CENTRE FOR INNOVATION IN THE PUBLIC SECTOR

ADMINISTRATIVE MODERNIZATION AGENCY

ANTICIPATORY INNOVATION STARTER KIT

Methodologies and Tools

version 0.2

Methodological partner:

OPSI Observatory of Public Sector Innovation

Title:
Anticipatory Innovation Starter Kit | Methodology and Tools

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The initial contents used on this version were was co-authored by AMA (LabX - Bruno Monteiro, Carla Outor, Patrícia Paralta and Rui Martinho) and ALVA (António Alvarenga, Margarida Monteiro de Barros and Tânia Gouveia). For the revised version (0.2), AMA (LabX: Bruno Monteiro, Carla Outor and Rui Martinho) also counted with the contributions from the «innovator in residence» Elisabete Rodrigues (DGAEP), during her stay in July 2021 at LabX.

Methodological partner for the development of this starter kit:

This tool was developed in the project «More Digital Public Services» (SPD+), namely its Activity 9 - Perímetro de modelação de políticas públicas», supported through COMPETE.

Presentation

- This starter kit contains tools, methodologies and step-by-step instructions to help you solve your organisation's problems.
- The kit intends to be an actionable tool to think and anticipate about changes in your organisation.
- This kit can be used by the organisation and its departments and teams to promote structured discussion on the future, but always with the goal of acting upon the present in a proative and prospective fashion.
- This starter kit is divided into four different clusters of problems that your organisation might have:
  - **Drivers of change:** The need to understand and react to external contexts;
  - **Alternative future:** The need to deal with uncertainty and change;
  - **Vision:** The need to improve organisational / team alignment.
  - **Strategy:** The need to position and plan for the future;

Table of contents

1.
What is anticipatory innovation?

Future-proofing the public sector

- Nowadays, public sector contexts are more complex and policymaking cannot be linear as it was because of the uncertainty surrounding us.

- Organizational action must be proactive, providing not just effective responses to day-to-day problems, but also assuming a prospective stance towards challenges that most of the time cannot be predicted.

- Through anticipatory innovation it is possible to explore, experiment and anticipate future scenarios of action, increasing the knowledge and the capacity to respond that is embedded in public organisations.

- Engaging public organisations in actual futures practice also develops its intern mechanisms and its skills portfolio, thus ensuring a sustainable, responsible and, ideally, by default, approach to the future.

2.
What is a starter kit?

Bridging the knowledge/action gap

- Faced with problems related with the future, you will need to resort to the potential brought about by anticipatory innovation tools. The Anticipatory Innovation Starter Kit (AISK) will guide you to choose and apply the right tool to address that problem.

- The kit is intended for public managers and public servants who are new to anticipatory innovation, but that are eager to improve their skills and their practice using innovation approaches. Oriented to start anticipatory innovation practices, this kit aims to introduce these tools in a easily understandable and usable ways, turning them accessible for application in real contexts.

- For bridging the gap between knowledge and action, it starts with real problems, defined from the perspective of the practicioners on the ground, and is oriented to create value for the user.

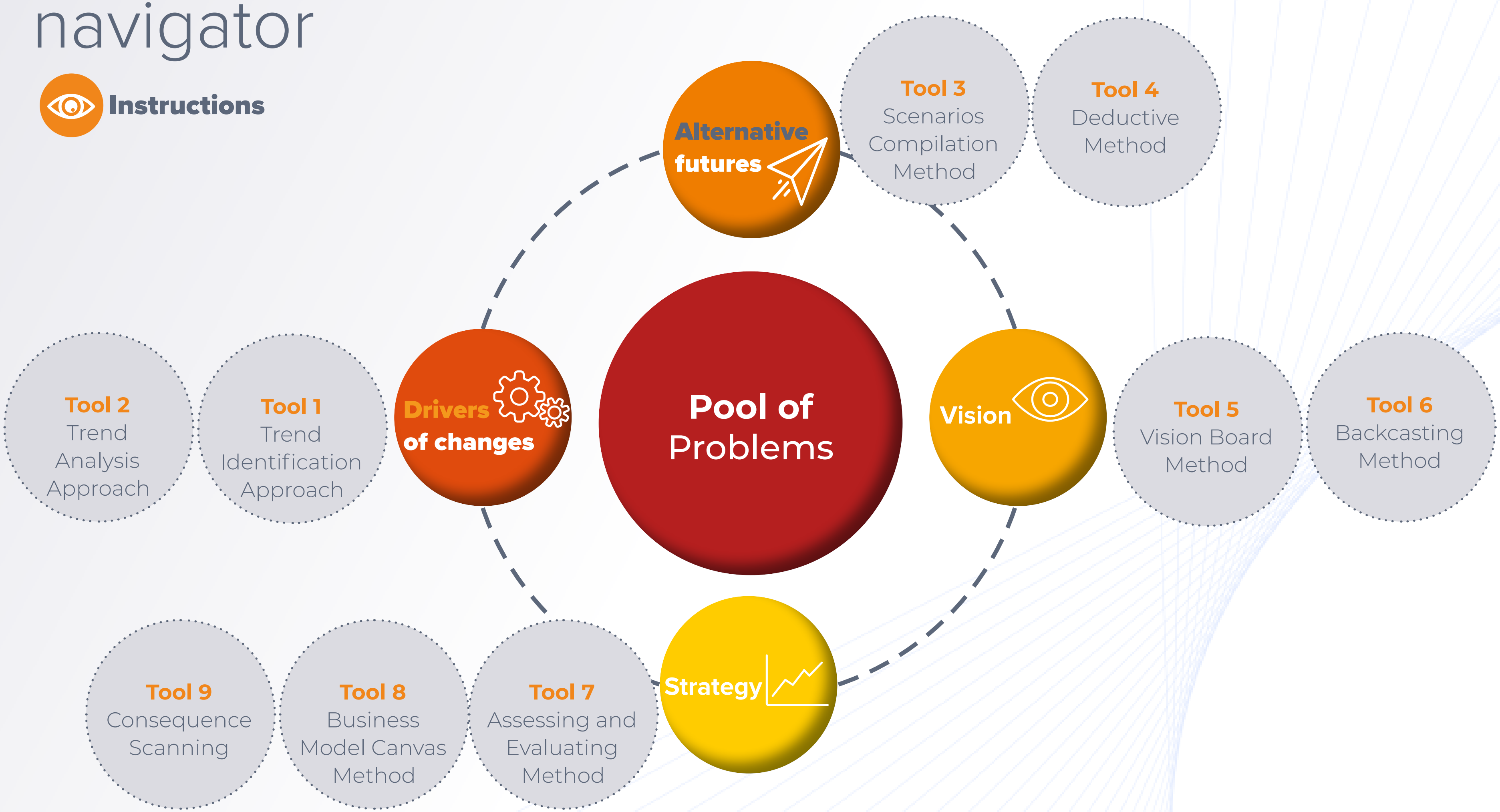
- This kit will take you from the identification of problems, as they are seen currently; through the reframing of your problems as anticipatory innovation challenges; and, finally, to the provision of support for the actual application of any of the tools using step-by-step recommendations.

- The kit also helps you to connect the anticipatory innovation tools to your everyday tasks, providing a way to see how you can use those tools to complete and improve the management instruments that are currently in use at your organization.

3.
How can you begin to use this starter kit?

Starter kit navigator

Instructions



4.
What is the problem you have?

Pool of Problems (continued)

Select your problem from the list

- Lack of opportunities for organisational growth
- Lack of opportunities for professional growth
- Short-term focus: (everyday activities and challenges)
- Lack of understanding of possible pictures of the future
- Lack of openness to new ideas and approaches
- Difficulty to innovate
- Culture which does not motivate creativity
- Inability to create a space for organisational learning
- Lack of use of existing innovations
- Lack of expectation to experiment tangible practices
- Lack of processes or support for solving external conflicts and disagreements
- Disconnections between different areas of the organisation (difficulty to grasp what the others are doing)
- Difficulty to define and test priorities test (in a context of significant resource restrictions, growing international competition and divergent internal priorities).
- Struggling to establish and implement strategic orientations
- Unproductive and unexplored innovations and opportunities
- Low internal resource fluidity
- Difficulty to cope with an environment of constant change, uncertainty, ambiguity, complexity, and volatility

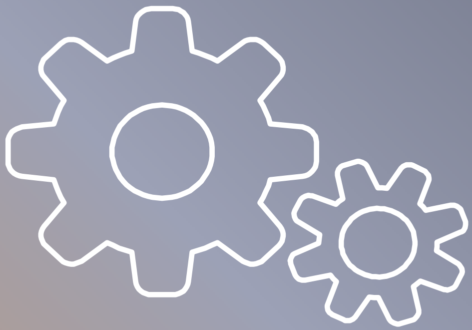
Pool of Problems

Select your problem from the list

- Difficulty in understanding challenges and vulnerabilities
- Problems for setting a Strategic Agenda (high level)
- Lack of platforms that enable Strategic Conversation
- Difficulty to build a shared understanding of the contextual possible and plausible evolutions
- Need to test our strategy in different external conditions
- Low strategic sensitivity
- The influence of the electoral cycle
- Lack of understanding of possible pictures of the future
- Challenges with leadership (Communications, Accountability, Alignment, Execution, Behaviour/Culture)
- Organisation, department and/or team are static/motionless (no innovation, no improvement)
- Low engagement, motivation, and morale
- Organisational misalignment
- Low leadership unity
- Insufficiency communication across the organisation
- Lack of clarity and unity
- Inability to enable a conversation about the organisation/department/team direction
- Lack of compromises (of participation and implementation)

5.
How can you solve that problem?

Drivers of change



The need to understand and react to external contexts

Drivers of change

This cluster of problems encompasses:

- Lack of opportunities for organisational growth
- Lack of opportunities for professional growth
- Short-term focus: (everyday activities and challenges)
- Lack of understanding of possible pictures of the future
- Lack of openness to new ideas and approaches
- Difficulty to innovate
- Culture which does not motivate creativity
- Inability to create a space for organisational learning
- Lack of use of existing innovations
- Lack of expectation to experiment tangible practices

The goal is to Identify key **drivers of change and understand their implications**

Choose the **right tool!**

This method path presents two tools that can solve the identified problem. In order to facilitate the choice, each tool is accompanied by a comparative representation regarding implementation time financial investment $$$ workload and difficulty in applying

Trend identification approach

Tool 1

$$$

SUMMARY OF THE APPROACH:

It includes a quick scanning of key Megatrends, Trends, Weak Signals, Wildcards and Uncertainties relevant for the sector, type of organisation, service or product.

EXPECTED OUTCOME:

Is expected to Identify the Drivers of Change by consulting specialised websites and specific studies and evaluate its implication on the organisation.

Trend analysis approach

Tool 2

$$$

SUMMARY OF THE APPROACH:

It builds up on the tool 1. It needs the definition of a focal issue and time horizon. It intend to select and collectively analyse, in a work session, the Drivers of Change potential implications and options.

EXPECTED OUTCOME:

It aim to identify which Drivers of Change should be monitored, and indicate the interaction and dependency of those.

Trend identification approach

Tool 1

INTRODUCTION

Purpose
Duration
Requirements
Templates

STEP 1

Identifying the focal issue

STEP 2

Conceiving a taxonomy to look into and organise data

STEP 3

Selecting credible sources for collecting Drivers of Change

STEP 4

Scanning and organising Drivers of Change

STEP 5

Prioritising Drivers of Change

STEP 6

Preparing and disseminating the results

Trend identification approach

Tool 1

PURPOSE

To provide a faster and simplified way of compiling Drivers of Change relevant for the sector, type of organisation, service, or product, by scanning reliable sources and evaluating their potential implications for the future of the organisation.

The aim of this tool is to develop a perspective about the potential future dynamics of the external context of the organisation.

REQUIREMENTS

One or two individuals scanning trustworthy sources.

It involves a research process in order to identify and select key Drivers of Change.

A light analysis of the investigation's results.

Preparing a document identifying the Drivers of Change's potential implications and what to monitor.

Share the results to decision-makers.

DURATION

Minimum of hours involved: 2 hours up-to 8 hours (1 day of work).

TEMPLATES

Trend identification approach | Template 1.1 and 1.2.

Step-by-Step

Trend identification approach | Tool 1

STEP 1

Identifying the focal issue

- The starting point is to define the research focus of the Drivers of Change scan. It is key to decide if the work intention is:

a) to have a picture about the global external context of the institution/ organisation;

b) to get to know the dynamics of environment in which the organisation/ institution operates; and/or

c) to understand patterns of needs for services.

All three work intentions together can provide a focal issue, or the focal issue can be given by one work intention or by two of them.

STEP 2

Conceiving a taxonomy to look into and organise data

- It is key to have some lenses to help sorting the Drivers of Change.
- A taxonomy can be specifically developed for the project, or one already existing can be used, such as the following ones (not exhaustive):
  - **STEEP** – Society; Technology; Economy; Environment; Politics.
  - **PESTLE** – Politics; Economy; Society; Technology; Legal; Environment;
  - Others: **STEPJE**, **STEP**, **STEEPLED**, and **LEPEST**.

STEP 3

Selecting credible sources for collecting Drivers of Change

- It is important to select credible and independent sources to collect the data from.
- Examples of three key organisations that monitor Drivers of Change from a 360° perspective and in a regular basis:
  - European Environment Agency
  - European Commission
  - International Energy Agency
- Using three reliable, comprehensive, independent and updated sources can be sufficient for a fast but rigorous and methodical selection of Drivers of Change.

Step-by-Step

Trend identification approach | Tool 1

STEP 4

Scanning and organising drivers of change

- Run through the different sources and collect a list of key Drivers of Change that might have a significant impact on your research focal issue.
- Research about uncertainties can also be performed.
- Prepare a document with the list of the Drivers of Change which should be described and, if possible, illustrated with an image and with some data that can support them.

STEP 5

Prioritising drivers of change

- It is fundamental to perform an evaluation to differentiate the Drivers of Change that might have more impact, but also to understand the type of impact: for example, more or less positive/negative, or in a specific policy area.
- To perform an evaluation, **template 1.1** can be used.
- **First**, each ***Drivers of Change*** should be placed in the table represented on the template.
- **Secondly**, an **evaluation** of the degree of implication regarding the defined focal issue should also be made, from very positive implications, positive implications, neutral implications, negative implications, to very negative implications.
- **Finally**, although not compulsory, it would be important to have a description concerning how it can affect – will it open an opportunity, or will it represent a challenge? Which areas will be more affected?
- This simple evaluation uncovers Drivers of Change that have higher implications. The type of implication they represent, threat or opportunity, is essential to have a more structured list of Drivers of Change, which will distinguish those that are more strategic to monitor for the time being.

