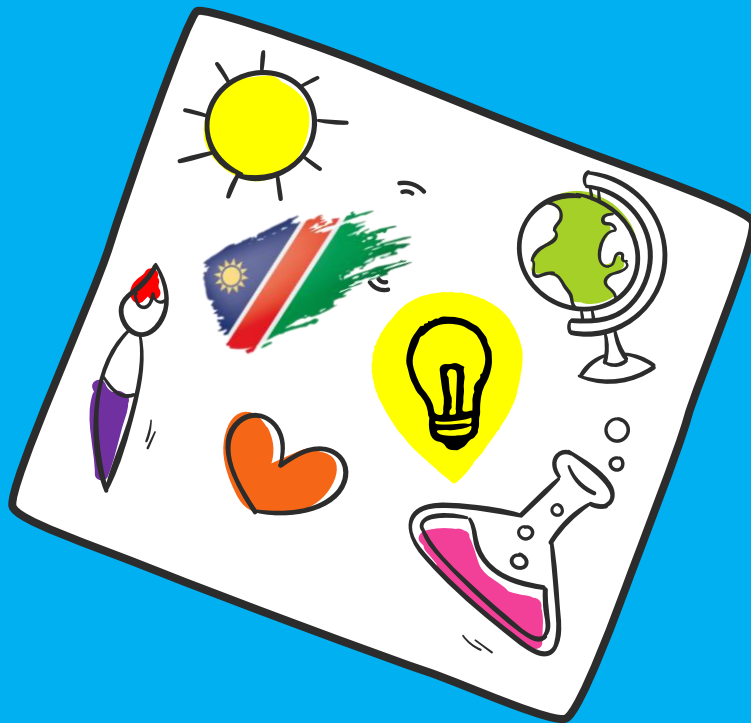


# A TOOLKIT FOR PUBLIC SECTOR INNOVATORS



## REIMAGINING THE FUTURE OF SERVICE DELIVERY



Namibia  
accelerator  
labs  
.....



**THIS TOOLKIT  
BELONGS TO:**



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.....

# ANOTHER TOOLKIT?

Yes, we know there are dozens of toolkits out there, both online and the gems found in bookshops or libraries – some freely available under the creative commons initiatives, while others have been developed using specific models or frameworks depending on the context. We do not want to duplicate these; many of them give sufficient guidance and inspiration, depending on what you are looking for. We do however feel that it would be useful to share with you the tools and techniques that the UNDP Accelerator Labs have used (and continue to use), and more importantly what has worked in the Namibian context. This toolkit will help you with many things, but importantly two things come to mind: one - planning and structuring your innovation portfolio; and two, giving you tools which we have tested to run the activities and ideas to innovate. As such, we hope that you can use it as a quick reference to improve your understanding of sensemaking, collective intelligence, experimentation and solutions mapping as well as give you new ideas on how you could, in your own way improve your work and ultimately, make a difference in the delivery of public services. Part manifesto, part collection of insights and training methodologies, we would like to invite you to use this toolkit also as a catalogue to flip through when you need to choose an activity for your upcoming meeting or workshop. We use experiential learning and advocate for the active use of the toolkit. This means that we are encouraging you to write, draw, colour and doodle on the pages. Pull out the tools or pages that don't work and replace them with ones of your own. Leave sticky notes everywhere.

We also strongly recommend you visit the UNDP [Accelerator Lab website](#) first to better understand our 90 day learning cycle, the learning loop structure, different types of activities, and how to connect them. After that, the toolkit will provide you with a quick reference for when you need to choose an appropriate activity to use.

This toolkit has been compiled in collaboration with the Directorate Public Service Innovation and Reform at the Office of the Prime Minister. The content is based on years of our collective learning and development, design and public sector experience and has been prototyped with various innovation teams in the public service. It is also a collaborative effort and has received inputs from the global Accelerator Lab network and UNDP innovation community. In fact, much of the information in this toolkit was sourced from the [United Nations Innovation Network](#). We thank each and every one of the contributors, in particular Bas Leurs, Giulio Quaggiotto, Jennifer Colville, Ievgen Kylymnyk who have shared their knowledge, provided inputs and have helped us put together this toolkit. Do use this toolkit as a supplementary guide that will work very well with other toolkits which we have drawn from extensively such as the UNDP Project Hackers Toolkit and books about learning, workshoping and facilitation. We strongly recommend that you visit the NESTA, States of Change websites and other amazing organisations, who deepen the knowledge on innovation and how this relates to different aspects of facilitation, team bonding, and team dynamics.



Geraldine Itana,  
Head of Exploration

Omagano Kankondi,  
Head of Solutions Mapping

Yrika Vanessa Maritz,  
Head of Experimentation



# TABLE OF CONTENTS

**A PAGE TO HELP YOU NAVIGATE WHAT KIND OF TOOLS YOU WILL NEED, AND WHERE TO FIND THEM.**

How to use this toolkit  
A learning Journey

## **PACK**

Innovation Skills Journey  
Four Layers of Capacity Building  
The Four Learning Questions  
What is a learning cycle?  
Learn in 90 days

## **PLAN**

A team user manual  
Have fun and meaningful meetings  
Abide by these 10 principles for great meetings  
Include everyone 1-2-4-All  
The Eisenhower Matrix  
Plan for innovation  
Use Innovation Strategies  
Find sources of public sector Innovation  
Cultivate these 8 Habits  
Ask the right questions  
Define Success  
Use the collective Intelligence Design Tool  
Ask Google  
Ask Why five times  
Work out loud  
Use Dave Snowden's Cynefin Framework  
Do a situation analysis  
Conduct a SWOT Analysis  
Plan for evidence  
Map your stakeholders  
Analyse your stakeholders  
Explore your network  
Reframe the problem  
Reverse Engineer  
Explore a day in the life  
Do journey mapping  
Explore Personas

Identify Positive Deviants  
Test your assumptions  
Develop your hypothesis  
Run an Experiment  
Complete the Experiment Canvas  
Portfolios of Experiments  
Prototype away!  
Test your prototype  
Pivot (or adjust your sails)  
Grow your solution  
Grow and Scale  
Make your solutions sustainable  
Write tomorrow's headlines

## **DO**

Use this space and the blank pages for your experiments, solutions, paper planes, prototypes... just don't throw them away!

## **REFERENCES AND RESOURCES**

Places and People we draw inspiration from

”

This is the time to reimagine the future of development where “we must redefine what is ‘normal’, rethink our current paradigms and re-examine the choices we are making.”

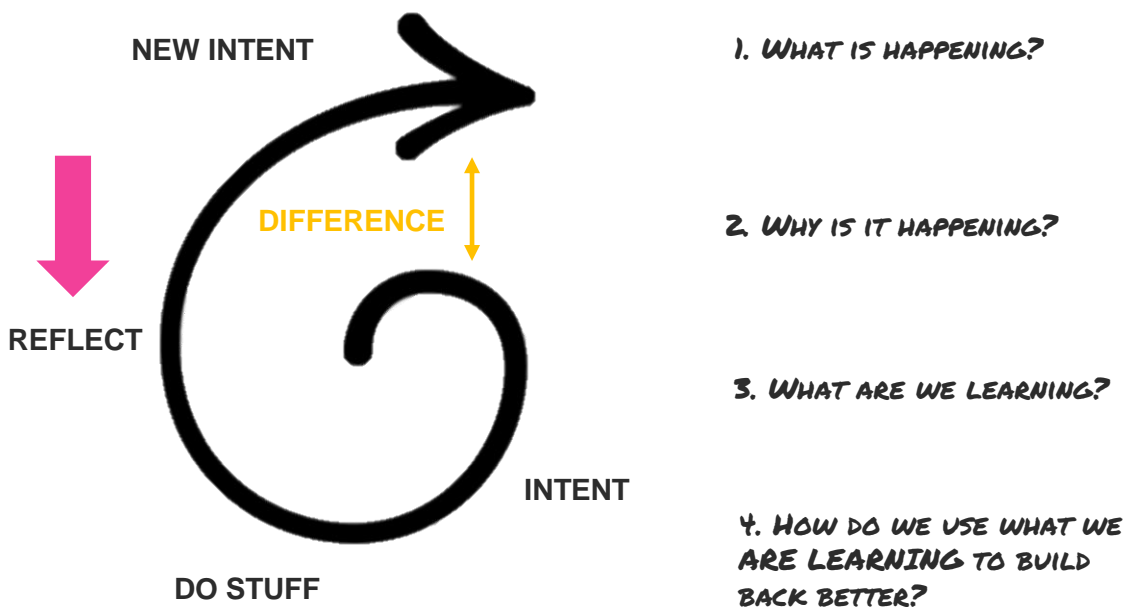
- Achim Steiner  
UNDP Administrator

# HOW TO USE THIS TOOLKIT

## WELCOME!

The best way to work with this toolkit is to get an overview of all the tools, skills, methods and insights across the entire spectrum of innovation, and then to keep it on hand when you need some reassurance, guidance, pivot, release some stress or simply to get some focus and direction. You can always refer to the relevant page or simply go through the table of contents to select the part that will give you the necessary guidance. Take what resonates and applies to you, and come back when you need to later. Over two years ago, when the Accelerator Labs were launched, we were trying to figure out how to make the idea of our work in 'innovation' less abstract and more accessible to anyone. Since then, we have learnt a lot of new things, having spent a lot of time with others who were also trying to figure out how to 'do innovation'.

At the Accelerator Lab, we follow a simple framework guided by four learning questions:

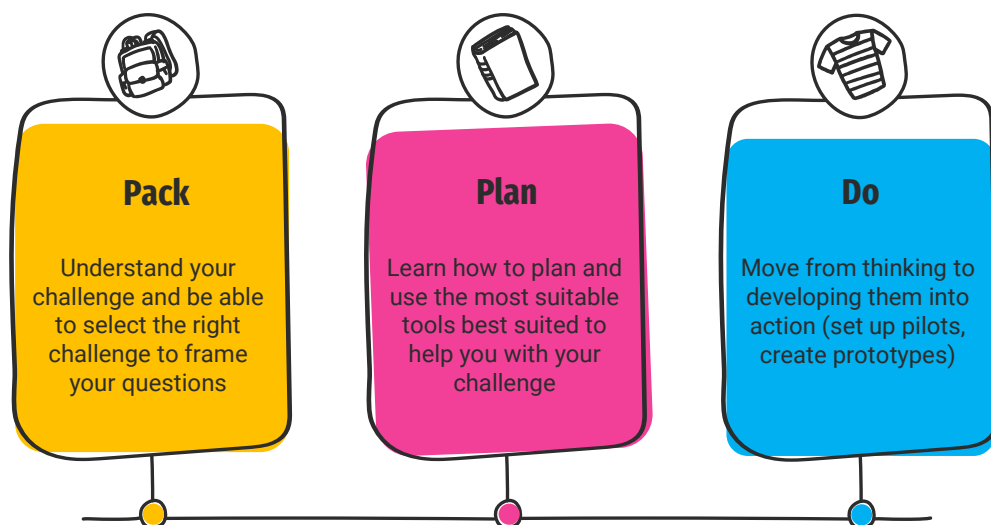


**What is happening** allows for perspective in trying to make sense of a challenge or a problem. **Why is it happening** gives us an opportunity to explore multiple solutions, possibilities and futures. **What are we learning** provides us with a way of formulating assumptions, generating hypothesis to test and to refute. **How do we use what we are learning to build back better** spurs us to action.

# A LEARNING JOURNEY...

This toolkit has been designed to help you develop your innovation skills learning journey. Inspired by NESTA's Innovation Playbook for Innovation Learning, you will need to prepare for a learning journey for innovation to become part of daily practice that ultimately aim to create a sustainable change in behaviour: for innovation to become a habit and for innovation methods and tools to be fully embedded in daily practice.

Although you can use this toolkit in anyway you like, we suggest that it is useful for three things. The first thing, 'pack', focuses on taking stock of what you already know in terms of the different innovation methods. Before you begin working on the four learning questions, you need to un-'pack' a challenge to frame your questions around it. The second useful thing, is to use the toolkit to help with planning. In order to tackle the social or public challenge you are facing, you need to take time to 'plan'. Working in innovation requires good planning. Think about which tools would be best suited to your challenge as well as the individuals who might be interested and available to help you. The third thing that this toolkit does is that it moves you from thinking about something to actually doing something. This is important to deliver results in order for you to be better focused on working with innovation methods, tools and the practices, and learning more through the use of the toolkit while integrating them into daily practice.





