stakeholder knows his or her story better than any outsider. The facilitator's role is to ask questions enabling the understanding required to find solutions from the perceived problems. Discussion based on facts and directives can lead to opposition and resistance. Stories, on the other hand, open up non-adversarial dialogues, still allowing any existing source of conflict and paradox to emerge without defensiveness or vulnerability.

Appreciative Story Telling – Step by step

Participants are asked to interview one another to collect positive stories on a specific topic related to the MSP. To use this tool, interviewing skills are required to draw out a story. The interviewers need to listen with intent in order to identify 'the best of what is there'. It is important that stakeholders are able to articulate their stories and are being listened to. But it is of similar importance that the group reflects together on the implications of those stories, and that stories are documented.

Examples of appreciative questions:

- Best experience. A time when…
- What do you value about… yourself, your work, and your organisation.
- What do you think is your organisations' core life-giving factor or value – that which if it did not exist would make your organisation totally different than it currently is?
- If you had three wishes for this organisation, what would they be?



Example of presentations of appreciative storytelling, Canegrowers/CDI workshop 2015, South Africa.

Learn more

Appreciative Inquiry Commons, hosted by Case Western Reserve University: https://appreciativeinquiry.case.edu/

If storytelling is used as a method for evaluation and data gathering it is valuable to learn more about 'Most Significant Change' by Rick Davies: http://www.mande.co.uk/docs/MSCGuide.pdf

The annex provides an example by Lani Peterson of a 2-day leadership conference using appreciative storytelling.

Annex

Example of Appreciative Storytelling - a two-day Leadership Conference for staff of a hospital.

Phase 1: Current Narratives

What do we look like when we are at our best?

Examples of exercises:

1. Identity Stories: stories of who we are.

Participants were invited to choose a partner previously unknown to them and tell a story about their name or family heritage.

2. Founding Stories: stories of how we became who we are and where we are.

Working in cross-functional pairs, participants were asked: Tell about how and why you came to work at this hospital.

3. Defining Stories: stories of what makes us unique and successful.

Individuals within groups of four were asked:

Tell about a time when an individual or group went the extra mile, positively resolved a conflict, or made a valuable contribution to the way that this hospital fulfils its vision and mission.

Employees made lists of evidences from firmly established and practiced values through the stories they had heard that day.

The Interactive Forum, consisted of 3 times 45 minutes' cohort sessions of patients', doctors' and employees' stories respectively.

Phase 2: Future Narratives

What do we want to look like at our best?

Examples of exercises:

4. Vision Stories: stories about where we want to be in the future.

With values drawn from the appreciative narratives gathered in Phase 1 as a starting point, participants worked in cross-functional groups of 8 on creative presentations of their 'ideal' organisation in the future. Teamwork between physicians, nurses, administrators and board members was paramount. A following hour of dramatic presentations including poems, songs, skits and audience game showed challenges, but also provided both fun and fruitful results.

5. Leadership Stories: stories of how we will effectively carry our organisation forward to achieve its ideal goals.

After posting lists of principles and practices on newsprint covering every wall, participants were asked to mark their five highest priorities. Clear patterns emerged as individuals publicly labelled what was most important to them. Leadership teams and functional groups discussed ways of integrating the new information immediately, as well as initiating long-term action steps to achieve the collective vision they had created.

<u>Summary:</u>

In the following weeks, results were sent to all participants. The data from both phases was reduced to nine core principles ordered by priority determined by participants (during the conference, participants were asked during to place a mark next to the principles in order to rank them by priority). Each core principle was further delineated with a series of specific objectives and general competencies necessary to make it effective:

<u>Example:</u>

Principle 1: The patient always comes first.

Specific objectives:

- Establish as a priority for all staff, by meeting expectations and requirements of internal and external customers;
- Get first-hand customer information for improvements in care and services;
- Establish and maintain effective relationships with patients to gain their trust and respect.
- General competencies:
- Listening, compassion, empathy
- Ownership, personal accountability
- Process evaluation and improvement skills

Source: Lani Peterson (2008) Integrating Appreciative Inquiry with storytelling: fostering leadership in a healthcare setting. AI Practitioner February 2008. www.arnzengroup.com/wp-content/uploads/2012/09/appreciative-inquiry-storytelling1.pdf

Tool 7: Questionnaires and Surveys

Aim of the tool

Collect, analyse and interpret information on characteristics, opinions or beliefs of people concerning the central problem or issue of the MSP.

When to use it?

In various phases of an MSP or to explore/validate the need for an MSP.

What is a survey? And a questionnaire?

A survey based on a questionnaire can be used in various academic and professional fields and for a variety of purposes. A survey can also be made as simple or complex as one wishes, depending on the situation and purpose. Conducting a simple survey has become quite easy with online tools such as Surveymonkey, but remember that the results still depend on your ability to ask the right questions, select the right respondents, and analyse the results. Also, there are situations where you are interested in responses from people who are not online, and will need to be approached by enumerators.

A survey is meant to measure opinions and experiences of a group of people by asking questions in a systematic way. The term 'survey' is used to describe the whole process of collecting, analysing and interpreting the views of a group of people. A questionnaire is a tool which can be used in a survey. A questionnaire is a set of printed or written questions with a choice of answers, it is thus one aspect of a survey. Apart from a questionnaire, a survey can also be based on interviews. You can read more about interviews under Tool 4: 'Semi-structured interviews'.

This data collection and analysis tool can provide information on certain characteristics, opinions and beliefs of a group of people you are interested in.

Why develop a survey?

A survey based on a questionnaire or interview can be used for various purposed in an MSP, for example:

- To validate the need for a MSP - for example by conducting a survey among potentially involved stakeholders to examine the level of importance they attribute to the issue at stake. At the same time, surveys can be an opportunity to mobilize stakeholders.
- To create a joint baseline – by collecting information on the current state on the issue at stake from the point of view from all stakeholders.
- To evaluate a MSP (evaluation is often used to trace progress against a baseline). An evaluation can also serve to understand stakeholders' appreciation of the MSP process, and the collaboration with the other stakeholders.

Surveys - Step by step

The following steps should be considered when conducting a survey:

1. Clarify the aim of the survey and your target population.
2. Choose the type of survey.

3. There are two types of surveys: based on a questionnaire, or on an interview. A questionnaire is usually made up of close ended questions with a number of response options. It could also contain qualitative questions though. A questionnaire does not leave space for follow up questions or to further explore answers of respondents. An interview does have this freedom and is considered more personal and probing. Interviews can be structured, semi-structured or unstructured.
4. Furthermore, a survey can be either cross-sectional (one survey taken at one point in time) or longitudinal (multiple surveys taken in multiple points in time, to analyse changes over time).
5. Write the questionnaire or interview.
6. Think carefully about the kind of questions you want to pose based on the information you would like to get out of the survey. Make sure your target population will understand the questions.
7. Click here for an example of a questionnaire.
8. Conduct the survey.
9. This can be done in various ways; a survey can be send to participants by email, post or handed out on paper. Participants will then fill the survey in themselves. Another option is to ask participants the questions face to face or by phone.
10. Collect and analyse the answers.
11. Interpret the results and present them to the other stakeholders to discuss them together.

Learn more

If you like to create a survey that is statistically and scientifically viable or meant for academic purposes, you might have to conduct a population sampling. To read more about population sampling: Click here

http://fluidsurveys.com/university/solving-mystery-survey-questionnaire/

https://explorable.com/surveys-and-questionnaires

www.surveymonkey.com

Tool 8: Problem Definition Worksheet

Aim of the tool

Analyse the problem you are working on.

When to use it?

Connection stage, when the focus lies on defining the issue at stake.

What is a Problem Definition Worksheet?

This tool, part of the Development, Impact & You Toolkit of NESTA, can help clarify and frame the issue at stake in your MSP. Often what seems to be the problem is only a symptom of a deeper problem. This tool helps to understand the dimensions of the problem, by looking at it from different angles. You can apply it individually, but also do this with a group of stakeholders as a way to bring ideas towards a similar direction.

Why develop a Problem Definition Worksheet?

This fine-tuned version of the problem definition worksheet helps to capture, compare and discuss different viewpoints on a perceived problem. It both works to open up a problem - presenting it in a way that can be examined from a number of angles - as well as helping to define the wider context and issues involved.

This problem definition worksheet generates insights by asking five questions. These questions are very useful for facilitators to structure group discussions. To enable rich contributions, small groups can be given time to reflect as individuals and teams before any plenary discussion. Also comparing one's own analysis with other stakeholders will drastically improve the output since they will bring in the necessary reality check against new contexts and perspectives.

The five questions help participants to stretch their current understanding and framing of the problem. It also gives you a standardised way to compare several different problems, which might seem to be very different on the surface.

PROBLEM DEFINITION

I want to clarify my priorities
by focusing on key critical issues

What is the key issue you are trying to address and why is it important?	Who is it a problem for?	What social or cultural factors shape this problem?	What evidence do you have that this is worth the investment?	Can you think of this problem in a different way? Can you reframe it?

Source: Development Impact & You Toolkit. Inspired by Julier, J., Kimbell, L. (2012). Printable versions of different sizes of this worksheet can be downloaded from the DIY Toolkit website.

Sources and further reading

NESTA & Rockefeller Foundation (2014) Development Impact & You Toolkit. #8: Problem definition. http://diytoolkit.org/tools/problem-definition-2/

Kimbell, L. & Julien, J. (2012). The Social Design Methods Menu. Available for download at http://www.lucykimbell.com/stuff/Fieldstudio_SocialDesignMethodsMenu.pdf

Tool 9: Ground Rules

Aim of the tool

To help create a safe and productive atmosphere for group work.

When to use it?

Connection stage, when the focus lies on becoming a group that can collaborate.

Why develop Ground Rules?

Bringing different stakeholders together implies bringing different communication cultures into one space. Ground rules can help to avoid irritations and inefficiencies that naturally can become part of MSP meetings. Groups operating in a more formal context are often well-served by adopting a coherent, ongoing set of agreements about how people will interact with each other during the meetings.

Ground Rules - Step by step

If ground rules are needed, the group is probably quite capable of brainstorming its own. However, if you want ideas, here is one possible "starter set" provided by Tree Bressen:

1. All focus on one conversation. Stacking: If there are multiple people wanting to speak at the same time, then raise hands and wait to be called on. If you need to have a side conversation, first step out of the room.
2. Fairness: No one will be called on twice on a particular topic until all those who want to have spoken once. Step up then step back —share the available time with others.
3. Be constructive. Create a positive context and supportive framework. Acknowledge the past fully, yet focus on the future. Make good-faith efforts.
4. Test assumptions and inferences. Ask for more information.
5. Be specific. Use examples if needed so people know what you're talking about.
6. Take responsibility for your own feelings and experiences. Use "I" statements (for example, "I felt so angry when I saw that," instead of "You made me so angry when you did that").
7. Keep it real, keep it relevant. Be honest. Be direct, yet kind. Discuss complicated issues. Focus on what most needs to be talked about.

Once the group adopts a set of ground rules, then one of the responsibilities of the facilitator is to hold members accountable to them. Other group members should help with this as well and not expect the facilitator to do all the heavy lifting, especially if the facilitator is a novice.

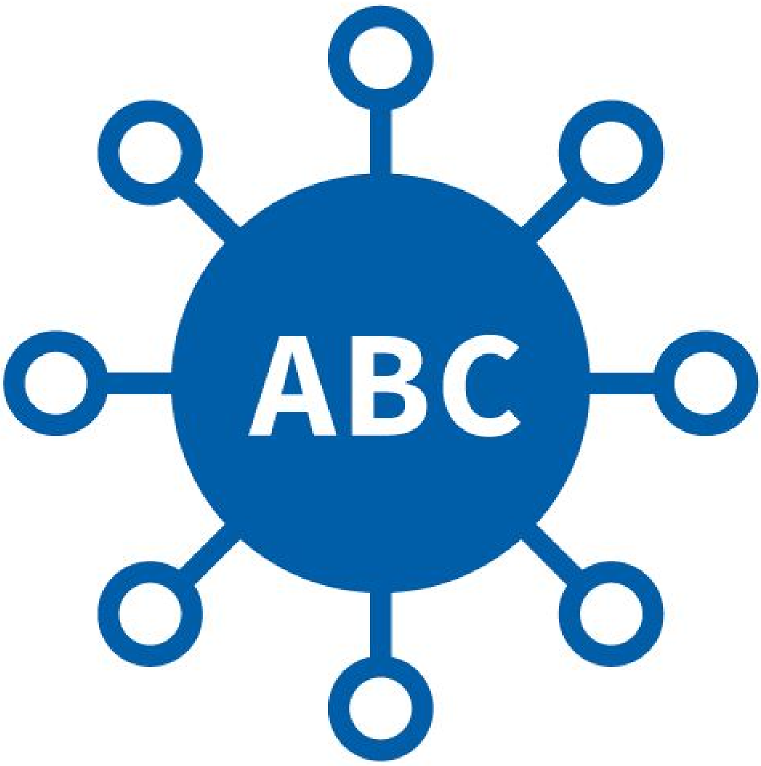
Remember that ground rules are only means to an end. Avoid spending too much time of your first day (which is prime-time) on debating and defining ground rules. Try to avoid suggestions for punishments ("Anybody doing Facebook during sessions should sing a song"), as they are notoriously hard to enforce and create an unnecessary classroom-like atmosphere.

It is sometimes appropriate to communicate certain ground rules prior to the meeting. This saves precious plenary time and helps participants to know what they can expect. Chatham House rule is an example of a specific format often used for this purpose: anyone who comes to the meeting is free to use information from the discussion, but is not allowed to reveal who made any comment. The rule is designed to increase the openness of discussions.

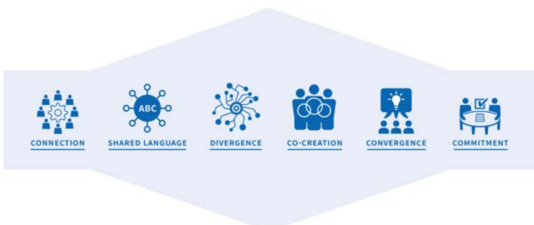
Learn more

Tree Bressen (n.d) Facilitation Primer. http://treegroup.info/topics/facilitation_primer.pdf

www.chathamhouse.org.uk/about/chathamhouserule/



Shared Language



Tool 10: Stakeholder Characteristics and Roles Matrix

Aim of the tool

Analyse the most important stakeholders by focusing on their characteristics and roles.

When to use it?

Issue exploration and shared language stage, to foster a better understanding of the issue at stake.

What is a Stakeholder Characteristics and Roles Matrix?

Already at the early stages of an MSP, stakeholder analysis is key. Once the issue at stake is clear, making a Stakeholder Characteristics & Roles Matrix helps to map all relevant stakeholders and how they relate to the issue. It reveals whose interests need to be taken into account as well as their potential influence and contributions to the MSP. Used in combination with the Importance and Influence Matrix, the outcomes of this systematic stakeholder analysis enables a stakeholder specific approach and strategy.

Step by step

The Stakeholder and Characteristics Matrix can be used with groups, or for a research team to synthesize findings, for example, from semi-structured interviews. It consists of two steps, but these can be done separately if required.

<u>Step 1</u> – Stakeholder characteristics

For each stakeholder, try to find this information and fill the matrix.

Stakeholders	Interests – stakes in MSP	Contributions to successful outcomes of MSP (knowledge, money, time, labor)	Decision-making power (influential or not)
1			
2			
3			
4			

<u>Step 2</u> – Roles and levels of engagement

This step requires you to name the stakeholders of Step 1 in the cells with corresponding roles. It will help you to get a bit more specific than just calling somebody/organisation a ‘stakeholder’. Remember that roles may change over time as an MSP develops and relationships are built – or turn sour.

Role	Stakeholder
Partner	
Contractor	
Influencer / Champion	
Disseminator	
Funder	
Informer / Consultation	

Knowledge provider	
Regulator	
Beneficiary	
Other	

Learn more

Step 1 is based on the RAAKS methodology. Paul Engel & Monique Salomon (1997) Networking for innovation: A participatory actor-oriented methodology. See here

Step 2 is adapted from Tennyson, R. (2011). The Partnering Toolbook; and CDI course materials.

Tool 11: NetMapping

Aim of the tool

To help people understand, visualize, discuss, and improve situations in which many different actors influence outcomes.

When to use it?

Issue Exploration and Shared Language. This tool can be used at all stages of an MSP. Not only when you plan an intervention but also to give insight whether certain goals have been achieved.

What is NetMapping?

Net-Map was developed by IFPRI to help understand and visualize how stakeholder goals work out in an MSP. This tool helps stakeholders to determine which actors are involved in a given network, how they are linked, how influential they are, and what their goals are. It is a hands-on social networking tool.

Net-Map merges characteristics of two existing methods: social network analysis and the power mapping tool. Using a participatory approach, both interviewees and interviewers draw a network map of the actors involved in the policy arena and characterize the different links between the actors. They then add "influence towers," made of checkers pieces, to transfer abstract concepts of power and influence into a three-dimensional form. Finally, the interviewee assesses the goal orientation of the different actors.

Why Net-Map?

Ultimately, the tool provides an influence network map of the governance situation as well as qualitative and quantitative data about the perceived power and influence of the actors. The tool is low tech and low cost; it can be used with rural community members who have little formal education as well as with policymakers or international development actors.

Watch the IFPRI introduction video at https://netmap.wordpress.com/about/

NetMapping - Step by step

Materials needed for a Net-Map session are:

- Flipchart paper to draw the map;
- Adhesive paper ("post-its") or tape to write the names of actors
- Flat round stackable discs for building influence-towers (e.g. checker's pieces, bicycle spare parts) Alternatively: stones or beans
- Actor figurines (different board game figures, optional but especially useful when working with illiterate interviewees).
- Markers of different colors to draw the links between actors.

1. Preparation:

- Define question (e.g. “Who can influence the success of our project?”).
- Define links (e.g. giving money, disturbing someone, giving support, giving command) and assign different colors to the links (i.e. giving money = red link).
- Define goals (e.g. environmental orientation and development orientation or pro and contra a change of legislation).
- Decide who should be involved in interviews/discussion.

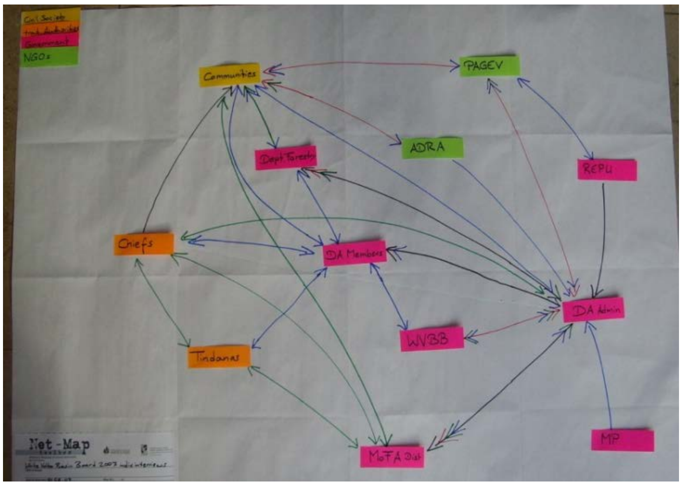
2. Actor selection:

- Ask: “Who is involved in this process?”
- Write names on actor cards and distribute on empty Net-Map sheet.

3. Drawing of links:

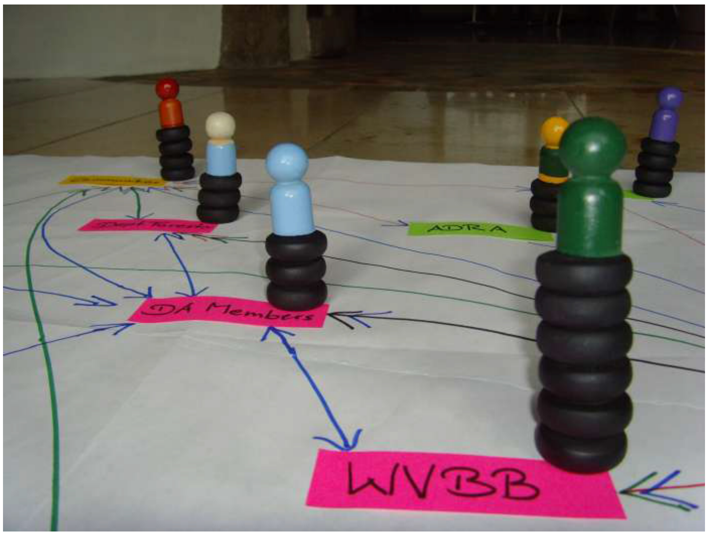
- Ask: “Who is linked to whom?” Go through the different kinds of links one by one (e.g. “Who gives money to whom? Who disturbs whom?”).
- Draw arrows between actor cards according to interviewees directions.

If two actors exchange something (e.g. information) draw double headed arrows. If actors exchange more than one thing, add differently colored arrow heads to existing links.



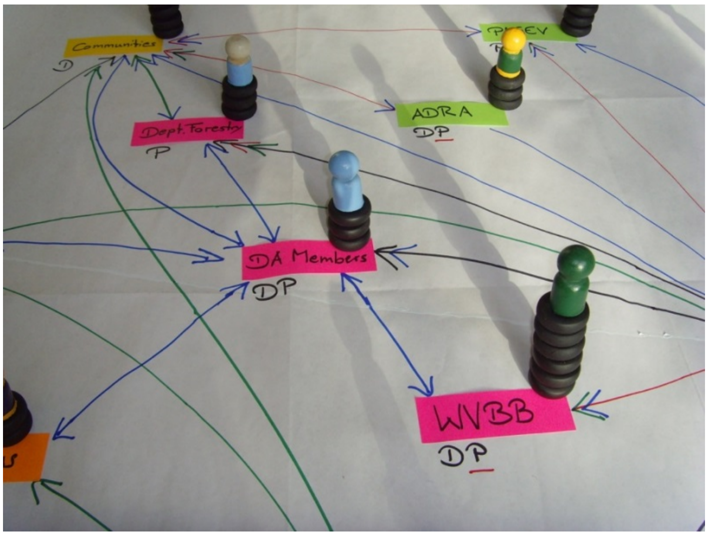
4.Influence Towers

- Ask: “How strongly can actors influence xy?”
- Explain/agree on a definition of influence with your interviewee, clarify that this is about influence on xy and not influence in the world at large.
- Ask interviewee to assign influence towers to actors: The higher the influence on the issue at stake, the higher the tower (or alternatively, the more stones or beans). Towers of different actors can be of the same height. Actors with no influence can be put on ground level. Towers can be as high as interviewees want.
- Place influence towers next to actor cards.
- Verbalize set-up and give interviewee the chance to adjust towers before noting height of tower on the Net-Map (important for documentation purpose).



<u>5. Goals</u>

- Ask according to pre-defined goals, actor by actor, e.g. "Does this actor support environmental, developmental goals or both?"
- Note abbreviations for goals next to actor cards, allow for multiple goals where appropriate, by noting more than one goal next to the actor (see picture below).



6. Discussion

- According to specific goal of your Net-Map exercise, discuss what this network means for strategy of organization, where influence comes from, what happens in case of conflicting goals etc.

Learn more

Schiffer, E. (IFPRI) (2007). Net-Map English Manual:
https://netmap.files.wordpress.com/2008/06/net-map-manual-long1.pdf

Schiffer, E. (IFPRI) (2008). Net-Map training slide show:
https://netmap.files.wordpress.com/2008/05/net-map-tool-pool-seminar-14th-may-08small2.pdf

Tool 12: Stakeholder Analysis: Importance/Influence Matrix

Aim of the tool

To capture the degree of influence and level of interest of each stakeholder over the relevant issues or possible objectives of the MSP.

When to use it?

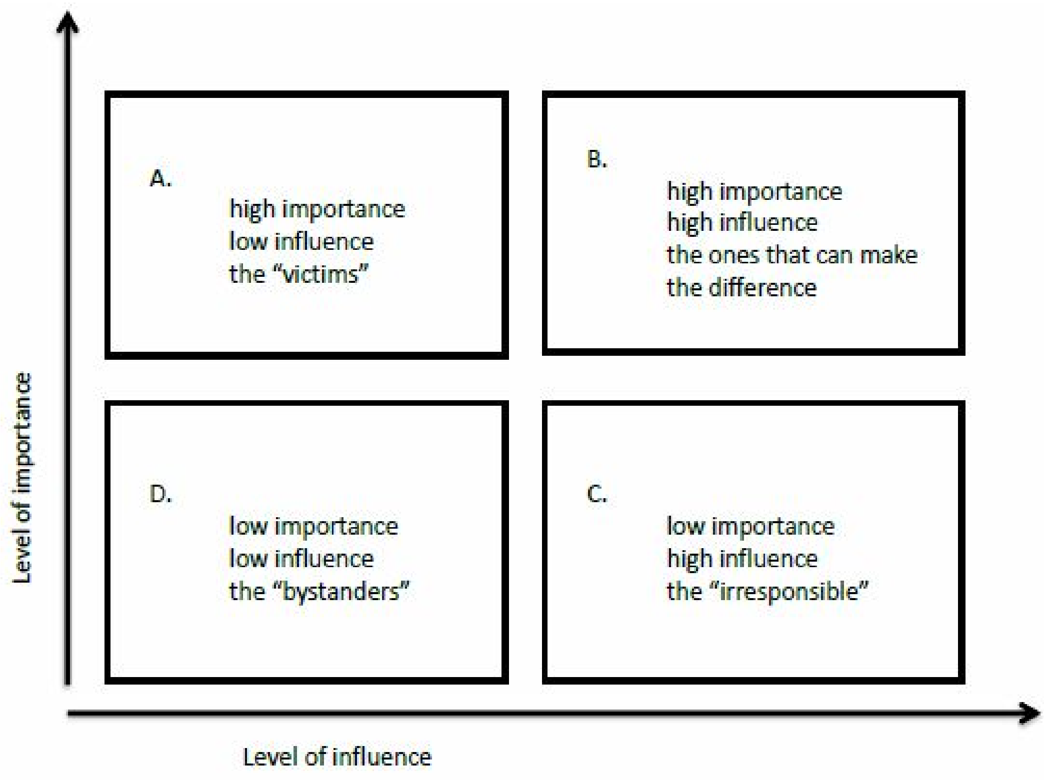
Issue exploration and shared language stage: This tool can be used when initiating an MSP, but also to review a situation with an established MSP. It specifically helps to identify (potential) stakeholders who might not yet be on board.

What is the Importance/Influence Matrix?

Making an *Importance* versus *Influence* Matrix helps to map out stakeholders and their relation to the issue at stake in the MSP. It generates insights on the importance and influence of each stakeholder. With this information, it becomes possible to develop a specific approach and strategy for the identified stakeholders.

Importance: The priority given to satisfying the needs and interests of each stakeholder.

Influence: The power a stakeholder has to facilitate or impede the achievement of an activity's objective. The extent to which the stakeholder is able to persuade or coerce others into making decisions, and following a certain course on action.



Source: APMAS Knowledge Network

Importance/Influence Matrix – Step by step

<u>Materials needed</u>

All that is required is a flipchart or whiteboard and some markers. Draw four quadrants and the two named axes.