Step-by-Step

Trend identification approach | Tool 1

STEP 6

Preparing and disseminating results

- The objective is to prepare a document that can be of use at a strategic level and comprehended by the board of directors or any strategic decision-making actor.

- The document to be disseminated (**template 1.2** can be helpful) should differentiate the Drivers of Change with more impact and, among these, the ones that represent opportunities and/or challenges. It should also indicate others with a relatively lower impact that should also be monitored, and the Drivers of Change with a minor impact. The Drivers of Change should offer a description as well as some kind of data that helps understand their nature and potential. The document should point-out a number of Drivers of Change (e.g., 10) that should be monitored and, if possible, a brief note about why.
- The document should be sent to the board of directors or any strategic decision-making actor.

Convergence Table | Connecting tools from AISK to Public management instruments

Trend identification approach | Tool 1

Public Management Instrument	Purpose of the AISK tool	Outputs from the application of the AISK tool
Strategic Plan	Diagnostic	Identify factors of the external environment (i.e., drivers of change) that may impact negatively (i.e., threat) or positively (i.e., opportunity) on the organisation
	External Environment Monitoring	Define monitoring indicators to follow the evolution of uncertainties and, consequently, anticipate their impact on the organisation's activity
	Defining Strategic Areas	Identify specific areas of intervention, potentially impacted by the drives of change, to leverage (opportunity) and/or prevent (threat) that impact
		Prioritise the areas of intervention according to the intensity of the potential impact of the drives of change
Evaluation and Accountability Framework (QUAR)	Effectiveness Objectives	Define more clearly objectives, indicators and targets, for a robust evaluation and measurement
		Innovate the organisational culture according to the Anticipatory Innovation mindset
Activity Plan	Activity Definition	Consider the strategic areas to be intervened when defining the activities to be carried out annually
		Define activities that may contribute to leveraging the opportunities and/or preventing the threats identified
	Execution of Activities	Align the prioritization of the execution of activities by the prioritization of strategic areas
Project Management	Follow-Up	To pay attention to the evolution of uncertainties, anticipating their potential impact on the projects

Trend analysis approach

Tool 2

PREPARATORY WORK

INTRODUCTION

Purpose
Duration
Requirements
Templates

STEP 1

Identifying the focal issue and the time horizon

STEP 2

Conceiving a taxonomy to look into and organise data

STEP 3

Selecting credible sources for collecting Drivers of Change

STEP 4

Scanning and organising Drivers of Change

STEP 5

Work session material

WORK SESSION

STEP 6

Conducting the work session

Exercise 1 - Trends and Megatrends selection
Exercise 2 - Weak Signals and Wild Cards selection
Exercise 3 - Crucial Uncertainties discussion
Exercise 4 - Crucial Uncertainties selection
Exercise 5 - Drivers of Change Cross analysis

STEP 7

Analysing and sharing the results

Trend analysis approach

Tool 2

PURPOSE

It builds up on Tool 1 of this approach. It consists of collecting, identifying, and analysing key Drivers of Change for a specific focal issue and time horizon in order to understand the relevance of the Drivers of Change interactions, their potential implications, and to explore options.

The aim of this tool is to comprehend the external context and its implication, through a systemic and long-term view.

REQUIREMENTS

Minimum two individuals working and leading the application of this tool (although three people would increase the potential for a richer discussion).

It needs to have a defined focal issue and time horizon.

It entails preparation and organization of a Work Session.

A selection of a facilitator.

Conducting the work session.

A dissemination of results.

DURATION

Minimum of days involved: tree full days.

TEMPLATES

Trend analysis approach | Template 2.1 ; 2.2; 2.3; 2.4; 2.5 and 2.6.

Step-by-Step

Trend analysis approach | Tool 2

STEP 1

Identifying the focal issue and time horizon

- **Version 1**
  Top-Down approach: the board of director and top management decide both the focal issue and the time horizon and communicate to the team implementing the process. Details can be clarified in a meeting.

- **Version 2**
  Bottom-up approach: The starting point is the collective definition of the focal issue. For this, key questions/ challenges must be identified by looking outside the organisation/ department/team (thinking outside-in): intention or by two of them.

  Closer context: Clients /citizens, Partners, Suppliers, Regulations, **Global context:** Social, Technological, Economic, Political, Environment.

- It is important to guarantee that the questions are not too wide neither too narrow, but strategic for the organisation in a long-term perspective.

- The questions (max 10) will be the basis of a work session or a questionnaire.

If you choose the work session:

- For a start, the participants should reflect on the list of questions/ challenges. They can reformulate them or add new ones.

- After that, the final set of questions coming from all participants should be clustered (i.e., by associating similar questions in groups).

- Participants or groups of participants should then produce a sentence that reflects what you really need to know, for what and where - e.g., Risks and Opportunities in the X sector in Y (a country or a region, etc.). Advice: if you have more than 4 participants, divide them into groups.

- The sentence can be more specific, contributing more directly to the decision-making process; or broader, focusing on a more open exploration of the future and learning - e.g., The evolution of the European economy.

- All proposals must be collected and shared.

- Thus, the first draft of the focal issue will be a collective construction of a sentence that reflects all (or at least most) concerns/interrogations.

- This can be taken further by collectively refine the sentence and formulate a set of 3 to 4 supporting/ anchor questions. These will retro-feed the focal issue sentence until a consensus is reached.

- The next step is to define a time horizon. To do this, it is key to understand what the focal issue depends on. For instance, if the focal issue is The Future of Public Administration in the country X, and if this country depends on external funds (e.g., EU funds), the time horizon probably should include the next period of execution of these external funds and possibly 2 or 3 more years, in order to consider at least some of the impacts of that execution.

- A discussion among the participants should then be opened and the results shared within the organisation/department/team.

If you choose to use a questionnaire:

- To develop and disseminate the questionnaire, Google Forms and Google Survey are good tools that support and simplify the work.
- It is essential to replicate the information about focal issue and time horizon definitions in the introduction of the questionnaire and some examples should be given to help filling it.
- The questionnaire should be divided in two parts. The first part is designed to allow the participants to evaluate the questions/challenges and explore potential focal issues. The second part will allow the evaluation of concrete proposals of focal issues and associated time horizons. Previously to the dissemination of the questionnaire, participants should be informed about what is expected from them, and key definitions of focal issue and time horizon should be presented.
- **Part 1** of the questionnaire should be sent first. It focuses on asking participants to evaluate the questions/challenges in terms of their importance/potential impact on the organisation and its priorities/mission. A scale of 0 (indifferent) to 3 (highly important) can be used to evaluate.
- **Part 1** should request for respondents, based on their own evaluation, to write a sentence that can condense what they consider highly important/with a high potential impact for the future of the organisation.
- After analysing the responses from **Part 1**, together with the sentences created and based on those results, the **Part 2** of the questionnaire should provide a handful of proposals of focal issues, each one with an associated time horizons (5 max). This **Part 2** invites respondents to criticise and change, if necessary, the focal issues suggested. Further, the participants should select up to 3 focal issues they consider key for the future of the organisation.
- Results should be presented/sent to the board of directors, who will then give their final view on the subject, presenting the official focal issue and time horizon.

Step-by-Step

Trend analysis approach | Tool 2

STEP 2

Conceiving a taxonomy to look into and organise data

- It is key to have some lenses to help to sort the Drivers of Change.
- A Taxonomy can be specifically developed for the project, or one already existing can be used, such as the following ones (not exhaustive):
  - **STEEP** – Society; Technology; Economy; Environment; Politics.
  - **PESTLE** – Politics; Economy; Society; Technology; Legal; Environment;
  - Others: **STEPJE**, **STEP**, **STEEPLED**, and **LEPEST**.

STEP 3

Selecting credible sources for collecting drivers of change

- It is important to select credible and independent sources to collect the data from.
- Three key organisations that regularly monitor Drivers of Change from a 360° perspective:
  - European Environment Agency
  - European Commission
  - International Energy Agency
- Using 3 reliable, comprehensive, independent and updated sources can be sufficient for a fast but rigorous and methodical selection of Drivers of Change.

STEP 4

Scanning and organising drivers of change

- Run through the different sources and collect a list of key Drivers of Change that might have a significant impact on the focal issue during the defined time horizon. Extract Trends and Megatrends from those Drivers of Change.
- Research about uncertainties should also be performed to gather a few examples to support the work session.
- Prepare a document for this list to be presented at the work session (each Driver of Change can be illustrated by an image). A large poster with all Drivers of Change can also be made, although that does not replace the individual list that each participant (or group of participants) should have during the work session.

Step-by-Step

Trend analysis approach | Tool 2

STEP 5

Work session material

- All the material needed for the work session should be printed (see the templates needed for this tool).

- The dynamics of the work session should be well thought – will participants be divided into groups? If they are, be aware of the hierarchies and potential power dynamics among participants;

- As mentioned, each participant or working group should have access to the list of Drivers of Change.

- Prepare the work session agenda. It should be developed a summarized version of the agenda for the participants (if possible, in a visual step-by-step format) and a detailed version – in terms of timings and activities – for the facilitator(s).

- Invite the participants. In the invitation, briefly highlight the importance and the goals of the session and refer some key activities. Supporting materials can be shared in advance but only if directly useful.

- Prepare, in advance, the material needed and the room/space where the work session will be held. If possible, use round tables for the group work.

STEP 6

Conducting the work session

- After the usual acknowledgements, introductions (make them very quick or even consider to skip them), communication of key logistic information and overview of the workshop process and aims, the focal issue and time horizon should be presented. If it was not defined collectively and/or some participants are new to the process, present and explain the focal issue and time horizon – it can be very useful if a member of the board participates on this activity. If it was defined collectively, remind that process to the participants.

- The Key Drivers of Change should be presented.

- **Exercise 1** – **Trends and megatrends selection** (**template 2.1**) – After presenting the concepts of Trends and Megatrends, participants should select, in working groups, from the list, two (2) Megatrends and three (3) Trends (the numbers are only indicative). For each of them, participants must explore potential Impacts and Options, considering the focal issue and time horizon in question.

- It can be easier and useful to have key areas of the organisation to explore when thinking on potential Impacts and Options.
- The focal issue and time horizon should be relevant to these key areas of the organisation.
- It is essential that every group shares its results. The results should stay visible to everyone and throughout the process, either using large panels or flipcharts.

- **Exercise 2** - **Weak signals and wild cards selection** - (**template 2.3** and **2.4**) – participants should select one (1) Weak Signal and two (2) Wild Cards (the numbers are only indicative), following by the exploration of their potential Impacts and Options for the focal issue and time horizon. If key areas of the organisation were used on exercise 1 to support the potential Impacts and Options exercise, they might also be useful for this exercise. Share results.
- As mentioned, all the results must be visible at all time. One possibility is to hang the templates on a wall. Participants should go through every result.
- **Exercise 3** – **Crucial uncertainties discussion** - (**template 2.5**) - The concept of Crucial Uncertainty must be presented and supported by previously gathered examples (see step 4). Participants should be invited to hold a conversation around uncertainties (Crucial Uncertainties) and use the given template to explore a few.
- **Exercise 4** – **Crucial uncertainties selection** – It is essential for groups to select, from their own list, two (2) Crucial Uncertainties that have a high level of uncertainty, which are highly relevant for the focal issue and have a potentially high impact on the focal issue. These two (2) Crucial Uncertainties must have relative independence from each other, be plausible and challenge the focal issue. For instance: if we are building scenarios for the Future of Public Administration and one crucial uncertainty is about the EU regulation, the other should be impactful on the focal issue and relatively independent of the first one. For example, the speed of digitalization in the publicsector. Results must be shared, and eachgroup should present their choices.
- **Exercise 5** - **Drivers of change cross analysis** - (**template 2.6**) should be placed on the wall, in a central part of the room, as the next discussion will be around it. The facilitator(s) should place all Drivers of Change in the table in **template 2.6**, using post-its or writing all of them in both the first vertical column and the first horizontal row. After that, the facilitator(s)

Step-by-Step

Trend analysis approach | Tool 2

should start by asking what are the implications of the Drivers of Change to the focal issue (regarding challenges and opportunities). This should be explored by crossing the Driver of Change **A** (first cell of the vertical column) with the same Driver of Change **A** (first cell of thehorizontal row); followed by the challenges and opportunities uncovered by the crossing of Driver of Change A (first cell of the vertical column) with Driver of Change **B** (second cell of the horizontal row), and so forth, covering all Drivers of Change, and making sure all cross with each other.

- **Wrap-up:** reminding of the role of the workshop inputs in the process of the trend analysis approach and closing of the session.

STEP 7

Analysing and sharing the results

- The results should be further analysed in order to identify which Drivers of Change should be monitored, and indicate the interaction and dependency of those.
- The results from exercise 5 should also be taken further, by clustering the challenges and opportunities and explore what might leverage them, as well as brainstorm about policy initiatives.
- A Visual Report about how the session was held, and its primary results is a good element to share among all participants.
- A report about the Driving Forces (including crucial uncertainties) that should be monitored is fundamental. It should consider the focal issue and time horizon, alongside the identification of the direct and indirect consequences of the Drivers of Change to the organisation. This report should also highlight the potential challenges and opportunities that the organisation might encounter. It should be sent and, if possible, presented to the board of directors, with follow-up proposals like deepening the analysis, building scenarios or testing the vision.

Convergence Table | Connecting tools from AISK to Public management instruments

Trend analysis approach | Tool 2

Public Management Instrument	Purpose of the AISK tool	Outputs from the application of the AISK tool
Strategic Plan	Anticipating Impacts	Identify and monitor weak signals (i.e. early indications of potentially impactful events), "wild cards" (i.e. events of unpredictable character and impact) and uncertainties key (e.g. public opinion, changing social values) because of their potential impact
	Defining Strategic Areas	Identify specific areas of intervention, potentially impacted by megatrends and trends, to leverage (opportunity) and/or prevent (threat) this impact
	Focus	Define the focus of the analysis by constructing a single sentence that summarises most of the organisation's concerns/pressing issues
Evaluation and Accountability Framework (QUAR)	Effectiveness Objectives	Define more clearly objectives, indicators and targets, for a robust evaluation and measurement
		Innovate the organisational culture according to the Anticipatory Innovation mindset
Activity Plan	Activity Definition	Consider the strategic areas to be intervened when defining the activities to be carried out annually
		Define activities that may contribute to leveraging the opportunities and/or preventing the threats identified
	Execution of Activities	Align the prioritization of the execution of activities by the prioritization of strategic areas
Project Management	Follow-Up	To pay attention to the evolution of uncertainties, anticipating their potential impact on the projects

Alternative Futures

The need to deal with uncertainty and change

Alternative Futures

This cluster of problems encompasses:

- Difficulty to cope with an environment of constant change, uncertainty, ambiguity, complexity, and volatility
- Difficulty in understanding challenges and vulnerabilities
- Problems for setting a Strategic Agenda (high level)
- Lack of platforms that enable Strategic Conversation
- Difficulty to build a shared understanding of the contextual possible and plausible evolutions
- Need to test our strategy in different external conditions
- Low strategic sensitivity
- The influence of the electoral cycle
- Lack of understanding of possible pictures of the future

Challenge assumptions about **the future and reframe strategy implications**

Choose the **right tool!**

This method path presents two tools that can solve the identified problem. In order to facilitate the choice, each tool is accompanied by a comparative representation regarding implementation time financial investment $$$ workload and difficulty in applying

Scenarios compilation method

Tool 3

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SUMMARY OF THE APPROACH:

It is a fast way to understand the external context, its uncertainties and pace of change. It requires collecting and selecting already existing scenarios, both from general contexts and more specific ones (e.g. focusing on the sector), in order to gather key points which potential challenge the organisation or present growth opportunities.

