Developing the Group's Collaboration Skills

Developing the Group's Collaboration Subject
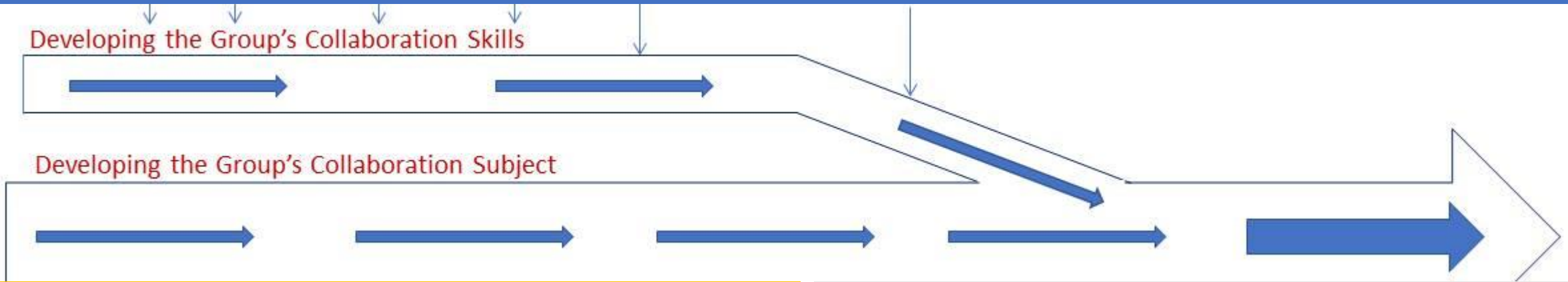
- A guide for developing Living Labs –
working on collaboration skill and subject

Two Collaboration Processes for Living Labs

There is a need to separate two different processes when setting up the collaboration needed to create a successful and supportive Living Lab environment. The model presented in this report handles both of these processes.

1. Developing the Group's Collaboration Skills
The focus of this process is the social complexity and being able to handle this complexity in order to increase the team's collaboration skills. Doing this work leads to an improved ability to tackle technical complexities, i.e. the collaboration subject.

2. Developing the Group's Collaboration Subject
This process focuses on the subject matter at hand and the solutions needed to solve a joint problem or challenge. This process anchors the work done in process 1 and ties it to a real world challenge. The challenge/problem is jointly decided in the collaboration team.

Process 1 focuses on the early stages of collaboration where the social interaction and trust between the interested parties is key to efficient collaboration. The further along this journey the team travels the better the effects of the work put in can be experienced. And the focus can start to shift to the second process of developing the collaboration subject. At times the methods suggested here may need to be adapted, changed and new methods may need to be added.

The two processes have a number of associated methods. The processes should not be thought of as strictly linear but rather be viewed as iterative work where methods can and should be revisited throughout the project where it is being used. The methods can also be viewed as the first step and in some projects and teams a deeper dive into one or more methods can be advantageous.

Using this model

The next slide visualizes the two processes. They are represented as two parallel processes that meet at the point where the collaboration skills and the collaboration subject are developed enough for the team to proceed with the project at hand.

Experience has shown that doing this preparatory work of developing collaboration skills alongside developing the collaboration subject leads to a more efficient project collaboration.

Some methods are suggested as repeated actions but with a change in focus. The methods are placed in suggested order. But this order should be viewed as guidance and not strict rules. If you have another method covering the same subject as one suggested in this report, you are free to change to your preferred method.