**PACK**

**GET READY TO LEARN TO  
ACT AND ACT TO LEARN!**



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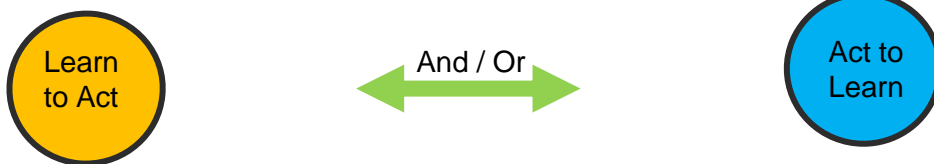
# PACK

## **FIRST THINGS FIRST: TAKE STOCK OF WHAT YOU NEED TO DO BEFORE PLANNING YOUR JOURNEY!**

Before you embark on your learning journey, reflect on the following three questions:

1. How do I transform and lead change?
2. What is a learning cycle?
3. How long is a learning cycle?

## **TWO ENDS OF THE SPECTRUM FOR TRANSFORMATIONAL CHANGE:**



- Define and understand your problem space.
- Map signals of change, solutions or actors within your problem space to bring coherence to its interventions.
- Identified gaps represent need for action.
- The portfolio emerges through analytical findings and identified gaps.
- Your learnings define your future action.

- Acknowledge inability to fully understand the problem space.
- Map signals of change, solutions or actors that together define the problem space and its unmet needs.
- Unmet needs represent a need for action.
- The portfolio emerges organically based on your engagement.
- Your actions define your future learnings.

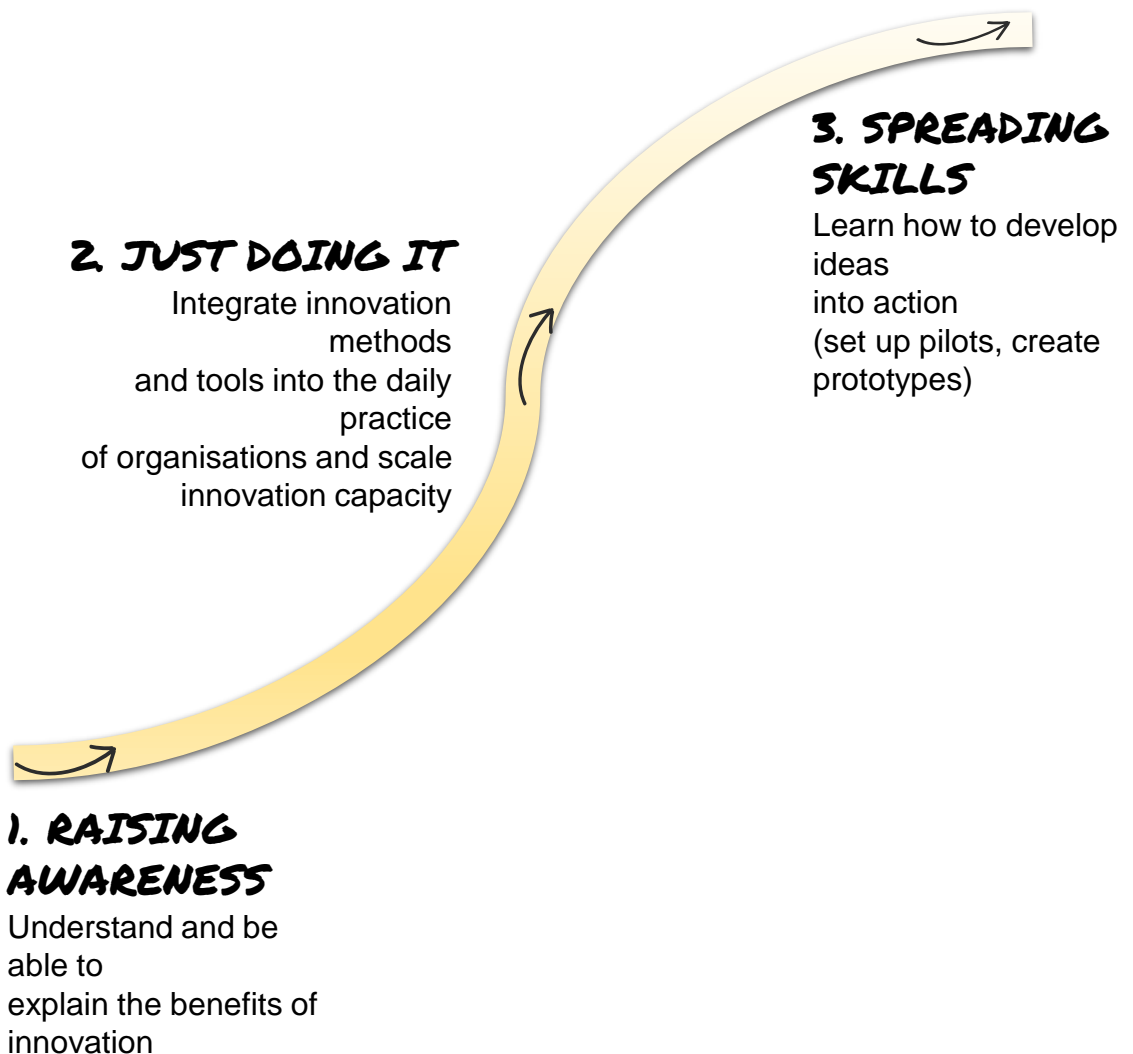
**THEREFORE:** Be mindful of the need to act fast to increase the speed of learning and to adapt to a reality that is constantly changing.

# INNOVATION SKILLS JOURNEY

THREE STAGES OF LEARNING FOR INNOVATION TO BECOME PART OF YOUR DAILY PRACTICE

THERE ARE THREE STAGES:

1. RAISING AWARENESS
2. JUST DOING IT
3. SPREADING SKILLS



# FOUR LAYERS OF CAPACITY BUILDING

Use this framework when you need to consider the different levels of intervention to enhance capacity building. It will also help in explaining the scope of your innovation programmes as well as to manage its complexity in defining outcomes for each level and further develop your strategy. Developing innovation capacity involves multiple levels, ranging from individual learning all the way up to the wider ecosystem. Each level comes with a specific focus area:

**Individual:** At this level, develop a profile of the individual – what are their learning needs, motivations, aspirations, preferences and prior experiences? What is their attitude towards innovation?

**Team:** at this level we look at what the entire team should be able to achieve, and what they actually are currently able to achieve as well as the strengths and weaknesses of the team, in terms of innovation competencies?

**Organisation:** at this level the most important aspect is culture and organisational readiness. Is an organisation ready to utilise new skills? Does the organisation provide an enabling and permissive environment for learning?

**Ecosystem:** at this level we look at the wider external environment of an organisation and also consider the community of practice.



# THE FOUR LEARNING QUESTIONS

## WHAT IS HAPPENING?

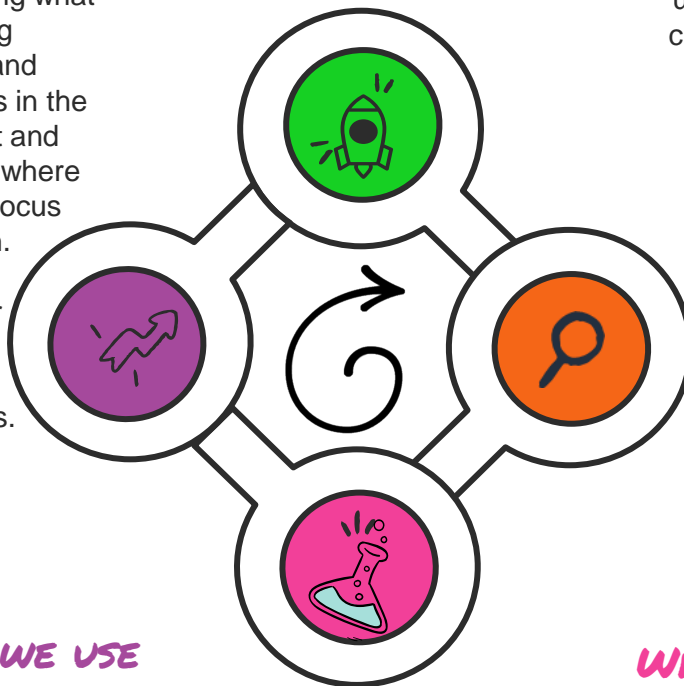
### SENSE

is about understanding what are emerging challenges and opportunities in the local context and determining where we need to focus our attention. We become aware of our knowledge Gaps and Assumptions.

## WHY IS IT HAPPENING?

### EXPLORE

is about better understanding the challenge, refining our learning questions and looking for solutions, particularly by looking at how citizens are already addressing these challenges and opportunities



## HOW DO WE USE WHAT WE ARE LEARNING TO BUILD BACK BETTER?

### GROW

is about handing over the portfolio of solutions, advocacy for policy change or spinning solutions off as private ventures.

## WHAT ARE WE LEARNING?

### TEST

is about using the insights and intelligence to design a portfolio of potential solutions to intervene at multiple points in the system and continuously testing them through activities until we are confident, they can work.

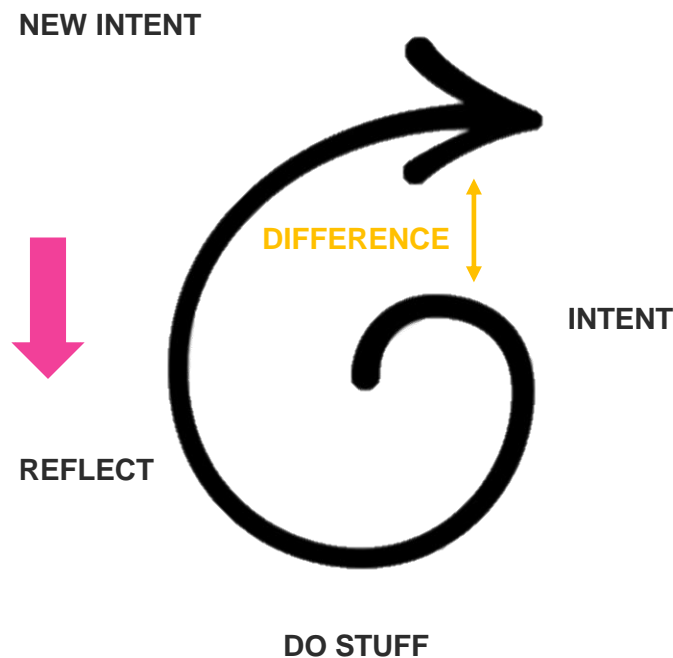
# WHAT IS A LEARNING CYCLE?

You should aim to create actionable intelligence by working in short learning cycles, usually  $\pm 100$  days long following a quarterly rhythm.

Learning comes after action.

With the accelerated speed of a 90 - day learning cycle, you will be able to reflect more frequently on your actions, learn from your experiences, and pivot to emerging challenges if necessary.

Frequent learning will help you to understand / unpack the systems and the challenges you will be working on.



Plan for action to structure and systematize your learning intent by defining your challenge and learning questions. The idea is not to plan for the perfect action, but to start with something that is “good enough”; something that gets you going to start doing things, thereby formulating your interventions and activities in line with the learning cycle.

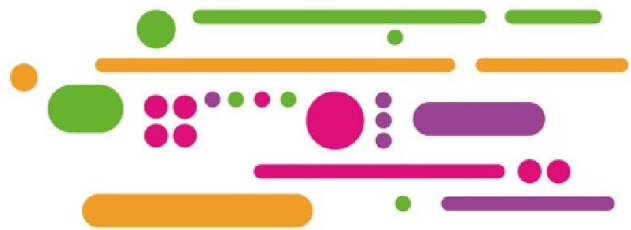
# LEARN IN 90-DAYS

The learning cycle and its four stages define the (theoretical) value chain of your engagement with a challenge, with a system respectively.

Its four dedicated stages describe your deliberate efforts of creating value & learning about the matter at hand. Its duration usually follows a quarterly rhythm of  $\pm 100$  days.

Each stage represents an in itself closed activity that:

- a) either enables further action for the successor stage, and/or
- b) enables the generation of new insights that help to unpack and refine your learning intent.



While the learning cycle is no linear process, and its stages represent closed activities...

... in real life, it often looks more like this.

## **NOW BACK TO THE FOUR LEARNING QUESTIONS AND THE LEARNING CYCLE:**

- 1) What is happening? **SENSE:** Understanding the ecosystem
- 2) Why is it happening? **EXPLORE:** Defining the problem
- 3) What are we learning? **TEST:** Probing the system
- 4) How do we use what we are learning to build back better? **GROW:** Diffusing insights/knowledge/learnings



**PLAN**

**TOOLS AND APPROACHES**



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# A TEAM USER MANUAL

Filling out the 'User Manual for Team Members' by SIX is not only quite fun to do, it will also help you gain insight into your (current or potential) team members' preferences and strengths. We recommend filling the worksheet out individually, and then sharing and discussing your answers. You might learn something new about someone you've known for a long time already!