EXPECTED OUTCOME:

The main result should be a concrete notion about what the organisation considers being the future change and what are the key elements that support this new perspective about the future.

Deductive method

Tool 4

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SUMMARY OF THE APPROACH:

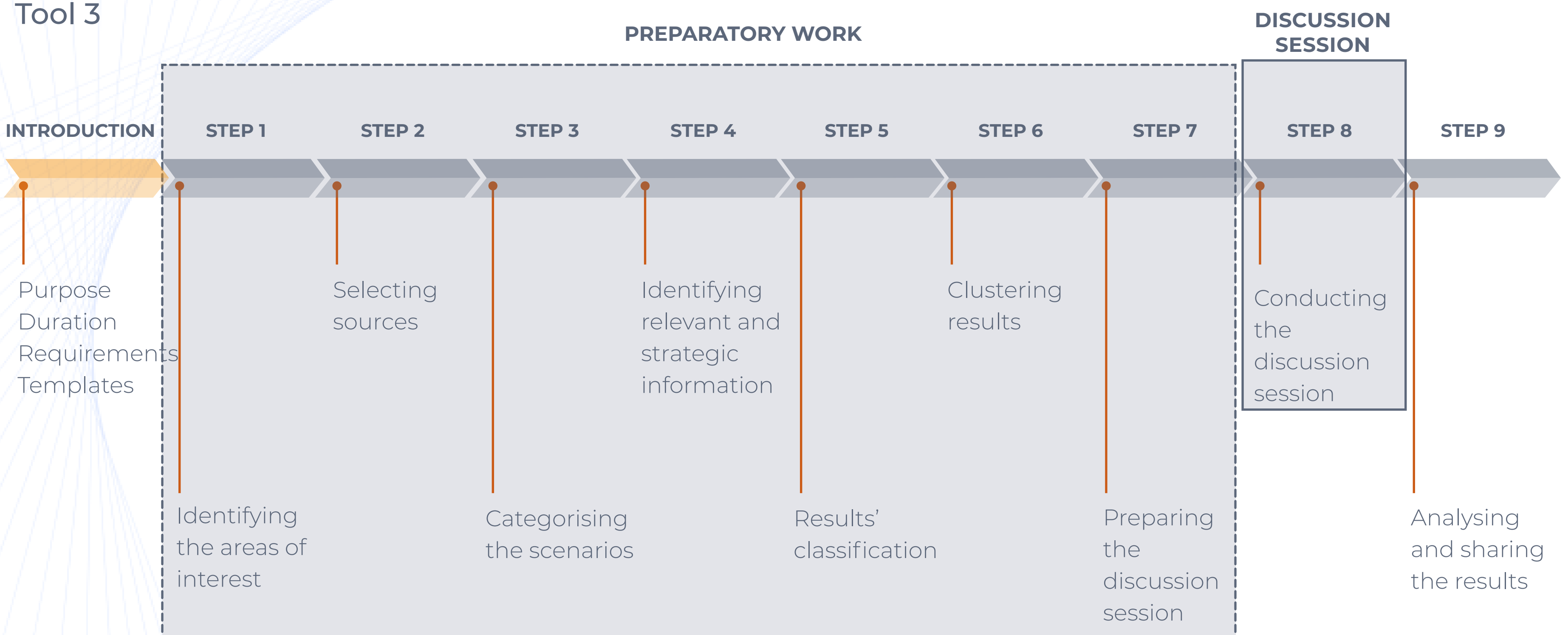
It is the most utilised approach to build scenarios. It uses Crucial Uncertainties as the architecture of the scenarios. Those scenarios are built in a participatory manner in a work session composed by several exercises.

EXPECTED OUTCOME:

As a result, 4 scenarios are constructed, key characteristics of each underlined and a deeper understanding of what they represent to the focal issue is developed.

Scenarios compilation method

Tool 3



Scenarios compilation method

Tool 3

PURPOSE

Without having to build scenarios from scratch, this tool aims to allow the acknowledgement of crucial uncertainties, as well as of the emerging of potential challenges and opportunities for the future of the organisation.

REQUIREMENTS

Minimum two individuals, although a third one might increase the quality of the work.

The ones working and leading the application of this tool need to have a high level of synthesis capacity and the ability to share knowledge in the areas of strategy, creativity and innovation.

Researching global and specific scenarios to identify and select the ones relevant for the future of the organisation.

Deep knowledge of the organisation from its strategy to the operations level.

DURATION

Minimum of days involved: 3 to 5 full days – including the time needed for the discussion session and its analysis. (Preparing and organising a discussion session with a duration of 2 to 4 hours).

TEMPLATES

Scenarios compilation method | Template 3.1.

Step-by-Step

Scenarios compilation method | Tool 3

STEP 1

Identifying the areas of interest

- It is key to have a method to sort the different scenarios which will appear during the investigation. Therefore, the areas of interest must be identified. They offer a way to distinguish the scenarios that are relevant to the future of the organisation.

- To identify the areas of interest, (a) external threats and opportunities (or potential threats and opportunities), together with (b) internal views, should be collected and categorised (**template 3.1** might be useful).

- The areas of interest must be evidence-based, that is, supported on hard facts and can or do commit the strategic decision-making.

STEP 2

Selecting sources

- Considering the relevant areas of interest, a selection of scenarios built by renowned organisations as well as in the context of funded projects must be done.

- Here is an indicative list of organisations and projects that publicly share their scenarios:

  - El-Hiwar II Project
  - European Environment Agency
  - European Foresight Platform
  - Foresight4Food
  - Forum for the Future
  - Global Scenarios Group
  - Great Transition Initiative
  - McKinsey
  - Millennium project
  - National Intelligence Council
  - Shell
  - Tellus Institute
  - The Euro-healthy project
  - The European Commission – Joint Research Centre
  - The Fresher Project
  - The MEET 2030 project
  - UNESCO
  - World Bank Food and Agriculture Organization of the United Nations
  - World Economic Forum
  - World Energy Council

Step-by-Step

Scenarios compilation method | Tool 3

STEP 3

Categorising the gathered scenarios

- A structured archive system is necessary to file the investigation's results.
- The collected scenarios must be classified in order to distinguish the most significant ones – i.e., the ones directly linked to the areas of interest - but also to identify scenarios that include information across several areas of interest, to avoid a too large number of scenarios and duplicated information.

STEP 4

Identifying relevant and strategic information

- The objective is to detect:
  a) elements that are common to scenarios;
  b) elements that are unique to particular scenarios. If possible, collect the data that supports the relevant elements.
- Uncertainties must be identified as they also represent challenges for the organisations.

STEP 5

Classifying results

- The results should be organised according to the degree to which they challenge the organisation's view of the future. The objective is to distinguish the ones that challenge the most challenging from the ones that are less.
- Results should also be tear apart regarding the degree in which they offer opportunities not accounted for.
- Different uncertainties from each scenario should be categorised according to their relevance for the organisation. This relevance can be looked at from the perspective of the ones that challenge the most the current view about the future in the organisation.

Step-by-Step

Scenarios compilation method | Tool 3

STEP 6

Clustering results

- The results should be organised in clusters (associating similar questions in groups), in order to draw pictures of the future key for the identified areas of interest.
- This step requires creativity to relate data across different areas of interest and strategic thinking to focus on what is strategically relevant.

STEP 7

Preparing the discussion session

- Participants must be invited and previously informed about key concepts such as: what are scenarios, their relevance and benefits, uncertainties and their place in strategic thinking.
- Participants should also know what areas of interest were considered.
- The process adopted must be previously shared and be as transparent as possible.
- The results of the investigation should be concise, stick to their strategic relevance, preferably supported by a visual representation. They can be previously sent to the participants (only if it is clearly useful to send them beforehand) or presented solely at the discussion session.

STEP 8

Conducting the discussion session

- The focus of the discussion session should be:
  - To share the results (e.g., what is plausible to happen to the energy market);
  - To communicate why the results are relevant for the organisation (relate to the current view of the future of the organisation);
  - To present the challenges and the opportunities found.
- The centre of the discussion should be the challenges and their implications, as well as the opportunities and their implications – it should be a free-flowing discussion with 4 to 6 participants. A person to take notes of the discussion is essential – recording can also be an option.
- The meeting should end with a review about what changed in the organisation’s view of the future.

Step-by-Step

Scenarios compilation method | Tool 3

STEP 9

Analysing and sharing the results

- The main result should be a concrete notion about what the organisation considers being the future change and what are the key elements that support this new perspective about the future.
- Results should not only contain information about the challenges and the opportunities that can arise and but also present a perspective about how to assess the readiness of the organisation (e.g., how far is the current strategy of the organisation facing those challenges and exploring the opportunities accounted for?).
- To take the analysis a step further, it can also integrate elements that should be monitored.
- A small report should be developed and shared.

Scenarios compilation method | **Tool 3**

Public Management Instrument	Purpose of the AISK tool	Outputs from the application of the AISK tool
Strategic Plan	Diagnostic	Identify areas of interest (i.e., of strategic action) based on scenarios that challenge the organisation's vision
		Identify key elements to support a change in organisational vision
		Be aware of the extent to which the current organisational strategy responds to emerging challenges and opportunities
Evaluation and Accountability Framework (QUAR)	Effectiveness Objectives	Define more clearly objectives, indicators and targets, for a robust evaluation and measurement
		Innovate the organisational culture according to the Anticipatory Innovation mindset
Activity Plan	Activity Definition	Operationalise areas of interest into measures/activities/tasks that support the new organisational strategy
		Define contingency plans/alternatives for crisis or unlikely situations
Project Management	Follow-Up	Be aware of the impact of the elements key of the new organisational vision on projects

Deductive method

Tool 4

INTRODUCTION

Purpose
Duration
Requirements
Templates

STEP 1

Conceptualising and organising

STEP 2

Scanning the environment

STEP 3

Preparing the work session

STEP 4

Conducting the work session – interpretation for anticipation

Exercise 1 – Identify implications and options
Exercise 2 – Prioritising uncertainties
Exercise 3 – Configuration of uncertainties
Exercise 4 – Selecting a matrix
Exercise 5 – Characterising the scenarios

STEP 5

Analysing the results

PART 1: Building a narrative
PART 2: Understanding strategic implications

STEP 6

Disseminating the results

Deductive method

Tool 4

PURPOSE

Following the most utilized approach and in a simple manner, build scenarios in a participatory way during a work session composed by several exercises. The aim is to create a platform for ongoing strategic conversations about alternative futures, which are encompassed in the scenarios narratives, and assess risks and opportunities that might need to be explored.

REQUIREMENTS

Minimum two to three individuals in a core team.
The ones working and leading the application of this tool need to have a high level of synthesis capacity and the ability to share knowledge in the areas of strategy, creativity and innovation.
It is advised to count with an experienced facilitator, preferably supported by an assistant.
A deep knowledge of the organisation, from its strategy to the operations level.
Representatives of the board of directors and top management should be included.
Dissemination of results.

DURATION

Preparatory work can take from one day to a week fulltime.
Time involved in preparing and conducting the work session: one full day.
Analysing the outcomes requires one to two full days minimum.

TEMPLATES

Deductive method | Template 4.1; 4.2; 4.3; 4.4; 4.5 and 4.6.

Step-by-Step

Deductive method | Tool 4

STEP 1

Conceptualising and organising

- The goal of this step is to define and clarify the focal issue and the time horizon which will orient the whole scenario building process.

- Although there are different ways to define a focal issue and time horizon, both tools of the approach Drivers of Change of this starter kit present two ways that can be followed.

- If preparation time if not an issue, a deeper way to define the focal issue and time horizon can be followed by learning more about the challenges that the organisation faces, and the underlying assumptions that the organisation (its decision-makers in particular) holds about the nature of those challenges and how they will play out in the future.

- This can be done effectively by interviewing key decision-makers and stakeholders. The objective is to ask broad, open-ended questions about both the external and internal environments of the organisation, initiating a future-focused dialogue. In fact, open-ended questions about the external environment are often the best way to expose underlying assumptions.

- Questions to understand what the organisation believes is predetermined in the future, what people think can be the future triumphs and failures, what can be the immediate horizon strategic issues/decisions. Questions about legacy, fears and aspirations should also be posed.

- It is also important to include questions about the time horizon for scenario building, such as: Is the organisation interested in exploring how the World will look like in 10 years? In 20 years? Why? The time horizon should reflect how rapidly the issues in question are likely to change.

- The interview process will uncover challenges, key issues and assumptions, which will help to frame, as clear as possible, the focal issue and define the time horizon.

- This conclusion should be presented and discussed internally before taking any other step of the process. Such can be done either through a discussion by a selected group of key decision makers or by a more comprehensive voting process sent by email, for example.

STEP 2

Scanning the environment

- This second step can be implemented by following the tool 1 or tool 2 of the Drivers of Change approach, although the objective in this step is simpler.
- The goal of this step is to arrive to a list of Drivers of Change relevant for the focal issue and time horizon that should include: **Trends**, **Megatrends**, **Weak Signals** and **Wild Cards**, as well as a **selection of Uncertainties**.
- This list will be discussed and will serve as an input for exercises in the work session.
- This list should include not only the identified Drivers of Change, but also a brief description of each. If possible, for each Driver of Change an image can be added to help with the comprehension.
- The Drivers of Change should also be placed in a large size paper and hung on the wall in the room where the work session will be held.

STEP 3

Preparing the work session

- The selection of participants (between 8 to 20, must include representatives of each part of the organisation, including the board of directors and top management.
- Previously to the work session, participants should understand the objective of the work session, mainly why it is strategically important to build scenarios collectively.
- Participants should also be aware of key concepts that will be used in the work session.
- A bright and spacious room should be elected to hold the work session.
- All exercises' templates should be printed.
- The Drivers of Change poster should also be printed and hung on the wall.