The methods suggested are tried and tested e.g. by the British innovation foundation Nesta (nesta.org.uk), by RISE Research Institutes of Sweden, by the participants of the FISSAC project and by members of the Swedish national innovation platforms.
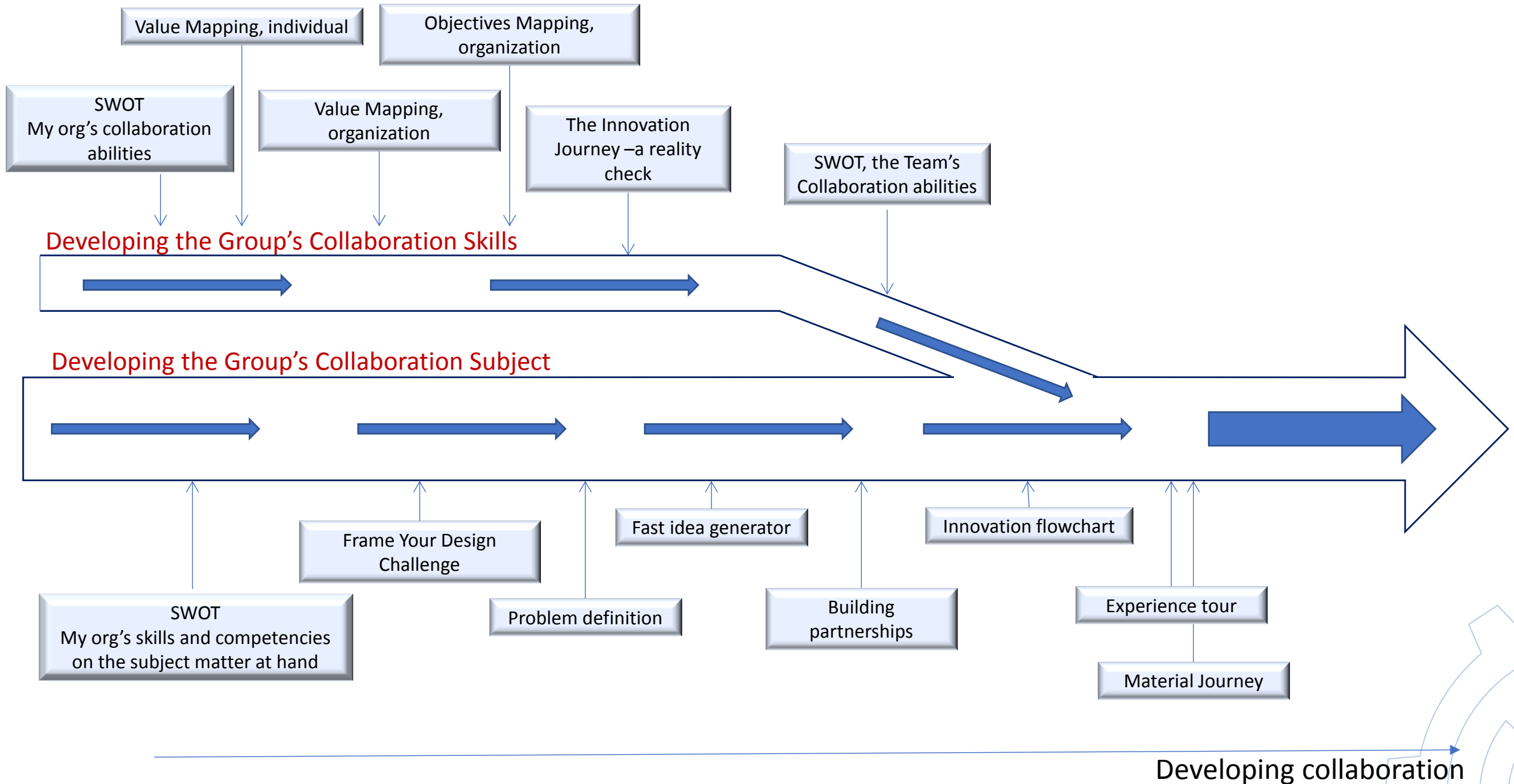
what is it & why should I do it?

SWOT stands for Strengths, Weaknesses, Opportunities and Threats. A swot analysis can be carried out for a specific project, organisation or even a whole sector. This analysis leads to a richer understanding of what the project or organisation can offer, the key weaknesses that need to be worked upon in order to succeed, and where to bring in external partners for assistance.

Completing a SWOT Analysis involves identifying and mapping the inter- nal and external factors that are assisting or hindering you in achieving your goal. The SWOT analysis provides a good framework for reviewing current strategies and directions, or even to test an idea while exploring solutions. It is particularly helpful to do a SWOT analysis before the start of a project.

? How to use it

a swot analysis can be made for an entire organisation, but also for individual departments, programmes or even projects.complete each of the quadrants in the worksheet according to what you see as your or your organisation's strengths and weaknesses as well as the external opportunities and threats that may help or hinder you. **Here are some tips to help you further:**

Be prepared: get your facts and figures in place before you do the analysis.