<u>How to make an Importance versus Influence Matrix:</u>

- Identify the most important stakeholders in the MSP
- Assess the importance that each stakeholder attaches to the MSP issue
- Assess the influence of each stakeholder on the MSP issue
- Position the stakeholders on the identified quadrant and validate with participants

Variables affecting stakeholders' relative importance and influence:

Within and between formal organisations:

- Legal hierarchy (command & control, budget holders)
- Authority of leadership (formal, informal, charisma, political, familial or cadre connections)
- Control of strategic resources
- Possession of specialist knowledge & skills
- Negotiating position (strength in relation to other stakeholders)

For informal interest groups and primary stakeholders:

- Social, economic and political status – degree of organisation, consensus and leadership in the group
- Degree of control of strategic resources
- Informal influence through links with other stakeholders
- Degree of dependence on other stakeholders

After the Importance versus Influence Matrix is completed, it becomes clear that ideal stakeholders will have both a strong influence over and high interest in the objectives of the MSP. However, it is rarely so clear cut.

By classifying stakeholders in this way, one can determine cases where:

- Significant awareness-raising is required to turn a highly-influential but low-interest stakeholder into an interest potential stakeholder
- Significant capacity development is required to turn a stakeholder with high interest but low influence into a stronger potential stakeholder.

Questions which can be used to analyse further:

- Which problems, affecting which stakeholders, does the MSP seek to address or alleviate?
- Whose needs, interests and expectations will be met most by the MSP?
- Which stakeholder interests converge most closely with the MSP objectives?
- Which stakeholders can have a negative influence on the MSP? How can this be countered or mitigated?

Learn more

DFID (2003). Tools for Development - A handbook for those engaged in development activity.

Hunjan, R. & Petit, J. (2011). Power: A practical guide for facilitating social change.

Tool 13: World Cafe

Aim of the tool

To collect and link ideas on a topic of mutual interest.

When to use it?

Shared language phase - to share ideas, experiences, stories or project results; to solve problems; to plan.

What is a World Cafe?

The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue. It is a creative process for leading collaborative dialogue, sharing knowledge and creating possibilities for action in groups of all sizes.

The technique builds on the notion of group intelligence. By organizing several discussion rounds where people are invited to discuss a topic of mutual interest in small groups, the technique enables bringing together individual ideas into one comprehensive message.

Source: World Café Community, example of a World Café setting

World Cafe - Step by step

World Café can be modified to meet a wide variety of needs. Specifics of context, numbers, purpose, location, and other circumstances are factored into each event's unique invitation, design, and question choice, but the following five components comprise the basic model:

1) *Setting*: Create a "special" environment, most often modelled after a café, where people feel invited to contribute i.e. small round tables covered with a tablecloth, plenty of paper or a flipchart paper tablecloth, coloured pens. There should be 3-6 chairs at each table. Small group sizes are essential.

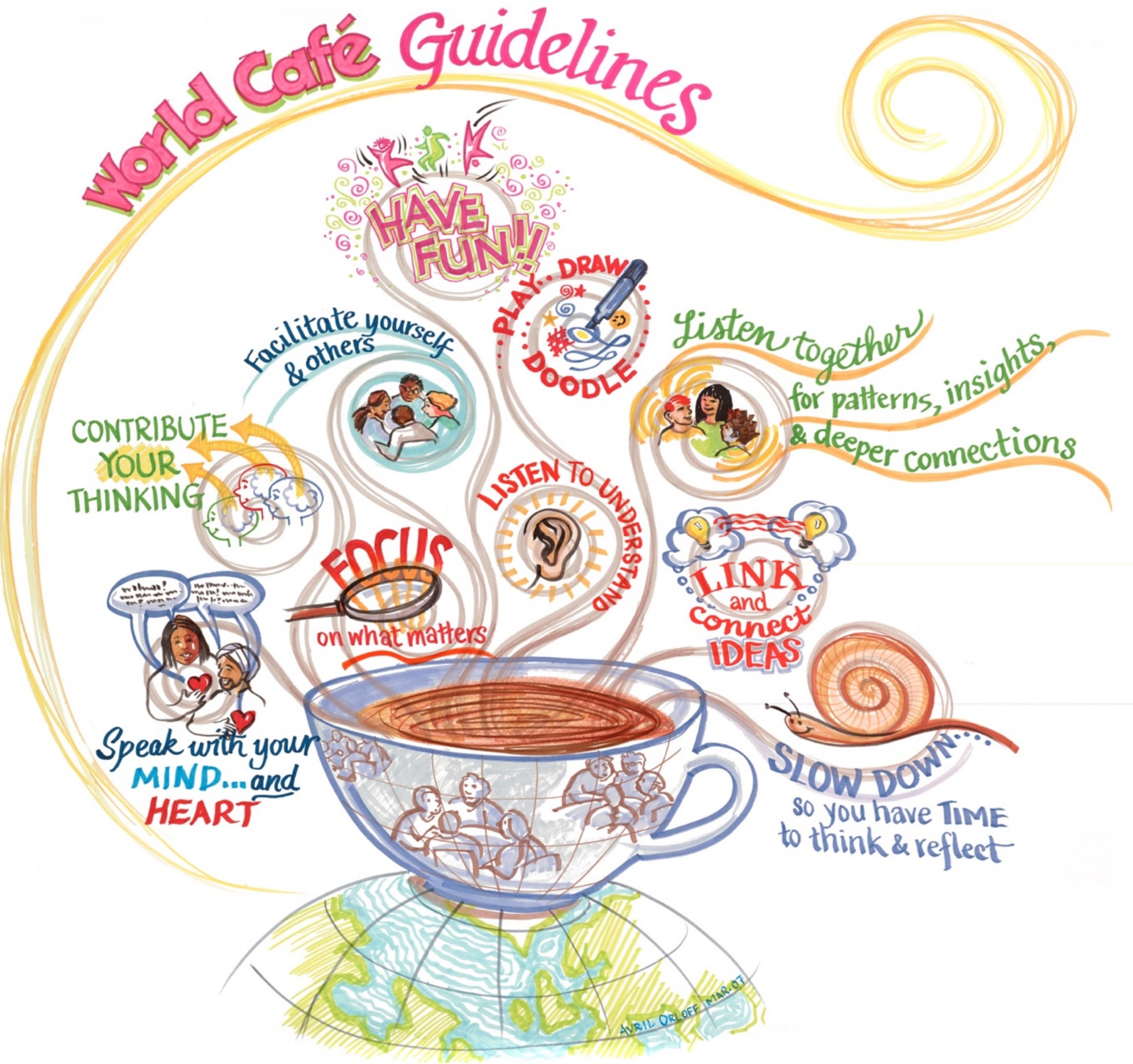
2) *Welcome and Introduction*: The host begins with a word of welcome and an introduction to the World Café process, setting the context, explaining the etiquette of the cafe (see visual on the next page), and putting participants at ease.

3) *Small Group Rounds*: The process begins with the first of three twenty minute rounds of conversation for the small group seated around a table. At the end of the twenty minutes, each member of the group moves to a different new table. Only the table host stays to welcome the next group and briefly fills them in on what happened in the previous round, using the flipchart tablecloths as a visual reminder of the previous conversation.

4) *Questions*: each round is prefaced with a **question** designed for the specific context and desired purpose of the session. 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. The question is at the heart of the conversation so make sure it matters for all participants.

5) *Harvest*: After the small groups (and/or in between rounds, as desired) individuals are invited to share insights or other results from their conversations with the rest of the large group. These results are reflected visually in a variety of ways, most often using graphic recorders in the front of the room.

When bringing together the discoveries and insights of the small groups, the group gets an opportunity to see and link all the harvested information from a broader perspective. Patterns can be identified and the collective wisdom becomes visible. Also possibilities for action might emerge.



Source: The World Café/Avril Orloff

Learn more

Brown, Juanita, David Isaacs and the World Cafe Community (2005) The World Cafe: Shaping our futures through conversations that matter. San Francisco: Berrett-Koehler.

The World Café website: www.theworldcafe.com

The World Café Toolkit: www.theworldcafe.com/pdfs/cafetogo.pdf

www.kstoolkit.org/The+World+Cafe

See a World Café in action: www.youtube.com/watch?t=74&v=6m7fpoAacBY

Tool 14: Problem Tree

Aim of the tool
Create a structural analysis of the causes and effects of an issue or problem.

When to use it?
Problem tree analysis is very useful in planning processes. It fits well in the Shared Language stage of MSPs.

What is a Problem Tree?

Problem tree analysis (also called Situational analysis or just Problem analysis) helps to find solutions by mapping out the anatomy of cause and effect around an issue in a similar way to a Mind map, but with more structure.

Why develop a Problem Tree?

The Problem Tree structure brings several advantages:

- The problem can be broken down into manageable and definable chunks. This enables a clearer prioritisation of factors and helps focus objectives;
- There is more understanding of the problem and its often interconnected and sometimes contradictory causes. This is often the first step in finding win-win solutions;
- It identifies the central issues and arguments, and can help establish who and what the political actors and processes are at each stage;
- It can help establish whether further information, evidence or resources are needed to make a strong case, or build a convincing solution;
- Present issues – rather than apparent, future or past issues – are dealt with and identified;
- The process of analysis often helps build a shared sense of understanding, purpose and action.

Problem Tree Analysis - Step by step

Problem tree analysis is best carried out in a small focus group of about six to eight people using flip chart paper or an overhead transparency. It is important that factors can be added as the conversation progresses.

Step 1: Discuss and agree the problem or issue to be analysed. The problem can be broad, as the problem tree will help break it down. The problem or issue is written in the centre of the flip chart and becomes the 'trunk' of the tree. This becomes the 'focal problem'. The problem should be an actual issue everyone feels passionate about, described in general, key wording.

Step 2: Identify the causes of the focal problem – these become the roots – and then the consequences, which become the branches. These causes and consequences can be created on post-it notes or cards, perhaps individually or in pairs, so that they can be arranged in a cause-and-effect logic.

The heart of the exercise is the discussion, debate and dialogue generated in the process of creating the tree. Take time to allow people to explain their feelings and reasoning, and record related ideas and points that come up on separate flip chart paper under titles such as 'solutions', 'concerns' and 'dilemmas'.

Discussion questions might include:

• Does this represent the reality? Are the economic, political and socio-cultural dimensions to the problem considered?

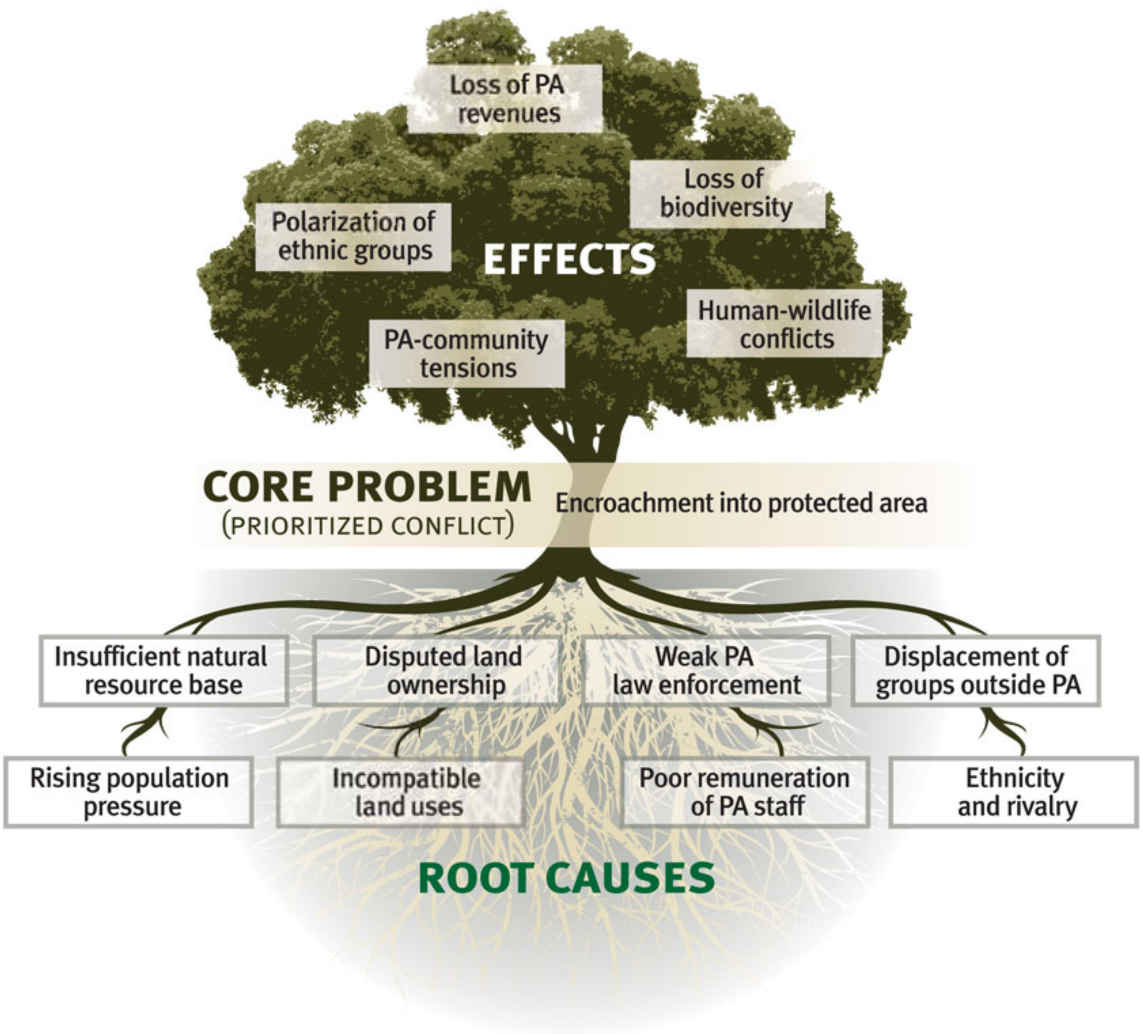
• Which causes and consequences are getting better, which are getting worse and which are staying the same?

• What are the most serious consequences? Which are of most concern? What criteria are important to us in thinking about a way forward?

• Which causes are easiest / most difficult to address? What possible solutions or options might there be? Where could a policy change help address a cause or consequence, or create a solution?

• What decisions have we made, and what actions have we agreed on?

Example of a problem tree



Source: www.iisd.org/csconservation/conflict_tree.aspx

Variations

Objective Tree: Following the problem tree analysis, it is possible to rephrase each of the problems into positive desirable outcomes – as if the problem had already been treated, the problem can be turned into an objectives tree. In this way, root causes and consequences are turned into root solutions, and key project or influencing entry points are quickly established. A Force Field analysis (Tool 16) could be a useful next step.

Opportunity Tree: Instead of focusing on 'problems' it is possible to use the tree to analyse opportunities. This implies changing the initial question from "what is the problem and what are underlying causes" to "what works well and what are underlying causes". Can be done after Appreciative story telling (Tool 6).

Learn more

This description has been adapted from the ODI Toolkit, Successful Communication, A Toolkit for Researchers and Civil Society Organisations. www.odi.org/publications/5258-problem-tree-analysis.

The opportunity tree is adapted from J. M. Chevalier and D. J. Buckles (2012). *Participatory Action Research, Theory and methods for engaged inquiry*. London, Routledge. Publisher website

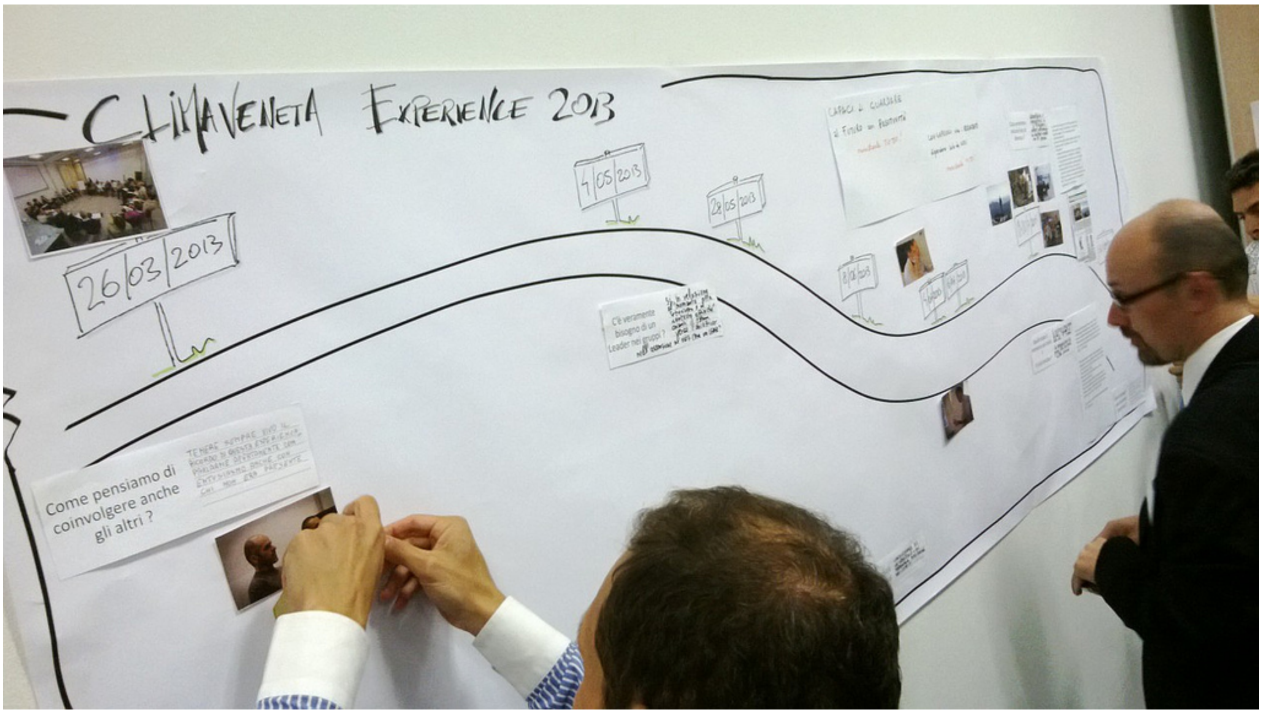
Tool 15: Timeline

> **Aim of the tool**
> To promote participatory reflection on trends and developments and to link events with strategic planning.
>
> **When to use it?**
> Early phase of a MSP. Issue exploration and shared language.

What is a Timeline?

Timelines are visualisation tools to map moments and metrics that shaped an issue, or the MSP. They highlight historical milestones and complex developments in a schematic manner. They can guide participatory reflections on broader trends and developments emerging from interconnected events. As a collective exercise, they can also unlock insight in the progress of programmes, institutions or ideas. Doing so, they can be built into the context of meetings and learning activities.

Timelines are made of a horizontal line, starting from a chosen historical point up to today with time intervals (e.g. 6 months). On this timeline, events, projects, successes, disappointments can be placed in line by using symbols.



Source: Luigi Mengato/FlickrCC

Timelines – Step by step

If generating a timeline in the course of a meeting, first establish an appropriate space by hanging the necessary length of flipchart paper on a blank wall, or by placing multiple writing walls/whiteboards together to create a continuous canvas. Provide the participants with writing materials and sticky notes.

Create an environment that is conducive to participation, so that even the shyest participants will contribute.

How to facilitate a Timeline:

- Identify the objective of the timeline
- Draw a horizontal line up to today with clear boundaries indicating where the timeline will start and where it will finish.
- Mark time intervals (eg 6 months) as references.
- Invite the participants to fill the timeline with relevant information. They can plot events, projects, successes, disappointments on the line using symbols.
- When the participants have exhausted their ideas, suggest additional points to ensure that all information is captured. Validate the entries with the group, if in doubt about facts
- Debriefing should be carried out using a participatory discussion format. If time is limited, the facilitator can summarize the ideas.
- Turn the timeline into a re-usable resource. This can be done by posting photos of the end products on the Intranet or using a free online tool such as Dipity (see link below) to organize milestones.

Source: ECDD Comoros, Everyday Democracy

Learn more

UNHR Toolkit: Timelines: Visualizing the evolution of events and ideas. Access [here.]

Dipity ([www.dipity.com]) and AllofMe ([www.allofme.com]) are free tools to create online timelines.

Tool 16: Force Field Analysis

Aim of the tool

To assess the strengths of the various factors influencing an intervention, both positively and negatively.

When to use it?

This tool can be used at different stages of an intervention. At the design stage but also at the evaluation.

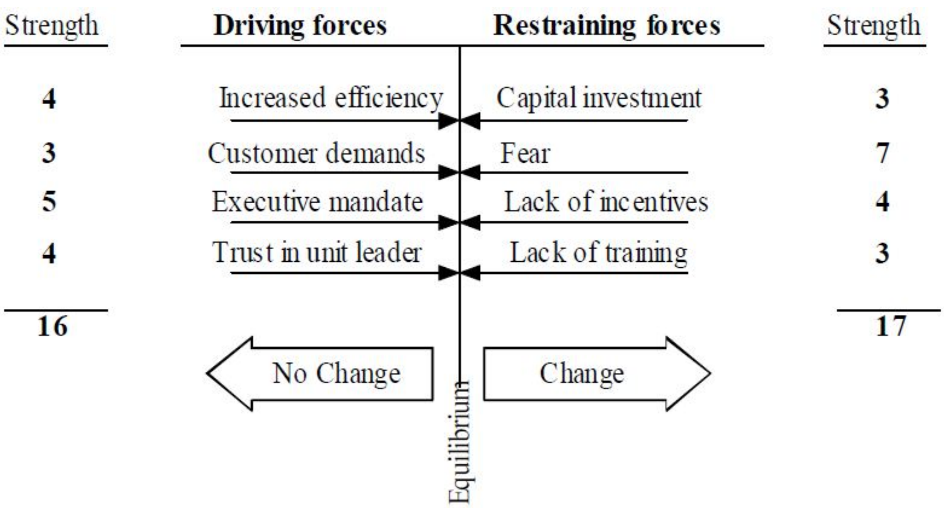
What is a Force Field Analysis?

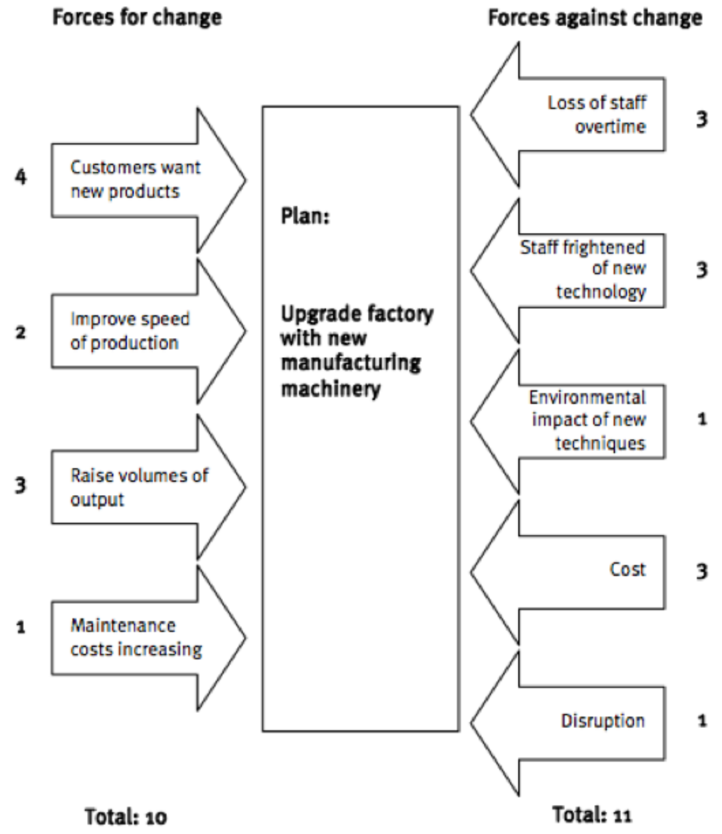
Force field analysis is a valuable change-management tool.

Kurt Lewin's force field analysis evaluates the net impact of all forces that influence change. These forces can be divided into two groups: driving forces and restraining forces. Driving forces are all forces that push for and promote change. These change drivers promote and encourage the change process.

Some examples of driving forces are executive mandate, customer demands, and increased efficiency. Restraining forces are forces that make change more difficult. These forces counteract driving forces and lead to the avoidance or resistance of change. Some examples of restraining forces are fear, lack of training, and the lack of incentives. When these two sets of forces are equal change is in a static state of equilibrium meaning that no movement towards or away from change is happening.

Examples





Force Field Analysis – Step by step

Although there are several different methods and variations for conducting force field analysis, there are commonalities among all of them. The steps outlined below (in the context of a business setting) capture many of these commonalities and represent the process needed for successful implementation of a typical force field analysis.

1. Identify and understand the current state.
2. Identify and understand the desired goal state. This could be a desired (policy) goal or objective.
3. Identify and list driving forces acting to support the change. It is important to list all forces regardless of their seemingly small influence. Driving forces are forces acting to move the current state towards the goal state.
4. Identify and list restraining forces acting to hinder the change. Remember restraining forces are forces holding the current state back from the goal state.
5. For each force, designate the level of influence using a numerical scale e.g. 1= extremely weak and 7= extremely strong.
6. Chart the forces by listing the driving forces on the left and restraining forces on the right. Also chart the numbers allocated in step 5 next to their related force.
7. By adding up the scores on both sides, the feasibility of the desired change can be evaluated given current and potential forces at work.
8. Discuss how the change can be affected by decreasing the strength of the restraining forces or by increasing the strength of driving forces.
9. Discuss action strategies to eliminate the restraining forces and to capitalize on the driving forces.

Learn more

On Kurt Lewin's field theory: https://en.wikipedia.org/wiki/Force-field_analysis

Partly based on: Stephen Wells (2006). Force Field Analysis - Mini-Tutorial Quality Management. www.freequality.org/documents/knowledge/Mini-Tutorial.pdf

ODI Toolkit Knowledge for Development (2009) www.odi.org/publications/5218-force-field-analysis-decision-maker

Tool 17: Context Immersions

Aim of the tool
To immerse in stakeholders' work or daily routines, in order to have an in depth examination of their perspectives and experiences. This provides new insights and informal intuition.

When to use it?
Shared language phase - to build understanding of the realities of particular stakeholder groups.

What are Context Immersions?

Context Immersion is about meeting people, immersing yourself in the context where they live, work and socialize. It is a method to engage with beneficiaries or clients. Ideally, these stakeholder groups should be part of your discussions, but in reality this is often not feasible. Immersions offer the possibility to interact and learn from the people who are often being discussed rather than part of the conversation. Think about small-scale farmers or slum dwellers, for example.

Immersions are not the same as a field visit or an exposure trip. They usually include overnights, and they are facilitated to ensure that the exchange is appropriate and delivers value for all parties involved. It provides an opportunity to engage with parties at a deeper level and offers new insights based on tacit, rather than formal, explicit and codified knowledge. The focus is on increasing empathy – as opposed to pity.

Context immersion is, for example, very useful for development workers working on and writing about poverty eradication. The World Bank and DFID are both examples of organizations who have run such immersion programs. According to a participant from a DFID immersion program, the technique helped to create "the ability to put into words the perception of poorer people and more ability to empathize with their perspective". (R. Irvine, R. Chambers, and R. Eyben, 2004).

Context immersions can serve as valuable 'reality checks' from the usual work routines of meetings, paperwork and spreadsheets. This may well change the attitudes of those with policy making power, and can be considered as a strategy to trigger change (R. Krznaric, 2007).

Context Immersions - Step by step

Step 1: To plan a homestay, identify people willing to host a researcher (or MSP core team member) for one-to-three nights in their home. Depending on local customs, level of safety, and language barriers, team members can stay in homes individually or partner up in groups of two to three people.

If it is not feasible to stay overnight, a field visit is a second option. A field visit will give great spin-off effects with regard to team building and learning. However, if possible, staying overnight is highly recommended. It will provide empathy and insights in realistic solutions.