Other instruments that you could investigate when working on your team development are NESTA's 'Competency Framework', watching 'How to run a company with (almost) no rules', or watching Tom Wujec's 'Build a Tower, Build a Team'. More information on these instruments can be found in the Additional tools & methods section at the end of this toolkit.

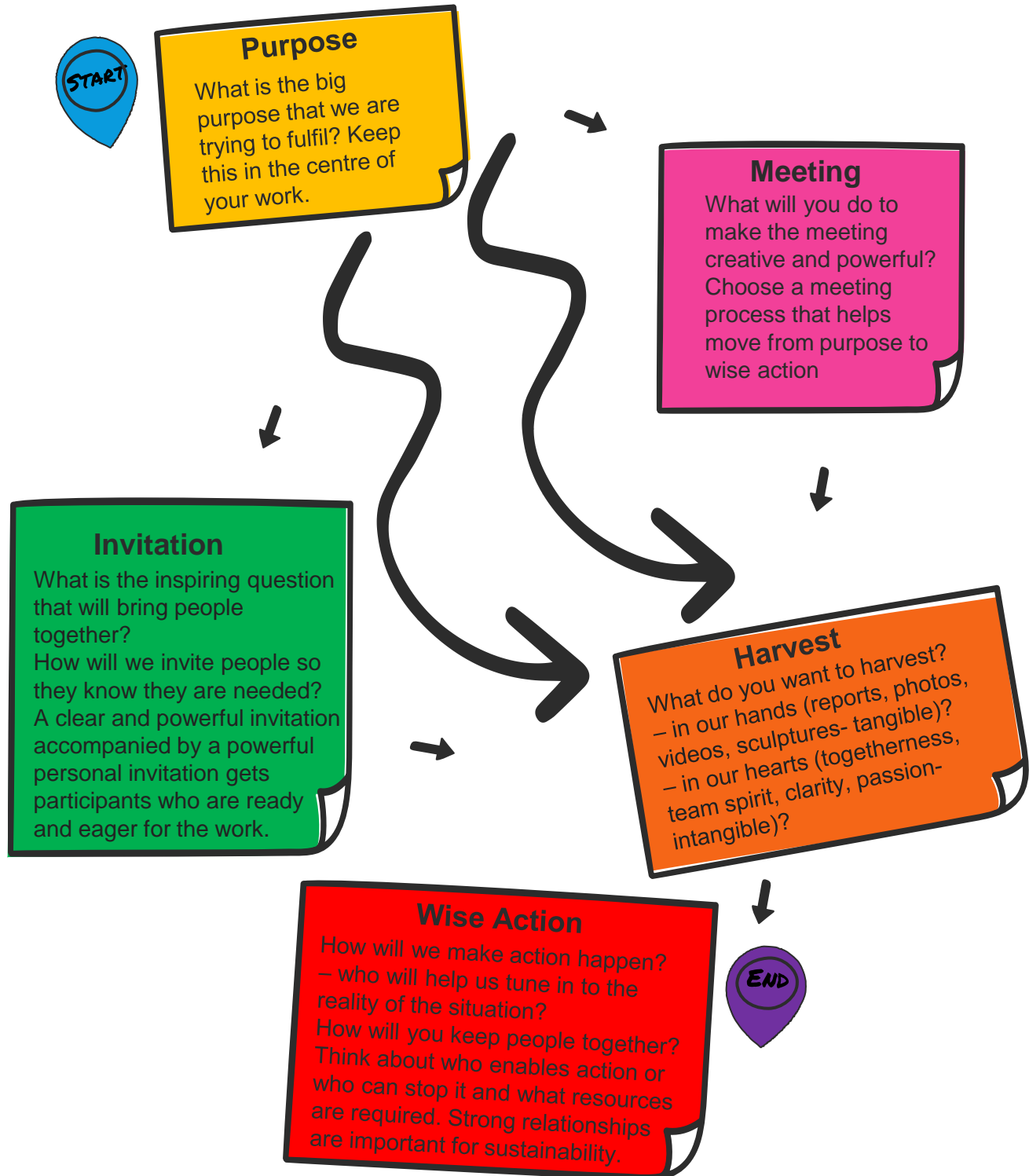
The worksheet consists of ten question cards arranged in a grid-like pattern. Each card is a white circle with a colored banner at the top containing an icon and a question. The questions are:

- Red banner (pen icon):** My ideal working environment requires...
- Yellow banner (triangle icon):** The hours I'm most productive are...
- Orange banner (crayon icon):** The best way to communicate with me is...
- Green banner (pencil icon):** Things I struggle with are...
- Light green banner (pen icon):** Things I love...
- Blue banner (triangle icon):** The ways I like to receive feedback are...
- Pink banner (crayon icon):** Other things to know about me are...
- Purple banner (pencil icon):** Things I'm great at are...



# HAVE FUN + MEANINGFUL MEETINGS

Use this tool which is adapted from the chaordic stepping stones approach bearing in mind that good participatory meetings result from good design and preparation. To create a 'new normal', we shouldn't settle for boring non-meetings. If we are not able to hack the most complex challenges or confounding questions, then we should stop using them and start being more creative and powerful. This tool has the feeling of a portable, quick and dirty design checklist, that will allow you and your team to start doing things differently.



# ABIDE BY THESE 10 PRINCIPLES FOR GREAT MEETINGS!

Some of us rally hate endless meetings, which end up being non - meetings. (What was the point, right?) We have come across work by Liberating Structures We believe that their work resonates with statements of our beliefs about what helps create great organisations (and inspires innovation). Through thrills and spills of transforming change, we try to live by them. We define principles as rules governing how we choose to relate to others and statements of our beliefs to help you on your innovation journey.

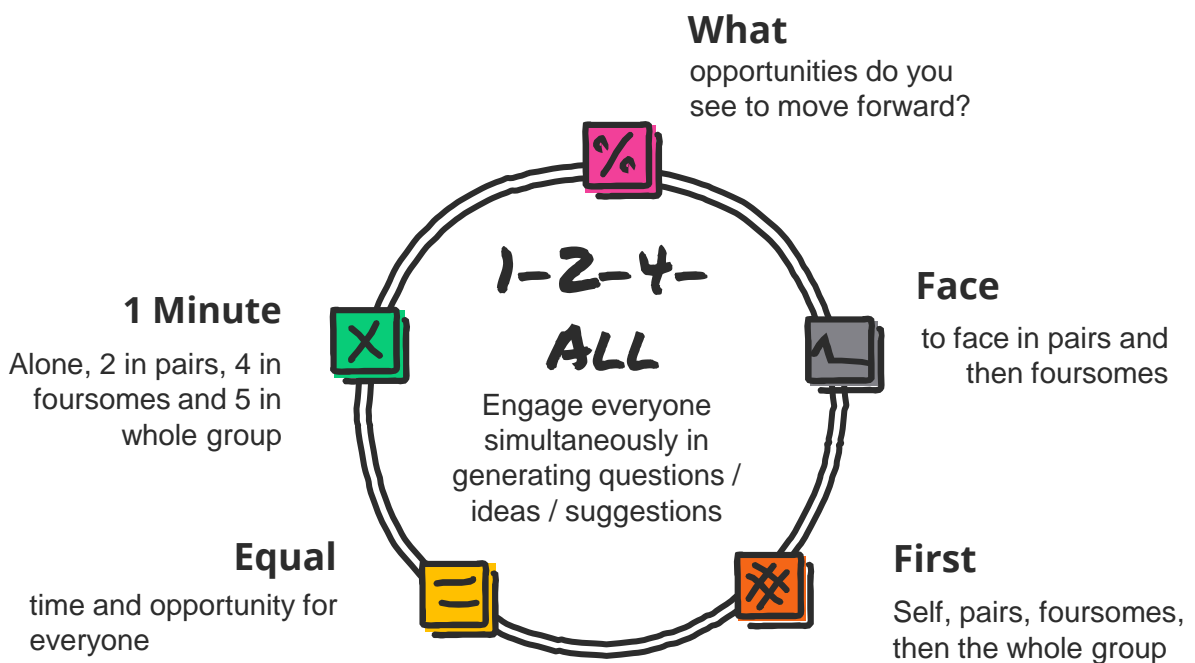


1. Include and Unleash Everyone
2. Practice Deep Respect for People and Local Solutions
3. Build Trust As You Go
4. Learn by Failing Forward
5. Practice Self-Discovery Within a Group
6. Amplify Freedom AND Responsibility
7. Emphasize Possibilities: Believe Before You See
8. Invite Creative Destruction To Enable Innovation
9. Engage In Seriously-Playful Curiosity
10. Never Start Without Clear Purpose



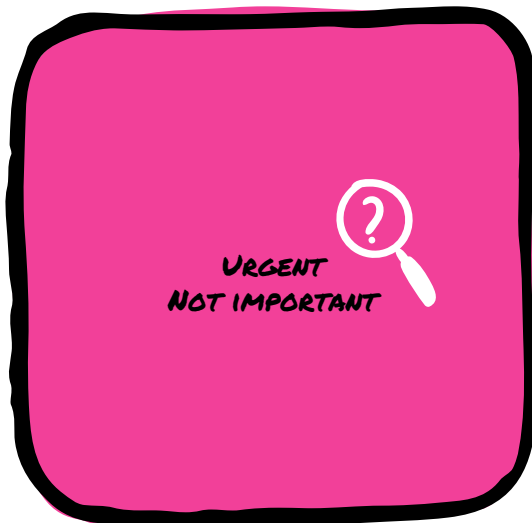
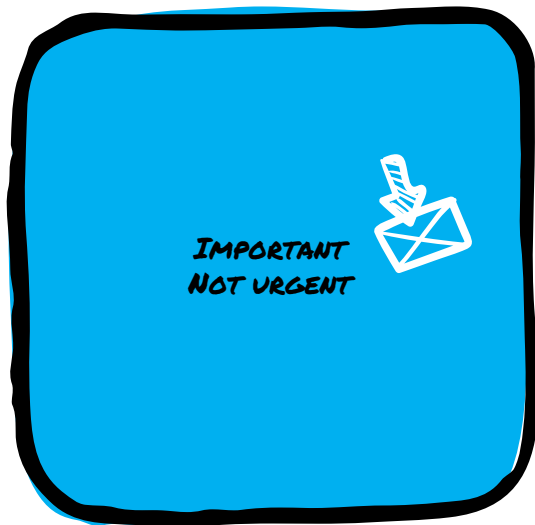
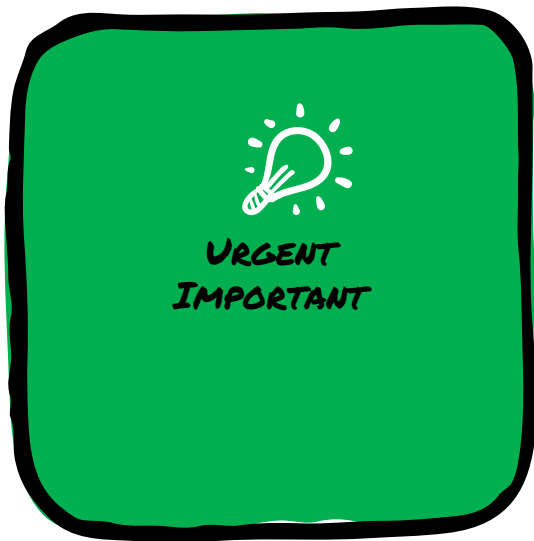
# INCLUDE EVERYONE: 1-2-4-ALL

Use this method when you would like to engage every individual in searching for answers to your challenge. When used correctly, you will be able to create a 'safe' spaces for everyone to contribute, have a larger quality of observations and insights and build naturally toward consensus or shared understanding. Ask a question in response to the presentation of an issue, or about a problem to resolve or a proposal put forward (e.g., What opportunities do YOU see for making progress on this challenge? How would you handle this situation? What ideas or actions do you recommend?)



# EISENHOWER MATRIX

The Eisenhower matrix is a tool for scheduling and prioritising tasks. It is also a prioritisation framework that helps you think in terms of not only immediate goals but also long-term goals. Use it to help you prioritise a list of tasks or agenda items by first categorising those items according to their urgency and importance according to the four quadrants below.