Be comprehensive: include all details, from the smallest ones (e.g. for issues at the most micro level like discussions in your team) to large ones (e.g. for new government regulation) that can impact your work.

Be self-critical: swot analysis is there to stimulate critical re- flection, not just to please yourself and/or others. be open and don't get defensive. it is normal to have weaknesses as well as strengths, and to see both threats and opportunities. Sometimes talking about weaknesses or threats can even help you recognise strengths and opportunities.

Test your analysis with others: include others or maybe even ask an outsider (like your partner organisation) to do the same exercise and compare their views with your findings.

Repeat the analysis: as you go on with your work, new learnings and factors are bound to come up. re-visit the swot analysis to align your work and its course once every quarter or twice a year. **Use it as a guide:** don't rely on swot too much – it's a guide that can help scope the way for further development.

Strengths	internal factors	Weaknesses
Opportunities	external factors	Threats
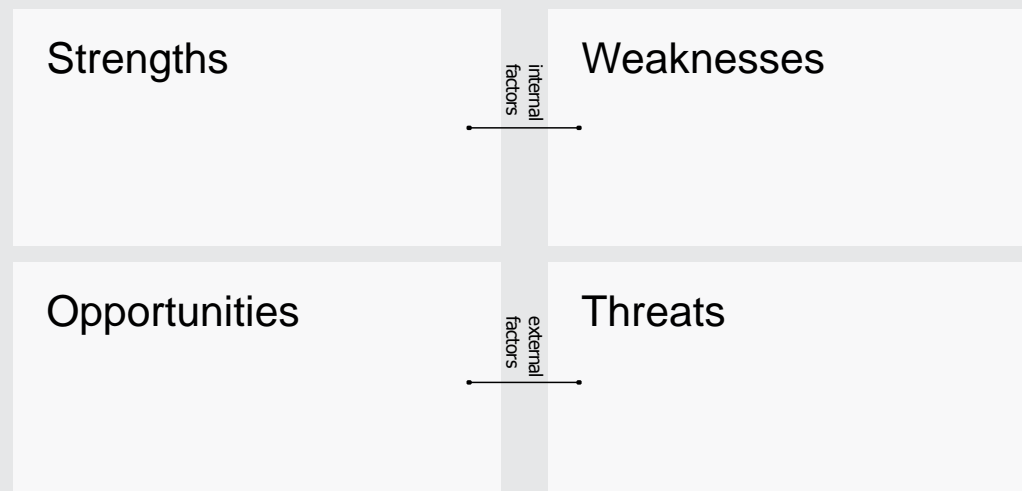
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I want to develop a clear plan
by evaluating how I am doing and what my options are

strengths

What do you do better than anyone else? What
makes you unique?
What unique or lowest-cost resources can you draw upon that others can't? What
do people in your market see as your strengths?

weaknesses

What could you improve?
What should you avoid?
What are things that users might see as weaknesses?

internal factors

opportunities

Do people have a need?
Do people prefer something else? Are there
any changes in technology?
Are there changes in government policy?

threats

What challenges do you face?
What are your competitors doing?
Is changing technology making things difficult? Is there
an issue with finances?

external factors

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what is it & why should I do it?

What makes you do what you do? value mapping helps you answer this by enabling you to describe the values which are embodied in your personal work and in the wider organisation. These values are probably more influential than anything else in shaping what you do. They might be something that you take for granted, that you think is obvious, or that you've never actually articulated or written down. Defining these values however can be very useful when trying to explain your work to other colleagues and partners.

Once the values are defined, they can be shared and act as a common refer- ence point that simplifies and speeds up decisions, whilst also ensuring consistency in the work that you do. This is a seemingly simple task, but one which can be hugely valuable when done properly - something this worksheet helps you do. It can be especially useful to bring all team mem- bers on the same page during projects by having the team first make their personal value maps and then match these with each other.

? How to use It

Start by individually writing down on a piece of paper or a series of cards, what you feel is most valuable for yourself as well as for the organisation. Think of these personal values as the things that make you feel truly alive and passionately committed to what you are doing in your organisation. for one person it might be things like helping others, for another it might be creativity or innovation, for someone else it might be honesty, ecological awareness or leadership. Write down a lot of them – even the ones that you are aware of but are less important to you.