Step 2: Make sure the team understands that the goal of this exercise is to see how participants live in a day-to-day basis. Advise your team not to bring elaborated gifts, food, or alcohol to the homestay. However, a small gift, such as ordinary household supplies or help with normal family expenses is perfectly fine.

Step 3: Tell the team members to participate with the family in their normal routines. Ask the team to spend time with them, and talk to the men, women, and children in the household. It's important to see how the household works from all these different perspectives.

Photo: www.business.illinois.edu/subsistence/teaching/immersion.html, retrieved 12-5-2015

Good to know:

Context immersion can happen in either a family homestay or by working alongside a person or group of persons.

Through a context immersion you may get clarity on the discrepancy between what people say and what they actually do. It enables you to get a hinge of what people think and feel instead of limiting your knowledge on what they say. This will provide you with 'Informed Intuition' to be used as input when designing solutions and new plans. It also shows commitment and builds trust between stakeholders.

Learn more

Human Centered Design- Toolkit – 2nd edition
http://www.ideo.com/images/uploads/hcd_toolkit/IDEO_HCD_ToolKit.pdf

Roman Krznaric (2007). How change happens- Interdisciplinary perspectives for Human Development Oxfam Research Report http://policy-practice.oxfam.org.uk/publications/how-change-happens-interdisciplinary-perspectives-for-human-development-112539

Renwick Irvine, Robert Chambers, and Rosalind Eyben (2004) Learning From Poor People's Experience: Immersions, Lessons for Change Series No. 13, University of Sussex: IDS: 6–10. www.eldis.org/vfile/upload/1/document/0903/IMMERSIONS2.pdf

ActionAid offers facilitated immersions:
www.actionaid.org.uk/sites/default/files/content_document/immersions_brochure.pdf

Blog entry by Owen Barder, development economist, on context immersion:
www.owen.org/blog/3320

Tool 18: SWOT Analysis

Aim of the tool

To set achievable goals by identifying the key internal and external factors seen as important to achieving them.

When to use it?

Appropriate in many phases of an MSP. In particular, for strategy formulation and review/M&E.

What is a SWOT Analysis?

A SWOT analysis is a well-known strategic planning tool to discover weaknesses and strengths of an individual, group or organization, and to identify both potential opportunities and threats. A SWOT analysis in an MSP can be an effective way to review strategies participants are developing, or to evaluate a particular activity implemented. The tool helps participants be realistic about what they can achieve and where they should focus.

What are strengths, weaknesses, opportunities and threats?

Strengths	The aspects that are working well in a project or situation and which people are proud to talk about.
Weaknesses	The aspects that do not work so well.
Opportunities	Ideas on how to overcome weaknesses and build on strengths.
Threats	The elements that constrain or threaten the range of opportunities for change.

SWOT Analysis - Step by step

1. The group defines, discusses and records as many factors as possible for each heading. Emphasize that strengths and weaknesses should refer to internal aspects of the group, project site or activity. Opportunities and threats can be looked at as internal or external factors affecting them.

2. Alternatively, different sub-groups can, for example during a workshop, undertake a SWOT on their own. Comparing the different SWOTs can foster a constructive discussion about the differences and similarities of experiences and possibilities.

3. Based on this overview, discuss what actions are needed. Use these questions to help the discussion:

- How can we apply our strengths to make use of the available opportunities?
- How can we use our strengths to avert threats?
- How can we deal with our weaknesses?
- And what about the threats looming on the horizon?

Tips:

SWOT is an adaptable and flexible method, allowing for different perceptions to be recorded, and it directs the attention of those involved towards joint action.

This method is useful to encourage many people to share their inputs, helping them think about potential solutions and constraints, for example, as part of a strategic planning process. SWOT can also take past mistakes or weaknesses and transform them into constructive learning processes. It can help make complex problems easier to deal with, in the shortest time possible. It is a useful starting point for a group self-evaluation.

A SWOT analysis can be done as a brainstorm in a small group or workshop setting, or it can be done as an analysis and synthesis of other information. Finally, SWOT is often an useful complement to a stakeholder analysis (Tools 5, 10, 11, 12). Both are good precursors to Force Field Analysis (Tool 16).

Learn more

http://betterevaluation.org/evaluation-options/swotanalysis

IFAD (2002) Managing for impact in rural development: A guide for project M&E. Annex D', page D 21.

www.ifad.org/evaluation/guide/annexd/Annex_D-3DEF.pdf

Start, D. and Hovland, I. (2004): SWOT Analysis, Tools for Policy Impact: A Handbook for Researchers, Overseas Development Institute, www.odi.org.uk/rapid/tools/toolkits/Policy_Impact/SWOT_analysis.html

http://diytoolkit.org/tools/swot-analysis-2/

Tool 19: Delphi

Aim of the tool

To explore and clarify issues, identify areas of agreement and disagreement, and try to reach a consensus among experts on the issue at stake.

When to use it?

In the early phases of an MSP to clarify specific issues, or in a later phase to make a well-considered decision based on detailed examinations of possible options.

What is the Delphi method?

The Delphi technique, mainly developed by Dalkey and Helmer (1963), is a method for achieving convergence of opinions from a panel of experts on a certain topic. The method is designed as a group communication process aiming at conducting detailed examinations and discussions of a specific issue as input for goal-setting, policy investigation, or predicting the occurrence of future events (C. Hsu et al (2007)). As such, the tool can be useful in the early stages of an MSP, or in the last stage, when a decision needs to be made.

From: www.fruitzicht.com/de-delphi-methode-en-uw-visie-op-de-toekomst/

Delphi method - Step by step

Step 1: Choose a facilitator: The first step is to choose your facilitator. You may wish to take on this role yourself, or find a *'neutral'* person within the MSP. It is useful to have someone that is familiar with research and data collection.

Step 2: Identify Your Experts: The Delphi technique relies on a panel of experts that discuss the issue to be explored. Experts can be a group of stakeholders from the MSP who are experts on the issue.

Step 3: Define the Problem: What is the problem or issue you are seeking to understand? The experts need to be clear on what they are commenting on, so ensure you provide a clear and comprehensive definition of the problem.

Step 4: Expert round 1: Ask general questions to gain a broad understanding of the experts' views on future events. The questions may go out in the form of questionnaires or surveys.

Step 5: Delphi round 1: Collate and summarize the responses removing any irrelevant content and look for common viewpoints. From the relevant answers, make new questions to delve deeper into the topic and clarify specific issues. These questions may also go out in the form of questionnaires or surveys. Experts will elaborate on the questions and clarify where needed.

Step 6: Intermediate summary: Based on the first round, make an intermediate summary of the experts' first responses and elaboration on issues to be clarified.

Step 7: Delphi round 2: Re-examine, comment and complement the findings of the first round. Based on this process, think of the final set of questions. The final questionnaire focuses on supporting the decision-making. Refine the areas of agreement. What is it that experts have agreed on?

Step 8: Expert round 2: The expert panel will work on the final set questions.

Step 9: Act on Your Findings & Final Report: After this round of questions, your experts will have, we hope, reached a consensus. Analyze the findings and put in place a plan to deal with future risks and opportunities to your project.

If needed, you can set another round to reach a closer consensus.

This tool can be used in workshops but is often done by email iterations.

Learn more

C. Hsu, B. A. Sanford (2007). The Delphi Technique: Making sense of consensus. Practical assessment, Research and Evaluation Vol. 12 nr. 10.

Dalkey, Norman and Olaf Helmer (*1963*, April). An experimental application of the Delphi method to the user of experts. Management science, 9, 3, pp. 458-467.

(Based on: 'Delphi Technique, a step by step guide' from www.projectsmart.co.uk)

Tool 20: Visual Reminders

Aim of the tool

To visualize information and ideas in an organized and creative way.

When to use it?

It can be used at any stage as part of group work or individual reflection.

What is a Visual Reminder?

A visual reminder is a generic name for a framework, diagram, or illustration that can help to capture and communicate complex issues. We use them often to clarify our own thinking, or help a group of people to grasp easily what is being discussed and agreed upon.

Here are some examples:

<u>Mind map</u>

A well-known and easy visualization tool is creating a mind map. It helps to visualise information and ideas in a structural way.

Source: Image courtesy of Learning Fundamentals

<u>Brain sketching</u>

Brain sketching is a tool to use for problem solving. To use the tool, follow these steps:

1: A group of 4-8 people sit around a table, or in a circle of chairs. They need to be far enough apart to have some privacy. The problem statement is agreed, and discussed until understood. 2: Each participant privately draws one or more sketches (each on separate sheets of paper) of how the problem might be solved, passing each sketch on to the person on their right when it is finished. The facilitator suggests that sketches should not take more than 5 minutes or so to draw.

3: Participants take the sketches passed on to them and either develop or annotate them, or use them to stimulate new sketches of their own, passing the amended original and/or any new sketches on to their neighbor when ready.

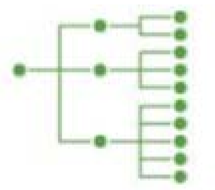
4: After the process has been running for a suitable period and/or energy is running lower, the sketches are collected in.

5: After the sketches are collected, they can be display and discussed for clarification and comments.

(Instructions based on http://www.mycoted.com/BrainSketching)

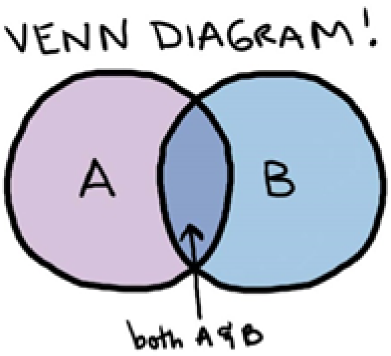
Tree diagram

A tree diagram can be used to break down a problem, issue or topic. Tree diagrams can take many forms: to visualize hierarchy, to identify possible decisions and their consequences; a tree diagram can be horizontal, vertical, multi-directional, radial, hyperbolic and can be used as a metaphor. A metaphorical tree diagram can for example visualize inputs by the roots of the trees and the results of a process as the leaves of tree.



Venn diagram

A Venn diagram uses intersecting circles to illustrate similarities, differences and relationships between groups. The overlapping parts of the circles represent similarities between groups. The non-overlapping parts represent differences between groups.



Source: Artisanmn.com

Flowchart

Flowcharts are diagrams used to visualize processes or complex tasks using symbols.

To use a flowchart follow these steps:

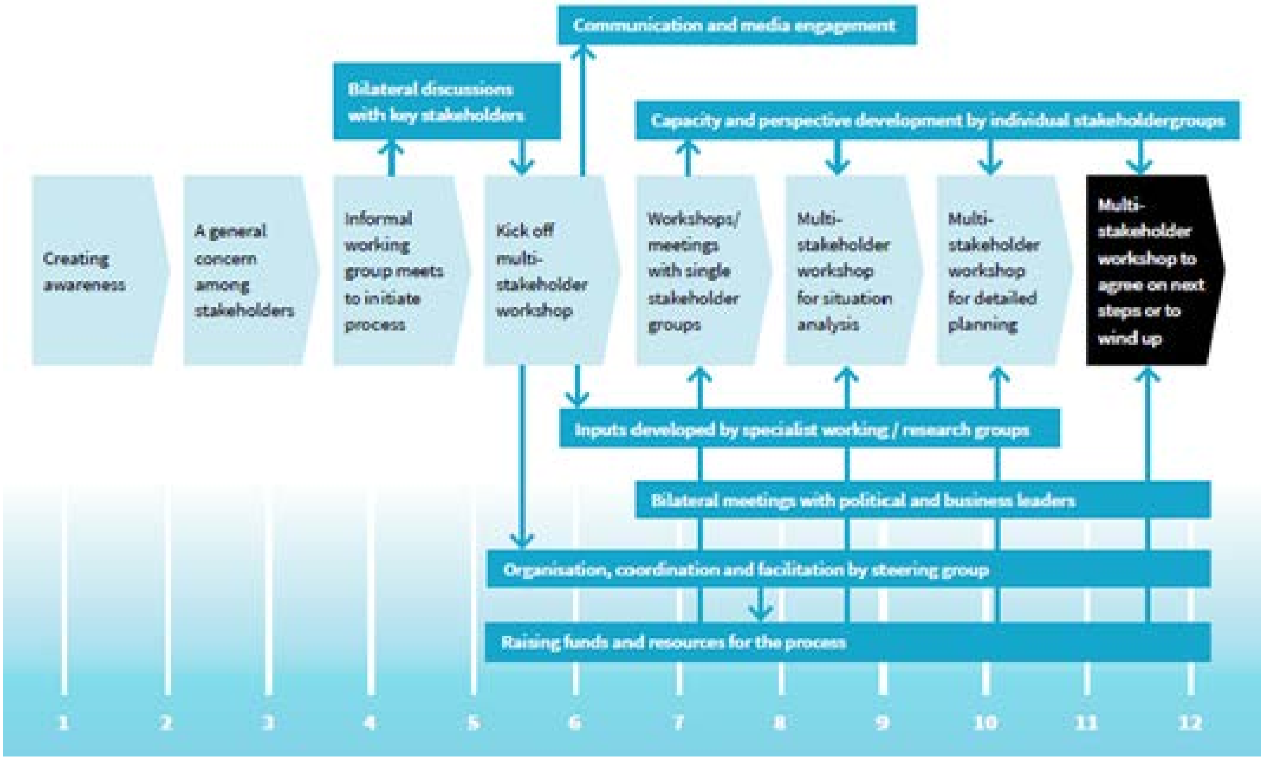
1. Identify the process or task to be analyzed.

2. Determine the starting and ending points.

3. Fill in the necessary steps between the starting and ending points. Use a different symbol for each step.

4. Draw arrows to connect each step with the next until the process is completely diagrammed.

5. Analyze the process flowchart and revise it if necessary.



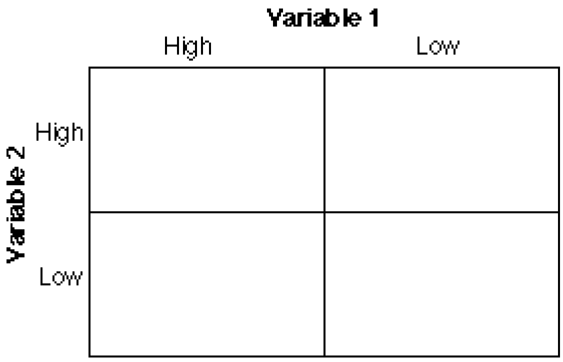
Flowchart example. Illustration from MSP Guide (p 41): Timeline of a hypothetical MSP over the course of a year. Time frame in months.

<u>2-by-2 matrix</u>

A 2-by-2 matrix is a decision support tool that can be used to analyze qualitative data. You take an issue, and map it against two critical variables that are important to the issue. The axes should be chosen so that, e.g., the data with the most desirable characteristics will fall into the upper left quadrant and the least desirable in the lower right quadrant.

Generally, the two by two matrix is a useful tool for categorising things that can be reduced to two simple variables, particularly when quantitative information is unavailable and qualitative judgements must be made.

It enables a rapid clustering (or separating) of information into four categories, which can be defined to suit the purpose of the exercise. It is particularly useful with groups as a way of visibly plotting out a common understanding or agreement of a subject.



Learn more

Periodic Table of Visualization Methods

If you want to explore more, this website is a good way to start. It collects various visualization methods categorized in six categories: data visualization tools, information visualization tools, concept visualization tools, strategy visualization tools, metaphor visualization tools and compound visualization tools. Click here to go to the Periodic Table of Visualization Methods.

Venn Diagrams: https://support.office.com/en-sg/article/Create-a-Venn-diagram-d746a2ce-ed61-47a7-93fe-7c101940839d

Tree diagrams:

M. Lima (2014) 'The book of trees: Visualizing branches of knowledge'. Princeton Architectural Press, New York www.bookoftrees.info/bt/

A Toolbook for Quality Improvement and Problem Solving- Tree diagram www.syque.com/quality_tools/toolbook/Tree/example.htm

Flowchart: http://najeraconsulting.com/tuesdays-tool-of-the-trade-the-flowchart/

Various visualization tools: http://www.mycoted.com/Main_Page

Tool 21: Cynefin Framework

Aim of the tool
To help participants understand the level of complexity of a situation and to explore the implications for intervention strategies.

When to use it?
This tool can be used in different phases of an MSP, but particularly at a moment when strategies for change are discussed.

What is the Cynefin Framework?

Complexity thinking can help people better understand how to intervene with systems in a structured, yet non-linear way. One practical application is the Cynefin framework (Kurtz 2003; Snowden and Boone 2007; also see the MSP Guide, Principle 1 'Embracing systemic change on page 47-62).

David Snowden, a former director in the IBM Institute for Knowledge Management, developed the framework to help managers and leaders better understand the implications of complexity for strategy. The framework can help identify the types of leadership patterns, learning processes and intervention strategies that are appropriate for different levels of complexity.

The Cynefin framework identifies five domains:

- **Simple (or: Obvious according to the latest rendition of the Cynefin framework),** in which the relationship between cause and effect is obvious to all, the approach is to Sense - Categorise - Respond and we can apply best practice.
- **Complicated,** in which the relationship between cause and effect requires analysis or some other form of investigation and/or the application of expert knowledge, the approach is to Sense - Analyze - Respond and we can apply good practice.
- **Complex,** in which the relationship between cause and effect can only be perceived in retrospect, but not in advance, the approach is to Probe - Sense - Respond and we can sense emergent practice.
- **Chaotic**, in which there is no relationship between cause and effect at systems level, the approach is to Act - Sense - Respond and we can discover novel practice.
- The fifth domain is **Disorder,** which is the state of not knowing what type of causality exists, in which state people will revert to their own comfort zone in making a decision.

Why use the Cynefin Framework?

In full use, the Cynefin framework has sub-domains, and the boundary between obvious and chaotic is seen as a catastrophic one: complacency leads to failure. This differentiation recognises that not everything we want to achieve in development is complex. However, it also points out that applying approaches that work for obvious and complicated situations to complex and chaotic situations will fail. For example, identifying 'best' and 'good' practices is fine for obvious and complicated situations, but fairly pointless for a more complex problem. Yet, so often this is exactly what development agencies value and demand.

In complex contexts, it is necessary to 'probe' – to experimentally test out a range of interventions to see which ones work or fail – and then use this knowledge for scaling up or replicating (Kurtz and Snowden 2003). This essentially constitutes an evolutionary approach to 'design'. In chaotic or crisis situations, high turbulence requires acting to restore some degree of order with little time or information for analysis.

Cynefin Framework - Step by step

1. *Relate your MSP case to the domains of the Cynefin framework*

- Relate the situation of your case to the framework: where does it belong: obvious, complicated, complex (or even chaotic)?
- Usually, parts of the problem belong to different domains: which parts of the problem belong where?

2. *Explore the implications*

What does this all mean for intervention strategies?

- If parts of the problem are obvious or complicated, what type of interventions could be used? Has this been tried in the case?
- If parts of the problem are complex (or even chaotic), what type of interventions would be most appropriate? Has this been tried?

Learn more

Kurtz, Cynthia and David Snowden (2003) *The new dynamics of strategy: Sense-making in a complex and complicated world.* IBM Systems Journal Vol 42, No 3, p 462-483.

Snowden, Dave and Mary Boone (2007) *A leader's framework for decision making*. Harvard Business Review, November issue. http://tinyurl.com/neslybshttp://cognitive-edge.com/

https://en.wikipedia.org/wiki/Cynefin_framework

Tool 22: Friends and Strangers

Aim of the tool

To playfully illustrate how small changes in rules can have a big impact on a complex adaptive system.

When to use it?

For example, in the Divergent phase, when perspectives on the issue at hand are broadening. Especially when discussing the nature of systemic change.

What is Friends and Strangers?

This game energises and also illustrates how a small change in a rule can have big effects on the dynamics of a complex adaptive system. It is therefore suitable when groups discuss how to design interventions in a complex environment, when linear ways of planning and managing are unsuccessful.

Participants (between 10-100) walk around in an open space, and have to move close to a 'friend' and remain far from a 'stranger'. A second round has a small change in the rule: people have to be in between their friend and the stranger.

Friends and Strangers – Step by step

Procedure for facilitators:

When all participants are standing, give the following instructions:

1) Find one person in the room who is your 'friend';

2) Find one person who is a 'stranger';

3) Don't let them know that you have selected them. Don't speak.

Round 1 starts with the following instruction: "Try to stand as close to your friend as possible, and as far from your stranger as possible". Allow participants to do this (2 minutes max).

Then, introduce round Round 2 by giving a new instruction: "Try to stand in between your friend and your stranger". Allow participants to do likewise (2 minutes max).

You will see that each round generates completely different patterns of the system. Only because one small rule has changed. It also illustrates how hard it is to predict the behaviour of complex adaptive systems. To get the most out of this game, it is important that the facilitator has some understanding of systemic change and complex adaptive systems, in order to lead the debriefing of the game. Section 4, Principle 1 of the MSP Guide provides a good introduction.

NB: This game is also known as 'Friends and Enemies'. In some cultures, many people don't like to use the word enemy in a group (even in games). Therefore, we use 'friends and strangers' instead.

Tool 23: Trendline

Aim of the tool

To promote participatory reflection and exploration on participants' perceptions of changes which have occurred over time.

When to use it?

On early phases of a MSP: Issue exploration and Shared language

What is a Trendline?

This tool, originating from Participatory Rural Appraisal (PRA), is useful when added to the 'Timeline' tool (tool 15). Whereas the timeline is used to identify key events, trendlines provides an understanding of people's perceptions of changes that have occurred over time. These changes could be related to climate change, resource availability, income, nutrition, etcetera. Furthermore, it is very constructive to determine whether different groups have different perspectives on change.

Trendlines - Step by step

Materials needed: white board and markers, if not available flip-over paper can be used.

Methodology (source: Geilfus, 2008)

Step 1: Organize working groups and explain the exercise.

Step 2: Draw a blank matrix on the board; then draw a graph (once an example has been provided, graphs are easier to understand). Explain how time, measured in years, moves from left to right on the horizontal axis, while parameter intensity/availability moves upward on the vertical axis. Discuss the main change parameter which you are going to use, as well as the time scale (the degree to which the exercise reaches back into the past).

Step 3: Ask the participants what they think of the changes that have occurred in the community; was there more or less intensity/availability in the past? When was there more? When was there less? Using those points in time as benchmarks, draw a trend line across the years. When opinions differ, draw several lines in different colours, until a consensus is reached.

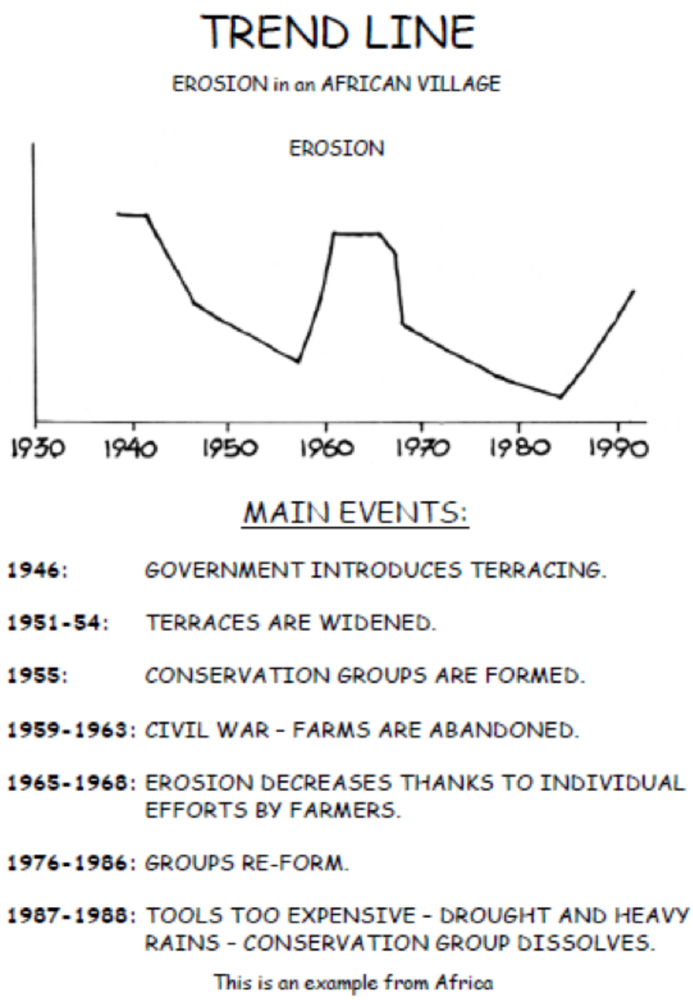
Step 4: Once the participants have grasped the concept, the facilitator should take a back seat and ask one of the participants to draw.

Step 5: Encourage participants to discuss the main trends. Always ask why changes have occurred. Write comments/explanations in the margins of the diagram.

Step 6: If the participants have been working in sub-groups, discuss the work of each one and create a common diagram. Write down the results and explain how they will be used.

Step 7: Check the results against other sources.

The figure below is an example of a trendline concerning the issue of erosion in an Africa village.



Source: F. Geilfus (2008): 54

Learn more

F. Geilfus (2008) 80 tools for participatory development: appraisal, planning, follow-up and evaluation. San Jose, C.R. : IICA P. 54- 55. (www.iica.int/Esp/regiones/central/cr/Publicaciones%20Oficina%20Costa%20Rica/80tools.pdf)

Tool 24: Four Quadrants of Change Framework

Aim of the tool

To help participants consider what kind of change strategies are being used in the MSP, and which strategies might be missing.

When to use it?

This tool can be used in different stages of an MSP, but particularly at a moment when strategies for change are discussed. It helps to generate conversations which bring out essence of participants' notions of change.

What is the Four Quadrants of Change Framework?

People easily get into arguments about "correct strategies" to realize change. Often with a little bit of dialogue, they discover that they are actually talking about complementary strategies. Then they start to understand the limitation of their own advocated strategy, and that it cannot succeed on its own. These types of insights spurred Ken Wilber to popularize an *integral* approach to support a comprehensive and integrated view of the world.

A key product of this work is what is now referred to as the "four-quadrants of change" (4Q) diagram, which will help you identify and address the different aspects of change. The framework divides the change into four types: Quadrant 1 deals with intention, personal identity, and ways of perceiving; Quadrant 2 with behaviour and how it is developed; Quadrant 3 with culture, beliefs, and values; and Quadrant 4 with the structures and processes of social systems. The framework suggests that a successful strategy must address all four change challenges.

In order for an issue to change in the way MSPs aspire for, there must be action in all four Quadrants. That does not mean that the MSP itself has to lead the activity. However, to realize the change it is working for, its participants or others should undertake strategic interventions to ensure change is proceeding in all the Quadrants. Lack of change in one of the Quadrants will hold back development in the others.

There is a tendency for change networks to focus on the *exterior*, both at the individual but especially at the collective levels. There is usually resistance to incorporating spiritual-psychological strategies, because this can conflict with the external action-orientation of most networks to get *others* to change and to focus on, physical technology, structural and intellectual change. Also, inappropriate methods are often applied for a particular change challenge and goal. You might find this a good tool for analyzing your own change strategy.