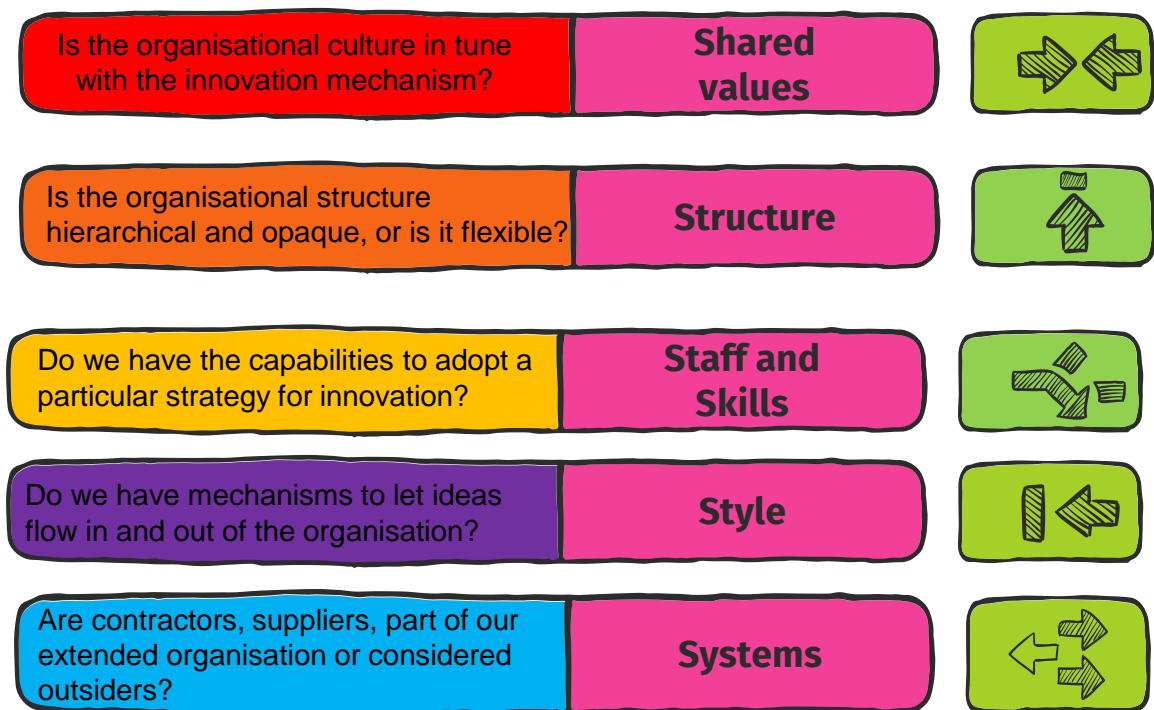
”

Innovation- any new idea by definition will not be accepted at first. It takes repeated attempts, endless demonstrations, monotonous rehearsals before innovation can be accepted and internalized by an organisation. This requires courageous patience.

-Warren Bennis

# PLAN FOR INNOVATION

Many public sector organisations make sporadic efforts to encourage innovation, but few implement the formal changes needed to spark transformational change. Without altering traditional roles, processes, and organisational structures, innovation initiatives become mired in bureaucracy and fail to deliver fundamental change. Creating a culture of sustained innovation requires creating an organisational structure conducive to generating innovations. Five aspects of the organisation are particularly relevant from an innovation perspective. Some changes in the organisation are necessary to make optimal use of innovation strategies. Use these questions to assess where you are in terms of planning for innovation:



Innovation is more than an isolated project or special programme in the public sector. For innovation to take root, government Offices, Ministries and Agencies will need to take an integrated view of the innovation process, from idea generation, to selection, to implementation and diffusion. In addition, public sector organisations have to take a new look at strategies for fostering a culture of innovation and building an organisational structure that supports innovation. This entails cultivating an organisational culture where anyone can contribute ideas to help generate breakthrough innovations. It means creating organisational structures and systems that are better and faster at leveraging the creativity of those closest to the problem, whether they are employees, partners, or citizens.

Governments cannot be complacent about their ability to innovate. As the external environment changes at an increasingly rapid pace, an organisation's ability to innovate becomes more crucial. As the challenges facing government become more important, closing the innovation gap becomes imperative. Using multiple innovation approaches helps overcome weaknesses in the public sector's innovation cycle, while the organisational structure provides the bedrock for the innovation process to work.

# USE INNOVATION STRATEGIES

These range from an approach from within your organization to externally focused approaches that leverage ideas.



## Cultivate

Use this approach to engage staff at all levels with diverse competencies to generate ideas for implementation. How can public sector agencies alter their internal environment to enhance idea generation? What tools are available to motivate public servants to deliver their best?

## Replicate

Original innovations are rare. Rather than reinventing the wheel, replicate and adapt existing innovations to a new context. Tailor best practices to fit the Public sector's unique needs and circumstances.

## Partner

The need for both new resources and new ways of thinking drives growing interest for public sector to partner with the private sector, universities, development partners and the non-governmental sector. Partnerships let governments test new ideas quickly and help government overcome bureaucratic and financial and capacity constraints.

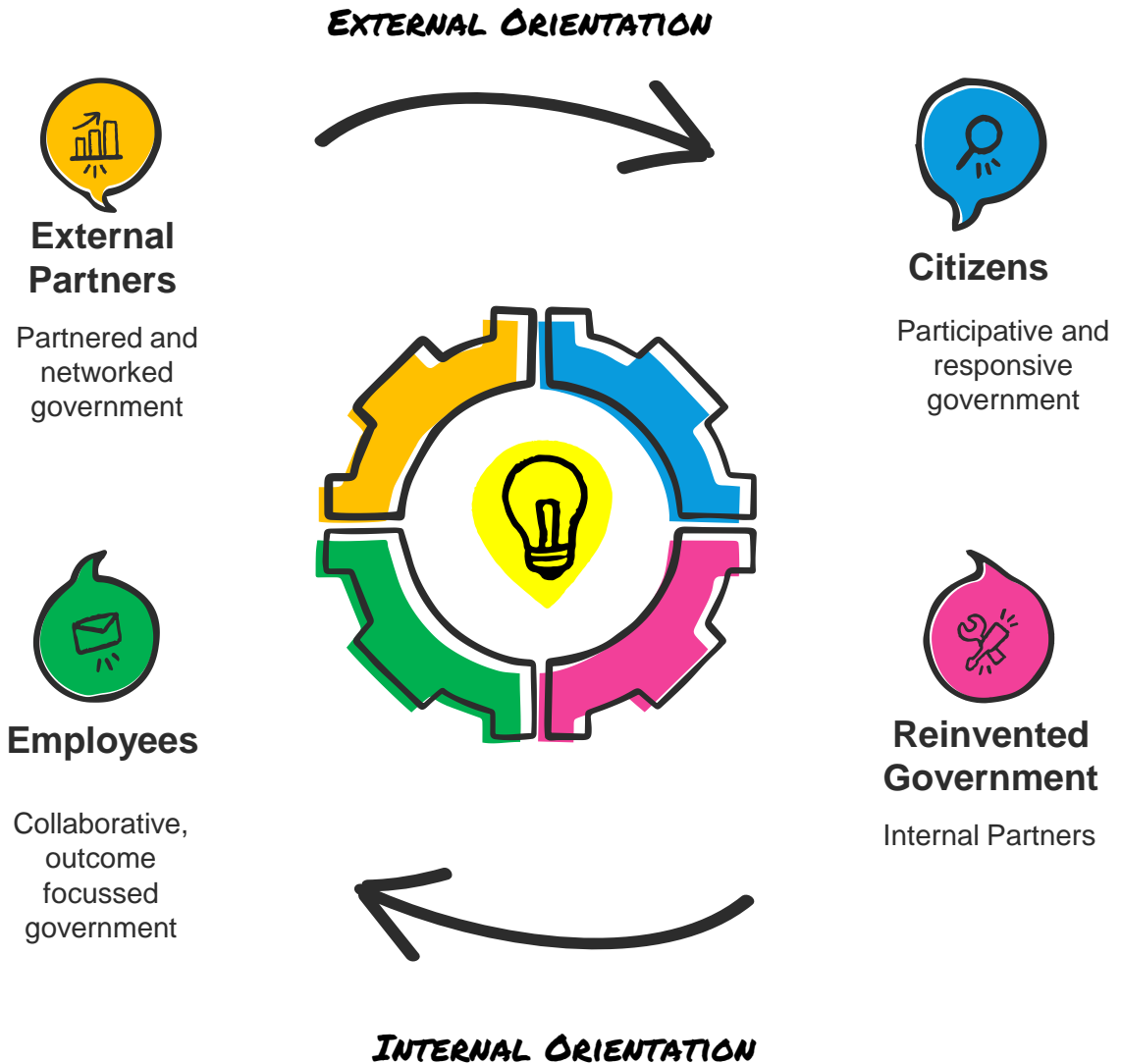
## Network

Networks tap into involving myriad organizations. This approach utilise the innovation assets of a diverse base of stakeholders and individuals to discover, develop, and implement fresh ideas in and out of organisational boundaries in creating learning organisations.

## Open Source

Rapid globalisation and falling transaction costs have prompted a shift away from knowledge "monopolies" to open source innovation models that encourage many people to collaborate voluntarily to create solutions available for free. How can the public sector take advantage of open source models to engage large groups of people from diverse disciplines in building flexible, customize solutions?

# FIND SOURCES OF PUBLIC SECTOR INNOVATION





# CULTIVATE THESE 8 HABITS:

## Curiosity

Be open to learn, being surprised and new perspectives and to hold the space for exploration. Don't jump to solutions – hold the space for discovery and serendipity.

## Act, Reflect, Learn

Have an experience that helps you reflect on what you have learnt, builds new understanding, capability, and potential for action. Learn by doing, testing ideas quickly and probe the system.

## Accelerate what exists

Build deeper shared understanding and identify solutions that already exist (and works), identify unmet needs.

## Collective Learning

Listening to learn, not to answer and create knowledge to reveal the (emerging) system to itself.

## Data Empowerment, not extraction

Feed the data back to the community, empowering them to be agents of change

## Tap into uncommon data sources

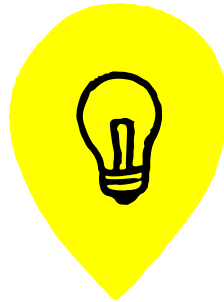
Form third party partnerships to unlock real time insights

## Embrace complexity and systems thinking

Take this as a given and design for it (for example, Portfolios not singular solutions. Look for connections, relationships and dynamics)

## Leverage diversity

Bringing in ethnographic insights from the communities and people closest to the problems



# ASK THE RIGHT QUESTIONS

To explore opportunities and challenges...

Use the following questions:

- What is the current situation or way of working?
- Why is this insufficient or untenable?
- What needs to improve or what would be the benefits of change?
- What work has been undertaken in the past?
- What alternative approaches have been tried?
- How successful have these been?
- What questions remain unanswered, what possibilities remain untested, and what issues and challenges remain unaddressed?
- Where are the most promising examples of current practice?
- What emerging examples in this field, or related fields, might we want to pay attention to?
- What policies or regulations are conditioning the way we work?
- What policy changes might influence work in this area?
- What other potential developments or wider trends could influence the way we work?

1



**WHAT**

Posing questions rather than making assertions, and keeping an open mind about your area of focus, are critical to this research phase. Expressing your opportunity or challenge as a question will help you to keep focused on exploring possibilities and developing your understanding rather than closing down too quickly.

2



**WHY**

Spending time and effort in 'framing' your challenge or opportunity is critical to setting off on the right path to find a solution and will help prevent you from designing something that people may not really want or need, or that fails to address the underlying issues. So identifying the right question(s) to frame your challenge or opportunity is critical, but getting it right can be complicated.