Step-by-Step

Deductive method | Tool 4

- Large size blank papers (A0 or larger) should be hung on the wall (or any other option that allows participants and facilitator to take notes directly on the walls).
- Coloured post-its and colour markers should be provided to each participant, as well as A3 and A4 blank paper sheets.

STEP 4

Conducting the work session - interpretation for anticipation

- The objective of the work session is to interpret, synthesize and combine the identified Driving Forces in order to build scenarios.
- After all acknowledgement and welcoming protocols, the agenda and objectives of the session should be presented and the main concepts that are going to be used at the work session clarified.
- The list of Driving Forces should also be remembered by presenting the corresponding poster.
- Participants should be divided into groups, preferably groups with an even number of people.
- **Exercise 1** – **Identify implications and options** – The facilitator distributes the **template 4.1** to each group and asks them to start by indicate 2 or 3 key implications (i.e., a likely and potentially relevant consequence – positive or negative) of each Driver of Change (excluding uncertainties) to the focal issue during the time horizon. Then, each group should identify at least one option for each implication, i.e., choices that can be made to overcome (if the implications is negative) or explore the consequence (if the implication is positive). When dealing with weak signals, the implications should be thought regarding the "if": if the weak signals gain scale.
- Using the same template, the facilitator should ask each group to evaluate the implications to distinguish the ones with higher impact.
- The results should then be shared. The objective is to arrive to a narrower list of Drivers of Change by focusing only on the ones with the higher potential impact.

Step-by-Step

Deductive method | Tool 4

- After that, the facilitator should write this narrow list on a large size paper hung on the wall.

- **Exercise 2** – **Prioritising uncertainties** – Groups are now asked to go through the list of uncertainties and see if they can identify others beyond the ones already identified.

- Then, participants should be asked to prioritise the uncertainties according to two criteria: (1) the degree of importance to the focal issue or question, and (2) the degree of uncertainty surrounding those forces. **Template 4.2** might be helpful.

- A short dialogue about the results should be opened in order to arrive to a set of 3 to 5 critical uncertainties.

- **Exercise 3** – **Configurations of uncertainties** – This exercise should not be done in groups, but with all the participants working together. Using **template 4.3**, which should be hung on the wall, the facilitator or his assistant should write the 3 to 5 uncertainties that resulted from the previous exercise.

- The criteria to define the configurations for each uncertainty should be introduced: the configurations should be plausible, contrasting, and challenging to the focal issue. The facilitator should give a couple of examples of configurations, such as: "The role of the government" that it can evolve towards an essentially regulatory role or to a more interventive role (e.g., providing more services and directly managing companies).

- Participants should be invited to provide their views about the two different ways each uncertainty might plausibly evolve. The facilitator should focus the exercise on one uncertainty at the time. The person supporting the facilitator should write down on post-its the different ways that the uncertainty might evolve (as pointed out by the participants) and place them in the **template 4.3**. Then, the facilitator should help define the definitive configurations, having in mind the criteria, and write them down directly on the template.

- **Exercise 4** – **Selecting a matrix** – After having all the configurations set, the facilitator should continue to work in plenary.

- Using **template 4.4** the facilitator should direct the participants to cross different uncertainties forming a matrix of two axes. This trial-and-error process, helps to identify the matrix that better meets the following criteria:

  - Relevance – does the matrix "light up" the focal issue? Relevance to the future of the focus issue and its time horizon
  - Plausibility and Expressiveness – do plausible and clear pictures of the future appear in each quadrant?
  - Contrasting – do strong and distinct ideas appear in each quadrant?

Step-by-Step

Deductive method | Tool 4

- Is the matrix Challenging to the strategic decision making?

- The relevant matrix should point out different challenges that influence the future of the focal issue and its time horizon.

- This exercise is anchored in the process of testing different possible matrixes to uncover the one that better fulfils the criteria. This matrix should be placed on **template 4.5** and hung on the wall.

- **Exercise 5** – **Characterising the scenarios** – Following the collective selection of the matrix, which constitutes the scenarios' structure framework, the facilitator should divide the participants in groups again, and "give" a scenario to each group.

- The facilitator should then ask the groups to dive-in in their scenario and briefly characterize the scenario by giving it a name and identifying the high concepts that grounds the scenario. Afterwards, each group can write an abstract/golden paragraph that summarises "its" scenario. **Template 4.6** might be helpful at this stage.

- Wrap-up and remind the participants of the strategic importance of this work session.

STEP 5

Analysing the results

- The team that was involved from the start in preparing, conducting and analysing the results (2 to 3 individuals), must focus its analysis in developing the scenarios into narratives – stories that describe the future which the scenario is illustrating – **PART 1**.

- It should also focus on underlying the implications of each scenario on the focal issue as well as in the organisation – **PART 2**.

PART 1: Building a narrative

- To make scenarios a useful strategic tool, a short description of each scenario can be sufficient. One that summarises the scenario in 1 or 2 paragraphs. Example: "Uncle Harry's

Will: A world in which state funding increases but is tied to performance outcomes. Voucher systems create competition from private and public competitors. The most entrepreneurial colleges "win"." (ref: Scearce, D., Fulton, K., and the Global Business Network community (2004). What if? The art of scenarios thinking for Non-profit. p 64)

- Nonetheless, if there is a need to construct a small narrative, it is key, in each scenario, to identify key questions that are necessary to better understand the focal issue and the challenges to our organisation. These questions should be answered in the small narrative. The narrative should start by describing the scene – for example, we are in the year 2040 and state action is essentially regulatory, with most of the services outsourced and provided by partners with a predetermined set of characteristics. Further, it is important to understand what happened to the key Drivers of Changes on each scenario, as the small narrative should underly the most relevant ones of each scenario. For example, if the Megatrend Demographic Change was considered to be a key Driver of Change to a scenario, the small narrative should include it, such as: In the year 2040 the demographic pyramid has changed, as between 2022 and 2032 a dramatic increase of births led to a large world population under the age of 15. This phenomenon is a consequence of a new economic era based on social and environmental values, which started promoting new typologies of jobs, as well as the new social paradigm of universal basic income, which led to a more stable society.

PART 2: Understanding strategic implications

- It is important to identify key implications of each scenario in the organisation as well as the ones that surface in all scenarios.
- And to identify why each implication is relevant as it helps to determine strategic priorities.

- Another key analysis that should be made is to review the predetermined elements (that is, "those events that have already occurred (or that almost certainly will occur) but whose consequences have not yet unfolded." Pierre Wack, 1985. Harvard Business Review, Sep./Oct. 1985. p 73), and understand if the scenarios suggest additional predetermined elements, or if any figures prominently in the strategic agenda.
- A small report about the results of this analysis can be very useful to the team that is developing the strategic plan for the organisation.

Step-by-Step

Deductive method | Tool 4

STEP 6

Disseminating results

- A visual report that captures the key exercises of the work session, as well as the key outcomes, is a great tool to engage the whole organisation.

- To share the short description or the small narrative of each scenario is also an important tool for the organisation learning.

- A small report about the results of the analysis performed (STEP 5, PART2) has strategic value and should be sent to the board of directors and top managers.

Convergence Table | Connecting tools from AISK to Public management instruments

Deductive method | Tool 4

Public Management Instrument	Purpose of the AISK tool	Outputs from the application of the AISK tool
Strategic Plan	Diagnostic	Design several alternative future scenarios by crossing uncertain factors (i.e. uncertainty matrix)
		Identify the relevant implications of each scenario for the organisation, including past events whose consequences have not yet manifested
	Strategic Priorities	Anticipate strategies to overcome/exploit the consequences (-/+) of drivers of change and uncertainties with the most impact
Evaluation and Accountability Framework (QUAR)	Effectiveness Objectives	Define more clearly objectives, indicators and targets, for a robust evaluation and measurement
		Innovate the organisational culture according to the Anticipatory Innovation mindset
		Allows the creation of a narrative that helps improve the organisation's communication strategy (internal and external)
Activity Plan	Activity Definition	Guide the definition of activities/tasks to operationalise the challenges emerging from the matrix of considered uncertainties relevant
Project Management	Follow-Up	Keep in mind the macro framework of the project provided by the uncertainty matrix is considered relevant

Vision

The need to improve organisational/team alignment

Vision

This cluster of problems encompasses:

- Challenges with leadership (Communications, Accountability, Alignment, Execution, Behaviour/Culture)
- Organisation, department and/or team are static/motionless (no innovation, no improvement)
- Low engagement, motivation, and morale
- Organisational misalignment
- Low leadership unity
- Insufficiency communication across the organisation
- Lack of clarity and unity
- Inability to enable a conversation about the organisation/department/team direction
- Lack of compromises (of participation and implementation)

Set up a **future oriented vision**

Choose the **right tool!**

This method path presents two tools that can solve the identified problem. In order to facilitate the choice, each tool is accompanied by a comparative representation regarding implementation time financial investment $$$ workload and difficulty in applying

Vision board method

Tool 5

$$$

SUMMARY OF THE APPROACH:

This is a visual approach to have strategic dialogues about Vision. From a journey angle, it encourages people to arrive at a consensus about the organisation Values, what Challenges and Supports the organisation, and its Mission.
It also calls for an exploration of the desired future for the organisation.

EXPECTED OUTCOME:

The principal outcome is the beginning of a larger dialogue about the steps that should be made from the present state towards the Vision Themes that illustrate the organisation in the future.

Backcasting Method

Tool 6

$$$

SUMMARY OF THE APPROACH:

It establishes a specific future situation. After that definition, an imaginary moving backwards in time is made, from the future to the present. It must include as many stages as considered necessary in order to understand how that particular future could be attained.

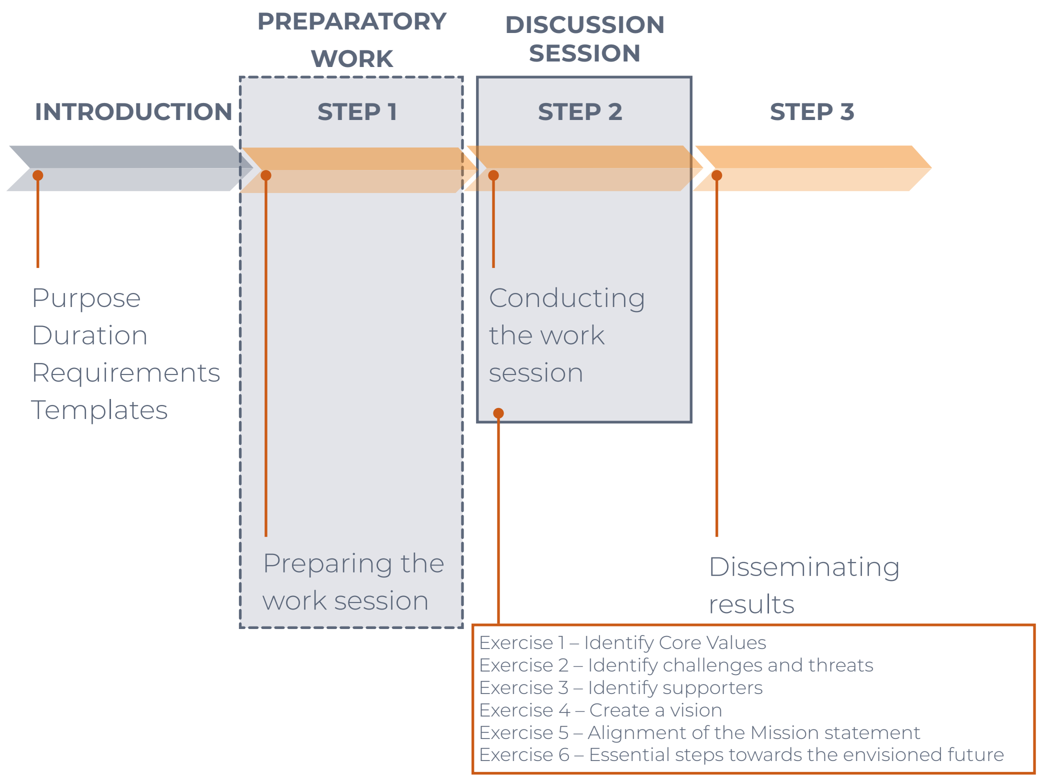
EXPECTED OUTCOME:

The main outcome is the creation of a path from today to the desired future state, having in mind the quality and relevance of scenarios. The results of the work session can be taken further it an analysis distinguishing the feasibility of the actions.issue is developed.

Vision

Vision board method

Tool 5



Vision board method

Tool 5

PURPOSE

The aim of this tool is to provide a platform to collectively reflect upon the organisation's foundations and arrive to a set of vision themes, based on an image (or images) of the future of the organisation.

REQUIREMENTS

Minimum one individual that will prepare, organise, and facilitate the work session and disseminate the results.
The facilitator needs to have creative skills and be resourceful to carry on the work session.
Clarifying key concepts previously to the work session among the participants.
People must be captivated to attend.
Board of directors and top management should be represented.
Dissemination of results.

DURATION

Minimum of days involved: 1 full day + a half day for the work session. (Involves a 3 to 4 hours work session.)

TEMPLATES

Vision board method | Template 5.1 and Guideline card 5.1

Step-by-Step

Vision board method | Tool 5

STEP 1

Preparing the work session

- The selection of participants (between 16 to 20) must include representatives of each part of the organisation, including the board of directors and top management.
- Previously to the work session, participants should understand the objective of the work session, mainly why it is strategically important to create a vision collectively.
- Participants should also be aware of key concepts that will be used in the work session.
- The facilitator should get familiarised with the template of the exercise, as the whole work session revolves around the template.
- A bright and spacious room should be elected to hold the work session.
- The template (**template 5.1**) should be printed out in the largest size possible and hung in the centre of the room so that every participant can see it.
- Coloured post-its and colour markers should be provided to each participant, as well as A3 and A4 blank paper sheets.

STEP 2

Conducting the work session

- After all acknowledgement and welcoming protocols have been followed, the agenda and objectives of the session should be presented and main concepts that are going to be used at the work session clarified.
- **Exercise 1** – **Identify core values** – The facilitator should start by asking each participants to write down in post-its 3 core values they think the organisation has, using one post-it to each core value. Each participant should share their views while the facilitator collects the post-its and places them on the template (**guideline card 5.1** - the template filling guides), and clusters the outcomes (i.e., by associating similar values).
- A short dialogue about the results should be opened in order to a set of 5 to 7 consensual core values.