	Interior	Exterior
Individual	**1. Spiritual-Psychological** *Concerned with changing one's own sense of being* Broad change theory: *It's all a question of individual perceptions and capacity.* Focus • Deepening self-awareness • Developing one's knowledge, skills, competencies • Describing one's assumptions, values, mind sets, beliefs Methods • Meditation • Personal reflection and inquiry • Personal development of mastery through courses and apprenticeships	**2. Inter-Personal** *Concerned with changing one's own behaviours in interaction with others* Broad change theory: *It's all a question of how individuals interact.* Focus • Showing trust, respect, mutual understanding • Shifting behaviours to demonstrate interdependence • Reaching conciliation of inter-personal differences Methods • Diversity training • Learning journeys into other people's worlds • Group encounters/retreats for exploration • Mediation/negotiations training
Collective	**3. Social and Cultural** *Concerned with collective values of fairness and justice* Broad change theory: *It's all a question of collective values and beliefs.* Focus • Collective goals and aspirations • Underlying values and beliefs • Implicit 'rules' and assumptions • Discourse, language Methods • Collective goal-setting and strategy creation • Developing value statements and processes for actualisation • Ongoing media programmes	**4. Structural and Systemic** *Concerned with governance, decision-making processes, and institutions.* Broad change theory: *It's all a question of processes, institutions, and power.* Focus • Policies, legislation • Institutions, procedures • Allocation of resources Methods • Building political structures, agreements, frameworks, systems • New accounting/reporting/measurement systems

Source: Steve Waddell (2011, p 106) and Generative Change Community

Four Quadrants of Change – Step by step

This framework can be used both for individual reflection or stock-taking, and as a group analysis activity.

As a researcher involved in action learning on MSPs, you could use it once you are familiar with your MSP case to consider what kind of change strategies are being used, and which strategies might be missing.

As a group activity, use the Framework to help participants reflect on the question: 'Where would be your entry point for change?'.

- If you have a group of e.g. 15 people make sure you have a space of 5x5 meters in your meeting room without tables or chairs, or do the activity outside.
- Write four A4 sheets of paper with the following words (one word each): 'Personal', 'Relationships', 'Cultural' and 'Structure/System'. Place these on the floor in a square.
- Ask participants the question: *Where would be your entry point for change*? And ask everybody to position themselves near the A4 with the word corresponding to their answer. People can stand in between different words if they feel that represents their view better.
- Ask various participants, while standing, to explain why they stand where they are standing. Make sure you take a couple of responses from different corners of the space, and encourage people to ask questions to one another. It is allowed to change position whilst somebody else is talking.
- End with explaining that in complex systems (such as most MSPs) change is needed at all different levels, and that there is not one right position. Your own preference might differ

depending on your background or position in the system. However, emphasize the importance of working with change strategies at all quadrants.

Alternatively, if time and space are limited, you could consider presenting the framework on one slide and asking the same question to open up discussion with participants.

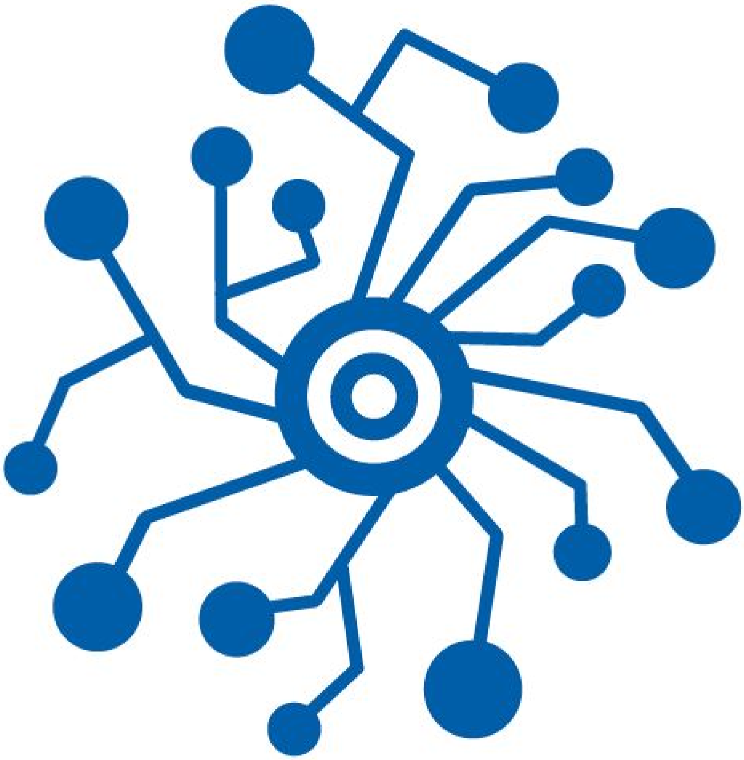
A second way of leading groups to analyse change strategies using Wilber's framework is to ask small groups to apply it to their MSP case, by filling out the four quadrants on a flipchart and giving concrete examples of entry point for change within this MSP.

Learn more

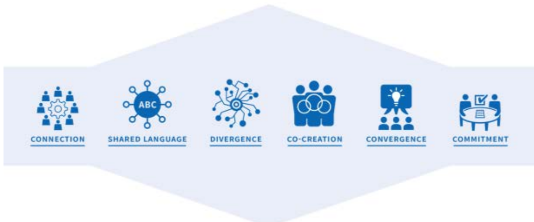
Wilber, Ken (2000) A brief history of everything. Revised edition. Boulder, Colorado: Shambala Publishing

Waddell, Steve (2011) Global Action Networks: Creating Our Future Together. New York/London: Palgrave Macmillan/Bocconi University Press.

This description is based on a blog by Steve Waddell (2012) http://networkingaction.net/2010/11/four-network-change-strategies-for-c...



Divergence


CONNECTION
SHARED LANGUAGE
DIVERGENCE
CO-CREATION
CONVERGENCE
COMMITMENT

Tool 25: Adjust group size: Buzz and Break-outs

Aim of the tool

To ensure that all participants can contribute effectively to the meetings' objective.

When to use it?

This tool can be used in all phases of an MSP. Apply it when you suspect too many plenary sessions are being planned.

Why Adjust group size with Buzz and Break-outs?

When facilitating interaction between stakeholders in MSPs, it is important to always be alert on who is doing the talking. If no specific provisions are made, we often see that meetings tend to get dominated by only a few participants. Even if their contributions are on-topic and relevant, you need to ensure that the best possible contributions from all participants are heard and considered. And, of course, to avoid that people fall asleep during dreadful plenary sessions.

Adjust group size - Step by step

1. Have a critical look at the agenda before your meeting. Ask yourself whether there is a good balance between plenary presenting and small group work. As a rule of thumb, try to alternate between plenaries and small group works, or even abandon plenaries all together.

2. If you see that plenary sessions go on for too long, have alternatives ready to mix up the group or change the focus:

- Energizers: if energy is low. This can range from collaboration games, stretching arms and legs, to brain teasers.
- Buzz: "Please discuss in threesomes what you thought of this morning's presentations". Very time-efficient as it does not require changing the seating arrangements.
- Break-outs: "Let's divide into five groups and work on question x; report back using template y". Break-outs usually need 45-60 minutes and involve people changing location, so ensure you have sufficient time. Think about break-out rooms, or outside if weather permits, in advance. Instruct groups clearly on whether to report back or not. Be careful for long group presentations; consider a gallery walk instead.
- If you don't know what to do: ask the group. You usually get good feedback on the level of energy of participants or their preferences. It does not make you look weak.

3. Reserve space for informal moments and individual reflection in your meeting agenda. This will help participants to collect their thoughts, and check their impressions/views with other participants. Stick to agreed coffee and lunch break times, if only for this reason.

4. Monitor small group work. Usually people are happy to work in smaller groups once the assignment is clear. But small groups can also be awkward and frustrating, especially when there are dominators. Listening to group discussions and helping groups to get going, gives a facilitator very good feedback and is appreciated by participants.

Well-known methodologies based on self-directed small group work are World Cafe (Tool 13) and Open Space (Tool 39). Most buzz and break-out sessions can be augmented with Card Clustering

(Tool 48) to document and synthesize group work results. See the manual of The International HIV/AIDS Alliance for ideas for energizers and group games. For ideas on reflection methods with groups, see this CDI manual.

Learn more

Robert Chambers (2002) Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities. London: Earthscan. Also see: www.participatorymethods.org

www.managingforimpact.org/resource/100-ways-energise-groups-games-use-workshops-meetings-and-community

http://www.managingforimpact.org/resource/reflection-methods-tools-make-learning-more-explicit-manual-facilitators-and-trainers

Tool 26: Role Plays

Aim of the tool

To develop communicative skills, creating in depth understanding of a situation and other stakeholders' perspectives.

When to use it?

Role plays can be used in many stages of an MSP, in particular when there is an element of capacity building involved.

What is a Role Play?

Role playing is an interactive tool which stimulates learning. In role plays, participants are put in a setting where they have to act out a certain scenario. There are no fixed lines or rehearsals beforehand.

Role plays are often used to make sense of theory by gathering concepts together into a practical experience. Role playing essentially is about thinking of a 'what-if' scenario. As E. Harbour and J. Connick put it,

"By indulging in a role play we are projecting ourselves into an imaginary situation where, though we cannot control the outcome, we can anticipate some or all of the outcomes and 'rehearse' our performance in order to influence the outcome."

Role Plays - Step by step

Participants are prepared for a role play by providing a sketch of the situation and distributing different perspectives on the situation to all participants. Each role description includes an objective to be fulfilled during the play. These objectives might be in conflict with the objectives of fellow role players. The essence of the role play is to experience how each player handles the situation. In the play itself, participants have to react in the moment according to the role or perspective they have been assigned to, thereby simulating real life encounters.

After the role play, participants are asked to reflect upon what they have experienced during the play.

In MSPs role plays can stimulate learning on several levels:

- In depth understanding of a case or situation;
- Better understanding of one's own communicative strategies and capabilities;
- Developing skills such as conflict management and negotiation;
- Improve the understanding of group processes and how to influence them;
- Create a better understanding of the perspective of other stakeholders, stimulating empathy, mutual understanding.

Observation and feedback

Assign one or two participants as observers to provide feedback after the role play. It should be clear for observers, what is expected of them. The feedback provided to the participants afterwards should be as objective as possible without including subjective judgment. Furthermore, feedback should be meaningful and specific, so that the role player can act upon it.

It is important to give those who participated in the role play the time and space to reflect on their own experiences before any feedback is provided by an observer. In this way, they are not already influenced by the views of the observer.

Learn more

E. Harbour and J. Connick (2004) Role playing games and activities, rules and tips.
http://www.businessballs.com/roleplayinggames.htm

Johns Hopkins University (2015) Facilitating role play exercises.
https://www.fptraining.org/resources/facilitating-role-playing-exercises

Tool 27: Forms of Power

Aim of the tool

To help reflect on different expressions of power, and faces (visible, hidden, invisible) of power, in an MSP. The tool helps to give language to several common notions of power dynamics.

When to use it?

In the Divergence stage, when it is important to explore and include different perspectives from stakeholders about an issue. Often it works best when done with a specific group of stakeholders (such as civil society representatives).

Different forms of power – two frameworks

This tool is comprised of two frameworks which each help to understand power dynamics in MSPs in a different way. The first is called Expressions of power, the second Faces of power.

<u>Expressions of power:</u> Power over, Power to, power with, power within.

Power is often thought of in a negative and coercive manner ('power over' being seen as domination or control of one person, group or institution over another). However, there are alternative expressions of power that pave the way for more positive thinking and action.

Expression	**What does it mean in practice?**
'Power to': individual ability to act	This is rooted in the belief that every individual has the 'power to' make a difference (see sources of power framework).
'Power with': collective action, the ability to act together	'Power with' helps build bridges across different interests, experiences and knowledge and is about bringing together resources and strategies.
'Power within': individual or collective sense of self-worth, value, dignity	Enhancing the 'power within' individuals builds their capacities to imagine and raise aspirations about change.

<u>Faces of power:</u> visible, hidden, invisible.

Power analysis is not simple because most of the time power does not operate in visible and tangible ways.

Visible	**Hidden**	**Invisible**
Visible power includes the aspects of political power that we 'see'– formal rules, structures, institutions and procedures informing decision-making. In other words, it is about how those people with power use existing procedures	Hidden power is exercised when powerful people and institutions maintain their influence by setting and manipulating agendas and marginalising the concerns and voices of less powerful groups. Those with power see and understand these rules of the game; others	Invisible power operates in ways in which people will adopt belief systems that are created by those with power. Problems and issues are kept away not only from the decision-making table but also from the minds and hearts of different people including those affected by these decisions. This is when powerlessness is

and structures to control the actions of others. Examples include: elections, political parties, budget, laws etc.	don't. Examples include: quality of some consultation processes that exclude some voices; and setting the agenda behind the scene.	internalised. Examples include: negative stereotypes that limit the roles of certain groups.

It is often easier to engage with visible power holders such as policy makers than to engage with power that is exercised behind the scenes, or that is embedded in cultural and social norms and practices. However, ignoring hidden and invisible forms of power is likely to lead to a limited understanding of how change could happen, how alternative sources of power could be mobilized, and which change strategies should be developed.

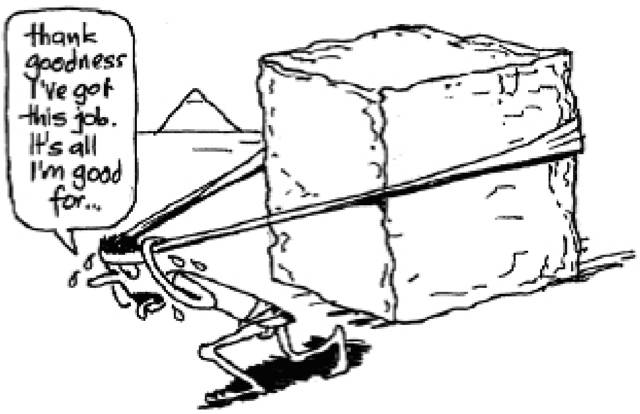
Challenging the social and cultural boundaries that condition all actors (powerful or powerless) may require strategies other than challenging the "power-holders" alone, whether they are visible or hidden in the way they exercise power.

<u>Discussion Questions</u>

- Looking at the Expressions of Power framework, can you think of examples under each of the categories that are relevant to your work?
- Looking at the Faces of Power framework, can you think of institutions or people that exercise hidden power on the issues you are addressing?

Visible Power

Hidden Power



Invisible Power

Learn more

Adapted from Hunjan, Raji and Jethro Pettit (2011). Power: A Practical Guide for Facilitating Social Change. Carnegie Trust/IDS, UK. http://tinyurl.com/q3lwbna

The special issue of IDS Bulletin (Vol 47, Issue 5, November 2016) on Power, Poverty and Inequality, edited by Marjoke Oosterom and Patta Scott Villiers, contains 11 articles which explore power issues in the context of development cooperation. Open access.
http://bulletin.ids.ac.uk/idsbo/issue/view/219

Tool 28: Six Thinking Hats

Aim of the tool

To look at a decision or problem from different perspectives to achieve a complete and rounded view of the situation.

When to use it?

In the Divergence stage, or Convergence stage, where the quality of analysis is crucial for the best possible decisions.

What are Six Thinking Hats?

This is a tool developed by Eduard De Bono (1999), which enables individuals in groups to look at a decision and its (potential) effects from different perspectives. Looking at a decision from different points of view, forces participants to think outside a habitual thinking style and helps to achieve a more rounded view of a situation.

As explained by Eduard De Bono:

“Thinking is the ultimate human resource. Yet we can never be satisfied with our most important skill. No matter how good we become, we should always want to be better. (...) The main difficulty of thinking is confusion. We try to do too much at once. Emotions, information, logic, hope and creativity all crowd in on us. It is like juggling with too many balls. What I am putting forward is a very simple concept which allows a thinker to do one thing at a time. He or she becomes able to separate emotion from logic, creativity from information, and so on. The concept is that of the six thinking hats. Putting on anyone of these hats defines a certain type of thinking. In the book I describe the nature and contribution of each type of thinking. The six thinking hats allow us to conduct our thinking as a conductor might lead an orchestra. We can call forth what we will. Similarly, in any meeting it is very useful to switch people out of their usual track in order to get them to think differently about the matter in hand.”

Each hat and the style of thinking it represents is described below:

Factual: Objective, neutral thinking in terms of facts, numbers and information. This thinking hat focusses on available data and information. It looks for knowledge gaps, and tries either to fill them or take account of them. For example, analysis past trends and extrapolating from historical data.

Emotional: Emotional, with judgments, suspicions and intuitions. ‘Wearing’ the red hat, one will look at problems using intuition, gut reaction and emotion. Also to understand other people’s responses.

Cautious: Negative, risk seeing and thinking about why something will not function. Using black hat thinking, one will look at all the bad points of the decision cautiously and defensively. This hat is used to see why things might not work out, which is important to highlight the weak points in a plan. The weak points can then be eliminated or altered or a contingency plan can be drawn up to counter them. This makes plans more resilient and prepared for risks.

Logical: Positive, optimistic, clear, effective and constructive. The yellow thinker helps you to think positively and to put concrete suggestions on the table. It is the optimistic viewpoint that helps to see all benefits of the decision and the value in it. Yellow hat thinking helps to keep everyone going when everything looks gloomy and difficult.

Out of the box: Creative, seeks alternatives. The green hat is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas. Provocation is an essential part of the green thinking. A whole range of creativity tools can help you here.

Management: Thinking about thinking. The blue thinker's role is to keep an overview of what kind of thinking is necessary at a certain moment in dealing with a problem. The blue hat thinker might request green hat thinking whenever running into difficulties because ideas are drying up. If contingency plans are needed, the blue hat will look for black hat thinking. The blue thinker is responsible for giving summaries, surveys and conclusions. The blue thinker keeps the discipline and brings the discussions back on to the right track. The blue hat stands for process control, worn by those who chair meetings.

Six Thinking Hats - Step by step

Both individuals and groups face challenges in making sound and resilient decisions. In MSPs we often see weak group decision making because the issues discussed are very complex (wicked problems), and because different stakeholders do not speak the same language.

Six thinking hats can help to improve this. In groups, it works best to have six colours of hats or caps available. Facilitators can engage people by asking questions like: "Could we look at the new government policy x from a white hat perspective? Who wants to start?" or "We have heard some great red and yellow hat contributions now... let's see if there are black hat contributions to the issue of y".

When using the hat model there are a number of key points:

- Putting on and taking off the hats (metaphorically) enables a thinker to be able to switch roles.
- The hats are not meant to put people into categories. It is totally wrong to say, "She's a green hat thinker" or "He only uses the red hat."
- The purpose and value of the six hats method is to get people to use all six modes of thinking.
- Hat thinking can detach your ego from the thinking. De Bono suggests that "our egos get attached to an idea or an argument. We cannot stand back in order to be objective".

Learn more

De Bono, E. (1999) Six Thinking Hats, New York: Back Bay Books.

Edward de Bono's webpage, see: www.edwdebono.com. You will find online courses and additional resources, and you can find certified trainers in your area who can help to use this tool to its fullest advantage.

Mind Tools, see: http://www.mindtools.com/pages/videos/six-thinking-hats-transcript.htm.

Simon Batchelor (1996) The six thinking hat model — a tool for participation in community development, the experience of an NGO in Cambodia. European Journal of Agricultural Education and Extension Volume 3, Issue 3. http://dx.doi.org/10.1080/13892249685300321

Tool 29: The Wheel of Multiple Perspectives

Aim of the tool

To help a group see an issue from as many vantage points as possible.

When to use it?

In the Divergence stage, when it is important to explore and include different perspectives from stakeholders about an issue.

What is the Wheel of Multiple Perspectives?

The more perspectives on an issue that a group can consider, the more possibilities exist for effective action, say Charlotte Roberts and James Boswell (in Senge et al, 1994, p. 273). The point is not just to look at one or two extremely different perspectives, but to experience as many differences of nuance as possible.

This tool helps to do this. It involves rotating between roles to encourage group members to see an issue from as many vantage points as possible. We describe the simplest version, which involves cards (another version uses a large paper wheel with a circle and spokes, which can be turned on a table). We assume that the tool is used in a multi-stakeholder convening, using tables with maximum 8 people per table.

Wheel of Multiple Perspectives - Step by step

The tool works as follows:

Step 1 - Prepare

Write the name of the issue, project or task on a large card and lay it in the centre of the table. (Example: 'Combining social, ecological and economical value in National Park X')

Then write up cards with the names or titles of 6-8 key stakeholders for the issue being explored. Some stakeholders may be present, others not. The stakeholders can be listed through a quick brainstorm, or be taken from earlier stakeholder analysis exercises, if any. (Examples for the above case: local government; environmental NGO; park rangers; park dwellers; farmers upstream of the park; tourism/lodge owners; police; companies with commercial interest in/around park; etc.)

Step 2 - Generate perspectives

Distribute the stakeholder cards randomly among the group members. One by one, group members are asked to add to the understanding of the issue from the perspective of the stakeholder on the card they are holding.

Ask participants to picture themselves in the position of this stakeholder, and comment on the issue one by one. A group member receiving the card for eg. 'Park ranger' will complete the sentence "From my perspective as park ranger, the critical elements within this situation are…". Collect the issues written in black on a flipchart. Collect ideas for leverage in green on another flipchart.

Make a round to allow all group members to share their comments from their perspectives. Group members are not allowed to 'pass'. If someone feels as if they don't understand this stakeholder's perspective, let them ask themselves these questions, playing the role of that person:

- **Time**: What is the time frame I am relating to? When did I become aware of the problem? When will it, effectively, be a non-issue for me?
- **Expectation**: What do I expect to happen, if the project continues as expected? What do I hope to happen? Who expects me to deal with this? What do they want me to do?
- **Examination**: How closely am I willing to examine the problem? From how far away do I see it? What else is connected with this problem as I see it?
- **Understanding**: What do I see about the problem that no one else sees? What is my understanding of the problem? What data is my understanding of the problem based upon?

After the round is completed, collect the stakeholder cards, shuffle them, and distribute them again. As before, people will share comments from the perspective of the stakeholder on the card they received, building on the comments that are already collected on the flipcharts.

Repeat at least three times to allow people to explore different perspectives.

Step 3 - Working with the perspectives

After some time, you will find that full descriptions of each perspective have been generated. Now, as a team, you can talk through the situation from each perspective after you have reviewed the flipcharts with issues and ideas for leverage. Finally, reflect on the exercise by asking questions such as:

1. What are similarities and what are differences?
2. What did you learn from the other perspectives?
3. How can that inform new decisions/improve our effectiveness?
4. From your perspective: What new thoughts could enhance your capacity for dealing with the issue?

Learn more

This tool has been adapted from:

Senge, Peter, Bryan Smith, Richard Ross, Charlotte Roberts and Art Kleiner (1994) *The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization.* Crown Business Publishers. Also see http://tinyurl.com/nbd95l6

Tool 30: Power Ranking

Aim of the tool

To help participants experience how every person has different kinds of rank and privileges, and to see how this influences group power dynamics.

When to use it?

Divergence stage, to sensitize groups about how rank affects power positions. Only to be used if there is basic trust within the group. The exercise generates lots of energy in groups.

What is Power Ranking?

In this exercise, the participants experience themselves that every person has different kinds of rank, or 'the sum of a person's privileges'.

<u>About the concept of rank</u>

As explained by Arnold Mindell, rank describes how influential someone is in the hierarchy of a group. In other words, it is the level of an individual's social or personal power. People derive their rank from various sources:

- Situational rank: for example, position in an organisation
- Social rank: for example, gender, educational level, age, race
- Personal rank: for example, charismatic, insecure, avoiding conflict
- Spiritual rank: for example, feeling connected to something transcendental, knowing your calling in life.

Interestingly, people often do not know that they have a particular rank. We tend to focus on ways of decreasing the rank of those with more power instead of focusing on ways to increase our own rank. Becoming aware of how rank affects you and others is the first step in understanding the subtle power dynamics operating among stakeholders in an MSP.

Rank is relational. It influences our interactions, whether we are aware of it or not, because its influence is as much in how others see us as in how we experience ourselves. The sense of power can change quite rapidly between people from moment to moment, as different types of power dynamics are experienced. Furthermore, most people have the tendency to be sensitive to how the rank of others is affecting them, while remaining less aware of how their own rank affects others.

Power Ranking – Step by step

This group exercise requires careful preparation. You will need slips of paper describing different ranks. For the sake of the exercise, we leave out the 4th type of rank (spiritual rank). Make sure you have a similar amount of ranks as you have participants (if you have a large group, you can split the group – ensure that you have double sets of paper slips in that case). Time management is critical with this exercise, as discussions tend to proliferate and spin out of control.

Explain to the group that this exercise is all about reflecting on who has the most decision making power in the specific situation, considering the local issues at stake. For example: "Who has most decision making power in starting oil exploitation activities in Kenya?"

Ask all participants to stand up and form a line. Then hand each person in the line one slip from the pile 'Situational rank' (see table), and ask them to take 10 minutes to rank themselves: stand in a line from the person with most decision-making power, to the person with least decision-making power.

In the context of deciding about oil in Kenya one can think of the following ranks:

Situational Rank	Social Rank	Personal Rank
1.Staff member NGO (project manager)	1. Man	1. High self-esteem
2. Director INGO	2. Woman	2. Charismatic
3. Director local NGO	3. Young (25)	3. Insecure
4. Human rights activist	4. Older (55)	4. Difficulties influencing others
5. Minister of Economic Affairs	5. PhD	5. Very effective in influencing others
6. Director multinational	6. Very attractive	6. Avoids conflict
7. Researcher Knowledge Institute	7. Minority Group	7. Limited communication skills
8. Director Financial institute (bank)	8. Very influential family	8. High emotional intelligence
9. Journalist from BBC	9. Single	9. Very competitive
10. Community leader	10. Twelve children	10.Very courageous
11. Local authority	11. Disabled	11.Very communicative
12. Miner	12. Poor family	12. Very shy
13. Donor (World Bank)	13. Rich family	13. Natural leader

When the line is formed, the facilitator asks those who were considered most/least powerful, the following question: "How does it feel to stand where you are now?" Besides exchanging some arguments about the political/economic system, it is important to give space to expression of feelings.

After this first round, the facilitator gives each participant a second rank (NB: on top of their first assigned rank), from the 'social rank' pile. The assignment is to take 10 minutes to reform the line and see how the order of persons is changing, if any. Again, if there have been shifts the facilitator enquires about feelings of those who went up or down the row.

A third round follows where participants are given a third rank (from the pile 'personal rank'). Make sure that you make combinations which are counterintuitive or less logical – so make the 'local authority' a 'natural leader', or the 'Donor from the World Bank' a 'very insecure' person. This will lead to some shifts in the row. After 5 or 10 minutes, ask reactions from several participants (ensure you include some people who have not spoken yet).

Learn more

CDI course materials

Mindell, Arnold (1995) Sitting in the Fire: Large Group Transformation using Conflict and Diversity, Portland: Lao Tse Press.

Tool 31: Guided Fantasy

Aim of the tool
Allow people to explore new types of thinking and link with the unconscious.

When to use it?
At the divergence stage.

Materials and setting

- Arrange the room into a comfortable setting. Preferably people should be in a comfortable position.
- You can use quiet music at the start of the exercise before introducing the topic, and at the end to get the participant's attention back to the plenary.

How to facilitate a guided fantasy

- First reflect on the preparation of what type of setting you will provide. Make a link to the critical issue of your MSP.
- Ask participants to close their eyes and make an imaginary journey. Relate to the issue by introducing a "new landscape/country/world" and ask them to dream about what happens, who they encounter, what are their feelings. For example suggest that they imagine that they are on an island, beach, forest and ask them what do they feel, smell, and hear.
- Allow at least 5 minutes of silence during which people make their fantasy journey.
- Bring their consciousness slowly back to the room.
- When the group is small (<10) you can collect the stories from the group. In big groups: have the participants form groups of two to share their dreams and pick a few examples to share with the whole group afterwards.

Learn more

Background on Guided Imaginary: www.healthjourneys.com/WhatIsGuidedImagery

Tool 32: Five Colours of Change

Aim of the tool
Assess what type of change agent you are.

When to use it?
The divergence stage, where the differences of understanding, seeing and valuing become apparent.