When you have noted down a wide range of values (ten or more), place them in the relevant fields on the worksheet. don't worry about getting it right first time – swap them around until you have them in the right place. To focus your activities, have a maximum of five in the 'always important' column.

Ask your other team members to do the same. Once all their worksheets have been defined, these can be shared and agreed upon. Showing your completed worksheet to someone who knows you well and asking for their feedback helps clarify what is important to you. Together you can establish what values are important to the organisation as a whole.

always important	Sometimes important	rarely important	never important
individual values			
always important	Sometimes important	rarely important	never important
organisation values			

Next

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I want to generate new ideas
by aligning our work based on shared values

Value Mapping

Individual Values

always important	sometimes important	rarely important	never important

Organisation Values

always important	sometimes important	rarely important	never important

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FISSAC

Draw your innovation process to your best understanding in this slide.

You are welcome to use the template provided in the slide*.

The ellipses and the line represents events/interactions and time respectively (starting on the left and ending on the right)
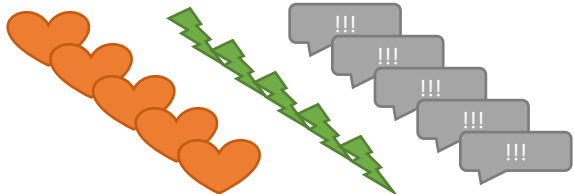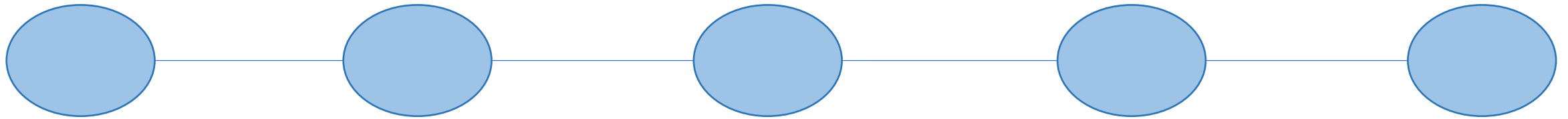
* The next slide contains an explanation for using the symbols

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Experiences of the "journey"

Now you know what the innovation process looks like in your organization and who you work with in your innovation network.

The next step is to apply and live the process.

Therefore, choose a specific case and follow it through the innovation process (it is okay to use a completed case as well).

Talk to those who are/were involved in the process and together you'll go through the case in chronological order and place the symbols where you think fit. Write a short description of the event for each of the deployed symbols.

Did you have the same picture of the process or put your symbols in different places?
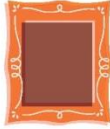
Smooth Sailing   Pain/Problem   Needs further investigation

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Methods: Inspiration Phase

Frame Your Design Challenge

Properly framing your design challenge is critical to your success. Here's how to do it just right.

Getting the right frame on your design challenge will get you off on the right foot, organize how you think about your solution, and at moments of ambiguity, help clarify where you should push your design. Framing your design challenge is more art than science, but there are a few key things to keep in mind. First, ask yourself: Does my challenge drive toward ultimate impact, allow for a variety of solutions, and take into account context? Dial those in, and then refine it until it's the challenge you're excited to tackle.

STEPS

TIME
90 minutes

DIFFICULTY
Hard

WHAT YOU'LL NEED
Pen, Frame Your Design Challenge worksheet p. 165

PARTICIPANTS
Design team

01 Start by taking a first stab at writing your design challenge. It should be short and easy to remember, a single sentence that conveys what you want to do. We often phrase these as questions which set you and your team up to be solution-oriented and to generate lots of ideas along the way.

02 Properly framed design challenges drive toward ultimate impact, allow for a variety of solutions, and take into account constraints and context. Now try articulating it again with those factors in mind.

03 Another common pitfall when scoping a design challenge is going either too narrow or too broad. A narrowly scoped challenge won't offer enough room to explore creative solutions. And a broadly scoped challenge won't give you any idea where to start.

04 Now that you've run your challenge through these filters, do it again. It may seem repetitive, but the right question is key to arriving at a good solution. A quick test we often run on a design challenge is to see if we can come up with five possible solutions in just a few minutes. If so, you're likely on the right track.

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Resources

Frame Your Design Challenge

What is the problem you're trying to solve?

1) Take a stab at framing it as a design question.

