Putting Innovation to Work

21 November 2017, Paris

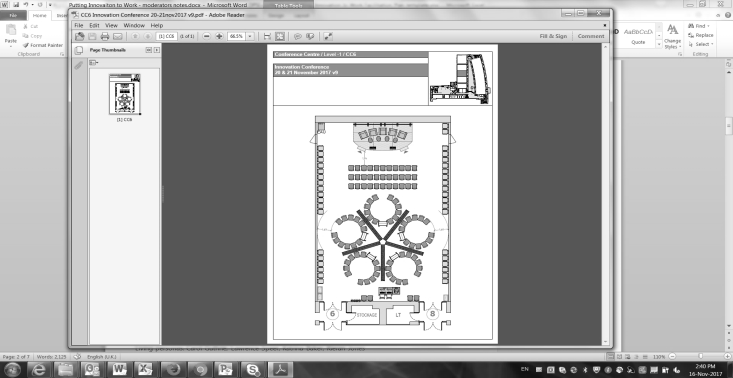
Hosted by the Observatory of Public Sector Innovation (OPSI), Public Governance, OECD

**Location:** OECD Conference Centre, CC6

**Participants:** innovation practitioners (60, groups of up to 12)

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| Summary  This interactive session facilitates sharing and learning about the experience of fellow innovation practitioners and innovation tool and method users to uncover how the OECD Observatory of Public Sector Innovation (OPSI) can better serve them. The presumption is that the world does not need another toolkit, but rather a different way of interacting with tools. The OPSI would like to take away a set of design criteria for a forthcoming solution. By working individually, as partners, and in small groups, practitioners will recall from their own practical experience as well as prototype new hypothetical tool navigation, which OPSI will draw in designing possible solutions. The OPSI innovation lifecycle will serve as a guiding framework for the workshop. The OPSI would like to continue the relationships with participants following the workshop to test possible solutions.  Goals  Workshop participants become familiar with OPSI innovation lifecycle  Workshop participants practice empathy and active listening  Workshop participants network with their peers and build post-workshop connections  OPSI learns how participants navigate innovation tools and make decisions throughout their innovation journey | | | |
| Agenda:   |  |  | | --- | --- | | 10:00 – 10:35 | Welcome and Orientation to the OPSI innovation lifecycle | | 10:35 – 11:15 | Journey mapping and reflection (individual, partner, group activity) | | 11:15 – 12:05 | Prototyping and share-out (group activity) | | 12:05 – 12:10 | Wrap-up and next steps | | Needed resources  (in addition to post-it notes, pens, markers) | Slide deck: Facilitator introductions & Innovation lifecycle orientation | |  | 10 x A3 Innovation lifecycle POSTERS | |  | 65 x A3 Journey Map | |  | 65 x Interview Guide | |  | https://bruneau.media/OMM/Images_Basse_Definition/ZoomHD/51/44/51445.jpg?width=330&height=330&mode=Default&quality=85  5 x Large easel pads | |  | 10 x Prototype templates (prepared on easel pad paper) and  10 x sets of sample components written or printed on small sticky notes  Blank sticky notes for new components | |  | 200 Sticky dots of different colours (colour-blind friendly) | |  | (Optional): 5 - video recording devices | | | | |
| Minimum People needed | 1 – moderator and timekeeper, preferably with expertise in innovation lifecycle  5 – facilitators and video recorders (one can also be moderator) |

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| 10:00 – 10:35 | Welcome and Orientation to the OPSI innovation lifecycle |

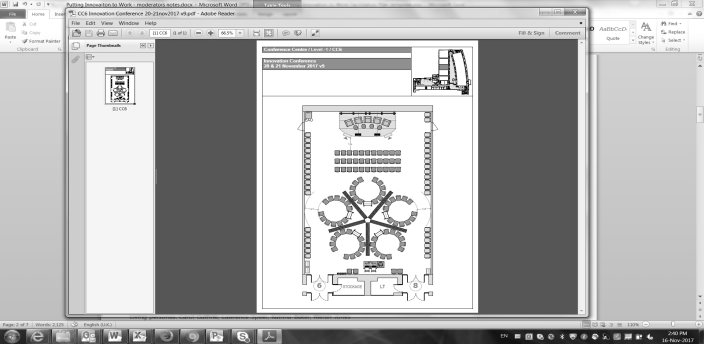


**Room management note: Play slide deck**

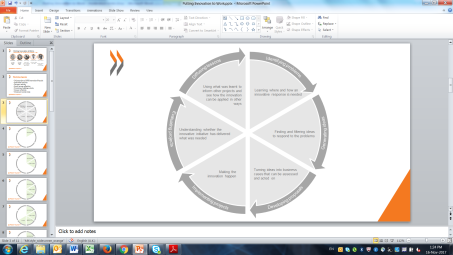
**Facilitator task: Take a seat on stage**