What are these Five Colours of Change about?

There are probably as many opinions about how change occurs as there are people in the world. Léon de Caluwé and Hans Vermaak developed a model which differentiates between five fundamentally different ways of thinking about change. Each represents different beliefs systems and convictions about how change works, the kind of interventions that are effective, how to change people, and so on.

Different kinds of thinking about change are labelled by colour: yellow, blue, red, green, and white. Each type of thinking is based upon a family of theories about change. As change is a collective exercise, requiring communication and cooperation with other stakeholders involved, the colour model aims to provide a language that facilitates discussions about change. These five models function as communication and diagnostic tools and provide a map of possible change strategies.

- Blue-print thinking is based on the rational design and implementation of change. Empirical investigation is seen as the basis for defining outcomes, and planned change (e.g., project management) is responsible for delivering them.
- Yellow-print thinking is based on socio-political ideas about organizations. This type of thinking assumes that people change their standpoints only if their own interests are taken into account. Change is seen as a negotiation, and is achieved by forming coalitions.
- Red-print thinking focuses on motivation: stimulating people in the right way is believed to induce behavioural change. Interventions range from reward systems or strengthening team spirit to an inspiring vision of the future.
- Green-print thinking has its roots in action learning and organizational development: changing and learning are deemed to be inextricably linked. Change agents focus on helping others discover their limits and learn more effective ways of acting.
- White-print thinking views change as continuous and pervasive. In this view, while change agents cannot control change, they can catalyse it. Change agents try to understand undercurrents, support those who grasp opportunities, and help remove obstacles in their path.

Watch a short video where De Caluwé and Vermaak introduce the model.

De Caluwé and Vermaak also developed an interactive test that helps you identify your convictions about change. The test results can be used to assess what type of change agent you are, what you are good at, and what personal skills could be developed further. You can do a free online test here.

Based on the use of the colour model throughout the years, several insights have emerged, which are valuable for the facilitation of multi-stakeholder partnerships:

- In order to survive and achieve long term success, multi-stakeholder partnerships need a diversity of participants with different insights and values. Each and every colour of the change agent model is important.
- A foundational (colour) focus on the change strategy is needed, especially when problems are deeply rooted as different coloured approaches can interfere considerably with one another.
- The colour of the change agent should match the change effort.
- Dialogues in organizations based on a multi-paradigm perspective (such as the colours) enhance organizational vitality.

Learn more

Caluwé, L. & Vermaak, H. Change Paradigms: An Overview. Open here

Caluwé, L. & Vermaak, H. – Twynstra Gudde (2001). The color test for change agents. How do you think about change? Open here

Caluwé, L. & Vermaak, H. (2015). Creating a colorful model of change. Best Paper Proceedings Academy of Management. Open here

Colors of change – de Caluwé and Vermaak Youtube playlist by Twynstra Gudde. Open here

In Dutch: Hans Vermaak publicaties ‘kleurendenken’. Open here

Tool 33: Combining ideas that might work together

Aim of the tool
Encourage people to think creatively and make linkages between different ideas.

When to use it?
The divergence stage.

Why combining ideas?

Too often in group work, people go with one particular idea that someone mentions. This might be because it is easy, or because the speed of discussion is so high that other ideas arrive too late to be mentioned to everyone. And sometimes, people are reluctant to brainstorm many new ideas because it can be difficult to know which ones are good, and it takes time to sort and decide all these ideas.

This tool helps to generate many ideas, and compare and sort them in an efficient way.

Materials and setting

- Prepare flip charts for 1) listing the ideas, and 2) listing the combination of ideas.
- If you type fast and the group is big you can consider showing it on the screen with a projector.

How to facilitate

First phase:

- First ask for silence and request people to think individually for five minutes on possible ideas that could help the MSP to innovate in new ways, and welcome any new ideas. There should be no judgement on the ideas, the point of this phase is to foster a creative brainstorming
- Make a listing of the ideas suggested by the group members.
- Consider a second (and third) round if the group is small or if people are inspired with new ideas after the first round of brainstorming.
- Check that all ideas are clear and understood by everybody.

Second phase:

- Ask again for 5 minutes of silence and request people to reflect on whether the ideas from the brainstorming can be combined.
- Make a round and list the combinations that the participants make. Check each time if they are clear to everyone in the group.
- Finally, allow the plenary to reflect on what would be helpful for supporting the combination of the different ideas.

Timing: each phase can be about 30-45 minutes; total 1 hour – 1,5 hours.

Learn more

We emphasize writing ideas down individually before exchanging them in a group. This is more effective than verbal brainstorming in groups. See
http://www.fastcompany.com/3033567/agendas/brainstorming-doesnt-work-try-this-technique-instead

Co-creation

Tool 34: Tuckman (forming, norming, storming, performing)

Aim of the tool
Self-evaluation process to make groups cooperate more effectively.

When to use it?
The co-creation stage, when the focus shifts towards developing group outputs.

What is the Tuckman tool?

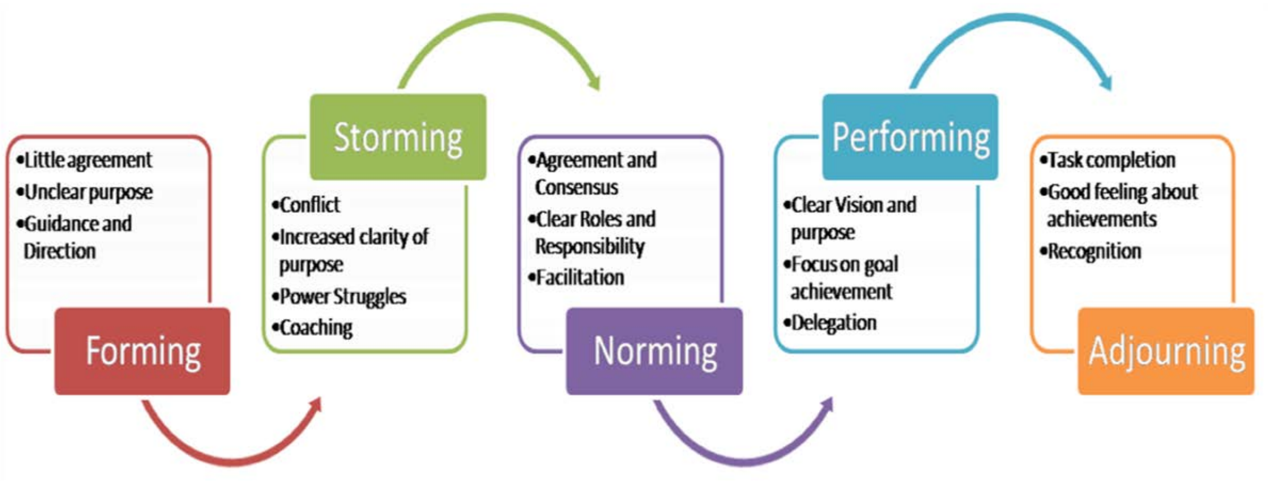
In 1965, Bruce Tuckman, an educational psychologist developed one of the most influential models for group formation. Based on his observations of group behaviour in different settings and on literature study, he came up with a model representing the different phases groups need to go through to grow as a team.

The model initially consisted of four distinct stages of group formation: forming, storming, norming and performing. Later, a fifth stage was added, called 'adjourning' or 'mourning'. They represent the necessary and inevitable stages from facing challenges, tackling problems, finding solutions and planning work to ultimately delivering results as a team.

Source: TrainTheTrainer 2011

As all stages have their own focus, they also correspond to a different set of feelings, behaviours and group tasks. According to Tuckman, raising awareness about the different stages and why things are happening in certain ways could positively influence the team's process and productivity.

Though Tuckman presented the different phases as a linear model, it is important to realize that in practice, the phases are rather fluid and group formation is not always a linear process.



Team Development Stages. (Source: Okpalad, based on Tuckman and Jensen (1977))

Having a way to identify and understand causes for change in the team's behaviour can help the team to maximize its process and productivity. This is especially the case when the Tuckman analysis is used as a basis for conversation instead of a fixed diagnosis.

Forming

The team is formed and everyone shows their best behaviour. A positive and polite atmosphere should be fostered. Strong guidance is needed by the facilitator as group tasks are not clearly defined yet.

Storming

Emerging boundaries become contested and conflicts occur. Also frustration with the lack of progress is common. Guidance is needed by the facilitator.

Norming

Team members start to resolve their differences, appreciate their colleagues' strengths, and respect the leader's authority. Behaviour from the storming and norming phases can overlap for some time when new tasks arise.

Performing

Hard work goes hand-in-hand with satisfaction about the team's progress. Team confidence makes team roles more fluid and more tasks can be delegated by the facilitator. Problems are prevented or solved as they pop up.

Adjourning

When all tasks are completed, it is important to celebrate the team's positive achievements. Letting go of the group structure after long periods of intensive team work can also generate uncertainty for individual team members.

Learn more

Stein, J. Using the Stages of Team Development. Open here

MindTools.com. Norming, forming, storming and performing. Understanding the stages of team formation. Open here

MindToolVideos: Forming, Storming, Norming, and Performing: Bruce Tuckman's Team Stages Model Explained. Open here

Tool 35: Belbin Team Roles

Aim of the tool
Optimise team work in a MSP.

When to use it?
The co-creation stage, when the emphasis shifts towards developing group outputs.

What are the Belbin Team Roles?

In the 1970s, Dr Meredith Belbin and his research team investigated why some teams seem to work and while others hit the rocks. Their research revealed that the difference between success and failure of a team was not dependent on factors such as intellect, but more on behavior of the team members.

The research team began to identify separate clusters of behaviour, each of which formed distinct team contributions or "Team Roles". Analysing these Team Roles uncovers the behavioural strengths and weaknesses of the individuals that you work with in the team.

The underlying idea of identifying Belbin Team Roles is to engage and develop the talent that is already around you. Use Team Roles to help build high-performing teams, maximise working relationships, and to enable people to learn about themselves.

This 2-minute clip provides a quick introduction.

The nine different Belbin Team Roles:

The first Team Role to be identified is the **Plant**. The role is so-called because one such individual is "planted" in each team. They tend to be highly creative and good at solving problems in unconventional ways.

The next Team Role to emerge is the **Monitor Evaluator**, who provides a logical eye, makes impartial judgements where required and weighs the team's options in an objective way.

Coordinators are needed to focus on the team's objectives, draw out team members to engage in Team activities, and delegate work appropriately.

When the team is at risk of becoming isolated and inwardly-focused, **Resource Investigators** provide inside knowledge on the opposition and make sure that the team's idea will be successfully carried out in a different context.

Implementers are needed to plan a practical, workable strategy and carry it out as efficiently as possible.

Completer Finishers are most effectively used at the end of a task, to "polish" and scrutinise the work for errors, subjecting it to the highest standards of quality control.

Teamworkers help the team to gel, using their versatility to identify the work required and complete it on behalf of the team.

Challenging individuals, known as **Shapers**, provided the necessary drive to ensure that the team keeps moving and does not lose focus or momentum.

It was only after the initial research on the above Team Roles had been completed that Dr. Belbin's research team added the ninth Team Role: the **Specialist**. The value of an individual with in-depth knowledge of a key area came to be recognised as yet another essential team contribution or Team Role.

How to analyse and use the Belbin Team Roles:

Participants are asked to take a 20 minute self-evaluation test to determine which role they expect to play in teams. This is a called a Self-Perception Inventory and can be taken online, after which a report is produced about their behavioural strengths and weaknesses in the workplace.

These results can be shared and used for reflection on how team-work can be optimised in the specific MSP.

Most people have a number of "preferred Team Roles" or behaviours they frequently and naturally display. We also have "manageable roles", roles which might not be the most natural course of behaviour for us, but which we can assume if required and might wish to cultivate. Lastly, we have "least preferred roles", those we should not assume.

If work requires Team Roles other than our own, it is much better to find and work with others who possess roles complementary to our own. Since people tend to display more than one preferred role, a team of four could quite easily represent all nine Belbin Team Roles.

Learn more

Belbin Team Roles website: www.belbin.com

Personalized reports certified by Belbin can be purchased on these websites:

- Belbin Inventories: www.belbin.com/rte.asp?id=400
- Belbin Self Perception Inventory: www.belbin.com/rte.asp?id=10

You may be able to google free variations of Belbin tests. They can provide a useful indication, but are not as thorough as the certified tests.

Belbin (2011). Team Roles in a Nutshell: www.belbin.com/content/page/4980/Belbin(uk)-2011-TeamRolesInANutshell.pdf

Tool 36: Scenario Planning

Aim of the tool
Make participants think about possible futures, as well as stimulate creative and forward thinking.

When to use it?
The Co-creation phase. Also to be used when planning next steps for the MSP, or for strategy development.

What is Scenario Planning?

Scenario planning uses stories of what could happen in the future with diverse stakeholders in order to decide jointly how they want to influence the future. It motivates people to challenge the status quo, or get better at doing so, by asking "What if?" Asking "What if?" in a disciplined way allows participants to rehearse the possibilities of tomorrow, and then to take action today, empowered by those provocations and insights.

The technique of scenario planning has been used by organisations for decades to prepare and adapt themselves for future scenarios outside their control. At CDI we use a shortened version, which emphasises that stakeholders should not just adapt to a future situation, but should be together instrumental in shaping their common future.

Scenarios should not be mistaken for predictions. Scenarios are provocative and plausible stories about how the future might unfold. Scenarios consist of a range of multiple stories or hypotheses to capture a range of future possibilities, both good and bad. They include diverse external issues, which might evolve, such as the future political environment, social attitudes, regulations and the future economy. We call these external future issues 'driving forces'. Scenario planning consists of the process through which scenarios are developed and how they are used to inform strategic planning.

The guiding principles in scenario planning are:

- A long-term view: Scenario planning requires looking beyond immediate demands or urgent needs.
- An outside–in view: Scenario planning considers those aspects which stakeholders can control – thinking from the inside- but also considers external influences, which are outside of your control but have a great influence in how the future of your MSP might unfold.

Steps to use the tool:

This version of scenario planning takes about 3 hours.

<u>Step 1</u>: In this phase, the issue at stake has to be clarified. This can be based on the explorative tools, which participants may have already carried out, including a detailed picture and stakeholder analysis and an institutional analysis. Take into account the factors and institutions that are supportive or constraining the issue. From these, identify the driving forces.

<u>Step 2</u>: Synthesizing the driving forces. What are the implications (issues and opportunities) of the driving forces for the different actors?

- Think of the most important actors;
- For each actor, brainstorm about a few implications: challenges, issues, opportunities caused by the driving forces.

Step 3: Prioritize the driving forces by two criteria:

- The degree of importance of the driving forces to the issue at stake;
- The degree of uncertainty surrounding those forces.

Continue by identifying the two driving forces which are most important to the issue at stake and most uncertain. These driving forces are your 'critical uncertainties'. They will be the foundation for your scenario set.

The two forces should not be too closely dependent on each other, and have to be able to go in contrasting directions in the future.

Step 4: Make the 'scenario matrix' based on the two identified driving forces, and the 'critical uncertainties'. One force will constitute the X-axis and the other the Y-axis. Every quadrant of the matrix represents one scenario. Develop all 4 scenarios by discussing the following questions:

- What happens in each scenario?
- What policy options are available for each scenario?
- Which interventions are needed to prepare for each scenario?

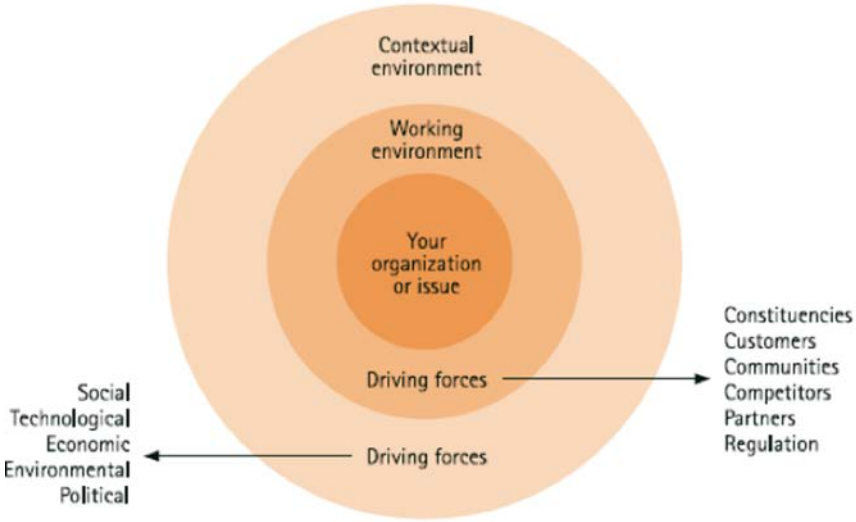
Request a small task force to do a write-up of each scenario, written in the present tense. It should read like a story imagined from that particular scenario. Request another small task force, or a professional artist to illustrate each scenario. Final outputs are 4 stories of e.g. 500 words each, and 4 illustrations.

Step 5: Reflect on the four scenarios and discuss their implications for the MSP.

Notes

A regular scenario planning will last for 2-3 days. The above 3-hour session should be regarded as an introduction only, for situations in which 2-3 days are not available.

We have adopted the concept of 'driving forces' (following Global Business Network), where others use a distinction between 'Drivers' and 'Trends' for the same purpose. In shorter sessions, we found 'driving forces' to be adequate and less confusing. Groups tend to have difficulty in, for example, distinguishing between a driver and a trend.



A framework for outside-in thinking. Source: Scearce (2004:13)

Learn more

Methodology:

Diana Scearce et al (2004) What If: The art of scenario thinking for non-profits. Global Business Network. http://www.monitorinstitute.com/downloads/what-we-think/what-if/What_If.pdf

Shell International's Global Business Environment (2003). Scenarios: An Explorer's Guide. Shell International. Available online at www.shell.com/global/future-energy/scenarios/explorers-guide.html.

Adam Kahane (2012) Transformative scenario planning: working together to change the future. San Francisco: Berrett-Koehler. For sale, or excerpt

Drew Erdmann, Bernardo Sichel, and Luk Yeung (2015) Overcoming obstacles to effective scenario planning. McKinsey blog

Examples:

World Economic Forum (2017) Shaping the Future of Global Food Systems: A Scenarios Analysis. WEF's System Initiative on Shaping the Future of Food Security and Agriculture/Deloitte Consulting LLP. www.weforum.org/whitepapers/shaping-the-future-of-global-food-systems-a-scenarios-analysis/

Forum for the Future (2012) Dairy 2020: Scenarios for a sustainable UK dairy industry. See project site, and click there on the 'Dairy 2020 Scenarios' pdf.

Jaïr van der Lijn (2012) Sudan 2012: Scenarios for the future. The Hague: Clingendael Institute/Cordaid/Pax Christi www.clingendael.nl/sites/default/files/20090914_cscp_lijn.pdf

Tool 37: Conflict Styles

Aim of the tool Generate insight on how different conflict-handling styles affect interpersonal and group dynamics and empower people to select the appropriate conflict-handling style for any situation. **When to use it?** The co-creation stage. At this stage, this tool helps people to engage and collaborate effectively.

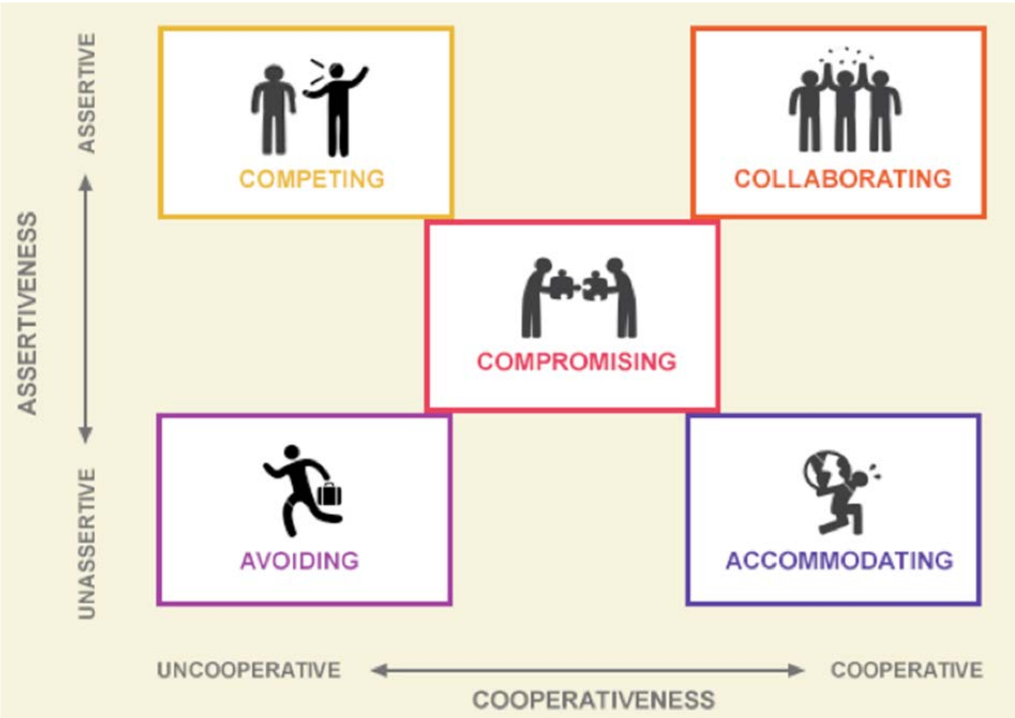
What is Conflict Styles?

The Thomas-Kilmann Conflict Mode Instrument assesses an individual's behaviour in conflict situations—that is, situations in which, two people's interests appear to be incompatible.

In conflict situations, we can describe a person's behaviour along two basic dimensions: (1) assertiveness, the extent to which the individual attempts to satisfy his or her own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns.

These two dimensions of behaviour can be used to define five modes of dealing with conflict. They also provide detailed information on how to use these different conflict-handling styles effectively.

These five conflict-handling modes are shown below:



Source: CPP

Competing

You try to satisfy your own concerns at the other person's expense.

Collaborating

You try to find a win-win situation that completely satisfies both people's concerns.

Compromising

You try to find an acceptable settlement that only partially satisfies both people's concerns.

Avoiding

You sidestep the conflict without trying to satisfy either person's concerns.

Accommodating

You attempt to satisfy the other person's concerns at the expense of your own.

Why use this tool?

Although we all use different styles at different moments, people tend to feel more comfortable using one or two of the five conflict styles. This is influenced by a combination of personality, nature, upbringing, culture and work environment, among others. Strong teams tend to have a diversity of conflict styles to cope with challenges.

The Thomas Kilmann Conflict Mode Instrument provides a test of 30 statement pairs, for a group to get insight into different ways in which people respond to conflict.

The added value of using this tool to facilitate multi-stakeholder processes is that once stakeholders are aware of their own conflict style, and have learned about other styles, they can make a conscious choice about which conflict style is most effective and appropriate in the given situation.

The results of this analysis can act as stepping stones for a facilitator to safely open up the discussion about conflict, reveal emerging patterns, and question the current displayed conflict behaviour.

Learn more

CPP: Thomas-Kilmann Conflict Mode Instrument (TKI™) www.cpp.com/products/tki/index.aspx. This test can be purchased at this website. You may find other pen-an-paper versions elsewhere on line, but this is the official one which gives you a Profile and an Interpretative Report.

A 3-minute introduction to TKI: Four tips for managing conflict

Thomas, K.W. & Kilmann, R, H. (2008). Thomas-Kilmann Conflict Mode Instrument. Profile and interpretive report (sample).

Tool 38: Partnership Agreement

Aim of the tool
Manage expectations, avoid misunderstandings, and clarify commitments in order to encourage collaboration between participants of a MSP.

When to use it?
In the Co-creation stage, when ideas for joint activities are defined and take shape.

What is a Partnership Agreement?

As the MSP moves from the Initiating to the Adaptive Planning Phase (see Process model; Section 3 of the MSP Guide), stakeholders will be committing increased resources, which calls for clear agreements among the stakeholders. There are many ways of doing this, from very informal (e.g., an ad hoc collection of individuals) to very formal arrangements (e.g., a new legally registered organisation with independent governance and accountability procedures). The format of a Partnering Agreement described here was developed by Ros Tennyson of the Partnership Brokering Association (PBA) and we consider it useful to clarify agreements between stakeholders.

Partnering Agreements need to be developed at an early stage of a collaboration to avoid misunderstanding. This is not a contract, as it is not legally binding. Rather this is an agreement developed between stakeholders as equals. It outlines their agreement to cooperate, and states explicitly the interests of each stakeholder. Legally binding contracts may be made later if MSPs enter into complex implementation arrangements or handle large amounts of funding.

How to draft a Partnership Agreement

The process of drafting a Partnering Agreement is, in itself, a powerful instrument to bring assumptions that stakeholders have to the forefront. Often parties are a bit unspecific in their intentions for collaborating in the initiation phase, but when the partnership matures it is necessary that things more get specific and clear.

Partnering Agreements can also be reviewed by stakeholders if there is a significant change in their situation: the departure or arrival of a new collaborator, or a substantial shift in the context. Such a regular review process can, by itself, be a good way to monitor the health and relevance of the partnership.

The annex shows a sample Partnering Agreement, which can be adapted and expanded for different contexts and purposes. Remember that it should be jointly developed by stakeholders who are being expected to sign it, to avoid one party feeling pressured to sign without full understanding or ownership.

Learn more

This tool has been adapted from:

Ros Tennyson (2003) *The Partnering Toolbook.* IBLF/GAIN, p. 17. http://thepartneringinitiative.org/publications/toolbook-series/the-partnering-toolbook/ (requires registration).

Also check out: Stella Pfisterer & Nasim Payandeh (2014) *Designing Comprehensive Partnering Agreements: An Introduction to the Partnering Agreement Scorecard. A tool for co-creating and reviewing partnering agreements.* www.rsm.nl/prc/publications/detail/62-designing-comprehensive-partnering-agreements/

Annex

SAMPLE PARTNERING AGREEMENT

(Courtesy of the Partnering Toolbook)

1.0 PARTNER ORGANISATIONS

1.1 Partner A

Contact details

Contact person

1.2 Partner B

Contact details

Contact person

1.3 Partner C

Contact details

Contact person

2.0 STATEMENT OF INTENT

2.1 We, the undersigned, acknowledge a common commitment to / concern About...

2.2 By working together as partners, we see the added value each of us can bring to fulfil this commitment / address this concern

2.3 Specifically we expect each partner to contribute to the project in the following way(s):

Partner A...

Partner B...

Partner C...

All partners...

3.0 STRUCTURES AND PROCEDURES

3.1 Partner roles and responsibilities...

3.2 Co-ordination and administration...

3.3 Working groups / committee(s)/ advisory group(s)...

3.4 Decision-making processes...

3.5 Accountability arrangements...

4.0 RESOURCES

4.1 We will provide the following resources to

a) the partnership and

b) the project...

5.0 AUDITS / REVIEWS / REVISIONS

5.1 We agree to make available all information relevant to this partnership to partners as necessary

5.2 We agree to review the partnership every ... months

5.3 An independent audit of the financial arrangements of the partnership(and any projects resulting from the partnership)will be undertaken on an annual basis

5.4 We agree to make adjustments to the partnership (including re-writing this agreement) should either a review or an audit indicate that this is necessary for the partnership to achieve its objectives

6.0 CAVEATS

6.1 This agreement does not permit the use of copyright materials (including logos) or the dissemination of confidential information to any third party without the written permission of the partner(s) concerned

6.2 This agreement does not bind partner organisations or their staff / officers to any financial or other liability without further formal documentation

SIGNED

on behalf of Partner A

on behalf of Partner B

on behalf of Partner C

DATE

PLACE

Tool 39: Open Space

Aim of the tool
High energy approach to deal with urgent complex issues, involving a diverse group of stakeholders, allowing participants to self-organize.