2) Now state the ultimate impact you're trying to have.

3) What are some possible solutions to your problem?
Think broadly. It's fine to start a project with a hunch or two, but make sure you allow for surprising outcomes.

4) Finally, write down some of the context and constraints that you're facing.
They could be geographic, technological, time-based, or have to do with the population you're trying to reach.

5) Does your original question need a tweak? Try it again.

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what is it & why should I do it?

Defining a problem is a deceptively simple task - what at first seems to be the problem is often merely a symptom of a deeper problem. This tool works to both open a problem up - presenting it in a way that can be examined from a number of angles - as well as helping to define the wider context and associated issues involved.

This is particularly effective when trying to focus a team of people on the key problems at hand. This tool has been designed to structure the analysis of a particular problem in a way that makes good use of your time. It introduces a small set of key criteria by which an issue can be articulated and assessed, which makes the activity highly efficient. It also gives you a standardised way to compare several different problems which might seem to be very different on the surface.
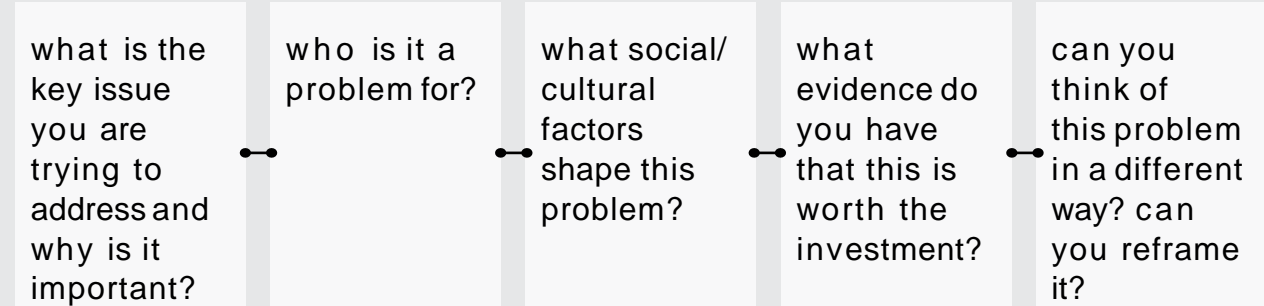
? How to use it

go through the problem definition worksheet individually or in small teams and reflect on a specific issue you have identified, exchanging thoughts while writing down your notes. The key aim here is to capture, compare and discuss different viewpoints on the problem. You can then review the notes and discuss with your team members whether you are making the same assumptions, and whether you are framing things in the same way.

This exercise may lead you to 'reframe' the problem you initially addressed – for example, what happens if you see older people as having capacities, rather than needs?

Reframing problems in such a way can offer clues to how the solution can take shape.

Working on a problem definition worksheet with not only your team members, but together with other stakeholders, will usually bring up new contexts. for instance, working with service users, staff or volunteers may provide a slightly different angle to the tool than when working with managers or entrepreneurs. feel free to experiment and rephrase questions in the worksheet to keep them relevant in such situations.

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

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

what is the key issue you are trying to address and why is it important?	who is it a problem for?	what social/cultural factors shape this problem?	what evidence do you have that this is worth the invest-ment?	Can you think of this problem in a different way? Can you reframe it?

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what is it & why should I do it?

This tool allows a team to generate ideas by looking at a problem or oppor- tunity from a range of perspectives. This helps come up with new ideas for potential solutions, and also strengthens current offerings, as it chal- lenges it from different approaches. Comprised of seven approaches, or challenges, you can choose the ones that seem most applicable to take the topic at hand further, thus using the tool to inspire further discussions.

The Fast Idea generator helps frame ideas, problems or opportuni- ties in relation to different scenarios. It stretches the thinking around a concept in different directions, providing a stimulating discussion that will further strengthen the concept. To use the tool effectively, the start- ing point (problem, opportunity, concept idea or existing proposition) should be clearly laid out.

? How to use it

Step 1 is to start from an existing concept, problem or opportunity and then apply the seven challenges suggested in the worksheet. These are simple steps to help come up with alternatives that bend, break and stretch the 'normal rules' in such a way that you can generate many surprising ideas in a short period of time.

Step 2 is then to review the ideas and select the best ones to further flesh them out into workable innovations.