Step-by-Step

Vision board method | Tool 5

- **Exercise 2** – **Identify challenges and threats** - Participants should focus on identifying 3 challenges each that threaten or can threaten the organisation growth and write them down in post-its (one for each challenge). The facilitator should collect all responses and place them on the template (see **guideline card 5.1**) while reading them out loud. Clusters of the challenges should be made, and a conversation about the results conducted.

- **Exercise 3** – **Identify supporters** – The process is identical to the one in **exercise 2**, although in this case the goal is to identify supporters, that is, what leverages the achievement of organisation's mission. Results must be clustered, placed on the template, and discussed.

- **Exercise 4** – **Create a vision** - Based on the results of the exercises done so far, participants should be divided into groups (with a maximum of 5 people each) and invited to construct a narrative about how they envision the organisation in 5 years and to write it down on an A3 blank paper. The narrative can be organised in bullet-points emphasizing the important elements, instead of a story (use **template 5.1** if is necessary a more structured way to do this exercise).

- Participants should then choose 3 key points of their narrative that capture the way they see their organisation/ department in the future, and share it.

- The facilitator should then cluster the results into Vision Themes and place them on the template (write down directly on the template or post-its, which should be sticked on the template).

- **Exercise 5** – **Alignment of the mission statement** - Still in groups, participants should focus their attention on the current mission statement and provide a critical view of it. Is it coherent with the Vision Themes? Should it be completely reformulated, or some improvements are enough? Considering the Vision Themes, each group should provide (in a post-it) one version of their improved mission statement for the organisation or of a completely new one. It should be reminded that the mission has to answer the question: Why do we exist? The facilitator should collect and place all post-its on the template (the guideline card 1 assists in the correct placement of the post-its). Groups should be invited to go to the template and get to know all the proposals. An open dialogue about the proposals should be reinforced. The objective is to meet one consensual proposal of a mission statement, but if this presents a difficulty, it can be sufficient to have the groups' inputs regarding the improvements to be made.

- **Exercise 6** – **Essential steps towards the envisioned future** - Each group is asked to reflect on the steps that should be made from the present state (and standing on the top of the Core Values) towards the Vision Themes that illustrate the organisation

Step-by-Step

Vision board method | Tool 5

in the future. The groups should present 3 to 5 essential steps.

- **Closing the session** – at the end of the work session, the template should be full of post-its and a clear set of Vision Themes, as well as define steps that allow the organisation to achieve the Vision Themes.

- Each participant should consider that the outcome of the working session is only the beginning of a larger dialogue that the organisation should continue. Besides, they should acknowledge that all the results are temporary and can suffer updates.

STEP 3

Disseminating results

- During the work session, photos should be taken to capture the essential outputs of the session. The photos should be used to disseminate the work session flow and the results. One way to do that is by making a visual report.

Convergence Table | Connecting tools from AISK to Public management instruments

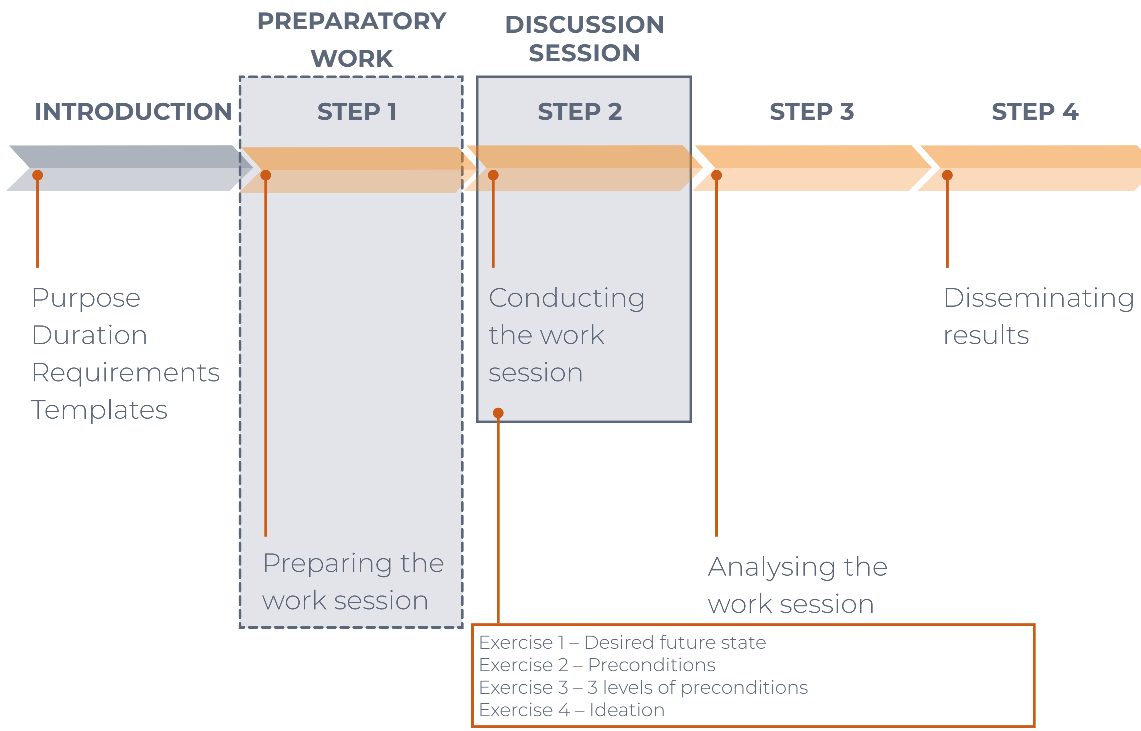
Vision board method | Tool 5

Public Management Instrument	Purpose of the AISK tool	Outputs from the application of the AISK tool
Strategic Plan	Planning	Definition the pillars that structure an organisation (from its vision to its operationalisation)
		Organisational alignment (from strategic objectives to ethical conduct)
QUAR	Effectiveness Objectives	Improve the communication strategy (internal and external) of the organisation
Activity Plan	Planning	Aligning operational objectives with strategic goals
		Align the several levels of leadership
		Engaging the workers in the vision and mission of the organisation, fostering a sense of belonging and organisational identity
Project Management	Implementation	Guide the ethical conduct of project execution
		Highlight the higher purpose (i.e. vision) of project implementation

Vision

Backcasting method

Tool 6



Backcasting method

Instrument 6

PURPOSE

To broaden the present perspective of the organisation about the possibilities that the future may hold and design a map to get there.

The aim of this tool is to provide a framework to create a shared picture of where the organisation/institution/community wants to go, and how the pieces can be placed together to take the organisation/institution/community to the desired state in an actionable manner.

REQUIREMENTS

Minimum one individual that will prepare, organise and facilitate the work session and disseminate the results.

Requires a facilitator for the work session, preferably supported by an assistant.

The facilitator needs to have a moderate to high level of familiarity with ideation processes, as well as strategic thinking and design of strategic actions. It also needs to have creativity skills and be resourceful to carry on the work session.

Board of directors and top management should be represented.

Dissemination of results.

DURATION

Minimum of days involved: one full day of preparation + one full day for the work session + analysis of the results which can take from half day and if a discussion session about the implications is an option taken as next steps, can last up to a week.

It involves a work session with the duration of 6 to 8 hours.

TEMPLATES

Backcasting Method | Template 6.1; 6.2; 6.3; 6.4; 6.5; 6.6 and Guideline card 6.

Step-by-Step

Backcasting method | Tool 6

STEP 1

Preparing the work session

- The focus of the Backcasting should be defined: it is about the desired future state for the organisation? It is about a complex, intricate challenge? (and what challenge is it?); or/ and it is about the purpose of the organisation? (e.g., test resilience of the purpose/mission).
- The selection of participants must include representatives of each part of the organisation, including the board of directors and top management.
- The maximum number of participants should be around 20 and no less than 6.
- Previously to the work session, participants should understand the objective of the work session, and the Backcasting benefits (**guideline card 6** can be help express the key benefits).
- Participants should also have familiarity in participating in the ideation processes.
- The facilitator should get familiarised with the objectives of each exercise.
- A bright and spacious room should be elected to hold the work session.
- All templates should be print out and coloured post-its and colour markers should be gathered for each participant, as well as A3 and A4 blank paper sheets.
- In the day of the work session, the largest size templates should be hung in the centre of the room, allowing every participant to see it. The post-its and .markers should be distributed among the tables, as well as the blank paper sheets.

STEP 2

Conducting the work session

- After all acknowledgement and welcoming protocols, the agenda and objectives of the session should be presented, and any doubt clarified.
- The facilitator should present to the participants a reminder about the focus of the Backcasting and writing it down on a large size blank paper hung on the wall. After that, participants should be divided into groups (max. 4 to 5 people per group).
- **Exercise 1** – **Desired future state** – the objective of this exercise is to agree on a desired future state for the organisation/institution/community or the challenge at hand, or even the purpose of the organisation/ institution/community.
- The facilitator should ask each group todescribe their desire future

state: it can be done by writing a golden paragraph or a sentence that describes it. It should be ambitious and have some specifics (e.g., point out a numeric goal).

- To help unblock creativity, the facilitator can ask participants to think about a situation, a motivation (if the desired future state is about the organisation: what the organisation wants; if the desired future state is about a challenge at hand: how that challenge can solve; if the desired future state is about the purpose of the organisation: how the mission/ purpose can be challenged?), and the expected outcome (e.g., So that the organisation can....; So the solution is... So, the change of the purpose/ mission is....).

- **Template 6.1** can be helpful for this task.

- After all groups finalise the exercise, the results should be shared. The facilitator (supported by the assistant) points out the commonalities and differences in all the desired future states. Then, an open dialogue should happen in order to arrive to a consensus about a unique desired future state for the focus.

- **Exercise 2** – **Preconditions** – again, participants should work in groups. Each group should start by thinking on “Why, at this moment, the desired future state seams “really hard” to attain?”. Each group should list no more than 4 key Preconditions To Overcome.

- The second part of the exercise should be centred on pointing out “What preconditions would have to be in place for the desired future state to become possible?”. Each group should list no more than 4 Preconditions For Success.

- **Template 6.2** can be used to guide the participants.

- When all groups finish this exercise, each group's spokesperson should share the results. The facilitator (or the assistant) should write down all of them on a large-sized blank paper that should be hung on the wall.

- After that, it is key to arrive to 4 or 5 Preconditions For Success agreed by all. These should be written down on the **template 6.3** that must be also hung on the wall.

- **Exercise 3** – **Three levels of preconditions** – This exercise is about arriving to three levels of preconditions or more, until it is possible to see a starting point that can be taken today (the present), and the path linking up to the long-term goal (the Precondition For Success). It is about breaking the path towards the desired future state into bite-sizes.

- The facilitator, using the large-sized paper hung on the wall and looking at the agreed 4 or 5 Preconditions For Success, should ask, for each Preconditions For Success: “What new preconditions are necessary to achieve this Precondition For Success?" This question aims at arriving to another level for the 4 or 5 Preconditions For Success, therefore other 4 or 5 preconditions. The facilitator can use the large size **template 6.3**, which should be hung on the wall, to register these different levels.

- After having the second level of Preconditions For Success, the facilitator should ask –"What new preconditions are necessary to achieve this new level of preconditions?" Other new preconditions should then be uncovered. This process should end when it is possible to start pointing out preconditions that can be addressed today.
- When this process, in which the participants guided by the facilitator uncover the preconditions from the future to the present, is finished, the following step is for the facilitator to make perceptible to all, the path which links back up to the first determine Preconditions For Success (this time from the present to the future). **Template 6.3** can be helpful for this process.

- **Exercise 4** – **Ideation** – After having a base level of preconditions (the ones that are possible to address today), the next step is to understand, from an action perspective, what can be done today to change those preconditions.
- The facilitator should divide the participants into groups again. Each group should be responsible for one precondition (from the set of identified preconditions that can be addressed today). The facilitator should ask each group to do a brainstorming centred on their preconditions.

- If helpful, groups can use **template 6.4**.

- After all groups coming up with actions, the facilitator should ask the groups' spokesperson to share their brainstorming results. The facilitator (or the assistant) should write down those on the large size **template 6.5** that must be hung on the wall. **Template 6.5** can be very helpful to wrap up the work session, as it provides an overview of all the exercises' results and how they relate. It also shows the path from today to the desired future state.

Step-by-Step

Backcasting method | Tool 6

STEP 3

Analysing the work session

- The results of the work session can be taken further if an analysis distinguishing the feasibility of the actions (pointing out the easier ones and the ones more innovative one) is performed.
- **Template 6.6** can be helpful in mapping the actions in different quadrants: **(i)** one for the actions that are easy but not very innovative; **(ii)** a second one for the easy and innovative actions; **(iii)** a third one for the actions have a high degree of difficultness but are not very innovative; and the last; **(iv)** quadrant for the actions that are not easy but have a high degree of innovativeness.
- This analysis can help prioritise the actions.

STEP 4

Disseminating results

- To disseminate results, a visual report can be made, where photographs of the exercises' dynamics and templates are captured. **Template 6.5** with the results of the work session can be reproduced in digital format and sent to all participants and, if possible, to stakeholders, as well as **template 6.6** results, which might be a good illustration of the session outcome.
- An additional step can be made by conducting a discussion session where the results are presented to the board of directors with the objective of achieving a compromise to start creating a path towards the desired future state with theproposed actions.

Convergence Table | Connecting tools from AISK to Public management instruments

Backcasting method | Tool 6

Public Management Instrument	Purpose of the AISK tool	Outputs from the application of the AISK tool
Strategic Plan	Planning	Operationalise the vision, considering the complexity and/or uncertainty of the external environment, what is possible or not to materialise
		Be aware of the preconditions to be overcome to achieve the future desired by the organisation
		Identify actions to change preconditions by a degree of innovation
		Identify actions to change preconditions by a degree of feasibility (difficulty/facility)
		Anticipate change, helping to deal with complex challenges, seek new opportunities (growth/development)
Evaluation and Accountability Framework (QUAR)	Effectiveness Objectives	Define more clearly objectives, indicators and targets, which allow a more robust evaluation and measurement
		Innovate the organisational culture according to the Anticipatory Innovation mindset
		Improve the communication strategy (internal and external) of the organisation
	Quality Goals	Improve the degree of satisfaction of citizens/users/beneficiaries
Activity Plan	Planning	Operationalise the vision, considering the complexity and/or uncertainty of the external environment, what is possible or not to materialise
		Being aware of the preconditions to be overcome to achieve the desired future
		Identify actions to change preconditions by a degree of innovation
		Identify actions to change preconditions by a degree of feasibility (difficulty/facility)
		Anticipate change, helping to deal with complex challenges, seek new opportunities (growth/development)
Project Management	Planning	Be aware of the preconditions to be overcome to reach the desired future
		Identify actions to change preconditions by a degree of innovation
		Identify actions to change preconditions by a degree of feasibility (difficulty/facility)
		Anticipate change, helping to deal with complex challenges, seek new opportunities (growth/development)

Strategy

The need to position and plan for the future

Strategy

This cluster of problems encompasses:

- Lack of processes or support for solving external conflicts and disagreements
- Disconnections between different areas of the organisation (difficulty to grasp what the others are doing)
- Difficulty to define and test priorities (in a context of significant resource restrictions, growing international competition and divergent internal priorities).
- Struggling to establish and implement strategic orientations
- Unproductive and unexplored innovations and opportunities
- Low internal resource fluidity

Establish a **strategic path towards the future**

Choose the **right tool!**

This method path presents three tools that can solve the identified problem. In order to facilitate the choice, each tool is accompanied by a comparative representation regarding implementation time financial investment $$$ workload and difficulty in applying

Assessing and evaluating method

Tool 7

SUMMARY OF THE APPROACH:

It is focused on understanding the strategic implications for the organisation of the scenario(s) or of any type of picture of the future. The first part assesses the implications for users, clients, and/or suppliers. The second part evaluates according to how well the main components of the current strategy stand up to.