3



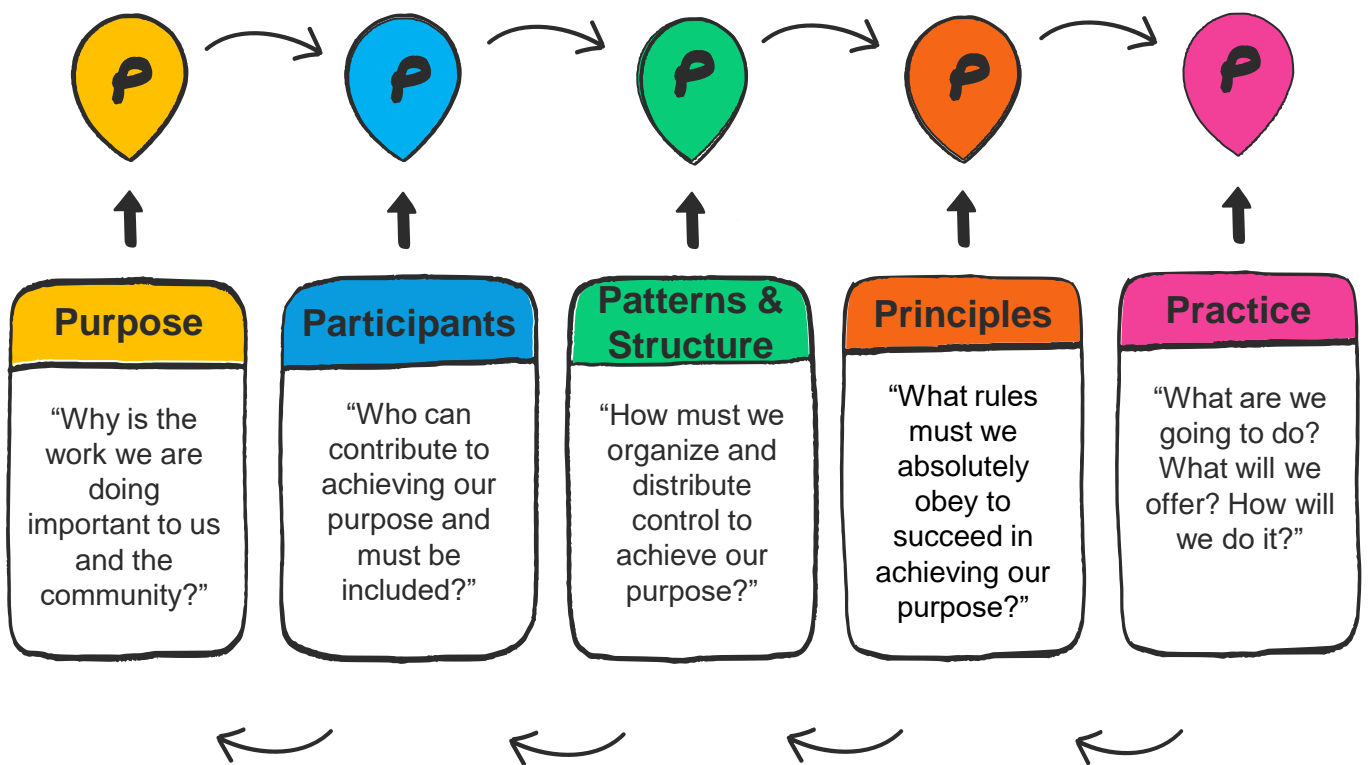
**HOW**

Questions that begin with 'how' helpfully focus the mind on the active search for solutions. They anticipate a solution and encourage you to think about what it might be.

# DEFINE SUCCESS

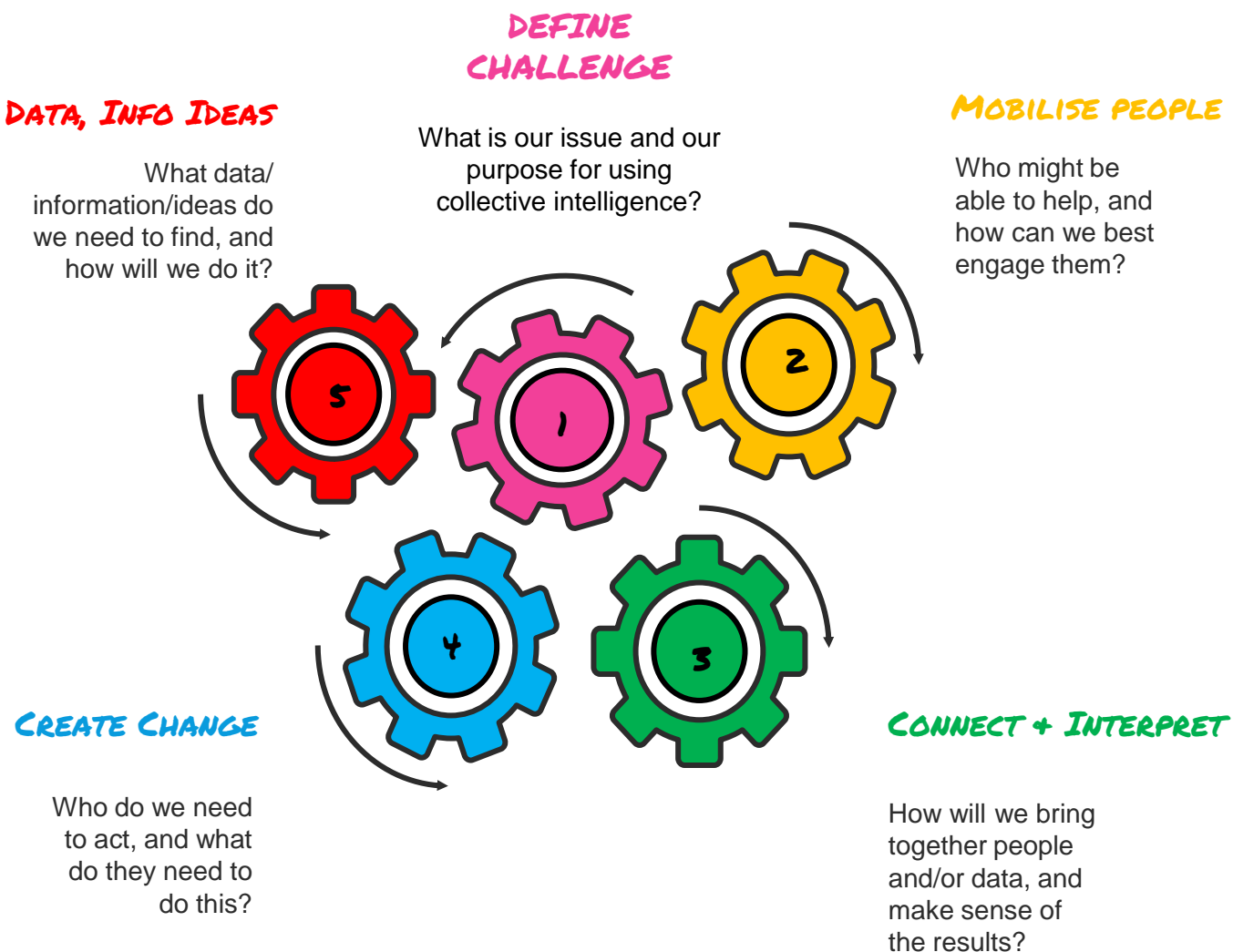
This tool is called “Purpose To Practice, or P2P”. We have found that using **P2P** at the start of a project or initiative will get different stakeholders to collectively shape all the elements that will determine what success would look like. Begin by generating a shared purpose (i.e., why the work is important to each participant and the larger community) or by asking, “What will success look like when we have achieved our purpose?”

All additional elements - principles, participants, patterns and structure ending in practices are designed to help achieve the purpose. By shaping these five elements together, participants clarify how they can organise themselves to adapt creatively and scale up for success.



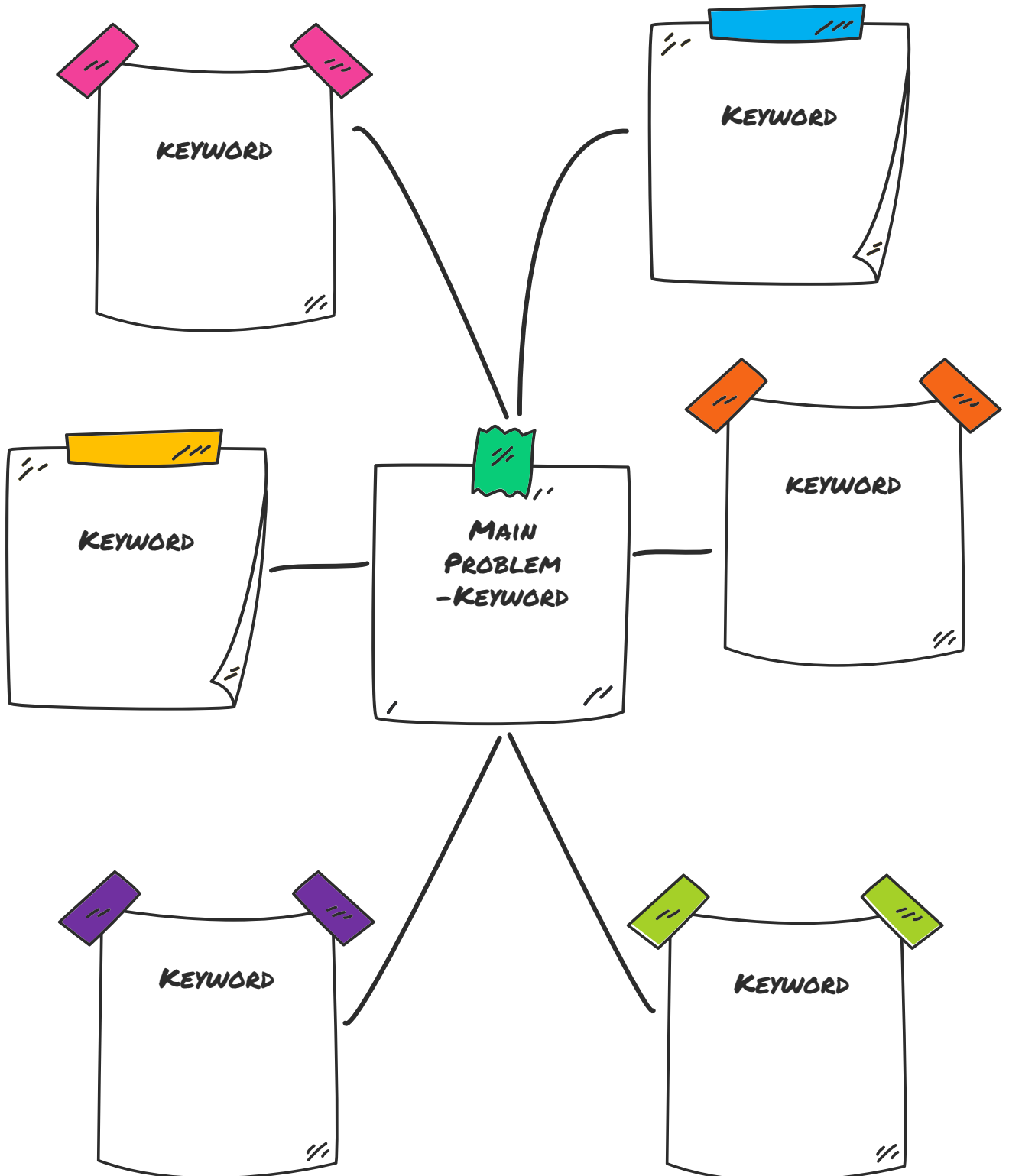
# USE THE COLLECTIVE INTELLIGENCE DESIGN TOOL

This tool will help you paint a quick picture with your team of the main elements of your collective intelligence project. Use it to populate it with the choices you make and the elements relating to your project. This will give you a big picture view of your project, and help you see all the relevant components at-a-glance. In other words, use it as a tool to help you “become smarter together”.



# ASK GOOGLE!

Start by considering your problem, is there a main word or phrase which captures the issue, for example: "youth unemployment"? Write this word down in the centre of the diagram. From there, think about other areas where you might find existing solutions. Think of a diverse set of keywords to carry out an online (google) search to uncover an array of existing examples, which may be useful in addresses your problem.



# ASK WHY 5 TIMES

The 5 Whys is a simple and effective tool which can be used to uncover the root of a problem. Start with a problem and ask why it is occurring. Make sure that your answer is grounded in fact, and then ask the question again. Continue the process until you reach the root cause of the problem (usually five times), and you can identify a counter-measure that will prevent it from recurring. Do bear in mind that this questioning process is best suited to simple or moderately difficult problems. Complex problems may benefit from a more detailed approach, although using 5 Whys will still give you useful insights.



**PROBLEM: PROJECTS ARE BEHIND SCHEDULE AND SERVICE DELIVERY IS AT AN ALL-TIME LOW**

## **Why?**

The staff are feeling despondent and disengaged.

## **Why?**

There is a high staff turnover, with people feeling constantly overwhelmed and absent.

## **Why?**

People end up doing more work, with little that they can do to change.