The Approach			
Inversion	Turn common practice upside down		
∫			
x			
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∞			

Next

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I want to generate new ideas by
thinking differently

∧ inversion	Turn common practice upside down	Doctors treat patients	What if patients became doctors?
∫ integration	Integrate the offer with other offers	People access a range of services in different locations	What if different local services had one point of access?
x Extension	Extend the offer	Schools provide learning opportunities to children and young people during the day	What if schools also offered sport and recreation; and community learning after hours?
∂ differentiation	Segment the offer	There is a 'one size fits all' approach	What if a service was personalised and differently segmented?
+ addition	Add a new element	Supermarkets deliver groceries	What if supermarkets delivered groceries and also provided hot meals to older people in their homes?
− subtraction	Take something away	Prisons are critical to an effective criminal justice system	What if you had to close three prisons?
t translation	Translate a practice associated with another field	Hospitals and airports are different kinds of operations	What if airport management practices were applied to hospitals?
g grafting	Graft on an element of practice from another field	Teaching and coaching are separate practices	What if coaching was introduced as part of secondary school education?
∞ Exaggeration	Push something to its most extreme expression	Schools support children and young people to learn, but only within designated times and in a designated space	What if students could access learning, anytime and anywhere they chose?

Back

what is it & why should I do it?

Many complex problems have several different yet related causes and effects - with several organisations from different sectors trying to solve things individually. With many organisations having limited resources, forming partnerships is a good approach to not only increase capability, but also your reach. Partnerships help build a common understanding, and harness the knowledge which might be spread across various different perspectives.

Building partnerships takes a lot of effort from all those involved. It often takes a considerable investment of time to build the high quality working relationships that underpin effective collaboration. The Building partnerships map breaks the process into steps, so you can anticipate difficulties and challenges ahead.

? How to use it

The building partnerships map describes a series of phases which a partnership might involve. The map indicates what is needed in each phase to make such partnerships work, offering guidelines rather than rules. Each phase, as outlined on the worksheet, is important and should not be neglected if the partnership is to remain balanced and on course to achieve its goals.

To work well, partnerships need to be mutually beneficial to the partners involved.

You can use the building partnerships map to analyse at what phase of partnership you and your partner are, so that you can move through the next phases to build a strong partnership together.

- identify the stage that shows where you are at
- identify the stage where you would like to be
- Use the template as a map to build a pathway towards that stage The mapped pathway gives an outline of the activities that need

to be done in between.

Scoping	Identifying	Building	Planning	Managing	Resourcing
1	2	3	4	5	6
Sustaining or terminating	Institutionalising	Revising	Reviewing	Measuring	Implementing
12	11	10	9	8	7
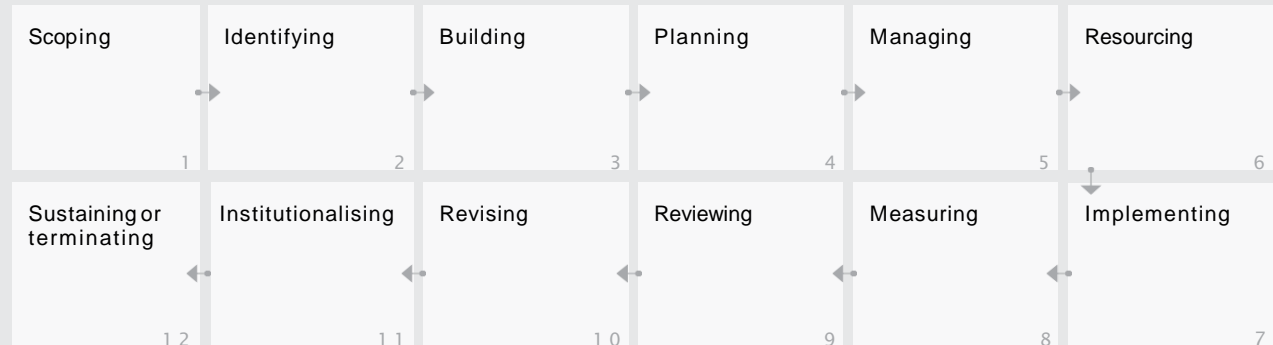
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I want to develop a clear plan
for working with other groups that have the same vision as me.