* Introduction by Alex Roberts, Innovation Specialist, OECD (max 2 min)
* Introduction of facilitators: Angela Hanson, Matt Kerlogue, Benjamin Kumpf, Enrique Martinez (3 min)
* Overview of innovation lifecycle diagram (15 minutes)

**Room management note: Request that participants take a seat at each of the 5 tables**



**Facilitator task: Split up to your tables, grab an innovation lifecycle diagram, hand out sticky dots, two per person of two different colours**

1 per table

* Innovation lifecycle self-evaluation (5 min)
  + *“Each individual or organisation is more experienced or well suited for different innovation phases. Indicate with a sticker where you/your organisation does well and where you struggle the most.”* [There will be two colours of stickers on the table]
* Ask participants to share the reasons why (10 min)

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| 10:35 – 11:15 | Journey Mapping |

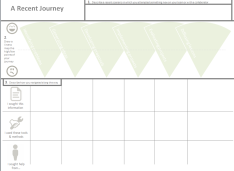
The aims of this segment are:

* Participants to internalise the innovation lifecycle by using it as a sense-making tool, overlaying a recent story about their experiences.
* Participants interact with a peer and listen and interpret their story, listening for highs, lows, and insights
* Each group identifies a synthesised list of insights to be taken into consideration for the next activity

**Room management note: Make sure participants complete this activity in silence**

**Facilitator task: Provide Journey Map**

15 min



**Part 1 (Individual activity): Journey Map**

* Orient your group to the activity
* Reference the Journey Map and ask participants to follow the 3 steps on the Map
  + *“This activity will consist of 3 parts: an individual journey map, partner interviews, group share-out”*
  + *Recall a recent example of when you had to try something new with your team or in your organisation. Identify the high/low points and describe what you did, what you used, and who helped you.*

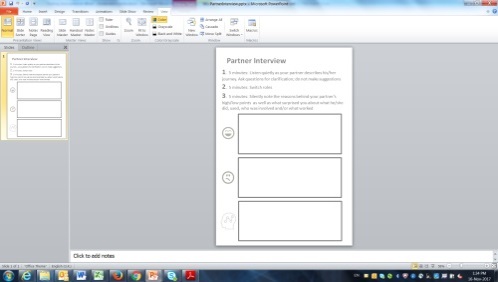
**Room management note: Split your group into partners who do not work together**

**Facilitator task: Hand out the Partner Interview sheet**

**Part 2 (Partner activity): Interview**

* Reference the Partner Interview sheet & ask participants to follow the 3 steps listed
* Inform your participants that it is ok to take notes while the interviewee is speaking
* Mention that there will also be time at the end to jot down notes
* Ask partners to very quickly introduce themselves
* WATCH FOR: The interviewer should be quietly listening while interviewee speaks, not discussing. Quick clarification questions are ok.
* Give partners a 1 minute warning
* After 5 minutes, switch interviewer/interviewee (with another 1-minute warning towards the end)
* Ask each person to quietly synthesise individually for 5 minutes, noting on their Partner Interview sheets the highs/lows, as well as what was surprising/interesting (Box 3)

15 min (5+5+5)



**Room management note: --**

**Facilitator task: Write on large easel pad**



10 min

**Part 3 (Group activity): Share-out**

* Ask everyone to share from Box 3 the top highlights of what their partner said. Write these on a large easel pad.
* Activity closing remarks: *“These insights and information will serve as design criteria for the OPSI’s work to make tools and toolkits more approachable and accessible. Keep these insights and information in mind as we move on to the next activity.”*

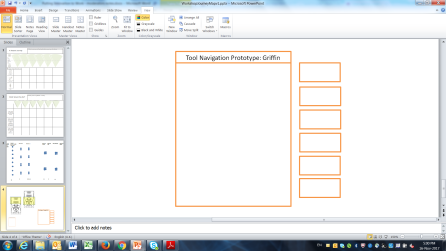
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| 11:15 – 12:05 | Prototyping and share-out |

The aims of this segment are:

* Participants use the outputs (insights) from the last activity to help design a possible prototype of a tool, including the elements they find most helpful.
* OPSI gains valuable insights about how practitioners prefer to navigate new tools