## **Why?**

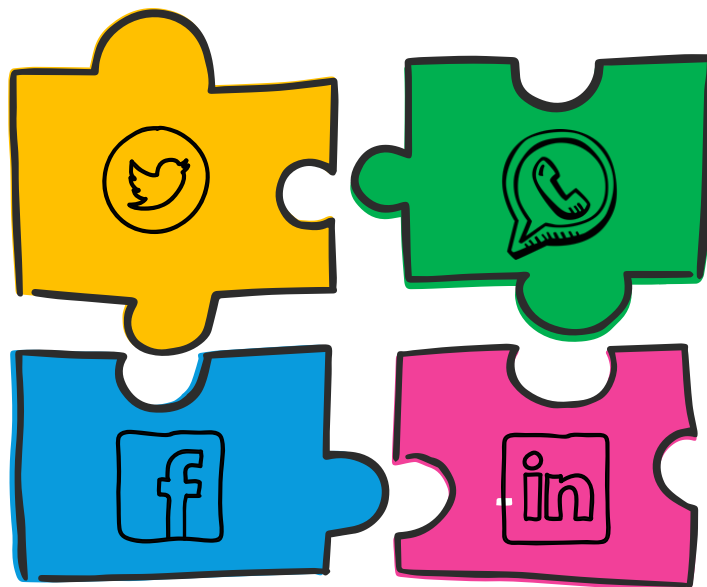
There is too much emphasis on delivery with little room for reflection and understanding of operational challenges.

## **Why?**

Leadership is closed off to listening to the suggestions that the project managers and staff make in response to the ongoing challenges experienced in the organisation.

# WORK OUT LOUD

There is no better time than the present in sharing both what you are doing, what you are learning about and your insights. While each organisation has their own policies and guidelines on acceptable social media usage (please find out what yours says first in order to disseminate organisational information), the UNDP Accelerator Lab uses Twitter, WhatsApp, LinkedIn, Instagram and Facebook as tools to “work out loud”. There are really great tools out there to engage and to respond to people in real time to share insights, data and information (for those who have access to a smart phone) but similarly an sms and other quick ways to disseminate quick and short updates on your work and is just as effective. We are also encouraged to write blogs which would follow the format of the four learning questions as well as publish more traditional research publications. We encourage you to use these tools for communication and knowledge management as these communication tools have helped in raising awareness of what we are doing, focusing on and equally attracting ‘like-minded’ individuals or organisations. Find what works for you



**BLOGS**

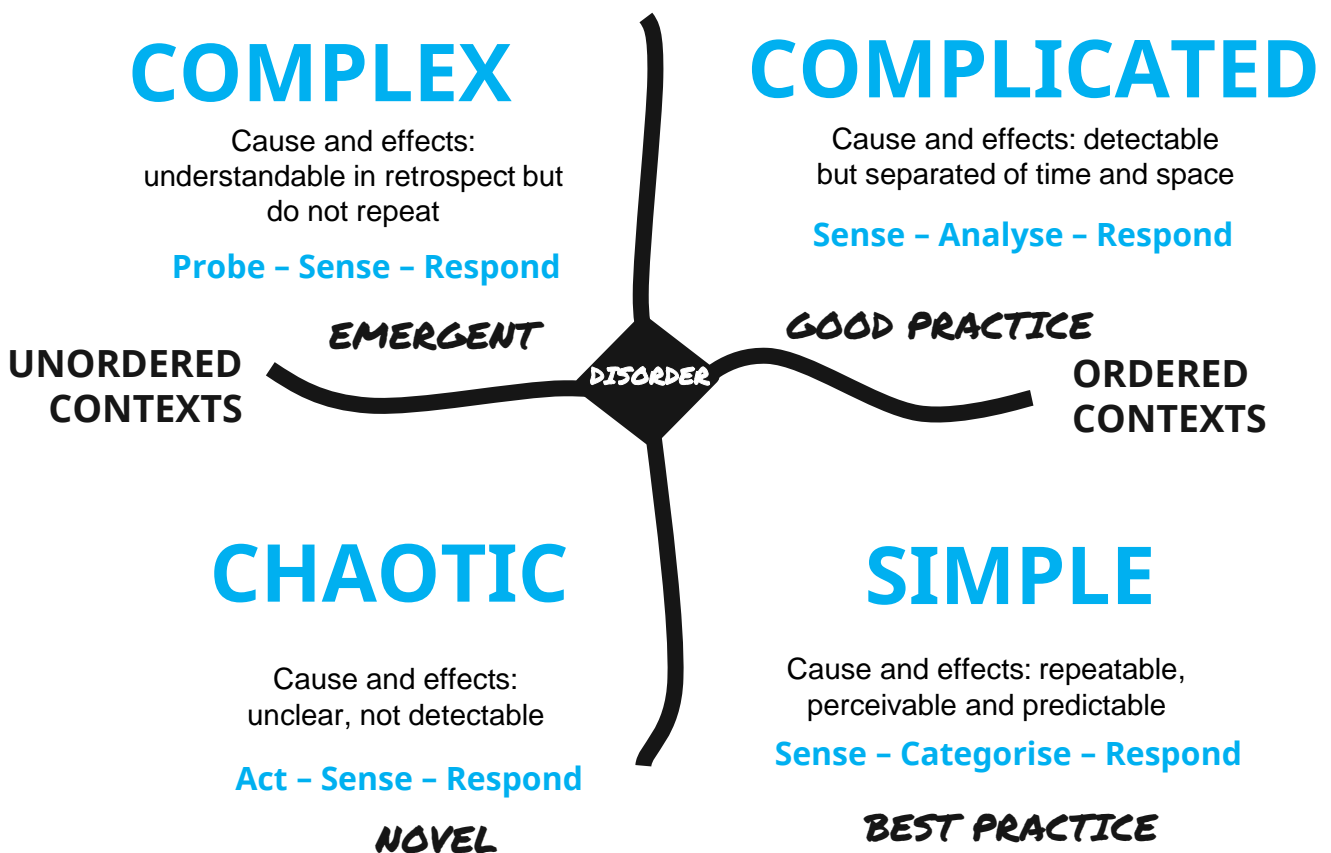


**RESEARCH PAPERS**

# USE DAVE SNOWDEN'S CYNEFIN FRAMEWORK

"If a problem is complex, you need safe-fail interventions and you need lots of them."

Developed by David J. Snowden in 1999, the Cynefin framework is a tool which will help leaders understand that every situation is different and requires a unique approach to decision making. The framework outlines five situational domains that are defined by cause-and-effect relationships:

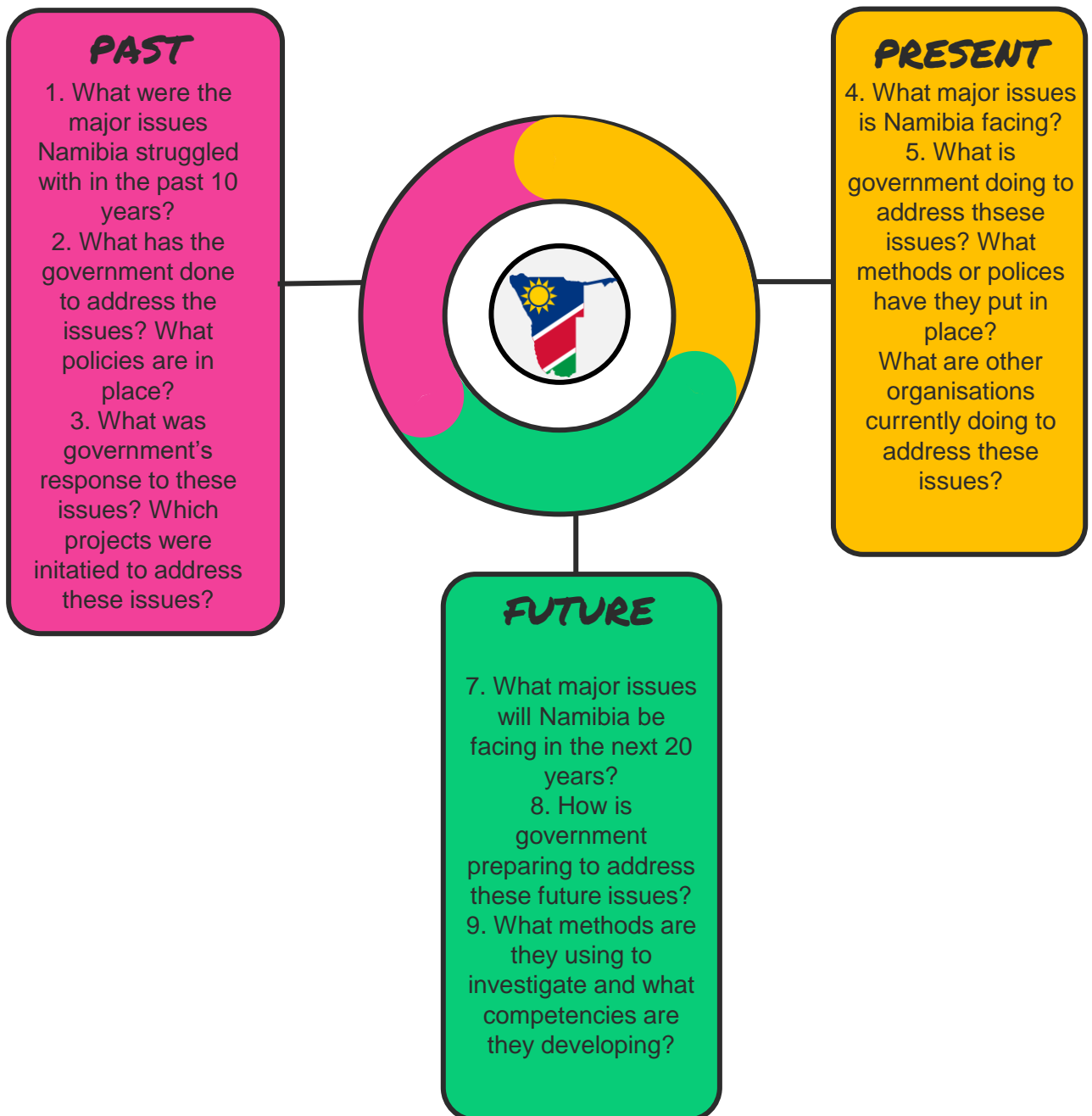




# DO A SITUATION ANALYSIS

This tool helps you to analyse your existing challenges and identify opportunities for portfolio development. The key question is, how does, or how can, government identify and tackle Namibia's most challenging issues?

There are nine questions in the diagram below. Start with question 1 and end with question 9: going from past, to present to future. Map out your answers on the sheet. For questions 1, 4 and 7 consider all the issues Namibia is dealing with, look beyond your own projects or expertise area. Once you have mapped out the answers, draw connecting lines between issues, policies and projects that are related. Lastly, discuss the gaps you see with a broader group. Discuss in particular the gaps you have identified in the future sections.



# CONDUCT A SWOT ANALYSIS

Use the SWOT analysis tool by completing each of the quadrants in the worksheet according to what you see as you or your organisation's strengths and weaknesses as well as the external opportunities and threats that may help or hinder you.