Building Partnerships Map

scoping
Understanding the challenge; gathering information; consulting with stakeholders and with potential external resource providers; building a vision of / for the partnership

1

identifying
identifying potential partners and - if suitable - securing their involvement; motivating them and encouraging them to work together

2

Building
Partners build their working relationship through agreeing with the goals, objectives and core principles that will underpin their partnership

3

Planning
Partners plan programme of activities and begin to outline a coherent project

4

Managing
Partners explore structure and management of their partnership - medium to long-term

5

resourcing
Partners (and other supporters) identify and mobilise cash and non-cash resources

6

sustaining or terminating
Building sustainability or agreeing on an appropriate conclusion

12

institutionalising
Building appropriate structures and mechanisms for the partnership to ensure longer-term commitment and continuity

11

revising
revising the partnership, programme(s) or project(s) in the light of experience

10

reviewing
reviewing the partnership: what is the impact of the partnership on partner organisations? is it time for some partners to leave and / or new partners to join?

9

Measuring
Measuring and reporting on impact and effectiveness - outputs and outcomes. is the partnership achieving its goals?

8

implementing
once resources are in place and project details agreed, the implementation process starts - working to a pre-agreed timetable and (ideally) to specific deliverables

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01 DIY

what is it & why should I do it?

The Innovation Flowchart gives a detailed overview of the various stages in an innovation process, listing the activities, requirements and goals of each stage. These include an overview of the different people, skills, activities and finances that a project or an organisation might need in order to succeed. The structured overview this tool provides, helps review where you are in the process, and to organise the next steps in your work.

This tool helps you to spot opportunities for growth by helping you under- stand which resources to focus on. You can see this by checking where you are in the process and whether you have thought of all the aspects that need consideration.

? How to use it

The worksheet gives an overview of the various stages in an innovation process, and it lists stage by stage the activities, requirements and goals of each stage. Use this overview to check where you are in the process, and whether you have thought of all the aspects that need consideration. This check may help you to identify what things need special attention. The overview comes with a handy reference to the tools and activities that can support you in each stage.

Stage	SpeclallSt SkIllS requlred	example actIvItIeS & toolS	rISklevel and HandlIng	fInance requIred	kIndS of evIdence generated	goal
1 exploring opportunities & challenges						
2 generating ideas						
3 developing & testing						
4 making the case						
5 delivering and implementing						
6 growing, scaling and spreading						
7 changing systems						

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innovation Flowchart

I want to look ahead
to understand what I need to do to bring my idea to life

stage	specialist skills required	example activities & tools	risk level and handling	finance required	kinds of evidence generated	goal
1 Exploring opportunities & challenges	Research for exploratory work	SWOT Analysis Problem Definition Causes Diagram	Low risk of failure but clear decisions should be taken about how to act on insights	Grants	Insights derived from formal research and informal knowledge gathering	A well understood and clearly defined problem or opportunity
2 Generating ideas	Ideation and facilitation of creative thinking	Thinking Hats Fast Idea Generator Creative Workshop	High failure rate should be an explicit expectation, visible senior leadership essential	Usually grants, occasionally convertible	A clear account of change or likely causation, supported- but not overly constrained by evidence	An idea or set of ideas to develop and test
3 Developing & testing	Mix of design and implementation skills	Experience Map Prototype Testing Plan Improvement Triggers	High failure rate should be an explicit expectation, visible senior leadership essential	Grants, convertible grants/loans	A stronger case with cost and benefit projections developed through practical trials and experiments, involving potential users	Demonstration that the idea works, or evidence to support a reworking of the idea
4 Making the case	Business development and evaluation	Blueprint Promises & Potential Map Business Model Canvas	Prepare to adapt approach, based on evaluation results and user feedback	Grant funding or funding out of investment	A stronger case with cost and benefit projections developed through practical trials and experiments, involving potential users	Clarity about what warrants implementation and funding
5 Delivering and implementing	Strong leadership, management, implementation skills	Critical Tasks List Learning Loop Target Group	Prepare for some adaptation to implementation	Programme funds, equity, loans, grants	A robust and detailed case developed through formal evaluation and evidence gathering - use of a control group to isolate impact	An implemented and sustainable innovation
6 Growing, scaling and spreading	Strong leadership, management, implementation skills	Scaling Plan Business Plan Marketing Mix	Fidelity assessments may be important, strong capacity needed to ensure transfer of practice	Equity loans, payment by results, social impact bonds	Evidence derived from evaluations in multiple sites, and independently run randomised control trials	Innovation or impact at scale
7 Changing systems	Strong leadership and management, Identification and training of new leaders and teams	Building Partnerships Map Evidence Planning	Map potential unintended effects	Multiple financial systems requiring potential re-wiring possible outcome-based funding	New definitions of and measures for efficiency and impact created	A transformation in the way we do things

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what is it & why should I do it?