When to use it?
This tool is useful at the early stages of an MSP, where exploration, problem solving and planning are central. It can help to generate in-depth information about a selected topic.

What is an Open Space?

Open Space is a highly flexible methodology, which builds on the diverse talents and ideas of a heterogeneous group of stakeholders. It allows groups to self-organize around a complex issue, as participants are invited to create the agenda and take responsibility to explore issues they feel passionate about. The underlying structure of an open space is focused on enhanced learning and creativity to enable participants to develop innovative input.

An open space workshop can run from a couple of hours to several days; Reserving plenty of time to foster transformative outcomes is important. The methodology can accommodate both small to very large groups.

Before the workshop, an overarching question or statement is formulated, which will serve as the focus of the workshop.

Source: Art of Hosting

Open space setting

Set up chairs in a circle, leaving space in the middle. This chair arrangement shows all participants are equal, and by facing each other, they are invited to work together.

Select a blank wall where the overarching theme of the workshop can be published. Also an Agenda wall and News wall need to be created.

Opening the session

The facilitator invites people to reflect in silence upon the theme of the workshop, and come up with ideas and issues that resonate strongly with them. Any idea participants feel passionate about, and that they want to take responsibility for, can be published on the blank wall, which will act as a 'market-place'. Later, participants are asked to step up and host a small group conversation on an issue that has meaning for them.

The facilitator also explains the basic principles behind the open space workshop:

<u>Principles:</u>

- Whoever comes are the right people
- Whatever happens is the only thing that could have occurred
- Whenever it starts is the right time
- Whenever it ends is the right time

<u>The law of two feet</u>

Participants are encouraged at any time to change position and walk to the session they feel passionate about and want to take responsibility for.

<u>Bumblebees and butterflies</u>

Bumblebees and butterflies are the metaphors for participants travelling from one group discussion to another. By using the law of two feet, they can 'pollinate' and 'cross fertilize' as changing positions allows for new input, new links and broader perspectives to arise.

Opening the market place

The facilitator invites everyone who has selected an issue to step into the middle of the circle and announce their choice. They write their topic, name, as well as a suggested time and place for a meeting, and post the invitation on the Agenda Wall.

When all invitations are published, participants can sign up for a session of their choice and contribute to the workshop by using the law of two feet.

The small group discussions can start simultaneously. A facilitator is appointed for each session, who also makes sure that a report is made for the News wall. Plenty of flip chart paper and coloured pens are provided for each group.

Ideally, once the workshop has started, the general facilitator is "neither seen nor heard". As a self-organizing event, participants need space and the facilitator's role is to keep this space open. He or she needs to ensure that participants can engage in a safe and open way to take full advantage of their creative and problem solving skills.

Closing circle

30-60 minutes before the end of the workshop, the facilitator invites all participants to share their key learning points or highlights. This is a moment to share without discussion and harvest the output from the various conversations. A talking stick could be used.

When multiple days are reserved for the workshop, the same steps can be repeated to get a deeper understanding and commitment.

Learn more

http://openspaceworld.org/wp2/

Essential Elements of Open Space Technology:

http://www.michaelherman.com/cgi/wiki.cgi?OpenSpaceTechnology/EssentialElements

Planning an Open Space Technology Meeting:

http://www.chriscorrigan.com/parkinglot/planning-an-open-space-technology-meeting/

Three minute video on Open Space (courtesy of Art of Hosting):
www.youtube.com/watch?v=a3jVOKQYm6E

Tool 40: Document and Summarize

Aim of the tool
To capture ideas, insights and decisions in MSP discussions.

When to use it?
The co-creation stage, but also in other stages.

What is documenting and summarizing all about?

Documenting and summarizing are important habits often taken for granted, or not used to their full potential. Some examples of what can go wrong:

- The chairperson forgot to organize a documenter and delegates this task last-minute to an unprepared intern...
- The note-taker formulates the main insights on his/her own afterwards, risking a biased or incorrect interpretation of the real proceedings...
- The note-taker captures the main plenary proceedings, but has no track of the outputs of parallel small-group work...
- Under time pressure, a meeting ends without a summary of main areas of agreement/disagreement, or decisions made...
- A chairperson summarizes the outcomes of an MSP meeting without double-checking the exact wording with stakeholders present...

Neglecting to document and summarize well has many consequences. Without adequate summarizing some stakeholders may not understand how the process is progressing, as summarizing has an important function to 'make sure everybody is on the same page'. Another consequence can be that conflicts arise, due to sensitive topics being included or excluded from the meeting reports or public statements. Documenting and summarizing are therefore key elements of managing the risks inherent in MSPs.

Ways to ensure that documentation actually supports MSP decision making

<u>Checking by the consensus by summarizing together</u>:

It is good practice to double-check that every stakeholder is clear about agreements made during a meeting. This can be done by summarizing what has been discussed, and asking if this summary reflects everybody's recollection. This summary of outcomes can include a) decisions made; b) areas of agreement; c) areas of disagreement.

This process is important for two main reasons: (1) Making sure that all participants agree and understand the outcomes and key issues of a meeting or discussion. As participants are often less alert at the end of a meeting, it is even more important to clarify the issues discussed and make matters explicit; (2) Creating consensus on a common message to be distributed by participants to their networks.

Participants will recall and present key issues of a meeting from different perspectives. This cannot always be prevented. Still you to make this explicit and stimulate or 'seduce' participants to come to an agreed common message.

<u>Be prepared to document in real-time</u>

Don't delay documenting until the meeting is finished. Rather, draft texts about key points that can be shared and fine-tuned with participants. Use coffee breaks to edit essential wordings, and allow participants to suggest changes whilst the discussion is still fresh in everyone's minds.

During a discussion:

-Ensure that everybody clearly understands what is being discussed. Write down on a flipchart the question or discussion topic to keep the group focused.

-During the discussion, use flipcharts or an empty Powerpoint slide to write down main issues.

-At the end of a discussion present these key issues back to the group. Ask if everyone agrees with the wording and if needed, ask someone to clarify.

-Let participants vote or otherwise decide what they consider to be the most important issues at the end of the discussion.

Tools for building consensus:

- A simple method for building consensus is to provide each participant with a green and red card and instruct them to hold up the green card if they agree on the formulation of a key issue/outcome/conclusion and a red card if they disagree;
- Another tool which can be used is 'Gradients of agreements', a tool developed by Sam Kaner (2014). For a description of the tool click here;
- Another useful tool at this stage is 'Set Decision Rules', see Tool 52.

-Be careful not to dwell endlessly on crafting the right wording of a summary. Rather, do a rough summary in the plenary and invite a small group of 2-3 participants to finalize the language after the meeting. Make sure that this small group is representative of the different stakeholder views.

Involving participants after the end of a meeting:

-Try to share the key messages of the meeting with the participants within one working day. Announce during the meeting that participants will get such an email and ask them to respond with feedback within 24 hours. This is an effective way to quickly get back to participants after a meeting and keep them engaged. It also increases the chances of getting much higher-quality feedback. Inform participants that a detailed report, inclusive of their feedback, will be shared within several weeks.

-Approach participants who are likely to blog about the event, meeting or discussion. Blog entries are usually written right after a meeting or event. They can thus serve as a quick medium to report about a meeting or event and keep participants and their networks engaged. You can either choose to request bloggers to post on your MSP website (if this exists), or leave them free to post on their personal or organizational websites. In the case of the former, ask permission to edit the blog to ensure it accurately reflects the event.

Learn more

On Gradients of Agreement:

S. Kaner, (2014) 'Facilitator's Guide to Participatory Decision-Making': 333-373:
http://msue.anr.msu.edu/news/gradients_of_agreement_can_help_move_groups_forward

http://rubenvanderlaan.com/2012/02/are-your-meetings-clear-about-decisions/

Tool 41: Visioning

Aim of the tool
To generate a common goal, hope, encouragement, creative thinking and passion.

When to use it?
The co-creation stage, when the emphasis shifts towards developing group outputs.

What is Visioning?

Visioning is a tool that brings stakeholders together to develop a shared vision of the future. It helps to answer the question:

"What do we want to see in place 5-10 years from now in this MSP?"

By engaging participants in the formulation of a common goal, visioning gives people a sense of control and motivation, and offers a possibility for fundamental change. It nurtures essential characteristics of powerful and effective groups, like cohesion and common direction.

With problem solving, a group can become mired in technical details and political problems and may even disagree on how to define the problem. Problem solving, although useful, rarely results in any real fundamental change.

While a problem is something negative to move away from, visioning provides a positive paradigm by offering something to move toward. It offers a bigger picture. It generates creative thinking and passion to solve the problems that might arise when moving toward a vision.

A good vision is both realistic and stretching. Visioning too far into the future has the drawback of not creating enough motivational pull. Visioning too close to today and has the drawback of appearing as just another plan.

Source: www.sswm.info/content/visioning

How to facilitate visioning group work

As a group formulate the vision as an answer to the question: "What do we want to see in place 5-10 years from now in this MSP?"

Step1: Context

- Imagine there will be a documentary team coming to your organization to show them the progress that has been made by all the stakeholders.
- What will you show them?
- What activities will they see?
- What achievements have been made?
- How do outside organizations collaborate?
- What institutions, attitudes, paradigms have been changed?
- What are the livelihoods of the people?

Step 2: Brainstorm

- Individually, on a piece of paper list the elements of your vision, the concrete things you see in the future, and the things you dream about. Through this process do not yet talk to your neighbours.
- In pairs, agree on the 5 most important concrete elements of the vision and mark the two most important ones. Then share your ideas in plenary.

Step 3: Grouping of ideas

- Which ideas go together because they have the same intention, the same direction?

Step 4: Naming the vision elements

- Give a short name to each of the groups of ideas that will form the vision.
- What is the common direction, and the key element of these ideas?
- How can we name this element of the vision?

Step 5: Reflect

- How do these elements link to each other?
- Are they all important or is there a hierarchy?
- Could we come up with a one sentence vision, or could we keep these separate elements of the vision as they are?

Learn more

Several visioning exercises as well as guidelines and best practices. Access here

DFID (Editor) (2003): *Tools for Development. A handbook for those engaged in development activity.* London: Department for International Development. URL, pdf.

Social Transformation Project. Visioning Toolkit. Access here

Tool 42: Circle of Coherence

Aim of the tool
To expand insights in the functioning of a vital network; to clarify the participants' positions in the network and to clarify the (power) differences and similarities between the participants.

When to use it?
Co-creation stage or Convergence stage: to review an established MSP or network, preferably with stakeholders.

What is the Circle of Coherence?

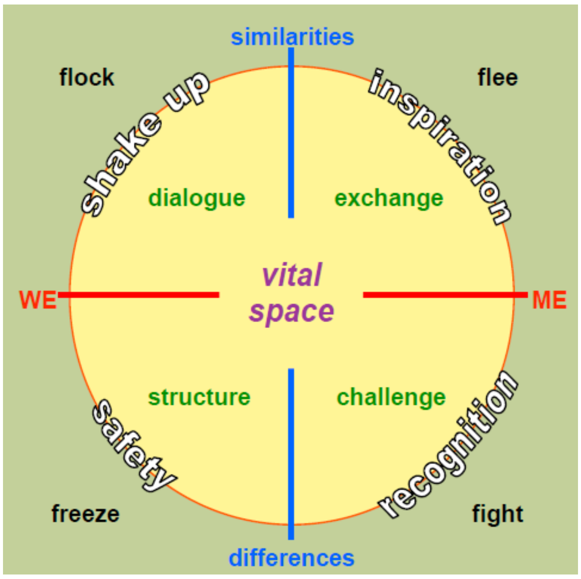
This tool, developed by Eelke Wielinga (www.linkconsult.nl; Wageningen UR; MDF) requires more theoretical introduction than other tools. It offers a particular way of looking at network dynamics.

Healthy networks have 'vital spaces'

The Circle of Coherence is based on the assumption that human networks are alive, like any living organism in nature. A healthy network develops task division and specialisation, making the whole more than the sum of parts. A coherent network influences its environment.

People feel 'vital space' in a network when they gain from their efforts and when they feel meaningful. There are four basic interaction patterns that feed this vital space:

- Exchange: a positive balance between give and take
- Challenge: incentives to use the best abilities
- Structure: clarity about order that regulates the interaction
- Dialogue: willingness and effort to learn from each other



Since vital space is rewarding, it stimulates to increase efforts and attuning to others, which makes it a self-propelling process. In a healthy process the drive to keep balance between these constructive patterns is in-built. They alternate. This is comparable with what is known in group dynamics as the stages of group development: forming, storming, norming and performing.

The logic behind it is that in every communication at least two dimensions can be distinguished. The dimension of contents (vertical, blue) refers to images of people about what they know and what they want. Between similarities and differences people can be curious and hopeful. Curious to find out what they don't know yet. And hopeful regarding the ambition that brings them together in the network. Too many differences are confusing, and too much similarity does not have added value.

The dimension of relations (horizontal, red) refers to the tension between individual and collective space. For joining efforts, people have to attune to each other at the cost of their individual freedom. At the WE side, collective ambitions, norms, rules, structures determine what behaviour is expected. If this becomes too strangulating, the natural response is to aggressively reclaim individual space. At the ME side, the added value of the network gets lost, resulting in lack of protection and meaningfulness. This provokes fear, making people more inclined to attune again.

Destructive patterns exist as well. Like every living cell has its destructive mechanisms, ready to do their clean-up work when the function of the cell gets lost, such patterns are looming in every network was well. Under pressure, people have four options:

- Flee: detach from the network
- Fight: try to get it their way by reducing the influence of others
- Freeze: avoid any danger
- Flock: submerge in subgroups, seeking safety against an angry world outside

These patterns are destructive because they escalate into stagnation or chaos. Such patterns do not correct themselves. For someone who cares about the network, these patterns indicate that something needs to be done.

Intervening with the Circle of Coherence

The value of the Circle of Coherence is that it helps to identify different strategies for intervention. What might help in one pattern is counterproductive in others. An inspirator who makes people see the advantages of the network helps them from fleeing to the pattern of exchange. When people are fighting, he makes the situation only worse, because people are already struggling for recognition of their own ideas.

In every quadrant people need something different to get out of the escalating pattern.

- Inspiration (flee): An inspirator can do so by showing how the network connects with their ambitions.
- Recognition (fight): A negotiator can give recognition to valuable intentions and seek solutions for what does not fit together.
- Safety (freeze): An investigator can search for safe grounds where parties can experiment with different behaviour, thus building trust in small steps.
- Shake up (flock): A joker can touch on suppressed feelings in a humoristic way, thus bringing relief in the strangulating climate of forced adaptation.

These are called warm interventions because they bring people to insights that will increase vital space. They work through the mind. Sometimes these interventions are not strong enough to stop escalating patterns. Cold interventions make use of power to force people to make certain behaviour impossible.

- A ruler sets conditions in which the price of fleeing becomes too high, and the perspective on rewarding interaction becomes more attractive.
- A strategists intervenes in a fight by making it impossible for any of the fighting parties to win at the cost of others. This forces them to start communicating.
- A fighter breaks the pattern of freezing by making it impossible for the ruling party stay in control.
- A prophet uses his authority in the pattern of flocking to wake up people by telling the inconvenient truth in a way it cannot be ignored.

In practice we use all these interventions, including the cold ones, in more or less explicit ways. However, the cold interventions are in danger to aggravate the situation, rather than opening up the way to solutions. The intention and justification are crucial.

The difference between constructive and destructive patterns in living systems is connection. In a healthy network task division, specialisation and coherence develop as long as all essential elements are connected. Destructive patterns occur when such connections are lacking. Interventions contribute to vital space, as long as they work towards restoring connection.

Procedure

One practical way to get a group of people to reflect on the circle of coherence is to create the basic picture (a circle, with two axes on it made by using rope, and names on A4 paper) in loose elements, enough to cover a big space in your workshop room of at least 5x5 metres. See photo.

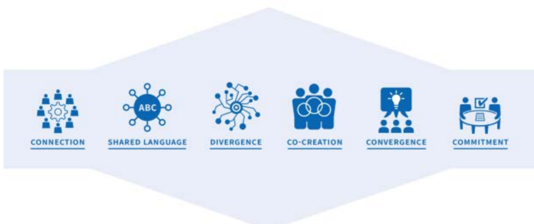
Participants are requested to position themselves in the quadrant in which their MSP is currently involved. Within that quadrant, ask them to reflect whether this MSP is inside or outside the ‘vital space’. This can imply that the MSP is more on the ‘I’ side or more in the ‘We’ side, and whether the focus currently is on the similarities or the differences.

Learn more

Eelke Wielinga (2009) The Circle of Coherence [pdf]

Steve Waddell (2012) Innovation and learning networks and free actors. Blogpost 12-04-2012. http://networkingaction.net/2012/04/innovation-and-learning-networks-and-free-actors/

Convergence



Tool 43: Prototyping

Aim of the tool
Quickly and cheaply make ideas tangible so they can be tested and evaluated by others.

When to use it?
The convergence stage, when decisions need to be made about which ideas could work.

What is Prototyping?

At the convergence stage of a MSP, the focus is on creating a shared understanding, and a common sense that progress is being made towards solutions. A lot of ideas and options are circulating that need specification and testing.

Prototyping tools make it possible to generate insight into the pros and cons of each idea before a lot of time, energy and resources are invested in making the proposal picture perfect. They offer an option to quickly experiment and get feedback on the essential elements of a proposed idea earlier in the process.

According to IDEO, prototyping has three main elements:

- Build to think: creating a solution so that it can be communicated to others and making the idea better.
- Rough, rapid, right: Prototypes do not need to be perfect, it is about learning fast by creating a quick and cheap way of experimenting.
- Answering questions: It is essential to identify which question you want to answer with a prototyping tool.

If you like to take advantage of prototyping, facilitators can fall back on a wide variety of prototyping tools. Groups can, among others, build models, create storyboards, do a role play, or make a diagram to show their ideas to others.

Whatever the tool you select, it is crucial that participants experience a sense of play: trying things out, without fear of failing, while being curious for feedback on how things can be improved.

Example: how to use a storyboard in a MSP

A storyboard is basically a simple sketch that quickly visualizes a process or idea. This could be a product or service that the MSP plans to develop and offer. It serves as a brainstorming tool to transform ideas into a presentable (linear) format. The process of visualization can help in thinking the idea through. A comic book format is often used for this process.

If you use the storyboard as a way to quickly test some ideas, the group can be divided into several smaller teams, which each work on their own storyboard.

A facilitator informs the group about the basic elements of a storyboard and makes sure all participants understand that the drawings do not need to be detailed or beautiful in order to present a clear message. Once the storyboards are made, the facilitator organizes a plenary feedback session.

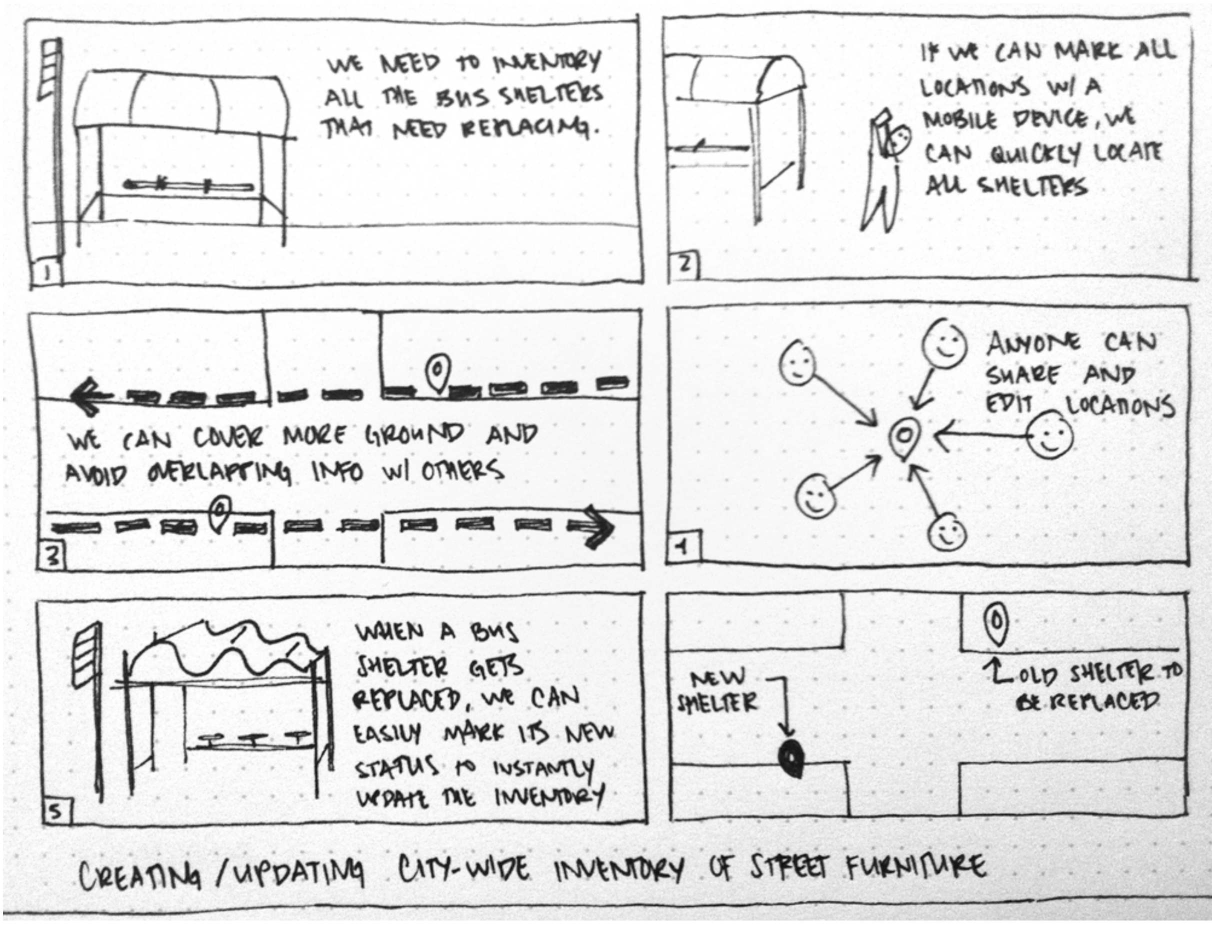
Materials needed: pen, paper or drawing board

Time: about 60 minutes

Storyboard instructions for the assigned teams:

- Determine which key elements of your idea you want to visualize.
- Take 30-45 minutes to visualize the story in a comic book format.
- Present the storyboard to the group and ask for feedback.

Example of a storyboard by Design Studio Ux:



Learn more

IDEO (2015). The field guide for human-centred design. 1st edition. Available for download at http://www.designkit.org/resources/1/

IDEO (2013). Human-centred design toolkit. 2nd edition. Available for download at http://www.ideo.com/images/uploads/hcd_toolkit/IDEO_HCD_ToolKit.pdf (UPLOAD)

Tool 44: Prioritizing and Ranking

Aim of the tool
This tool will help you to select the most promising ideas or options when many have been generated.

When to use it?
Convergence stage, when the range of different ideas and options needs to narrow down.

What is prioritizing and ranking?

So, you have brainstormed a lot of ideas in your meeting (perhaps by having used Tool 33 'Combining ideas that might work together'). The question is how you will decide together on which ideas to keep, and which ones to discard. There are various simple yet systematic methods to do this. Below you will find three: Select Promising Ideas (© IDEO 2012), Narrowing a long list, and Ranking & Scoring.

(1) Select Promising Ideas

It is the passion and energy of a team that makes the development of an idea successful. To get a sense of which brainstorming ideas generate excitement, let everyone on the team vote on their favourites while they are still fresh in their minds.

<u>Cluster the ideas</u>

Spend a few minutes immediately after a brainstorming session grouping together similar ideas.

<u>Vote for favourite ideas</u>

Ask the brainstorm participants to each select an idea that is their personal favourite, the one they want to work on, or the one they believe is most promising. Give everyone a limited number of choices. Let people decide in silence first, so that they are not swayed by others' opinions. Vote directly on the brainstorm Post-its, either using sticky dots or simply drawing a dot.

<u>Discuss the results</u>

Count the votes and determine the most popular ideas. As a team, take the most promising ideas and decide which ones to develop further. Be realistic about the number you can pursue—aim for three ideas to start with.

(2) Narrowing a long list

If there are many ideas, and much disagreement about which ideas to choose, a ranking exercise can help to select the most important ones in a systematic way. Be aware that the group needs to be clear about the criteria for selection: are we trying to get at the most important idea or the most feasible idea? Examples of criteria: Most important, Time needed, Cost, Urgency, Feasibility, Desirability, Next step.

Assuming that the criteria are clear, an easy way to narrow down the long-list is to divide the list by three (Kaner et al, 2014):

- Divide the number of items on the brainstormed list by three.
- Each person receives that number of choices. (E.g. if there are 15 ideas; everybody gets 5 choices)
- Everyone may distribute his or her choices any way s/he wants.
- The top third of the list – the items chosen most often – becomes the high-priority list.

The advantages of this tool are that it preserves creative ideas, and protects minority voice.

(3) Ranking & scoring

If you have e.g. 10 ideas and it is not obvious which idea is the most important (or: relevant; feasible; or whatever criterion), this method can be a satisfying way to help make a group decision about priorities.

- Have these 10 ideas written on a flip chart so that they are visible to the whole group.
- Have each member of the group rank the ideas in descending order by assign a number to each item, from most (ten) to least (one) important.
- Calculate average scores based on the individual rankings.
- Rewrite the items in the order of their scores.
- Discuss the setting of priorities.
- Redo ranking, if desired.

General tips

There is a huge range of variations of ranking, prioritizing, scoring methods with groups. None of them are truly scientific, but they can provide much clarity to participants about where the preferences of the group are.

If you have the choice, keep it simple. We have wasted precious momentum in meetings because proposing an unnecessary complicated voting or scoring procedure. This creates confusion and delegitimizes the result.

Therefore, be clear about the procedure you propose, and prepare for it (courtesy of Chambers (2002:137-138):

- Clarify how marks can be given: whether there is a maximum for one item, or only one per item, or whether any number within the personal limit can be allocated to a single item.
- Prepare how scores are to be given: by seeds, stickers or marks.
- To save time in large groups, you can ask small groups to discuss first and cast a group vote. But: this compromises on the value of individual voices being heard.
- Minimize queues to place seeds, stickers or marks by running the activity into the break and/or by spreading out or duplicating the cards or lists of items.
- If two or more lists are needed, have them compiled at the same time. For example: two lists were prepared simultaneously from a brainstorming on words used in development. One was then scored for importance, and the other for the degree of hypocrisy with which the words were used.

- Marks can be added and new ranking lists prepared, but the original messy lists with the participants' marks tend to have greater immediacy, impact and ownership.

Voting stickers: our preferred way of casting votes on a flipchart

Learn more

IDEO (2012) *Design Thinking for Educators Toolkit*. 2nd Edition, page 53. © 2012 IDEO LLC. All rights reserved. http://designthinkingforeducators.com/

Kaner, Sam, Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (2014, third edition) *Facilitator's Guide to Participatory Decision-Making*. San Francisco: Jossey-Bass.

Chambers, Robert (2002) *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities.* London: Earthscan.

Tool 45: Comparing proposals

Aim of the tool
To analyse an issue by looking at it from different stakeholders' perspectives in order to support decision-making.

When to use it?
The convergence stage: when different perspectives on the MSPs issue are voiced and need to be compared.

What is Comparing proposals?