## 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?

## Opportunities

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

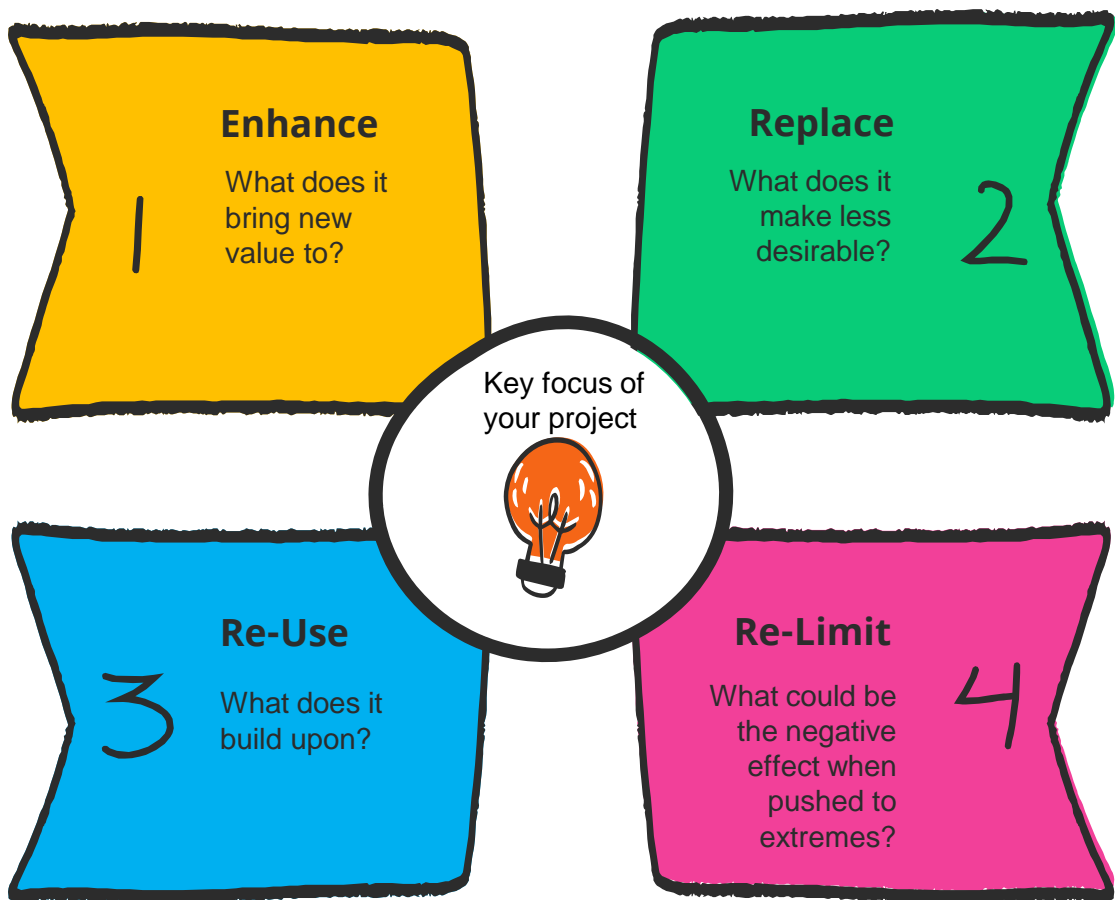


## Threats

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

# PLAN FOR EVIDENCE

Use this tool as a worksheet by first filling out the key focus for your work in the centre. Answer the questions in each of the four quadrants to reflect on what your key focus enhances, replaces or even limits. Think of changes that your work would make in the sector, on other public and private bodies, as well as the effect it would have on society. This offers you a window to consider the impact your work may have. Look at the key aspects from diverse points of view. While filling out the four quadrants think of The wider world. (Think as big as possible.) Your focus area (eg. How it might impact current practices). The beneficiaries (What benefits will it bring them?)



# MAP YOUR STAKEHOLDERS

This tool is a quick and simple way to visualise exactly who you are dealing with and how. It allows you to develop a clearer picture of how all the different actors relate both to your work and each other. Each section can be used for topics such as belonging, self-actualisation, health, safety, environments

## International

Include the International Community, UNDP,

## Public Sector

Offices, Ministries and Agencies, Regional Councils, Local Authorities and Public Enterprises

## Academia

Public and Private Higher Education and Training Institutions

## Private Sector

Retail Start Ups, Corporates, Banks



## Media & Think Tanks

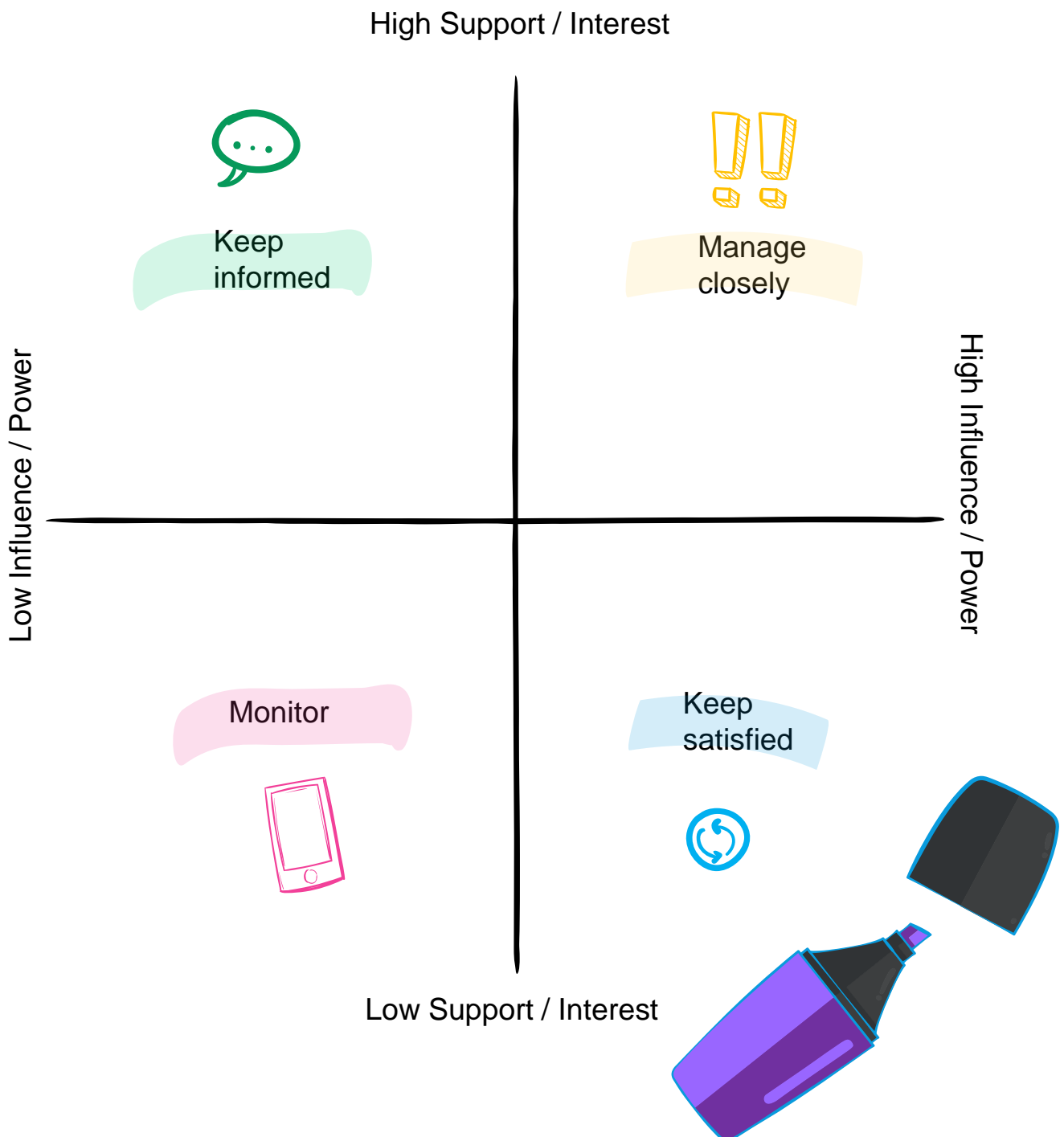
The Editor's Forum, MISA, IPPR

## NGOs / CBOs

Include Non-Governmental and grassroots Organisations, Faith Based Organisations

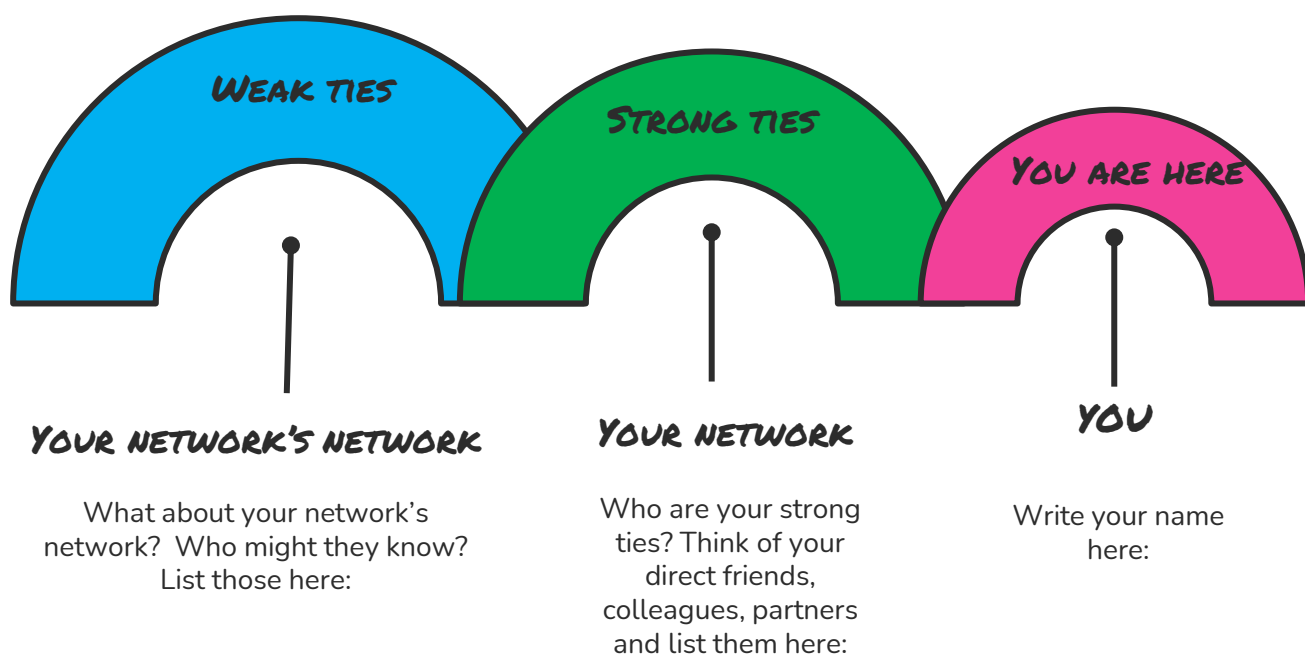
# ANALYSE YOUR STAKEHOLDERS

After completing the stakeholder mapping exercise, you would have enough information to analyse the stakeholders and begin categorising the stakeholders according to a Stakeholder Matrix. This tool will help you assess your stakeholders' level of involvement and their engagement in the project. plot out each stakeholder considering their influence and interest in the project. Place the names of your project's key stakeholders wherever you think they fit best. You can use different colored post its to specify the names and highlight important stakeholders. After creating the map, use the suggested highlighted strategies to motivate your stakeholders to manage their expectations in the interest of your project's success.



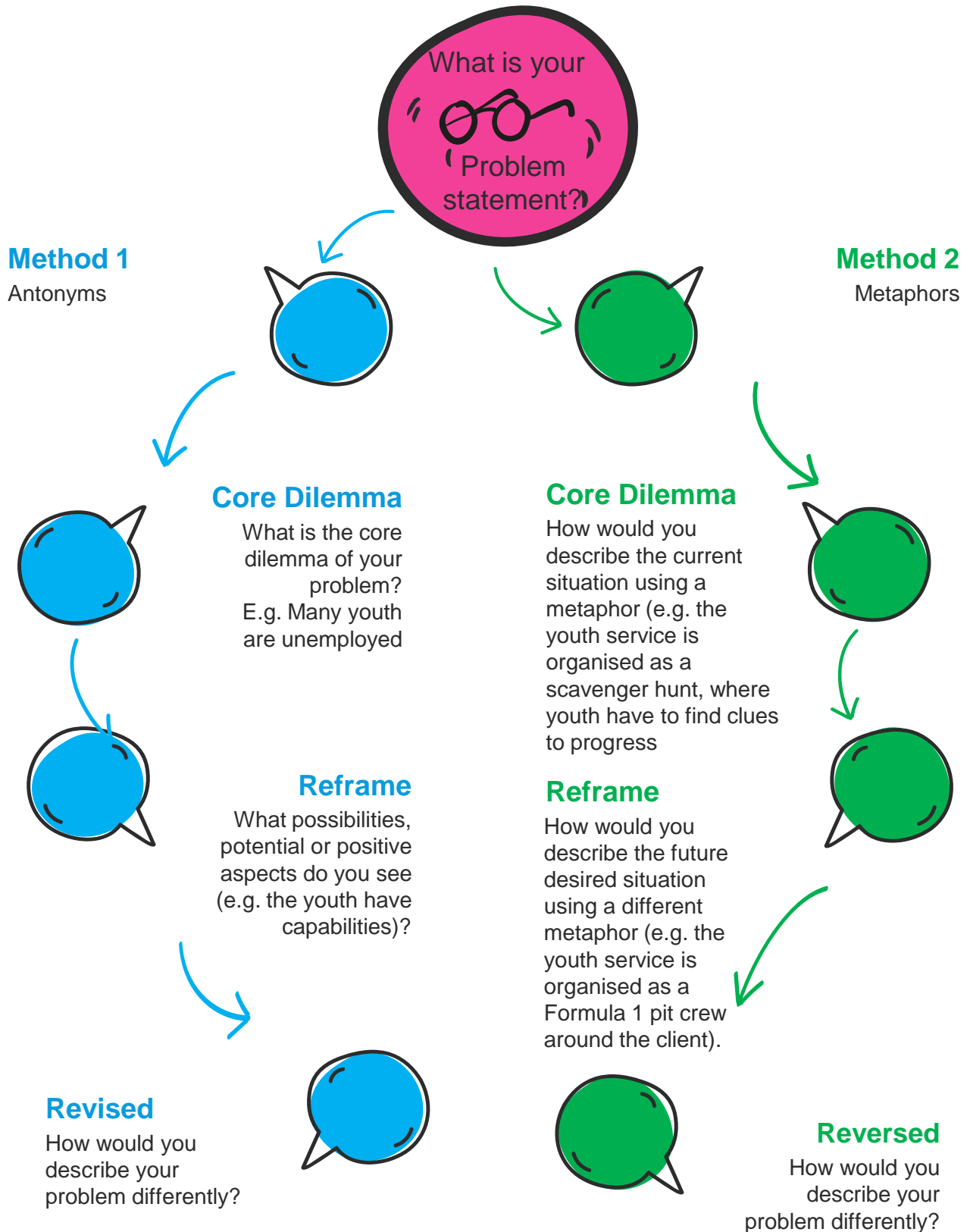
# EXPLORE YOUR NETWORK

Explore your personal network This tool helps you to explore your personal social network. Map out your strong ties (direct friends, colleagues, partners), then use your weak ties (friends of friends), as ideas can often come from the people that are distant from you.