Going on an experience tour means immersing yourself totally in a particular environment so you can gain a first-hand perspective of the situation or context. Experience Tours can help 'ground' your thinking ; they give you a clear perspective for developing ideas that are intimately connected with the people you're working for.

This tool provides a structure for reflecting upon and collecting insights from your first hand experiences. There are guidelines to help you focus on the experiences of the people you are trying to understand, and to collect the type of materials you will need afterwards to start developing ideas.

? How to uee it

Experience Tours are a good way to spark inspirations by learning first-hand about what makes a great experience - or even what not to do, in the event that you encounter a negative experience. as going on an Experience Tour often means being out and about, it may be difficult to make structured notes on a worksheet. Take a good look at the questions on the worksheet before you go out to get some prompts on the things to look out for.

You can either fill out the worksheet as the experience Tour progresses, or use it to jot down quick reminders and then sit down later to fill in all the details.

The idea is to really try and reflect upon the experience and un- derstand the deeper layers - think about how it made you feel, as well as exactly what happened. You can complete one worksheet for every tour you make and later compare these to find relevant connections or even differences.

The questions on the worksheet are examples, you can customise the worksheet to make it relevant to your work.

what is the focus for this tour?	what information is used? what's missing?	what works well?	additional notes & remarks
what are the practices observed?	what products are used?	what doesn't work well? what can be improved?	
who is involved?	what is the environment like?		

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I want to clarify my priorities
by learning from first hand experiences

Experience tour

what is the focus for this tour?

what are the practices observed?

who is involved?

what information is used?
what's missing?

what products are used?

what is the environment like?

what works well?

what doesn't work well? what can be improved?

additional notes & remarks

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MATERIAL JOURNEY

A diary of my interactions with the Material

Name:
Organization:
Role/Job Title:

HOW DOES THE DIARY WORK?

- The aim of the diary is for you to describe and reflect upon your contact with the Material in your work. We are interested in processes and ways of working with the Material. How and when you come into contact with the Material or material processes, your thoughts and reflections regarding your contacts with the Material. We are also interested in the physical environment surrounding the Material and your work with the Material.

1) The first part of the diary covers how you get into contact with the Material. At delivery, in storage, inputting information into a computer system, etc. We would like you to describe what happens when you come into contact with the Material in your work. The contact does not have to be physical. Adding a purchase order for the Material into an ordering system is also seen as being in contact with the Material.

   You are encouraged to take pictures to illustrate the Material contact and how it works. Take as many pictures and /or videos as you like and add them to the power point slides in the section "My first Material Contact".

2) The second part of the diary covers the your surrounding environment when working with the Material. What does your work situation look like? If the Material is physically present we are interested in knowing more about what it looks like around the Material. Please use text and pictures what your work with The material looks like in the section "How I work with the Material".

   Take photos and make videos about the physical surroundings where you are in contact with the Material. Describe your own experience of working with the Material.

3) The third and final section of the diary "How I transfer the Material" concerns your work when you transfer the Material to the next stage of its lifecycle/the next step of the Material process. Write, take pictures, make videos to describe how you work and what you do when transferring the Material to its next stage.

- At the moment the diary consists of eight slides for you to fill, but you are free to add or subtract pages according to your need. Be generous with photographs and videos and include as many as possible, adding a short description to each photo and video to explain what you have documented.

Thank you for helping us understand the Material Journey
from production to use and on to recycling and/or reuse.

MY FIRST MATERIAL CONTACT

My First Material Contact

HOW I WORK WITH THE MATERIAL

Next

HOW I WORK WITH THE MATERIAL

HOW I WORK WITH THE MATERIAL

HOW I TRANSFER THE MATERIAL

Back

How I Transfer the Material