**Room management note: Split your group into 2 teams (likely 6 people each)**

**Facilitator task: Hand out the Prototype templates**



25 min

**Part 1 (Sub-group activity): Make a prototype**

* Orient participants to the prototype and set of components
  + *“Using new tools, introducing them to new contexts can be difficult. What can we do to make it easier for public servants? How can we make it easier for public sector organisations?”*
  + *“In this exercise we are asking you to apply what’s been discussed so far into something practical – a prototype of something that you would want to use to help you when considering using a new tool.”*
  + *“Use the insights and information you heard from the last activity as you design what you would want to see, have access to, or know, when considering new tools. What makes a tool easy to adopt?”*
  + *“Each tool prototype has an imaginary name since these tools are often portrayed as being precious or having special powers of complexity untangling. What would you want to know or need to make the most of those special powers?”*
* Give each of your 2 teams a blank prototype template and a set of components
  + *“These are some possible components or aspects of things that you might want to know when comparing or considering which tool might be right for you.”*
  + *“Don’t feel that you have to use these though. There are blank components for you to add the things that you think matter most.”*
* WATCH FOR: Participants wanting to add all the components—ask if they would really want or use *all* that information. Near the end, ask about what is most important to force convergence.
* WATCH FOR: Timid participants. Get them talking. Reference the summarised interview insights as inspiration for diverging on new components.
* WATCH FOR: Remind participants that they can create their own components.
* Give a 2-minute warning

**Room management note: --**

**Facilitator task: Place the prototypes side by side and ask the 2 teams to stand around**

**Part 2 (Group activity): Compare and contrast prototypes**

* Ask each of your 2 teams to nominate a spokesperson to share information about their prototypes
* Give one team 3 minutes to share the prototype and 2 to receive questions from the other team. Encourage the teams to share the reasoning behind their choices.
* Switch team roles
* On an easel pad, make notes of at was similar, different, and what your participants think account for the differences. These will be shared with the room.
  + *What do you notice about the prototypes? What is surprising/interesting?”*

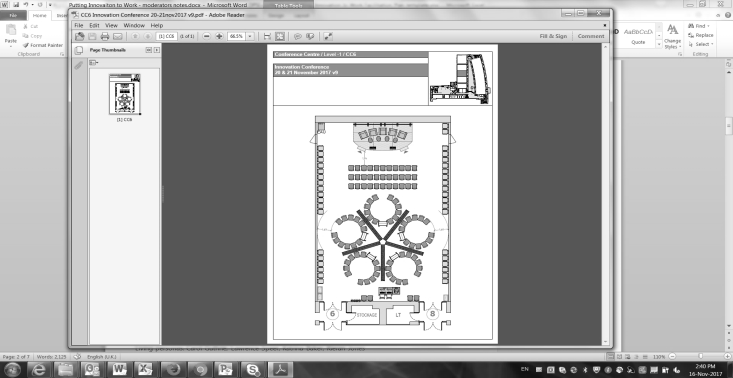
20 min (10+10)



**Room management note: Ask participants to return to the front of the room**

**Facilitator task: Bring the easel pads to the front of the room for reference**

10 min



**Part 3 (Full room activity): Prototype share-out**

* Facilitators have strictly 2 min each to present from their group findings – it has to be done in a quick pitch format

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| 12:05 – 12:10 | Wrap-up and next steps |

A quick sum-up by Alex Roberts of the takeaways of the session, the way in which OPSI will use the inputs, and how participants can continue to be engaged.

Open up the floor for comments or questions.

**Appendix:**

**Prototype template + components (make your own out of easel pads and sticky notes)**

Prototype: GRIFFIN TOOL

Prototype notes: We used the names of mythical beasts for tool names to create a playful environment (and create a joke about how tools are supposed to be magical and solve all of our innovation problems). Use any set of names you like as long as they are likely not meaningful for your participants in a work context.

Component list (make your own sets by printing or writing on sticky notes):

|  |  |
| --- | --- |
| Components | Component description |
| Description: | A short, simple description of the tool |
| Particularly good for: | Situations or contexts in which the tool is helpful |
| Desirable preconditions: | Environment ideally in place before using the tool  **Component**  Component description |
| What to look out for: | Considerations in using the tool that might catch people out if they are not experienced  **Component**  Component description |
| Examples: | Relevant case studies or example of how the tool has been used in the public sector |
| Resources on how to use/apply: | Guidance on how the tool can be applied in practice  **Component**  Component description |
| Innovation stage: | When the tool is most useful |
| Skills: | What capabilities are needed to successfully use the tool |
| Effort (Fiscal cost) |  |
| Effort (Commitment) |  |
| Effort (Complexity) |  |
| Effort (Preparation) |  |