EXPECTED OUTCOME:

A consensus of what needs to change in the current in order to be more flexible. It should also be clear and be part of the results of the discussion, what elements the organisation needs to monitor so that the changes can be anticipated.

Business model canvas Method

Tool 8

SUMMARY OF THE APPROACH:

It is a visual framework representing nine different elements of how a business model works. Lately, it has been adapted for mission-driven organisations. It illustrates, in a non-linear manner, what the organisation does, for and with whom, the resources it needs, and how money / financing flows.

EXPECTED OUTCOME:

It helps to analyse current models and design new ones by playing around with changes to current or potential models.

Choose the **right tool!**

This method path presents three tools that can solve the identified problem. In order to facilitate the choice, each tool is accompanied by a comparative representation regarding implementation time financial investment $$$ workload and difficulty in applying

Consequence scanning

Tool 9

$$$

SUMMARY OF THE APPROACH:

The aim of this method is to reflect on the potential intended and unintended consequences, identifying whether they can be monitored, influence them or take some action. Subsequently, the consequences shall be classified whether they are positive or negative and define responsibilities.

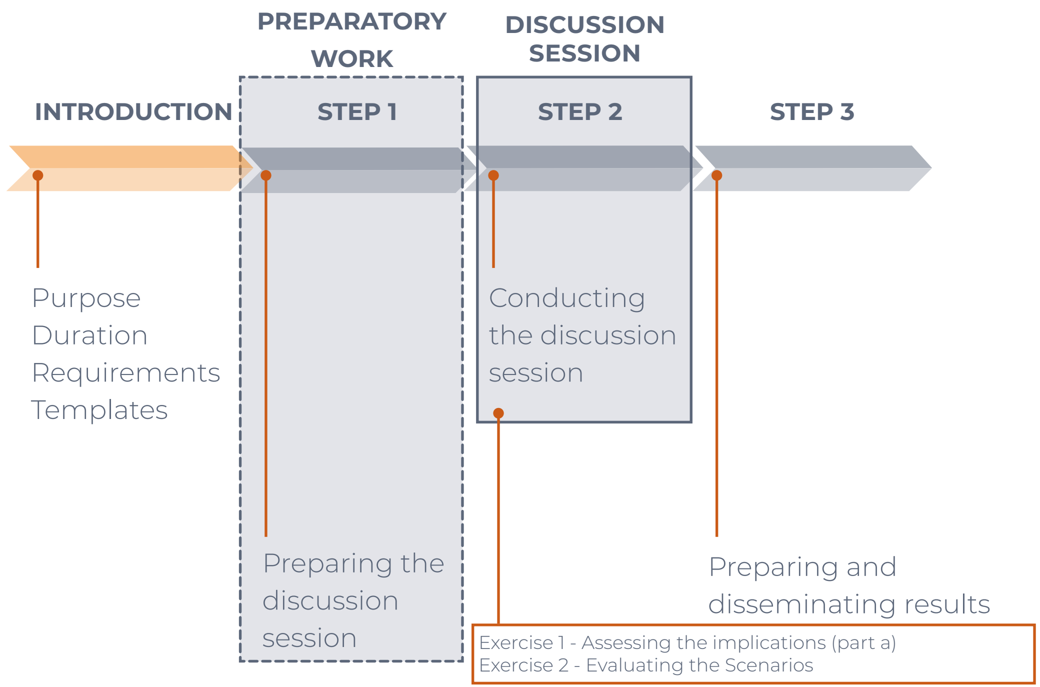
EXPECTED OUTCOME:

An action plan organized according to order of importance/urgency that assigns responsibilities to the main players identified.

Strategy

Assessing and evaluating method

Tool 7



Assessing and evaluating method

Tool 7

PURPOSE

The aim of this tool is to assess the implications for stakeholders (e.g., beneficiaries /citizens) and evaluate the current strategies against the scenarios or Picture of the Future (POF).

REQUIREMENTS

Minimum one individual that will prepare, organise, and facilitate a discussion session. He will also be responsible for disseminating the results.
The facilitator needs a deep knowledge of the organisation, from its strategy to the operations level.
An agreement about what scenarios or any type of Pictures of the Future are going to be assessed and evaluated is needed.
Engaging people to participate, especially the board of directors and top management representatives.
Conducting the discussion session.
Preparing a document with the highlights of the discussion session results.
Dissemination of results.

DURATION

Minimum of 2 full day of work 3 to 4 hours discussion session (with 10 participants maximum and a facilitator).

TEMPLATES

Assessing and evaluating method | Template 7.1; 7.2; 7.3 and 7.4

Step-by-Step

Assessing and evaluating method | Tool 7

STEP 1

Preparing the discussion session

- The facilitator should be familiarised with the scenarios or any type of Picture of the Future (POF). If the organisation is lacking any of these, the Alternative Futures' tools 3 and 4 of this Starter Kit can be helpful.
- The facilitator should gather key elements of the current strategy of the organisation to be presented in the session, such as: Mission; Target clients; Core solutions/services; Human Resources; Processes; Team Structures; Infrastructure; Project Financing; Knowledge Management; Innovation.
- The facilitator should understand and gather information to be presented at the session about:
    - clients'/beneficiaries' needs and requirements, expectations, options, and degree of services' accesses.
- The facilitator should get familiarised with the templates that will be the centre of the session.
- The participants invited to the session need to be aware of and work with the current strategy of the organisation and, if possible, be part of the strategic decision-making process. It is also key to include representatives of the board of directors and top management.
- Previously to the session, participants should understand the objective of the discussion. Current elements of the strategy should be sent, along with information about clients/ beneficiaries.
- A reminder about the scenarios or any Picture of the Future should also be sent to the participants. Each scenario or POF should be described and eventually illustrated on a large size poster to be used at the session (optional).
- The largest size and A3 templates should be printed out and hung at the centre of the rooms so that every participant can see them.
- Coloured post-its and colour markers should be provided to each participant, as well as A3 blank papers.

STEP 2

Conducting the discussion session

Preparing the room:

- All templates should be hanged on the walls (this includes the large size posters about the scenarios or POF).
- The participants (max 10) should be divided into groups (2 to 3 individuals per groups is recommended – the number of groups should be the same as the number of scenarios or POF). Each group should have a table to work on.

During the session:

- After all acknowledgements and welcoming protocols, the agenda and objectives of the session should be presented.
- The facilitator should show the largest size posters, one for each scenario or POF, and inform the participants that they should select one to work with in their group (1 different per group, if possible). Each group is asked to place themselves in the scenario, that is, as if the scenario was 'reality'.
- **Exercise 1** - **Assessing the implications** - Based on their selected scenario/POF, the members of each group are invited to fill the **template 7.1**. They should write 2 to 3 elements per question, each one on a different post-it, about the organisation's current clients/beneficiaries.
- The objective is to answer the key questions based on the scenario/POF of focus (as the template shows): What will the clients /beneficiaries' priorities be in the scenario/POF? How will the clients/beneficiaries prefer to have access to the services in the scenario/POF? What will clients/beneficiaries' key needs/requirements be in the scenario/POF? How will clients/ beneficiaries evaluate the performance in the scenario/POF?
- A short dialogue about the results of each group should be opened in order to arrive to a consensus about the key implications of each scenario for Beneficiaries/clients. No more than 4 implications per scenario/POF.
- The facilitator should not only cluster the implications by joining similar implications within the same group, but also underline the implications that are unique to a specific scenario / POF.
- **Exercise 2** - **Evaluating the scenarios** – The process is identical to exercises 1, although the objective is to understand the following: How well do the organisation current strategies stand up to each scenario? Again, each group should continue to focus on the same scenario/POF and fill the **template 7.2**. having in mind the result of the previous exercise.
- The purpose is to understand if the current strategy, regarding, for

instance, the Mission Statement, Core Offerings, Human Resources, Processes, Team Structures, Infrastructure, Project Financing, Knowledge Management, and Innovation Processes, within each scenario, can stay the same or change. If it needs to change, participants should briefly reflect on how that change might look like.

- Participants are invited to present their A3 templates with the results, followed by a short dialogue about the potential changes.
- During the discussion, the facilitator should identify the key changes that need to be made in the organisation's strategy and encourage another discussion about it among the participants.
- The session should end when the participants achieve consensus on the overall changes that need to occur in the current strategy in order to make it more robust, and changes that may have to be introduced over time to create a more flexible strategy.
- To this end, it should also be clear and be part of the results of the discussion, what elements the organisation needs to monitor so that the changes can be anticipated.

STEP 3

Preparing and disseminating results

- Photos along the different stages of the session must be taken to allow the facilitator to prepare a visual report, which can be used to disseminate the event's process and outputs.
- To instigate the board of directors and encourage change, it should also be sent a summary of the results and highlights about: **a)** changes that need to happen in the current strategy, together with **b)** elements that need to be monitored in order to anticipate change.

Convergence Table | Connecting tools from AISK to Public management instruments

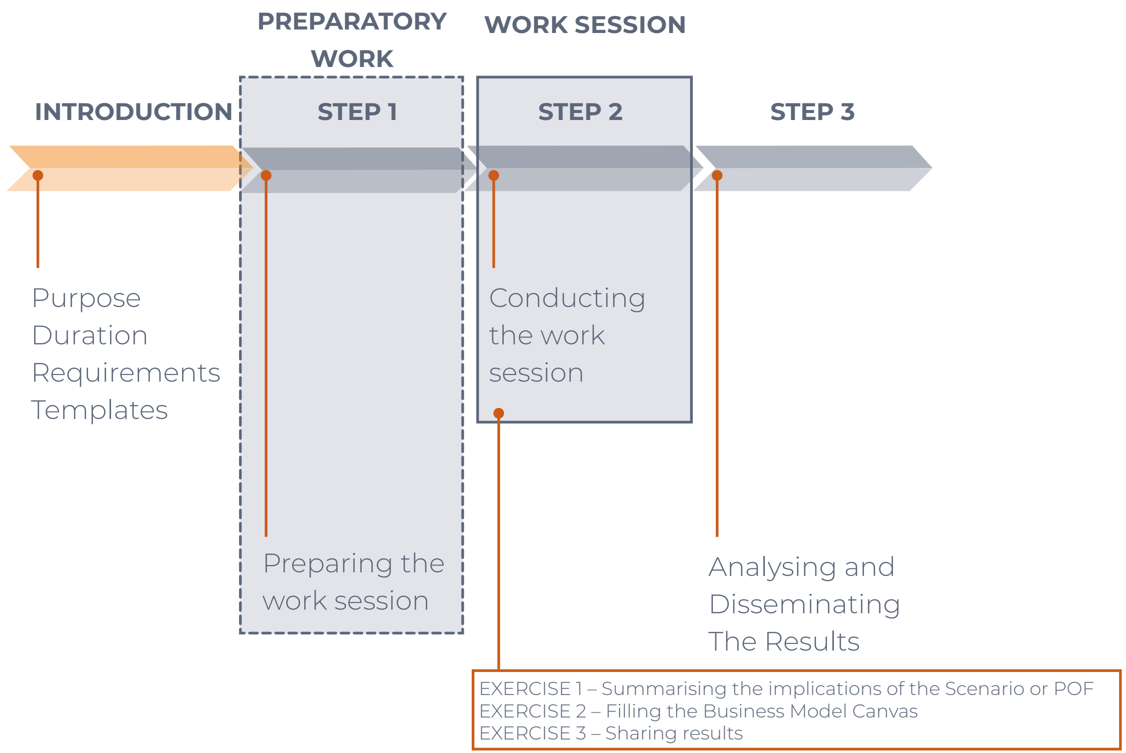
Assessing and evaluating method | Tool 7

Public Management Instrument	Purpose of the AISK tool	Outputs from the application of the AISK tool
Strategic Plan	Planning	Design various alternative scenarios for the future priorities of citizens/users/beneficiaries
		For each scenario, identify the key elements to change
		For each scenario, align the internal structures put to effect the necessary changes perceived
Evaluation and Accountability Framework (QUAR)	Effectiveness Objectives	Improve the communication strategy (internal and external) of the organisation
	Quality Goals	Improve the degree of satisfaction of citizens/users/beneficiaries
Activity Plan	Operational Goals	Align the operational objectives with the strategic goals of the selected scenario
	Activity Definition	Define activities/tasks that respond to the needs of citizens/users/beneficiaries but following the selected scenario
Project Management	Execution	Incorporate (in service delivery) the results obtained from the assessment of the implications for citizens/users/beneficiaries

Strategy

Business model canvas Method

Tool 8



Business model canvas Method

Tool 8

PURPOSE

Through a creative, fast and relatively simple process of conceptualisation of a model of solutions to solve problems/needs, the aim of this tool is to create value for a set of beneficiaries, understanding implications and possibilities in the challenges and opportunities posed by scenarios or POF.

REQUIREMENTS

Minimum two individuals that will prepare, organise, facilitate a work session and disseminate the results.
An agreement about what scenarios or any type of Picture of the Future is going to be explored in the work session.
The number of participants depends on the number of scenarios and Picture of the Future (POF) to be explore.
Minimum two individuals per scenario or POF.
Engaging people to participate, especially the board of directors and top management representatives.
Conducting the work session.
Preparing a document with the work session results' highlights and documents about the organisation's strategy.
Dissemination of results.