This tool is a simple matrix for weighing proposals from different perspectives. It captures alternative proposals developed by the group, and analyses the corresponding trade-offs. It will help the group understand that there are different options, and that there are no easy answers to complex issues.

The tool is designed by The National Issues Forum (NIF) and is also known as the 'NIF Study Guide'.

<table>
<tr><th colspan="3">Issue area</th></tr>
<tr><td colspan="3">Problem Description: General Overview

The issue is (succinct statement)....</td></tr>
<tr><td>Perspective A</td><td>Perspective B</td><td>Perspective C</td></tr>
<tr><td colspan="3">What should be done</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">Argument in favour</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">Arguments against</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">What costs and trade-offs are required?</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">Other questions to help explicate differences...</td></tr>
<tr><td></td><td></td><td></td></tr>
</table>

The eventual goal of the tool is to agree on how to address the issue and eventually, decide on what actions will flow from the dialogue. The agreement should be expressed in such a way that it gives participants a sense of shared ownership.

Potential challenges or difficulties

The process of deciding on a common agreement or proposal can cause an initial lack of trust among participants. Hence, disagreements in a group might threaten the possibility of consensus. Furthermore, some participants can undercut or manipulate the process. For example, when:

- A representative of a decision-maker claims he or she is not authorized to make a decision the group has agreed upon.
- The group takes advantage of the situation by introducing another issue at the final stage of the process, known as the 'Trojan horse'.
- Some participants require significantly more time than others to consult or persuade their constituents. This can lead to a clash of expectations concerning the time line for completing the decision making process.

Another challenge can be the lack of support from constituencies, which can delay or threaten the decision the group has made. Last of all, a group can reach a decision that is beyond their mandate to implement, for example by calling for a new law when no government representatives are part of the group.

Helpful tips and strategies

1. To avoid a breakdown in the process, it is important to create and maintain a sense of safety and trust. This can be stimulated by:

- Creating a set of ground rules everyone has to adhere by (see also Tool 9, 'Ground Rules');
- Agreeing before-hand on a specific ground rule for decision-making, for example majority voting (see also Tool 52 'Set Decision Rules');
- Carefully framing the decision-making process, thus avoiding a sense of winning/losing;
- Carefully managing external communications (agree on what can be shared with media organisations).

2. To keep the possibility of consensus alive in the light of disagreement, inquiring into the nature of the disagreement is helpful. A useful tool for this is 'Gradients of agreements', developed by Sam Kaner (2014). For a description of the tool click here. Additionally, it is useful to raise the question of whether complete consensus on every item is actually needed.

3. Whenever participants' actions seem deliberately intended to stall or manipulate the decision-making process, it is helpful to avoid negative labelling and instead inquire into the reasons for these actions.

4. It is important to pay attention to the connection between advances in the dialogue group and the constituencies that the participants represent, for example through a communication strategy.

5. The facilitator or project team should remain alert when the direction or scope of the dialogue requires other actors to be included in the process, in order to avoid decisions being taken that exceed the group's mandate.

Learn more

This description is based on:

Bettye Pruitt and Philip Thomas (2007) Democratic Dialogue: A Handbook for Practitioners. Washington, DC: CIDA, International IDEA, the GS/OAS and UNDP. Page 131-133.
http://tinyurl.com/nv8cafr

Gradients of Agreement: Kaner, Sam, Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (2014, third edition) Facilitator's Guide to Participatory Decision-Making. San Francisco: Jossey-Bass. Page 333-373. Also see:
http://msue.anr.msu.edu/news/gradients_of_agreement_can_help_move_groups_forward

Tool 46: Citizen Jury

Aim of the tool
Involve the public in a wider decision making process.

When to use it?
The convergence stage, when decisions need to be made about which ideas could work. They can also be used when co-creation with certain stakeholders is difficult.

What is Citizen Jury?

Citizen jury is a decision-making tool to involve the voice of the public in wider decision-making processes. It brings together a randomly selected and demographically balanced panel of citizens to investigate and decide upon an issue of public importance.

Citizen juries were developed to improve the quality of decision-making and to increase the legitimacy, effectiveness, efficiency and sustainability of policy formulation and implementation. They are commonly used for strategic planning, service prioritisation or technological choices.

They can be used alongside other research and public consultation tools like surveys. In situations where co-creation with certain stakeholders is difficult, these tools enable you to still obtain feedback on ideas that the MSP is considering or developing.

A citizen jury enables a thorough examination of an often contentious topic as participants usually meet 3 to 6 days. Participants are not expected to act as direct stakeholders to support the open atmosphere. The meetings can take place over the course of several weeks or months, depending on the issue at stake and the available information.

Before formulating their vision, the jury is given the opportunity to invite and interrogate professionals as expert witnesses. In doing so, collective group discussions alternate with interviews as the jury can request additional experts and information. Voting rounds can help the jury to formulate a shared vision.

Source: MinnPost

How to facilitate a citizen jury

Facilitating a successful citizen jury starts long before the actual meetings.

The jury usually consists of a group of 12-20 people, which need to be carefully selected to represent the perspectives of the broader community. When opting for a selection of the voting population, additional measures are recommended to include other groups of the population. To enable the jury to act like a realistic microcosm of the public, several provisions can be made, including an honorarium payment, easy access locations and crèche facilities.

Also during the meetings, inclusiveness and fairness throughout the process is key. Facilitators can guide the process by, among others, ensuring a working balance between the time allocated for group discussion and interrogation. Competent facilitators are also critical to make sure all the different voices are heard from the jury.

An oversight panel is usually appointed, composed of external observers or stakeholders with a relevant background related to the issue at stake. Bringing together a representative panel is another balancing act since they are appointed to ensure the fairness and credibility of the process. The oversight panel will not directly facilitate. But rather provides a critical check on the trustworthiness of all outcomes.

Monitoring what happens with the jury's view or recommendations is also crucial for the citizen jury to actually be a powerful participatory tool which truly links citizens to policy and decision making.

According to Wakeford (2002), the current challenge lies in making citizen juries part of longer-term initiatives particularly aimed at those currently excluded from political processes. To facilitate this, using complementary tools like grassroots forums can help to make the citizen jury a more bottom-up process from the very beginning.

Learn more

Environmental Mainstreaming Initiative (2009). Profiles of Tools and Tactics for Environmental Mainstreaming. No. 4. Citizen Jury: www.environmental-mainstreaming.org/documents/EM%20Profile%20No%204%20%20Citizen's%20Jury%20(6%20Oct%2009).pdf

The Jefferson Center (2004). Citizen Jury Handbook: www.epfound.ge/files/citizens_jury_handbook.pdf

The World Bank Social Development Department. Sourcebook: Citizen Jury: www.worldbank.org/socialaccountability_sourcebook/Tools/Other/cj.html

Wakeford, T. (2002). Citizens Juries: a radical alternative for social research. Social Research Update. Issue 37: http://sru.soc.surrey.ac.uk/SRU37.html

Tool 47: Ritual Dissent

Aim of the tool
To test and enhance proposals, stories or ideas by subjecting them to challenges or positive alternatives.

When to use it?
The Convergence stage of an MSP, when ideas and proposals of a group need to be tested and refined.

What is Ritual Dissent?

Receiving feedback is not easy, and when feedback is not positive, people often get defensive and upset. Despite this, negative feedback can be very important for improving proposals or ideas – if only because people tend to remember it better than positive feedback! But it is not easy to create a safe manner to discuss feedback without damaging personal relationships.

Ritual Dissent is a workshop technique designed by Dave Snowden (Cognitive Edge) to test and enhance proposals, stories, ideas or other content by subjecting them to ritualised dissent (challenges) or assent (positive alternatives). It is a knowledge management tool which offers a formalized way to share criticism and disagreement for the purpose of learning and increased resilience. In all cases, it is a forced listening technique, not a dialogue or discourse.

The basic approach involves a spokesperson presenting a series of ideas to a group who receives them in silence. The spokesperson then turns their chair, so that their back is to the audience and listens in silence while the group either attacks (dissent) or provides alternative proposals (assent).

Photo: Ritual dissent being used in a workshop for ICCO, New Delhi (CDI, 2011)

The ritualization of not facing the audience de-personalizes the process, and the group setting (others will be subject to the same process) means that the attack or alternative are not personal, but supportive. Listening in silence without eye contact, increases listening. Overall plans that emerge from the process are more resilient than consensus based techniques.

Ritual Dissent is meant to simulate the process of delivering new ideas to management or decision-makers, and to open up new thinking to necessary criticism and iterations. The process is meant to enforce listening, without disruption.

The technique assumes that the participants are engaged in another process. The other process will stimulate their thinking to be challenged - which could be creating a business plan, developing an action plan for the MSP, or something else creative. This process should be underway before ritual dissent/assent.

How to create a ritual dissent setting

The technique is normally used in a workshop with a minimum of three groups with at least three participants in each group. Ideally the number of participants should be higher, but no higher than a dozen. The larger the number of groups, the more iterations and variety will result.

Each group should be seated at a round table (or a circle of chairs), and the tables should be distributed in the work area to allow plenty of space between them. If the tables are very close, then there will be too much noise, which will restrict the ability of the spokesperson to listen the dissent/assent.

The tables should be set up so it is easy (and very self-evident) to give an instruction to move to the next table in a clockwise or anti-clockwise fashion. The technique has been used successfully with groups in separate rooms opening off a central space, although this makes the facilitator's job more difficult.

Each table should be provided with a clipboard and pen for the spokesperson. This is not vital, but spokespeople frequently forget to take a pen and paper, and the clipboard eases the process somewhat.

How to facilitate

1. Appoint a spokesman for presentation. It is advisable that the person have "a resilient and robust personality and not bear a grudge".

2. Invite a critical audience. Preferably the audience will consist of more external/outsiders than within the working group to offer different perspectives on the issue..

3. Short presentation of the ideas, proposal, concept or similar content that are to be challenged by the group. The spokesman presents to the silent audience which offer no comments yet. It is suggested to limit the presentation to 3 minutes.

4. The challenge: The spokesman is given a clipboard for taking notes and turns around. The group should then attack the ideas with full and complete vigour. The spokesman listens in silence and takes note.

5. Conclusions: The spokesman takes some time to reflect on what he or she has heard. He or she then turns around to face the group again and tells the group what he or she has learned.

The flow of events starts after the group has been working for some time on the process/outcome, which is to be improved by ritual dissent/assent. Cycling this ritual process several times with multiple groups offers a significant opportunity for improvement of the initial idea presented. Through this process not only the spokesperson learns, but the group dissenting or assenting also learns from their comments.

Learn more

Cognitive Edge. Ritual dissent: https://cognitive-edge.com/library/methods/ritual-dissent/

Knowledge Sharing Tools and Methods Toolkit: www.kstoolkit.org/Ritual+Dissent

SDC Learning & Networking site: www.shareweb.ch/site/Learning-and-Networking/home-sdc-km-tools/ritual-dissent

Tool 48: Card Clustering

Aim of the tool
To quickly generate and cluster ideas, synthesize ideas, encourage discussion and consensus.

When to use it?
The tool can be used in various stages of a MSP, but particularly in the Convergence stage. The tools is effective in groups that are diverse or have diverse opinions on an issue, as well as when hierarchies are present.

What is Card Clustering?

Card clustering is a facilitated process that involves the use of cards (or post-its) to gather ideas from people, especially when a diversity of answers is expected. The tool is useful for groups of between 12 – 20 people; larger groups may be sub-divided into smaller groups. Starting with a question, ideas are captured onto cards and later clustered based on similarities. Once these clusters are labelled, they can be prioritized or elaborated further.

Card clustering is very useful for synthesize group ideas, encouraging consensus and prompting discussion. An important advantage of the tool is that it encourages all participants to give their feedback, including those who would normally stay quiet in group discussions.

How to use Card Clustering

There are many ways how to use cards in meetings. The basic routine goes as follows:

- Introduce a question to the group.
- Participants write their ideas concerning the question on cards (eg. maximum of 3 cards per person). Each participant will individually write their cards. Rules for card writing:
    - Think before writing.
    - One idea per card.
    - Use short statements. Avoid full sentences or single-word cards.
- As a facilitator, invite participants to share their cards with the group by reading them out loud and clarify briefly if needed.
- Gradually, all cards are placed on flip-over paper, on a wall or on the ground so that everyone can see them.
- Cards will then be discussed by the group and clustered based on similarities. Make sure that there is unanimity about the clusters and the cluster names.
- Once the clusters are labelled they can be further elaborated and discussed.

<u>Variations</u>:

If the topic is sensitive, it is possible to use cards anonymously to ensure that participants will still share their ideas. In this case, the facilitator will collect and read the cards.

In large meetings, you can ask sub-groups to discuss the issue and come up with a limited number (e.g. 3) of cards representing the groups’ ideas. Only sharing these cards reduces valuable plenary time, while still including everyone’s input.

It can be time consuming and complex to reduce the number of ideas (cards) to a manageable number. We often use a technique called [FastBreak](), created by Bob Williams, to do this. All cards are numbered and you ask for someone to nominate a pair of numbers which seem to go together. By continuing to call for new pairs that participants nominate ("23 goes together with 8"), you will see clusters starting to emerge.

A main challenge with card clustering is managing time, without compromising the participatory nature of the tool. It is tempting to help the group by proposing clusters or cluster names, but only do so after you have consulted with the group. It is better to take a bit longer, and build a shared analysis, than have a perfect set of clusters which only a few people can explain or agree with.

The results of a card clustering exercise are usually a good start for further small group work ("Which people want to spend an hour to further analyse the issues in cluster 1, and who signs up for cluster 2, 3 or 4?").

Photo: Clustering cards as a way to choose priorities for a regional strategy of ICCO South Asia (CDI, 2011)

Learn more

http://www.kstoolkit.org/Card+Collection

http://www.bobwilliams.co.nz/Tools_files/cluster.pdf

http://betterevaluation.org/evaluation-options/card_visualization

Salas M A, Tillmann H J, McKee N and Shahzadi N (2003) Visualization in Participatory Programmes VIPP How to Facilitate and Visualise Participatory Group Processes Bangladesh: Southbound for UNICEF.

Tool 49: Socratic Dialogue

Aim of the tool
Help a group gain a better understanding of something.

When to use it?
The convergence stage, when the focus is on creating a shared understanding.

What is Socratic Dialogue?

Socratic dialogue is a form of dialogue, which encourages a group to question and reach consensus in answering a universal question. By using personal experiences in the inquiry process, this type of dialogue is a cooperative attempt to reach for the universal from the particular.

Socratic dialogue is neither a debate nor a competition. The group, as a whole, takes on the challenge of finding a concluding answer all participants can agree upon. Cooperative reflection and the search for consensus form the backbone of the Socratic dialogue. Participants are therefore encouraged to share any relevant reflection for the group to consider.

Socratic dialogue is based on a virtue of slowing down the reflection process. Therefore they can be very time consuming. Socratic dialogues of more than 3 days are common. Practicing elements of a real Socratic Dialogue can be fruitful as well - and less time consuming.

The inquiry process starts with an universal question relevant to the MSP such as "Can conflict be fruitful?" or "What is the value of cooperation?" In consultation with the facilitator, the group can also come up with or suggest a question beforehand.

Source: Young World Socratic Dialogue

How to facilitate a Socratic dialogue?

To answer the selected question, the facilitator guides the group through a structured process of systematic reflection, based on the personal experiences of the participants. Inspired by the question, each participant is asked to think of a personal example, which he or she considers to represent the topic of inquiry well.

Criteria of a good example:

1. Should be a first-person experience
2. Should be closed in time (i.e. not an experience that has not yet concluded)
3. Should not be too emotional
4. Should be brief
5. Should be simple
6. Owner of the example should be willing to answer questions

(Source: Marinoff, L.)

When sharing personal examples, other group members are invited to question the examples in order to see to which extent they illustrate or embody the question. After sharing, the group will try to reach consensus on a relevant example for further investigation. The remaining examples are then summarized and displayed for future reference.

As soon as one key example is chosen, it becomes the focus of the Socratic dialogue. As much detail as possible is shared and written on a flipover, after which, the group investigates which information this particular case study provides to answer the universal question. When the group comes up with a preliminary conclusion, their view will be tested against the other examples and modified if necessary. The agreed upon answer can be fine-tuned until the end, since the participants will finally also look for counterexamples.

Marinoff refers to this process as an 'hourglass', narrowing the focus from a universal question to a particular situation and broadening the focus again to look for a universal answer.

At all stages of the dialogue, the facilitator promotes independent critical reflection. This goes beyond the discourse of the dialogue itself, as the Socratic dialogue also has two additional levels of dialogue. There is also the strategic discourse about the direction or shape of the dialogue and the meta discourse about the rules governing the dialogue.

While the facilitator guides the group through the dialogue, there are some general rules for participants to follow:

General dialogue rules:

1. Express your doubts.
2. Be attentive to others
3. Refrain from monologues
4. Ask no hypothetical questions
5. Make no reference to published works.
6. Strive for consensus

(Source: Marinoff, L.)

Learn more

Marinoff, L. (Enteléquia. Filosofia Pràtiqa). The Structure and Function of a Socratic Dialogue: https://sites.google.com/site/entelequiafilosofiapratica/aconselhamento-filosofico-1/the-structure-and-function-of-a-socratic-dialogue-by-lou-marinoff

https://en.wikipedia.org/wiki/Socratic_method

Tool 50: A Change of Scene

Aim of the tool
To foster reflection, productivity and the collaborative capacity of a diverse group.

When to use it?
Convergence stage, when decisions need to be made about which ideas could work, but is also suitable in other stages. This tool is especially useful at times when the positive group energy and input diminishes.

Why propose a Change of Scene?

Working together for hours asks a lot from participants. To stay inspired and keep up the good energy, it can be fruitful to look for formats which shake up the routine and add novelty to the process. By taking people out of the meeting environment, changing the setting and bringing in new elements, 'a change of scene' is a tool which internalises the power of a refreshing break.

Especially before major decisions or breakthroughs are made, it can be useful to do something completely different like going on an excursion, field visit or do reflection walks. It refreshes the mind and gives people time to ponder over the implications of decisions.

Change of Scene - Step by step

An interesting example of changing the scene is to organize a 'walkshop'. IDS introduced this concept to refer to the process of 'taking a workshop outside and on the move'. They found out that leaving the table - as well as letting go for a moment of the coordinating roles and hierarchies - often leads to astonishing results. In different forms it also seemed a tested approach worldwide.

By taking people outside and encouraging them to walk or wander in small groups, participants seem to feel inspired to open up their mind and dare to come up with innovative and radical ideas. Besides the anecdotal evidence, there is also scientific proof that (even indoors) walking increased creative thinking up to 60%. On top of that, participants at the IDS walkshops also acknowledged inspiration by walking in a beautiful landscape.

A facilitator can prepare a change of scene by putting five or six questions for discussion on laminated cards which small, loosely defined groups can take with them on a predefined route. When a line of thought or interaction has run its course, group composition can be adjusted and discussion cards exchanged.

Depending on the aim of the tool and time constraints, a change of scene typically lasts between 20 minutes and half a day. Even a change of scene of 20 minutes can drastically improve the decision making process.

When the schedule allows, a half or full day excursion can be organised to visualize and share reflections on the characteristics and possibilities of the issue at stake.

Learn more

Leach, Melissa (for Steps Centre/IDS, 2014). The Wonders of Walkshops. blogpost

Original: Stanford study finds walking improves creativity: http://www.apa.org/pubs/journals/releases/xlm-a0036577.pdf

Tool 51: Silence

Aim of the tool
To change the group dynamics in order to obtain a better quality of listening and decision-making.

When to use it?
In the Convergence stage: when decisions need to be made about what could work, and to refine what has been created. Also useful in earlier stages.

Why silence?

Don't underestimate the power of silence. Some of the best contributions in stakeholder meetings may come from introverts who need a bit of time to collect their thoughts, based on their active listening. As a facilitator, your task is to create a productive space for new ideas. Sometimes new ideas or innovations arrive in group discussions. But oftentimes they arrive as an afterthought - when you commute back home, when you take a walk, or when you wake up at night.

It can be a challenge to create space for this type of reflection, but it is not impossible. A few suggestions:

- Design your meeting in such a way that there are possibilities for retreat: allow enough time for breaks, stop on time to allow for a walk outside while it is still light.
- Ask people to spend 10 minutes alone with their reflection journals, and afterwards discuss their reflections with 1 or 2 other people.
- Ask in plenary to hear from someone who has not spoken much.

Meetings where something serious is at stake can at times become charged with emotions of anger and frustration. This can sometimes be good, but usually it is advisable to allow participants some time to bring their adrenaline levels back to normal. People make better decisions, and listen better when adrenaline levels are within a normal range. Asking for one minute of silent reflection on a singular question (such as "What should we do next?" or "What is needed to change this situation?") can make a profound difference to the atmosphere and the productivity of a stakeholder meeting.

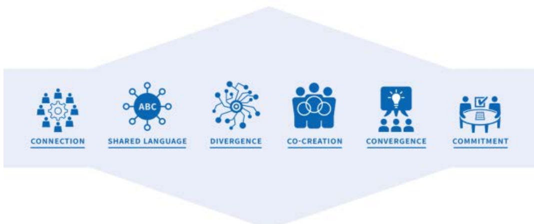
Learn more

More information on practicing and using silence:
https://prezi.com/ffm0qcscaxff/soundofsilencews/

Tips on how to stay calm: www.forbes.com/sites/travisbradberry/2014/02/06/how-successful-people-stay-calm/

On introvert vs. extravert facilitators: Herman Brouwer (2013) *Are introverts better at partnership brokering?* PBA Journal Betwixt and Between Issue #1, link.

Commitment


CONNECTION
SHARED LANGUAGE
DIVERGENCE
CO-CREATION
CONVERGENCE
COMMITMENT

Tool 52: Set decision rules

Aim of the tool
To create clarity when a decision is made and to distinguish which decisions need what type of procedure.

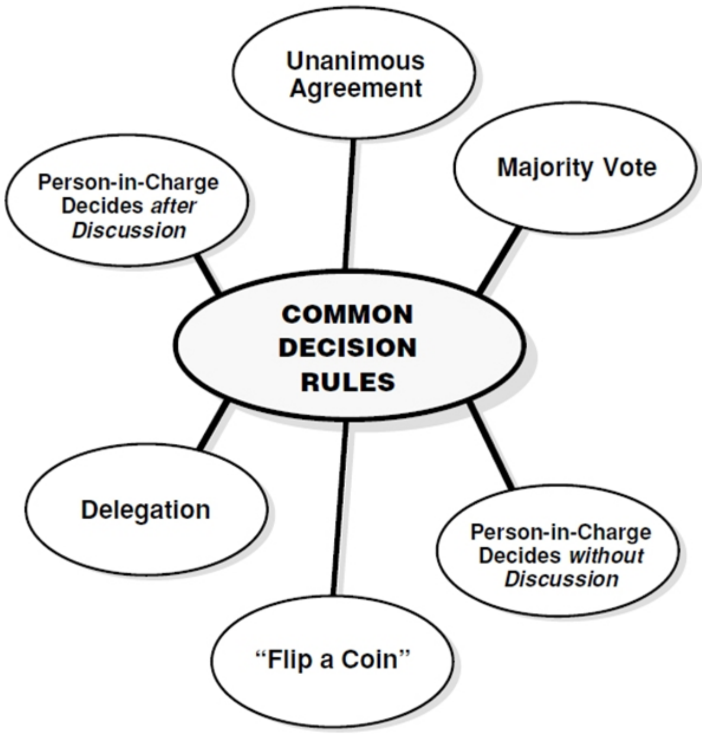
When to use it?
The commitment stage, when decisions should be made and actions need to be agreed upon.

What are decision rules?

A decision rule is a mechanism to know for sure when you have made a decision. In MSPs, the diversity of interests is large, making consensus difficult. Also, it is important to note that not all decisions require unanimity. This tool helps to distinguish which decisions need what type of procedure.

Setting decision rules clearly marks the shift from a group operating in the world of ideas, towards a group functioning into the world of action. Setting a clear decision rule prevents confusion, as well as the resulting frustration when group members perceive each other as passive (when not moving towards actions) or impulsive (when shifting towards action while no decisions were perceived to be made).

According to Kaner (2014), there are six common decision rules, each with different implications for stakeholder's participation.



Source: Sam Kaner, 2014

The choice for a specific decision rule directly influences the group behaviour. Individual stakeholders will adjust the quantity and quality of their participation depending on how they perceive their actions can influence the decision.

If for instance, the "majority vote" has been selected as a decision rule, there will be a battle of opinions and active participation until 51% of the stakeholders agree. As a result of this decision rule, as soon as the majority agrees, the opinions of the remaining minority are not relevant anymore.

This is very different than for instance the "unanimous agreement" rule which gives every stakeholder the right to block a decision. The "person-in-charge decides without discussion" rule, on the other hand, causes group members to be merely passively involved, since the 'do what you are told' atmosphere does not reward active participation. Whilst not advisable for MSPs, the latter type of decision rule can be appropriate in crises when it is critical to act fast.

Considering these six possible decision rules in your meeting design can help to avoid confusion amongst stakeholders. Also be aware that expectations about how decisions are made can differ from different background to background (culturally and professionally). Every stakeholder may hold assumptions regarding what decision-making procedure is appropriate. By making this explicit, the group can choose what works best for them in the given context.

Learn more

Kaner, Sam, Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (2014, third edition) Facilitator's Guide to Participatory Decision-Making. San Francisco: Jossey-Bass.

Tool 53: Make a visual Theory of Change

Aim of the tool
Help stakeholders to visualise their Theory of Change.

When to use it?
The commitment stage, when the group needs to come to a common understanding and agreement on which main strategies or pathways of change are needed to arrive at the vision, and where, how and what each actor is expected to contribute.

What is a Theory of Change?

A Theory of Change is like forward storytelling. It is in fact a combination of what people hope to see, what people expect to see, and what people assume to see. What people hope for, expect and assume is very personal. Explaining hopes, expectations and assumptions can be very hard and open for multiple interpretations.

Theory of Change as a planning and strategy tool is much more productive and effective when good and stimulating visualisation is used. Visualisations stimulate participants to think creatively as they engage in dialogue with others, and might even motivate them to take action. It is important to make the visualisations easy to ‘read’ and make to make them attractive so that people are motivated to engage in the process, thus ensuring that your Theory of Change will not be just a product on paper.

Using visualisation in the process helps to quickly and effectively understand the nuances of the often complex issues at hand. Visualisation also helps to understand the current situation and as well as the future vision of the group. Finally to be able to ‘see’ and comprehend the challenges ahead, and to understand the ‘bigger picture’, it often helps to actually draw it.

How to facilitate the visualisation of a Theory of Change?

The power of visualization is in physically drawing attention to those issues which need awareness and discussion by the group. What message do you wish to deliver, which story do you want to tell? Regarding the use of visualisation in Theory of Change processes there are a few important points:

1. We can all visualise!

2. The way we visualise is personal

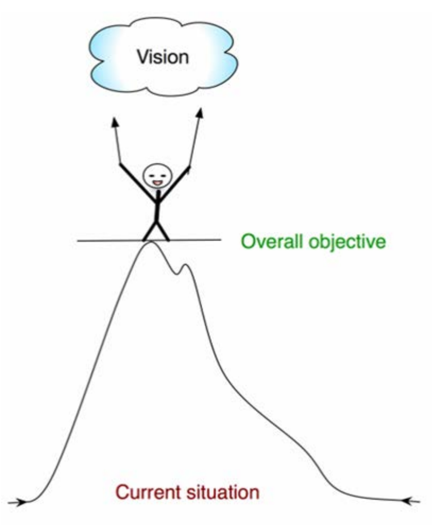
3. The way we perceive is personal

4. Visualisations need to be clear, simple and attractive (not an easy combination!)

5. Theory of Change visualisation goes hand-in-hand with the narrative, together they make the theory complete.

For the visualisation of the elements of the emerging Theory of Change you can use metaphors or add simple shapes and motifs to written narratives. Theory of Change visualisations can include metaphors, like gear wheels showing that the movement is being transferred or spirals to stress that the road from the current situation towards a future vision is never or hardly ever a linear straight one.