DURATION

Minimum of 1 full days to prepare the work session
1 half-day to a full-day work session

TEMPLATES

Business model canvas method | Template 8.1 and Guideline card 8.1

Step-by-Step

Business model canvas Method | Tool 8

STEP 1

Preparing the work session

- The facilitators should get familiarised with the scenarios or any type of Picture of the Future the organisation is using. If the organisation is lacking any of these, the Alternative Futures' tools 3 and 4 of this Starter Kit can be helpful.
- The facilitators should get familiarised with the templates that will be distributed by each group of participants, mainly: get to know the nine blocks of the Business Model Canvas adapted for the public sector – what they mean and what they are used for (the guideline Card might be helpful, as well as the glossary of this Starter Kit).
- Each Scenario or Picture of the Future (POF) should be summarised in a document, and its opportunities and challenges to the organisation should also be highlighted. This document should be sent to the participants before the work session. It does not impede if the organisation is working or has only 1 Scenario or POF as reference: just proceed in the same manner as when having more than one scenario or POF.
- A similar document should be prepared about the organisation current strategy – summarised as much as possible.
- A large size poster for each Scenario or POF with the same information of the document previously sent should be prepared and then hung on the wall during the work session to support the group's work.
- In order to give an overview of all plausible futures, another large size poster with all Scenarios / POF should be arranged.
- Additionally, one large size poster of the Business Model Canvas adapted for the public sector, one for each group of participants, should be arranged to be used on the work session (**template 8.1**).
- An even number of participants should be invited, and the minimum number should be 2 individuals per Scenario or POF. Each group should not have more than 4 to 5 people. Groups will be set during the work session.
- Participants should understand the objective of the work session and be aware of the importance of knowing the Scenarios or POF and the relevance for their organisation. They should also have a sound knowledge of the different parts of the service concept.
- Participant should also understand that they will be working in groups and focusing on the implications to the organisation of a given Scenario or POF, as well as its challenges and opportunities.

Step-by-Step

Business model canvas Method | Tool 8

- The larger size template should be printed out together with the A2 templates (**Template 8.1** – 6 to 8 per group – depending on the time the session will be held).

- Coloured post-its and colour markers should be provided to each group as well as A3 blank papers and a version of the large size posters in A3 formats (one with the Scenario / POF in which the group will work on, and the other with the Business Model Canvas).

STEP 2

Conducting the work session

Preparing the room:

- The selected room should have enough space to accommodate tables large enough to allow each group to work either sitting-down or standing up. Completing the canvas is often a creative group exercise, highly interactive with ideas flowing freely.

- The room should also allow each table to be near a place where the Business Model Canvas largest size poster is hung, as well as the Scenario or POF that the group is working on (the table can be near a wall or have a support panel which allows the largest size posters to be hung).

- Each group's table should have post-its of several colors, the A2 and A3 templates (which have the same content of the largest size posters), A3 blank papers and markers.

- The large size posters with a visual summary of all the Scenarios or POF should also be hung in a convenient place in the room so that they can be seen from each table.

- Additionally, a large size poster (A0 or more) of the Business Model Canvas (one for each group of participants) should be arranged to be used in the work session (**template 8.1**).

During the session:

- After all acknowledgements and welcoming protocols, the agenda and objectives of the session should be presented.

- Facilitators should present the groups, indicating – if applicable - which Scenario or POF each should focus on (as a reminder). All the posters should also be shown.

- Some tips for a successful work session should be presented, such as keep the Business Canvas Model as simple as possible by keeping the descriptions short; use separate Canvas for each need or problem (fill one A2 template per need or problem); also consider the need to use different canvas for different beneficiaries' segments if it makes sense.

- Facilitators should give an overview of the process of completing the Business Model Canvas and go through each of the nine blocks, underlying what is important.

- Then, facilitators should point-out the sequence by which the Canvas should be filled – starting with the beneficiary segments or value proposition, because with the proper tuned mindset is easier to proceed to the other parts of the Canvas (first the right side, followed by the left one).

- Facilitators should explain and make sure each group uses one A2 template to explore possible Opportunities (and ideas to explore them) and challenges (and ideas to overcome it) posed by the Scenario or POF. However, if these opportunities and challenges are not related, they probably should be treated in another template. This analysis should be made on a case-by-case basis.

- Facilitator should also explain how to use the templates: A2 templates should be used to explore each opportunity and/or challenge. After exploring the opportunities and/or challenges in the A2 Business Model Canvas template (as many as needed), participants can place the content of all A2 templates in the large size Business Model Canvas template – A0. The colours of the post-its can be used to distinguish each A2 content (if more than 1 Business Model Canvas is created per group).

- Note: The exercises present the building blocks in an indicative order that might better allow relating all the building blocks, but this order can be changed and adjusted according to preferences. Further, the objective is not to look at the Business Model Canvas template linearly, but to always consider all the building blocks and seek to relate them.

- The facilitator should explain systemically the need to consider the building blocks. The facilitator must also present the building blocks one at the time. The following exercises may be helpful.

- **Exercise 1** – **Summarising the implications of the scenario or POF** – Based on their selected Scenario/POF and having in mind the organisation's strategy, each group is invited to fill **template 8.1** This template shows the structure of a SWOT analysis and the participants should uncover the possible opportunities to explore and potential challenges (threats) to overcome in the scenario/POF, as well as bear in mind the strengths and weaknesses of the organisation. The strengths and weaknesses should be looked at as elements that will give plausibility to the ideas emerging during the Business Model Canvas filling. *Note - If the organisation works only with one Scenario or POF of reference, this exercise should be done involving all participants without dividing them into groups.

- If there is no familiarity in working or using a SWOT analysis, this link might be helpful: https://strategicmanagementinsight.com/tools/swot-analysis-how-to-do-it.html **(accessed on November 2020)**.

- Then, each group should cluster opportunities that are similar, and do the same with the challenges. To conclude, it is important that groups look at the current strategy and prioritise the clusters, as well as see if there is any relation between opportunities and challenges (adapt accordingly if the organisation works with one Scenario or POF of reference). Ideas to explore various opportunities and overcome challenges will probably start to flow. Each group should then decide which idea or ideas they will explore in the Business Model Canvas template.

- If the organisation works with a Scenario or POF of reference, the participants should then be divided into groups, and each group should focus on one opportunity (or cluster of opportunities) or one challenge (or cluster of challenges) at the time to start filling the Business Model Canvas (one Template at the time).

- **Exercise 2** – **Filling the business model canvas adapted for the public sector** – At this stage, each group is invited to place one A2 template in the centre of their table, and start filling it, focusing on 1 cluster of related opportunities or 1 cluster of related challenges or 1 cluster of opportunities and challenges that are related.

- A short dialogue among the group's participants to exchange ideas and discuss the approach is essential to focus the work.

- Broadly, it can be said that the Business Model Canvas' elements on the left-hand side (which deal with the infrastructures) represent costs to the business, whereas elements on the right-hand side (which deal with components related to the beneficiaries) generate elements that can be used to understand the mission achievement. In the centre lies the Value Proposition. Therefore, groups can start by exploring the Value Proposition and the right-side of the templates, followed by the left-side elements (see the **guideline card 8.1**).

- The order presented is a suggestion, and it can be adjusted according to the needs or priorities.

- Further, it is also important to understand the Business Model Canvas not as having a linear way (or a particular order) of filling the building blocks, but as a way to look at all the building blocks while focusing on 1 or 2 elements at the time.

1. Value proposition – *it is about the offer* – Groups are asked to describe the value that will be delivered to the

Step-by-Step

Business model canvas Method | Tool 8

beneficiary segment. What problems will be solved? What needs will be satisfied? It is key to focus on the question, "How can this offer fulfil a greater number of needs and requirements?". For a deeper version of how to explore this building block, the Value Proposition template, the following link might be helpful: https://guerric.co.uk/value-proposition-canvas/ - accessed in November 2020.

2. Beneficiary – *it is about the groups of people that will be most assisted* – In this building block, the different beneficiary types should be explored in order to understand what will drive the beneficiaries to be satisfied with the outcome. If the organisation or the workgroup would like to do a more complete version of this building block and explore the concept of Persona, please see, for example, https://www.usertesting.com/blog/customer-personas - accessed in November 2020.

3. Buy-in/support– *It is about the beneficiaries' behaviour* – This building block of the Canvas is focused on identifying how to get those beneficiaries to buy-in (Funding? Mandates? User requested? etc.) and whose buy-in is needed to deploy the solution - product/service (legal, policy, procurement, etc.) If there is a need to go deeper on this aspect, and the work session includes time for another exercise, mapping the beneficiary/client journey might be useful. This link can guide you through it: https://www.invespcro.com/blog/customer-journey-maps/ - accessed in November 2020.

4. Deployment – *It is about the Beneficiaries and all that is needed to deploy the solution - product or service* – It relates to the channels through which the beneficiaries want to be reached and which ones work best and are most mission-oriented. Traditionally, this component would only be made through physical channels. However, currently, it can be made by both physical and digital channels. But it is also about all that is needed to make sure the service/product reaches a greater number of beneficiaries with the highest possible effectiveness. It calls for an identification of how the organisation/institute/department delivers its Value Proposition to its beneficiaries. If there is a need to work this building block further and better understand the importance of distribution, a Value Chain Analysis might be appropriate. Among many others, the link provided is an option for exploration: https://strategicmanagementinsight.com/tools/value-chain-analysis.html - accessed in November 2020.

5. Key activities (directly related to the value proposition) – *it is about the left-side of the BMC, that is infrastructures* – Key Activities to execute the Value Proposition. They are what makes the service sustainable, and the beneficiaries' needs to be fulfilled.

Question such as - *"What key activities do the value proposition require?"* may involve thinking on activities implied in delivering the solution - product/service/output - and activities involved in new solutions.

For a deeper understanding and a more complete exercise focusing only on the Key activities, consult, for instance, https://www.denis-oakley.com/businessmodel-canvas-course/key-activities/ accessed in November 2020.

6. Key Partners (directly related to the value proposition and the key activities) – *it is about the left-side of the BMC – the infrastructures* – It focus mainly on understanding who or which organisations, departments, organs, institutes, ministries, or other entities can assist in delivering the best possible solution for specific beneficiaries' needs and requirements. Economies of scale, Reduction of risk and uncertainty, Optimise operations, and Acquisition of resources or activities, Mission achievement, are some of the reasons to build partnerships. Participants should understand activities that are easier to outsource (internally in the Public Sector or externally in the Private Sector) and from that, determine the typology of partners that are required to make the business model work. Some guiding questions might be useful, such as *Is there any need of partners? Who might be a key partner? What are the motivations for the partnerships?*

If there is a need to explore this building block further, the Value Chain Analysis can be useful: https://strategicmanagementinsight.com/tools/value-chain-analysis/- accessed in November 2020.

7. Key resources (directly related to the value proposition and the key activities) – *it is about the left-side of the BMC, therefore about infrastructures* – The Key Resources that are required by Value Propositions, Deployment, Beneficiaries' Relationships, and Mission Achievement. That is, all the key resources needed for the delivery of a successful solution. It may include physical or digital space, capacity development, human and/or financial resources, among others. The component must include every resource without which the solution would fail. It is key to focus on the most important ones, how and where to get them. The following questions can be used as guidance: What key resources do value propositions require?; What resources are the most important for the mission achievement, deployment, beneficiary relationships and key activities?

8. Mission cost/budget – *It relates more directly to Key activities, Value Proposition, Key Resources and Key Partners* – Participants should focus on the most important cost drivers to fulfil the mission and the solution in focus. It consists of the cost of the resources needed. Several factors must be considered but the essential, in the exercise, is to outline the most crucial mission costs and to underline the most expensive ones.

If this building block needs some more thought, mapping the key activities and their costs might be a solution. The following link shows an option: https://www.dummies.com/careers/project-management/how-to-estimate-project-costs/ - accessed in November 2020.

9. Mission achievements – *(it can also be filled out after filling the building blocks presented in points 1, 2, 3 and 4)* – The key element for participants to discuss is the value being created for the sum of all the beneficiaries, which is to say the greater good created. Participants must distinguish between the individual value to each beneficiary, and the overall Mission Achievement. The facilitator can give examples of a variety of ways by which the Mission Achievement can be measured: the number of migrants fed, the number of cyberattacks prevented, the increased security in the streets, decrease in criminality, etc. Indicators can also be created.

After filling all the A2 templates needed, the post-its should be transported to the large size Business Model Canvas hung on the wall. It is important to respect a previous agreement about the colour code.

- **Exercise 3** – **Sharing results**
Participants should share the results of their explorations. Each group should select a representative and the representative should go through the large size Business Model Canvas hung on the wall and present the business model (or business models) the group created.

- They should also discuss how they think the business model(s), explore the opportunities and face the challenges their scenario brings to the organisation.

- Facilitators should take note of the links between the groups' Business Models.

- **Closing session**
Facilitators should close the session by summarizing the process, giving an overview of the Scenarios or POF (using the large size template hanged on the wall) and the different views about the way the organisation/department/institute or team can explore the different futures (using the filled Business Model Canvas templates). They should conclude by identifying the synergies between the different business models (if it was possible to identify them).

Step-by-Step

Business model canvas Method | Tool 8

STEP 3

Analysing and disseminating results

- After the work session, a visual report where the several Business Model Canvas are presented in photography/images can be a good document to circulate around the organisation/department or team.
- The business models created in the work session can be analysed and integrate, mainly the ones that show similarities. Those that have synergies among themselves should also be presented. The synergies can be, for example, common key activities, key resources, or deployment actions.
- After this analytic work, a plan to place in practice actions in short, medium and long-term can be developed, starting with the ones that challenge less the way the organisation currently operates.
- A report that shares these results should be sent to the board of directors and a discussion session should be set to present it.

Convergence Table | Connecting tools from AISK to Public management instruments

Business model canvas Method | Tool 8

Public Management Instrument	Purpose of the AISK tool	Outputs from the application of the AISK tool
Strategic Plan	Business model	Synthesise the elements key of the organisation's business model (i.e. production of public value)
	Governance Model	Synthesise the strategic partnerships associated with the creation and delivery of public value
	Organisational Alignment	Obtain consensus on the definition and implementation of the organisational strategy for the production of public value
Evaluation and Accountability Framework (QUAR)	Effectiveness Objectives	Improve the communication strategy (internal and external) of the organisation
		To increase the external visibility of the organisation, making it more attractive to sign inter-institutional partnerships
	Efficiency Goals	Efficiency gains by leveraging public projects with synergies between them
Activity Plan	Strategic Framework	Quickly and easily access a view of the organisation's business model
	Activity Definition	Guide and facilitate brainstorming sessions to define activities and associated tasks
Project Management	Project Lifecycle	Align several phases of the project life cycle (i.e. kick-off, planning, execution and closure) with the organisation's business model
	Identification Synergies	Facilitate the identification of synergies between intra-institutional and inter-institutional projects (which allows leveraging public projects and making savings for the public purse)

Consequence scanning

Tool 9

INTRODUCTION

Purpose
Duration
Requirements
Templates

STEP 1

Preparing the discussion session

STEP 2

Conducting the discussion session

STEP 3

Preparing and communicating results

Consequence scanning

Tool 9

PURPOSE

Consequence scanning is a tool that follows the principles of "responsible innovation", appealing to the multiplicity of perspectives given by interested parties in the development of an innovation and mapping the consequences that partners anticipate. Through a structured session to enhance reflection on the impact of new products and services, the aim is to explain and anticipate the possible risks and opportunities of this initiative, still in an embryonic state of the creation process.