In facilitating Theory of Change processes, we often find the following visuals useful to develop our Theory of Change from the current situation towards our vision.



There are many different roads or pathways possible towards the vision (the desired change) and to the top of the mountain (you can even think of different means of transport if helpful). Sometimes you will need to follow another route if your road gets blocked. Sometimes you need to go back down, think, observe again, analyse, reflect, try to understand initial assumptions and look again at the current situation (visualise it!) and move forward to the top again. Thinking of your Theory of Change as a pathway up to the top of the mountain is just one example of a possible visualisation of a Theory of Change process.

It is important to note that visualising Theory of Change processes need a time perspective. People need milestones or reasons for celebration.

When deciding on how to visualise your Theory of Change it is important to think about the target audience, about the context and about the objective of your visualisation. It is important to keep in mind that your visualisation should help the user to understand what you want to communicate.

Learn more

Brouwers, Jan & Simone van Vugt (2013): ToC Reflection Notes 2: How to facilitate a ToC process and help to develop ToC capacities?

Koopmanschap, Esther & Mirjam Schaap (2013): ToC Reflection Notes 4: Visualising your theory of change: a must?

(Both above papers are available at http://www.theoryofchange.nl/resource/hivos-action-learning-community-reflection-notes)

Overall Theory of Change guidance, tools, studies and cases can be found at the CDI hosted portal: www.theoryofchange.nl

Tool 54: Polls

Aim of the tool
Helping a group to make a decision in case the group can't decide unanimously on a course of action through dialogue.

When to use it?
In the last stages of a MSP when decisions need to be taken.

How to use Polls?

If a group does not come to a common agreement on a course of action, voting, or a poll, can be a last resort. Don't use it as your first option to make a decision, as there are other ways of participatory decision-making that have benefits over polls, because they create a more beneficial common understanding and ownership of the resulting decision.

Polls can not only be used for decision-making, but also to gauge preferences or opinions at any stage of a MSP. It can help the group to quickly see where there is divergence and convergence around an issue.

Voting can be done with stickers, raising hands or using free online services:

Stickers:

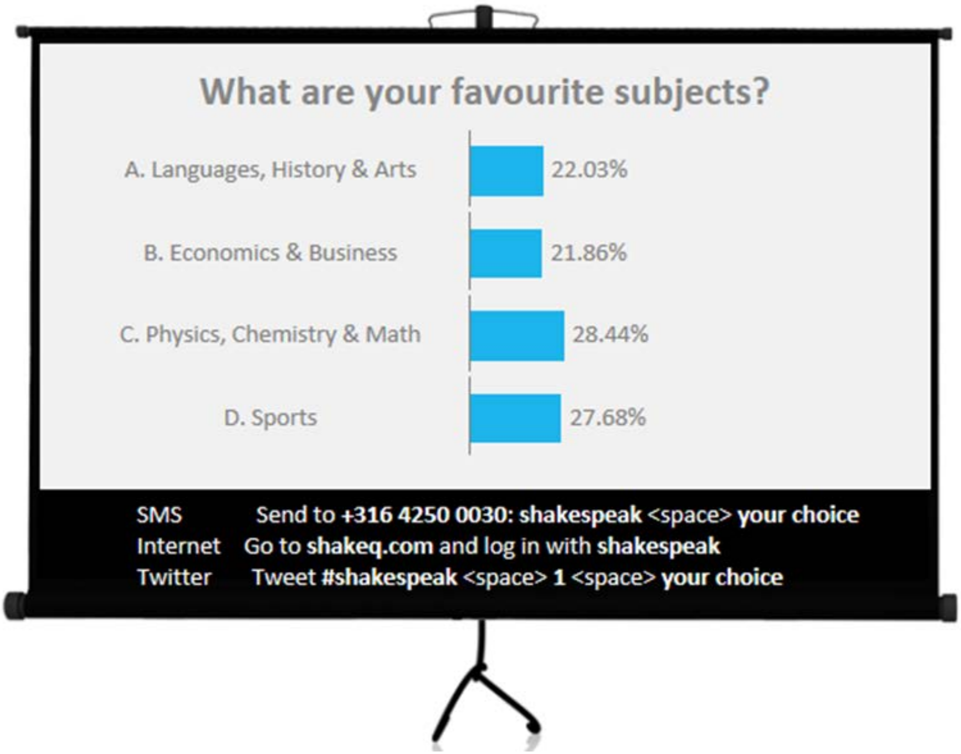
Write down every option on a flipchart. Give every participant three stickers ('voting buttons') to allocate to their preferred options on the flipchart. Variation: provided different colours of stickers and ask two questions, for example for the best idea (green sticker), and the most realistic idea (blue sticker).

Raising hands:

When the facilitator mentions all options one by one, participants can be asked to raise their hands for the option they prefer. The disadvantage of this tool however is that participants tend to influence each other because they see each other's preferences. To avoid this, a free online service where participants can vote anonymously can be a helpful alternative, or take a ballot with folded small papers which are counted by a trusted committee.

Shakespeak:

Shakespeak is a free (up to 20 respondents) online tool to be used in presentations, workshops, meetings or lectures to let participants vote and ask questions on the spot with their mobile phones, tablets or laptops. Anonymous responses can directly be received through SMS, internet and Twitter in a Powerpoint presentation, showing results immediately. Participants do not need to download or register software, which makes it easy to respond, as long as they have a device which is connected to the internet. The software, which will automatically integrate in Powerpoint, can be downloaded at www.shakespeak.com. Shakespeak is not the only available package for online live polling and posting, but we found it to be user-friendly and reliable.



Source: www.shakespeak.com

Survey Monkey:

For polls and surveys outside a meeting or workshop, Survey Monkey is a suitable free online program to use. In Survey Monkey, any type of poll or survey can be created. Once the poll is designed, it can be sent to all participants via email, with a web link or through a post on Facebook or Twitter. Participants fill in the survey online and the responses are visible at any time to the initiator of the survey. The responses can be analysed and exported in many formats. To create a Survey Monkey, go to www.surveymonkey.com make an account, and start creating your survey.

Learn more

Shakespeak: www.shakespeak.com

Survey Monkey: www.surveymonkey.com

Difference between a poll and a survey: https://blog.questionpro.com/2012/10/11/survey-or-poll-whats-the-difference-and-when-to-use-which/

Kaner, Sam, Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger (2014, third edition) Facilitator's Guide to Participatory Decision-Making. San Francisco: Jossey-Bass.

Tool 55: Fish Bowl

Aim of the tool
Facilitating large group discussions on controversial issues and sharing the expertise of group members.

When to use it?
Commitment stage, especially useful if the topic asks for one conversation instead of break-outs.

What is a Fish Bowl?

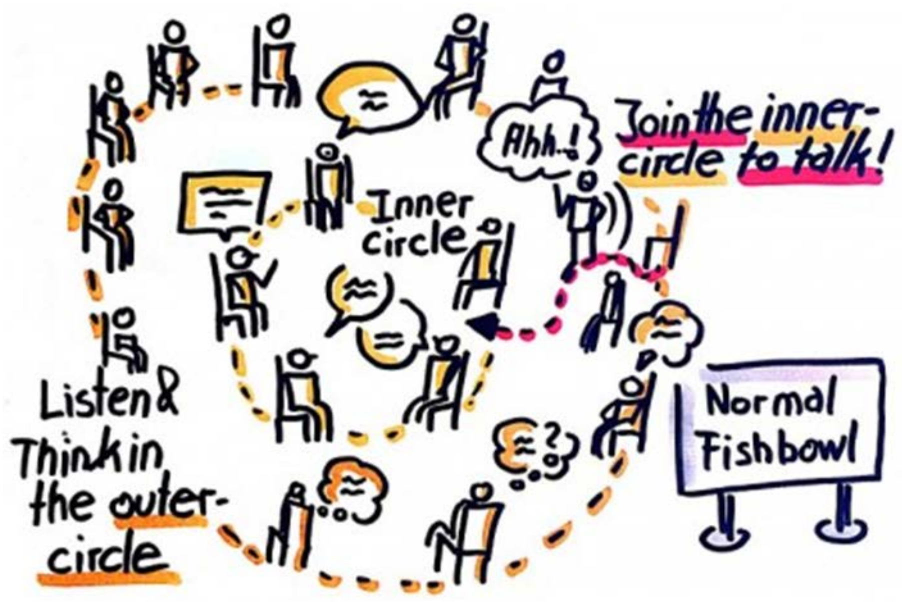
The fish bowl tool enables the facilitation of large group dialogue by focusing on a small group discussion in an inner circle while the rest of the group listens and observes from the outer circle.

It can be used as an alternative for traditional debates or panel discussions and offers a highly dynamic setting to discuss controversial issues and share expertise. When the people in the middle are public officials or other decision-makers, this technique can help bring transparency to the decision-making process and increase trust and understanding about complex issues.

Sometimes the discussion is a "closed conversation" among a specific group. More often, one or more chairs are open to "visitors" from the outer circle who want to ask questions or make comments. An open fish bowl enables the dynamic participation of the entire group.

Source: NVC Peace and Conflict Studies

Although largely self-organizing once the discussion gets underway, the fishbowl process usually has a facilitator or moderator. The fishbowl is almost always part of a larger process of dialogue and deliberation.



Source: Open fish bowl sketch by Marcel van Hove

Materials and setting

- A few chairs in an inner circle, surrounded by larger circle(s) of chairs
- Try to enable easy access to inner and outer circle
- Flip charts to write key issues can be helpful

How to facilitate a fish bowl

- After a general introduction on the fish bowl technique, a selection of experts (or participants with experience) on the selected theme is invited to the inner circle.
- Explain the process, the objectives and the issue that will be discussed.
- The facilitator should make sure the outer circle always observes silently. They can prepare questions and comments so that they are ready to move into the inner circle.
- Participants are allowed to switch between the inner and outer circle to either contribute or observe.
- Once the topics or the time allocated have been covered, the facilitator should summarize the discussion and open the floor for a debriefing, after removing the inner circle of chairs.
- During the debriefing, review key points, interesting comments and the group's feelings regarding particular issues. Participants must be allowed to develop their own conclusions and express themselves freely.
- Providing the participants with an overview document of the lessons learned and a list of key resources can be helpful after the exercise has ended.

Learn more

UNHR Toolkit: Fishbowl: The art of active listening. Available here

Knowledge Sharing Toolkit: Fish bowl. Available here

Tool 56: Reflection

Aim of the tool
Open up new possibilities for positive change and enhance participant commitment to make it happen.

When to use it?
The Commitment stage, when decisions should be made and actions need to be agreed upon.

How to use Reflection

Explicitly integrating reflection into the learning process of MSPs increases the likelihood that purposeful change will occur. When reflection is made part of the learning process in MSPs, learning will become clearer and better articulated, and it will contribute to purposeful change in a complex context.

Purposeful use of reflection tools does two things: first it helps individual participants to arrive at a deeper understanding of the insights they are developing. But secondly, and equally important in MSPs, is that reflection tools help for these developing insights to be shared and validated by other members of the group or meeting.

In order to see new possibilities for positive change, different stakeholders need to learn together from their respective experiences. Stakeholders' commitment is also enhanced if they can reflect on the group's work and link it to their day to day work. This is especially important when decisions should be made and actions need to be agreed upon. Reflection exercises, both individually and in groups, can be used to emphasize the insights.

In the experience of CDI it is important that MSP facilitators deliberately include reflective learning sessions and tools in the process design and implementation. To support this, CDI has published a manual for facilitators and trainers with guidelines on 25 reflection tools, which can be downloaded for free here.

The manual covers the following tools:

1. Grading reflection
2. Reflection ball
3. Kolb learning cycle
4. Hang out the laundry
5. Interviews in pairs
6. Collage/rich picture
7. Reflection cards & networking
8. Mood and lessons learned meter
9. Debating statements
10. Write a haiku
11. Reflection with images/postcards
12. Find an object/symbol outside
13. Margolis wheel
14. Gallery of posters
15. Debating rounds
16. Reflection poem or song
17. High five – desire for the future
18. Snoopy
19. Quiz

20. Talking stick
21. Reflection committee
22. Speed dating
23. If you had to explain to your boss
24. Free writing
25. Collaboratively answering questions

The different tools take about 15-45 minutes each.

Learn more

Gordijn, F. & Helder, J. (CDI) (2013). Reflective learning for purposeful change: making learning more explicit in multi-stakeholder processes. Knowledge Management for Development Journal 9(3): 32-46. http://journal.km4dev.org/

Gordijn, F., Helder, J. & Eernstman, N. (CDI) (2012). Reflection Methods: Tools to Make Learning More Explicit - Manual for Facilitators and Trainers. http://edepot.wur.nl/222693

See a 3-minute CDI video on how to use Reflection Cards: https://youtu.be/EXsnlYl5B94

Tool 57: Synthesis

Aim of the tool
To summarise what has been done and achieved in a joint articulation.

When to use it?
Commitment stage, when decisions should be made, and actions need to be agreed upon. At the end of events to mark results and help each other summarise the main issues. However, also during earlier events you might want to summarise what has been so far (see for instance tool 40 Document and Summarize).

What is a Synthesis?

CDI believes that MSP facilitators should be able to apply various participatory short synthesis methods, that allow at the end of an event to summarise what has been done and achieved. Depending on the process and situation (Are people tired at the end of the event? How much time do we have? Can we combine individual and group methods? How will we record what comes out of the synthesis?) they can decide what would be the best tool. Tools for summarising help participants to remember insights and be clear on agreements. There are short quick ones like one-minute elevator pitches, creating a drawing or poster, or choosing a metaphor, to help participants represent what the MSP means to them or how they see their own role.

Again, as with each tool, when needed adapt it to the situation and process. For instance, some cultures have stronger appreciation for more formal procedures at the end, checking also in text on the screen what has been done and what has been agreed upon. In another cultural setting you might better choose for a more informal way and apply a tool with less plenary time.

We only refer here to two short synthesis tools that can be applied at the end of a workshop or other MSP event.

Short participatory tools to make a summary at the end of a MSP event

1. Most significant elements for synthesis[1]: Individuals, pairs, quartos, plenary

This is a method to help participants reflect and formulate the synthesis themselves. The process starts individually and ends in plenary with a group discussion. The different steps include:

Step 1: The facilitator asks to reflect on the main points to be included in the synthesis

Step 2: Participants think about their ideas what should be included in the synthesis

Step 3: Then the participants talk with one other person (their neighbour) and together they select one or two points for the synthesis

Step 4: Then they talk with another pair and decide as a group on one or two points

Step 5: Ask the groups to write down their main points on meta cards and bring to flip chart

[1] Inspired by Most Significant Change: http://betterevaluation.org/en/plan/approach/most_significant_change

Step 6: Main facilitator clusters cards while groups arrive at the flip chart with their cards and writes key words for each heading

Step 7: Briefly discuss in plenary the headings of the clusters and have one or two examples for each cluster.

Material: flipchart, meta cards and markers

An advantage of this tool is that when participants do not know the group so well, they do not have to share their idea with the whole group immediately. Participants first get a chance to think for themselves and thereafter share with a few other people. This increases the sense of safety, and gives them a chance to connect with those people more deeply. A disadvantage is that you need a bit more time for this method because you have several steps and people tend to talk long with each other. Time management!

2. Mapping the main issues of the summary in a mind map

You can make a mind map with the group and visualise it on the screen. Put "SUMMARY" as main heading central and add the branches as participants bring in topics. Ask people to reflect on the learning experience they had and develop a mind map. Check each time if a new branch should be made or if people prefer a sub-branch as part of topic already presented in the Mind Map. You can also make a mind map with follow-up actions they would like to undertake inspired by the learning experience they had.

There is a wealth of software available for mind maps, for example: Mindjet, MindMeister, iMindMap HD, SimpleMind, Mindomo, Mind Mapping, MindMaps Lite, MindMemo, Mind Map Memo, MindBoard, etc. Mind mapping tools are improving as they integrate web-based solutions with tablets and desktop computing platforms. All of these applications offer a free version that let you explore mind mapping.

Material: Laptop with software or tablet with a mind map app (practice beforehand!)

This is a nice and visual way of structuring information, reflecting and brainstorming. Of course it can also be done on a flip chart!

Learn more

CDI has published a manual for facilitators and trainers with guidelines on 25 reflection tools, which can be downloaded for free here.

More tips on how to choose mind-mapping software? Check this list:
www.lifehack.org/articles/technology/15-best-brainstorming-and-mind-mapping-tech-tools-for-every-creative-mind.html

Tool 58: Option One-and-a-Half

Aim of the tool
Resolving two apparently different ideas or proposals by developing a better alternative.

When to use it?
The commitment stage, when decisions should be made and actions need to be agreed upon.

What is Option One-and-a-Half?

Option one-and-a-half refers to a dialectic group process which develops two opposing options into a third and better option. This tool, developed by Bob Dick, is useful for resolving two apparently different ideas or proposals. It can create agreement out of disagreement.

If there are two solutions to a problem or situation, there are forms of decision analysis which force a choice between them. Rather than forcing a decision that creates a 'winner' and 'loser', Option one-and-a-half instead uses the two solutions to develop a third solution. It tries to retain most of the advantages of both while removing as many disadvantages as possible. It can be applied to more than two solutions; in practice this is difficult, and is warranted only for important decisions or when no options appear satisfactory.

How to facilitate Option One-and-a-Half

The main phases of the technique are as follows:

1. List the two solutions (options). Use questions for clarification to ensure that all participants understand both solutions.
2. Use processes for information collection and analysis to identify the important advantages and disadvantages of option 1. Do the same for option 2.
3. Use creative information generation procedures to develop Option one-and-a-half, a best-of-both-worlds combination of options 1 and 2.

The approach is now described in more detail.

1. <u>List the solutions</u>

List the two solutions. Give participants a chance to understand the two options by asking "questions for clarification only".

- List the two options at the top of a sheet of flipchart.
- Supporters of one option may ask questions for clarification about the other option. Debating the merits of the options is not permitted. Those asking questions may only request information, while those replying must limit themselves to answering the question.

2. <u>Analyse the options</u>

List first the advantages and then the disadvantages of option 1. Select the key advantages and disadvantages. Then repeat this for option 2.

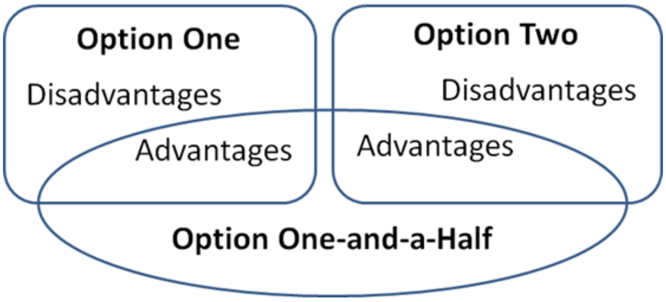
- Use information-collection processes to list the advantages for option 1.

- Use similar processes to list the disadvantages for option 1.Supporters for option 2 vote to choose the key disadvantages of option 1.
- Supporters for option 1 vote to choose its key advantages.

Then use the same procedures to list the advantages and disadvantages for option 2 and select the most important. Supporters of option 1 choose the disadvantages, supporters of option 2 choose the advantages.

3. Devise a third option

Use idea-generation techniques to list possible ways of achieving the best of both option 1 and option 2.



- Use idea-generation processes and perhaps creative problem solving techniques to list ideas for achieving the best of both options. This is done as a joint problem solving activity by the supporters of both options. Small groups or pairs (equal numbers of the two groups of supporters) are often appropriate. List ideas as they are contributed.
- Use a voting procedure to reduce the list of suggestions to a manageable length.
- Have participants combine the key suggestions into one solution, which by definition is an attempt at a best-of-both-worlds approach (that is, Option one-and-a- half).
- Check that the solution avoids the key disadvantages of both options.

Concluding Option one-and-a-half

There are four common results of this exercise. All four in their own way allow the group to overcome their disagreement and move on toward implementation:

1. Once all the pros and cons have been displayed, everyone agrees on one option as being better. This process often demonstrates that the problem has been one of miscommunication, or misunderstandings.
2. An amalgam of both options (probably the most common result). Often the problem is one of misunderstandings.
3. A genuinely new option. Often the problem was of a conflict that was able to be resolved in an innovative way.
4. No option emerges. In this case there is a conflict that is unresolvable. This is a fairly common outcome and is still extremely useful, since it demonstrates to a group that is doggedly trying to resolve an issue that it may be unresolvable (at least in its current form). This allows the group to move on from debating the issue, towards reframing it, putting it aside, or working out what needs to be done in order to begin resolving it.

Learn more

Dick, B. (1997) Option one-and-a-half: www.uq.net.au/action_research/arp/options.html; www.aral.com.au/resources/options.html; www.bobwilliams.co.nz/Tools_files/half.pdf

Tool 59: Closing circle

Aim of the tool
This tool helps to wrap up a meeting in a positive way, enhancing participants' commitment to the MSP.

When to use it?
The commitment stage.

What is a Closing circle?

It is as important to carefully plan the closing of a meeting - a workshop, a conference, or whatever kind of gathering – as it is to plan the opening of the working agenda and move forward. And as everything else in a process, every closing should be fit for particular context.

Among the many *purposes* that a closing segment may serve, we can consider the following:

<u>Feedback</u>

Instead of a dry evaluation exercise, end the meeting by allowing all participants to briefly share their thoughts or feelings. Arrange a circle of chairs without tables to prepare for a "closing circle".

Think carefully about what you invite people to share, or which question you ask them to address. For example, you can ask them to share, in one sentence, how they feel right now, when the meeting is being closed, or what the participants will take home from the meeting. Or, if time is short, ask the participants to share in one or two words only. You can also ask the participants to share what surprised them about the meeting, or which expectations were not only met but exceeded. Or you ask them for one highlight, in one word, that they will remember for a long time.

Inviting and sharing feedback like this is more memorable than a summary from the facilitator or chairperson. It helps to foster group bonding and create ownership of what has taken place and the results from the meeting.

A small object can also be used as a "talking stick" to pass around the circle from speaker to speaker. It is nice to use something that feels good to the touch, and is light and small enough to hand around easily, for example an orange, or a piece of wood.

The circle can be concluded with everybody speaking, or you can allow participants to pass the talking stick on to the next person without speaking if they prefer.

You can also put a small table, or a piece of cloth on the floor in the middle of the circle, and place the talking stick object there. In that case, those who want to share something will get up, pick up the object, sit back down or remain standing, share their thoughts and put the object back down, for the next person to come into the middle.

<u>Evaluation</u>

It is important to obtain feedback in a more formal and comprehensive manner, through evaluation of meeting contents, formats, organisational and logistical matters, presentations and materials, and find out if and how expectations of participants were met. More details can be found in Tool 60: Evaluation.

Next steps

Participants should be able to leave the meeting knowing what to expect next. Will there be a meeting report? When? In which form? Will there be a draft to comment on? Will presentations given at the meeting be made available to everyone? When and where will there be another meeting? If that is not known yet, when will it be known? And how will be it communicated afterwards?

Thank you

Don't forget to thank everyone who has contributed to making the meeting happen, and making it a success. Consider carefully who should give the Thank You's at the end: organizers, conveners, facilitators? There might be issues of status and tradition to be considered.

Sometimes, we can ask people to step forward, or stand up, when being thanked, so they receive applause. If you ask them to remain standing, and include in the Thank You's each and every one, including participants, then you end up with a room full of people standing and applauding each other. It is a fun way of celebrating a gathering.

Source

This tool description was provided by Minu Hemmati.

Tool 60: Evaluation

Aim of the tool
Joint reflection on what has been achieved, articulate what is still needed, and create commitment to make next steps happen.

When to use it?
The commitment stage, when decisions should be made and actions need to be agreed upon at the end of the event.

How can Evaluation be used?

CDI believes that MSP facilitators should be able to apply various participatory short evaluation methods that help you at the end of a workshop to check if expectations and objectives are met, and what is needed for the next steps. Depending on the process and situation they can decide what the best method would be. (Are people tired at the end of the event? How much time do we have? Can we combine individual and group methods? How will we record what comes out of the evaluation?)

We only refer here to a few short evaluation tools to be applied at the end of a workshop or other MSP event. For more in-depth midterm reviews, end of project/programme evaluations or effect/impact evaluations: please refer to the sites below. These sites also help for thinking through the design of your M&E framework as part of the partnership. This is a key element of any MSP (see Chapter 3).

Short participatory evaluations at the end of an event:

<u>Evaluation wheel (about 30-40 minutes)</u>

Step 1: Form groups and ask each group to come with two topics they like to evaluate. Topics to be evaluated can be anything: results, content, facilitation, material, logistics etc. Make a first round and ask ONLY one topic from each group. If the same topic is mentioned by more than one group then select it and write on a card. Make a second round and ask for any NEW topics that have not been mentioned yet. Select five cards with topics that are mentioned by more than one group of participants

Step 2: Make the evaluation wheel: A big circle on a flipchart with five lines from the middle. Add the five topic cards at the end of the lines. Add scoring at each line: 0 (no results) in the middle; 100% at the circle, 50 % half way. You may add 25% and 75% to help scoring.

Step 3: As a group (so no names!) everybody ticks with a marker her/his score for each of the five topics.

Step 4: Afterwards facilitator shows the results (make a cloud around each group of scores) and asks one representative of the high level and one representative of the low level why he/she scored there. Note these comments.

Living line (about 20 minutes)

Step 1: Make space to create a line where all participants can stand in a line. Put at one side a card with a smiley and “100%”; and at the other extreme a sad looking head with “0%”.

Step 2: Explain that everybody is asked to score for him/herself somewhere on the line.

Step 3: You can put the objectives on the PPT screen and ask for each of them that they position themselves on the line according to their scoring. Each time after scoring a topic conclude on the scoring (“we are standing between X% and Y%) and ask one representative from the two sides why they are standing there. Note these comments.

If time allows: ask them if they would like to evaluate anything else.

Round of +/- (about 20 minutes)

Step 1: Make a circle of chairs and arrange the flipchart so it is clearly visible for everybody.

Step 2: Ask people individually to reflect on one positive element they have at the end and one recommendation for improvement or other suggestion to improve on for the next event (5 min).

Step 3: Make a round and note in two columns the + and – on a flip chart. If the same issue is mentioned multiple times: add an extra “I” besides that issue.

Step 4: At the end: make a short summary by stating the issues that have been mentioned the most.

Creative representation (about 30 minutes)

Step 1: Make groups of 4-6 people. Ask each group to discuss and summarise the main things they learned and the issues they encountered at the end of the event in max 5 minutes.

Step 2: Each group then looks for materials in the room with which they can use to illustrate the things that they learned, Objects for this demonstration process can be basically anything available in the venue. (10 minutes)

Step 3: After 10 minutes, make a round and each group presents their perspective (about 15 minutes). Make pictures for the report and notes on what the groups share during their presentations.

Learn more

For an introduction to evaluation and designing Monitoring & Evaluation systems: http://www.managingforimpact.org/

For Wageningen University & Research/CDI 2016 Conference on M&E for partnerships: http://www.managingforimpact.org/event/conference-partnering-success-how-me-can-strengthen-partnerships-sustainable-development

For an overview of critical thinking within the evaluation practice: http://betterevaluation.org/