REQUIREMENTS

Minimum one individual that will prepare, organise, and facilitate a discussion session. being responsible for communicating the results.
Printing large size templates, coloured post-its, markers and 2 red and 2 green voting stickers for each participant.
Preparing the room to ensure people can work together.
Preparing a document with the highlights of the discussion session results.
Communication of results.

DURATION

Minimum of 2 full days of work
2-3 hours discussion session

TEMPLATES

Consequence scanning | Template 9.1; 9.2 and 9.3

Step-by-Step

Consequence scanning | Tool 9

STEP 1

Preparing the discussion session

- The facilitator should get familiarised with the templates which will be used in the session.
- The selection of participants must include representatives of each area of the organisation, including the responsible for the innovation area.
- The maximum number of participants should be between 4 and 10.

STEP 2

Conducting the discussion session

- After all acknowledgement and welcoming protocols have been followed, the agenda and objectives of the session shall be presented and main concepts that are going to be used in the work session clarified
- **Exercise 1** – **Ideation** - Identifying consequences – The facilitator should start by asking to each participant to write down in post-its three (3) intended and unintended consequences of the innovation, using one post-it for each. Each participant should share their view while the facilitator collects the post-its and places them on the **template 9.1**, clustering by affinity.

  Returning to the first question, another round must be carried out so that more consequences are added to the template. And again share with the group and place the post-its in the template.

- **Exercise 2** – **Classification** – Taking into account the main clusters of exercise 1, divide them into three groups, as provided by **template 9.2** 'act, influence and monitor'.

  Monitor: consequences that are totally out of control, but that can influence the product and must therefore be understood and monitored.

  Influence: consequences that are out of control, but that the participants can influence the outcome.

  Act: consequences in which participants can act. Each participant must have two red and two green sticking votes.

  Through the voting system, participants must vote on the consequences that are labelled as "Act" and "Influence", deciding which ones are positive and the ones that need to be mitigated.

Step-by-Step

Consequence scanning | Tool 9

- **Exercise 3** – **Action plan** – out of the most voted consequences, participants must select and organize them by order of importance, using **template 9.3**.

  For each consequence, each participant must define an action and place it in front of it. Then in group, the participants must define who is responsible for each task.

  The session shall end with a brief summary of the insights and next steps, taking into account the action plan resulting from the session.

STEP 3

Preparing and communicating results

- The different stages of the session can be resumed by a visual report, which can be used to communicate the event's methodology and outputs.
- A periodic review of the action plan can also be carried out to verify that all tasks have been accomplished

Convergence Table | Connecting tools from AISK to Public management instruments

Consequence scanning | Tool 9

Public Management Instrument	Purpose of the AISK tool	Outputs from the application of the AISK tool
Strategic Plan	Diagnostic	Anticipate the impact of the external environment (consequences monitor) and/or internal environment (consequences influence) on the strategic objectives of the organisation
	Prevention	Identify unconscious biases to prevent future entropy
	Goal Setting	Consider the impact of the consequences to be monitored when setting multi-annual SMART targets
Evaluation and Accountability Framework (QUAR)	Effectiveness Objectives	Define more clearly objectives, indicators and targets, which allow a more robust evaluation and measurement
		Support innovation of organisational culture through the introduction of the Anticipatory Innovation mindset
Activity Plan	Activity Definition	Identify consequences on where the organisation can act
	Resource Allocation	Prioritise projects through the consequences on which you can act and influence
	Goal Setting	Consider the impact of the consequences to be monitored when setting annual SMART targets
Project Management	Follow-Up	Identify a matrix of responsibilities so that they are clear to all team members
	Alignment	Identify misalignment and project blind spots
	Development	Anticipate the impact of the consequences (expected and unexpected) of the service under development, giving proactivity to its design
		Be aware of the consequences to be leveraged and/or mitigated
		Designing the best possible public service for the people and society in general

6.
Glossary

Glossary

- **Backcasting:** The concept of "Backcasting" refers to a way of planning in which a successful outcome is imagined in the future, followed by the question: "what do we need to do today to reach that successful outcome?" (ref: The Natural Step Canada - https://www.naturalstep.ca/backcasting, accessed in Dec 2020). Backcasting is more effective than projecting the problems of today into the future, as it is based on identifying a desired future state - a compelling, audacious vision for a future, and work backwards from there to agree on a set of near-term, tangible actions that drive towards the vision. (adapted from: The Natural Step Canada - https://www.naturalstep.ca/backcasting, acessed in Dec 2020; Xynteo consultant –wicked problems toolkit - A step-by-step guide to backcasting https://xynteo.com/our-work/transformation-projects/wicked-problems-toolkit/step-step-guide-backcasting, accessed in Dec 2020).

- **Beneficiaries:** Describe the organisation's most important beneficiaries for its mission to be achieved. Who the organisation wants to focus on and what would drive the beneficiaries to be satisfied with the outcome.

- **Business Model Canvas (BMC):** The Business Model Canvas illustrates the *search* for the unknowns that most new ventures face. The 9 boxes of the canvas allow to visualize all the components needed to turn customer needs/problems into a profitable company. For the public sector, the BMC helps visualizing what resources and budget should be mobilized to solve a particular problem/need and create value for a set of beneficiaries (adapted from Osterwalder et al 2005) The following definitions are adapted from: (1) Business Model Canvas in Osterwalder, A., & Pigneur, Y. (2010). *Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers*. John Wiley & Sons.;

Glossary

Mulder, P. (2017). *Business Model Canvas (BMC)*. Retrieved [20/11/2020] from ToolsHero: https://www.toolshero.com/strategy/business-model-canvas/) (2) The Mission Model Canvas – An Adapted Business Model Canvas for Mission-Driven Organizations from Steve Blank (February 23, 2016) - https://steveblank.com/2016/02/23/the-mission-model-canvas-an-adapted-business-model-canvas-for-mission-driven-organizations/ (accessed in December 2020)

- **Business model:** A business model is a conceptual tool that contains a set of elements and their relationships and allows expressing the business logic of a specific firm. It is a description of the value a company offers to one or several segments of customers and of the architecture of the firm and its network of partners for creating, marketing, and delivering this value and relationship capital, to generate profitable and sustainable revenue streams. Osterwalder *et al* (2005, p 17)

- **Buy-in/Support:** Whose *buy-in* is needed in order to deploy the product/service (legal, policy, procurement, etc.) and how to get those beneficiaries to buy-in? (Funding? Mandates? User requested? etc.) In addition, the long-term support and maintenance of new projects need to be articulated, understood and bought-into by the support organizations.

- **Deployment:** What will it take to deploy the product/service among people who need it? Through which channels do the beneficiaries want to be reached, and which ones work best and are most mission-oriented? It is about what the organisation uses to deliver the services it provides. Traditionally, this component would only be made through physical channels. However, currently, it can be made by both physical and digital channels.

- **Drivers of Change:** Driving forces are forces of change outside your organization that will

Glossary

shape future dynamics in both predictable and unpredictable ways. Driving forces include factors within your close-in working environment, like developments related to your stakeholders or your community, and shifts in the broader environment—social, technological, economic, environmental, and political. (GBN Global Business Network, What if? The art of Scenario Thinking for nonprofits, 2004)

- **Focal Issue:** is a Key issue(s) or key question(s) to guide the project, includes the definition of a domain which is any topic that can be looked at and can comprise a geographic scope. (Hines, A. (2020), "Evolution of framework foresight", Foresight, Vol. 22 No. 5/6, pp. 643-651. https://doi.org/10.1108/FS-03-2020-0018 - accessed in December 2020)

- **Goal:** Organisational goals are strategic objectives established to outline expected outcomes and guide efforts. Goals help define the way to achieve the mission. Setting specific organisational goals can also help measure organisation's progress and determine the tasks that must be improved to meet those goals (Srivastava, R., 2016)

- **Key Activities:** It is about the key activities that value propositions, Deployment, Beneficiaries relationships, Mission achievements, and so on require. These are the most important things that the organisation must handle to make this model efficient. They are mandatory activities that need to be mastered for success.

- **Key Partners:** Describes other organisations, departments, organs, ministries that are going to assist in order to deliver this proposition.

- **Key Resources:** The key resources that value propositions, Deployments, Beneficiaries relationships, Mission achievement, and so on

Glossary

require. This means all the resources needed to solve the problem/need in a successful manner. They may include partnerships, Human resources, and investments. The component must involve every resource without which the specific value creation would fail. It is key to focus on the most important ones, how and where to get them.

- **Megatrends:** Megatrends are long-term processes of transformation with a broad scope and a dramatic impact. They are considered to be powerful factors that shape the future markets. There are three characteristics in which megatrends differ from other trends: Time horizon (can be observed over decades); Reach (impact all regions and actors); Intensity of the impact (cause fundamental, multidimensional transformations of all social subsystems affecting all systems). (Adapted from: Holger Glockner, Andreas Neef, Z_trenddatabase - An Essential Tool for Strategy and Future Work in Companies, Z_punkt GmbH - The Foresight Company, Cologne, Germany)

- **Mission Achievement:** Mission Achievement is the value being created for the sum of all the beneficiaries / the greater good. It is important to distinguish between the value for individual beneficiaries and overall *Mission Achievement*. For example, *Mission Achievement* could be measured in a variety of ways: the number of refugees housed and fed, the number of soldiers saved from roadside bombs, the number of cyberattacks prevented, the increased target surveillance of sensor fusion, etc. None of these are measured in dollars and cents. Keep in mind, there is only mission achievement if it delivers value to the end beneficiary. It looks at identifying indicators that help to understand how the organisation will achieve its mission: it is about indicators to measure the mission fulfilment.

Glossary

- **Mission Cost/Budget:** It outlines the most important cost drivers to fulfil its mission or the service in focus. It consists of the financial resources needed. Several factors must be considered but it is fundamental to focus on the most essential ones and the most expensive ones.

- **Mission:** It answers the question, "Why do we exist?" (DuFour and Eaker, 1998, p. 58) by articulating a set of values about the purpose of the organisation while providing the context for governance, decision making, and the way an organisation is managed (Gurley, Petters, Collins, Fifolt, 2014, p. 10).

- **Scenarios:** "a tool for ordering one's perceptions about alternative future environments in which one's decisions might be played out" (Peter Schwartz, 1992, *The Art of The Long View*, Doubleday Currency, p. 4)

- **Strategy:** a Strategy is a plan, a ploy, a pattern, a position, and a perspective (Henry Mintzberg, 1994). Strategy as a plan relates to the course of action taken or guidelines on how to deal with various situations (adapted from Henry Mintzberg, 1994). Strategy as a ploy is about thinking one step ahead and design specific tactics to achieve its mission (adapted from Henry Mintzberg, 1994). Strategy as a pattern is about realising and understanding which of the patterns continue, need to change, need to be enhanced or new ones need to be created (adapted from Henry Mintzberg, 1994). Strategy as a position focus on how the organisation wants to portray itself through its mission achievement (adapted from Henry Mintzberg, 1994). Strategy as a perspective focus on the organisational culture and the way organisation views itself (Henry Mintzberg, 1994).

- **Time Horizon:** "Specifies how far into the future that project extends" (Hines, A. (2020), "Evolution of framework foresight", Foresight, Vol. 22 No. 5/6, pp. 643-651. https://doi.org/10.1108/FS-03-2020-0018 -

Glossary

accessed in December 2020). A relevant Time horizon for a specific Focal Issue must include "horizon of ruptures". However, this is not always identifiable, and in certain situations there is a succession of micro-ruptures that could lead to a new dynamic (Jouvenel, Hugues de (2002): "La Démarche Prospective - Un bref guide méthodologique", Revue Futuribles, n°247, Jan. 2002. p. 16)

- **Trends:** General tendency or direction of a movement/change over time. A trend may be strong or weak, increasing, decreasing or stable (Glossary of terms commonly used in Futures Studies, GFAR, sept. 2014). They represent a gradual but long-term change in factors that will define the future of an organization, region or country (Adapted from: Holger Glockner, Andreas Neef, Z_trenddatabase - An Essential Tool for Strategy and Future Work in Companies, Z_punkt GmbH - The Foresight Company, Cologne, Germany)

- **Uncertainties:** In Future Thinking the focus is on crucial uncertainties which are "unpredictable driving forces, such as the nature of public opinion or shifts in social values, that will have an important impact on your area of interest". (GBN Global Business Network, What if? The art of Scenario Thinking for nonprofits, 2004) They are the basis for the elaboration of the scenarios. Crucial uncertainties point to dynamics that must be monitored, for which it is fundamental to find long-term responses (adapted from GBN, 2004).

- **Value Proposition:** It refers to the key value it delivers to the beneficiaries. It includes the products or services the organisation offers and how it can fulfil a greater number of needs and requirements.

- **Values:** Values (core values) articulate the shared beliefs of an organisation (Gurley, Petters, Collins, Fifolt, 2014, pp 12). It answers the question, “How

Glossary

must we behave in order to make our shared vision a reality?" (DuFour and Eaker, 1998, p 88). Shared core values give organisations a competitive edge (Blanchard and O'Connor, 1997, p. 144).

- **Vision:** A vision is an articulation of a preferred future for an organisation. It answers the question, "What do we hope to become?" (DuFour and Eaker, 1998, p. 62). It provides stakeholders with a picture of what their ideal future organisation looks like. Effective vision statements are concise and provide a wishful view (Pekarsky, 2007).

- **Weak Signals:** An early indication of a potentially important new event or emerging phenomenon that could become an emerging pattern, a major driver or the source of a new trend (Glossary of terms commonly used in Futures Studies, GFAR, sept. 2014). Internal or external warnings that are too incomplete to assess their impact and/or determine a response (Blanco, Lesca, 2002).

- **Wild Cards:** A surprising an, in general, unpredictable event that would result in unforeseen impacts (or consequences), which could change the course of the future – discontinuities with a surprise factor (adapted from Glossary of terms commonly used in Futures Studies, GFAR, sept. 2014).

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