# REFRAME THE PROBLEM

Reframing is a way of looking at a problem through a different lens. Change attributes of existing frames by reversing meaning using antonyms or grammatical opposites (from negative to positive, from problem to opportunity, from weakness to strength) or explore different structures or relations between elements by using different metaphors.



# REVERSE ENGINEER

This is a useful tool which helps you to take apart an existing solution in order to understand how its constituent elements are related. Follow the three steps by answering the questions. In the third and last step, can narrow down on which elements are related and how these elements can be reconfigured within your solution.

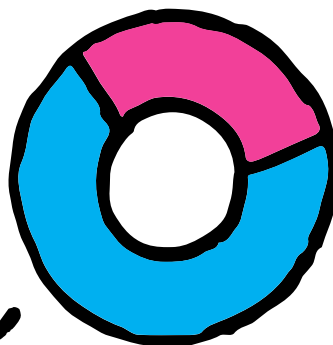
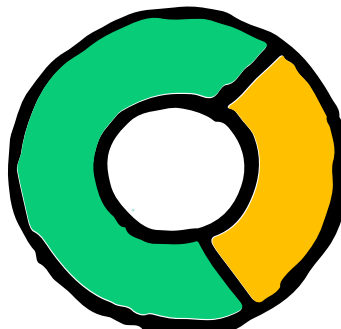
## 1. DESCRIBE THE EXISTING SOLUTION

What is the solution called?  
Describe the solution – what are the key features?  
What problem(s) does it solve / what value does it deliver?  
How does the solution relate to your problem?  
Why did you choose this solution?  
What are the key components ?  
How are they related?  
Which components can be replicated to the Namibian context?  
Which components will not work in the Namibian context?



## 2. ANALYSE THE EXISTING SOLUTION

What are the services, products and systems used?  
What organizational values and culture enable the creation and implementation of the solution?  
Who are the key actors and stakeholders involved in implementing the solution?  
What resources are required?  
What do the development, production and implementation process look like?  
What kind of leadership and strategy is required?  
What kind of tools, platforms and technologies are used to implement the solution?



## MAP THE NEW CONFIGURATION

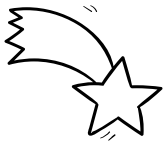
What does the new configuration look like?  
What are the components of the new solution?  
Which components need to be created? How are the new components connected?





# EXPLORE A DAY IN THE LIFE...

This tool will help you to understand what a day in the life of your interviewees look like by mapping out their activities throughout one day. Build empathy by learning about their routines and precious moments. Ask leading questions: "and what did you do next? Plot that on to the dial, as well as probe for additional information, pain points and challenges.



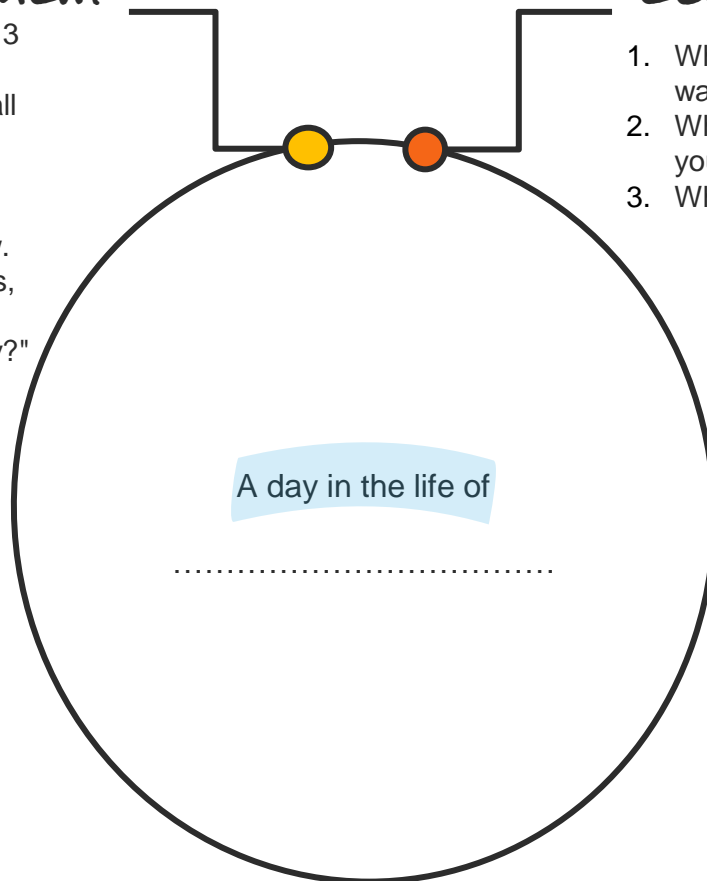
## GOOD NIGHT

4. Repeat question 3 until it's "bedtime". After mapping out all activities you might follow up on things that intrigued you during the interview. Try to dig for stories, feelings, and emotions. Ask "why?" often, in order to generate a deeper understanding.



## GOOD MORNING

1. What time did you wake up?
2. What do you do when you get up?
3. What did you do next?



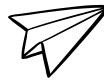
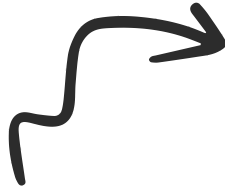
# DO JOURNEY MAPPING

When people use a service they interact with several "touch points". This tool helps you to build empathy with service users and identify opportunities by mapping out how people experience these touch points over time.



## GLAD

Happy  
Comfortable  
Pleased



## NEUTRAL

OK



## MAD

Frustrated,  
Unhappy,  
Annoyed

# DEVELOP PERSONAS

A personas is a fictional character, which you create based on your research in order to represent the different customers that might use your services or products. Creating personas will help you to understand your users' needs, motivation, experiences, behaviours and goals. In addition to developing empathy, creating personas can help you understand that different people have different needs and expectations, and it can also help you to identify with the user you're designing for. Personas are helpful in mapping the key characteristics of the people, make your design work less complex, guide your ideation processes, and can help you to achieve the goal of creating a good user experience for your customers. You may use different personas for different segments or groups of people.



**FRUSTRATIONS + PAIN POINTS**

**GOALS + ASPIRATIONS**

“ Quote: What is a typical quote that represents the person's objectives, motivations? ”

**AGE, GENDER,**

**INTERESTS, HOBBIES**

**AGE, GENDER,**

**ENABLERS**

**BARRIERS**

# IDENTIFY THE POSITIVE DEVIANTS

In every community there are a few individuals or groups whose uncommon but successful behaviors and strategies have enabled them to find better solutions to problems than their peers, with the same resources. This tool helps you shift your attention from problem space to solution space by identifying the "unusual suspects" to learn from their solutions.



**Problem Space**

## **CHALLENGE**

- What is the problem you are trying to solve?

## **COMMON BEHAVIOURS**

- What are currently common behaviours or strategies to address this problem?
- Why are these behaviours or strategies ineffective?



**Solution Space**

## **SEARCH STRATEGY**

- In what places, communities, or networks are you going to look for actors who successfully tackled the problem with uncommon approaches?
- What are you going to do to identify "the deviants" in the local context or community (e.g. "snowballing", data analysis, online search, network analysis etc.)?
- How might you mobilise the community to identify the deviants themselves?
- What other groups or individuals outside the current community or context that have already solved this problem or have developed solutions that could be useful to tackle your issue? (N.B. you might need to look for actors in different countries, cultures, networks)

## **POSITIVE DEVIANTS**

- When you look at the wider community, who has already solved the problem?
- What are the uncommon behaviours or strategies that make these positive deviants successful?
- How might you use these approaches to your challenge?

# TEST YOUR ASSUMPTIONS

A problem statement often includes assumptions that you are not aware of. This tool helps you to identify these assumptions and translate them into testable hypotheses.

Using post it notes, generate ideas about:

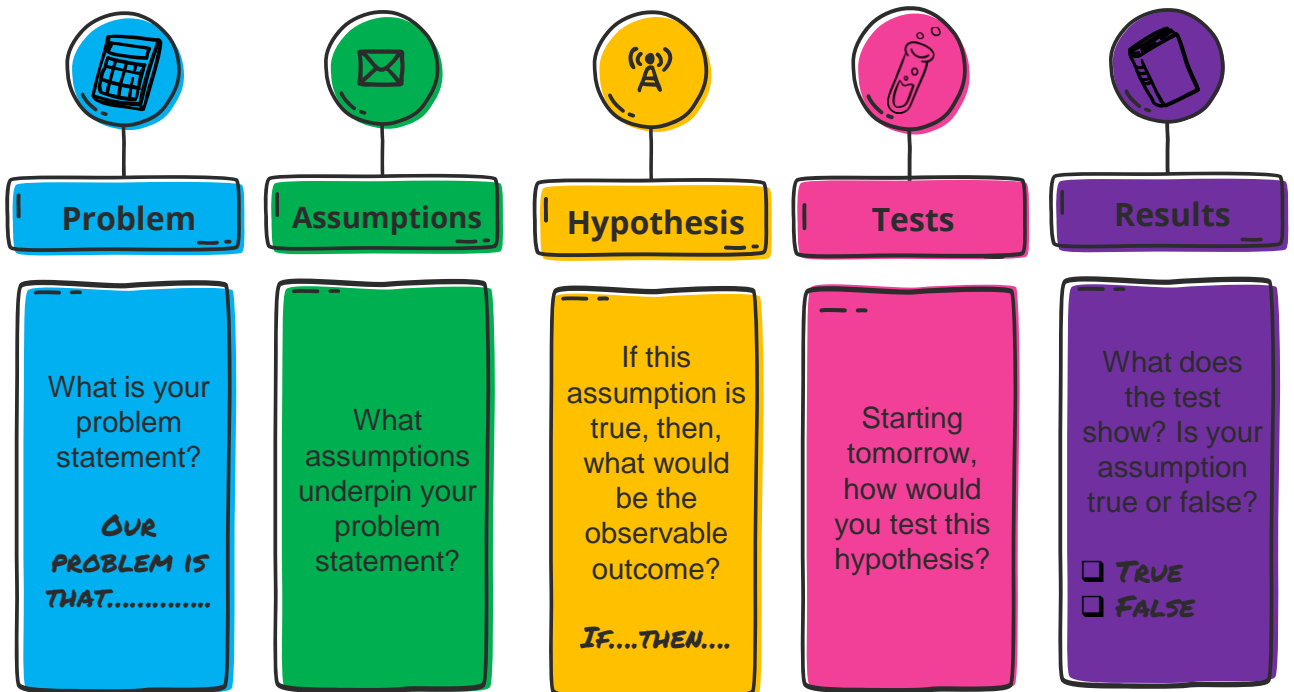
THE PROBLEM: What is happening?

ASSUMPTIONS: What do we think we know for sure – but we don't have evidence to support our claims?

FACTS: What do we know already (for sure)?

GAPS: What is missing? What do we need to know?

Your job now is to select the best idea that you think might work by categorising and eliminating ideas that might not work, will probably work or you cannot say with certainty that they will work.



”

Innovation amateurs  
talk good ideas;  
innovation experts  
talk testable  
hypothesis.

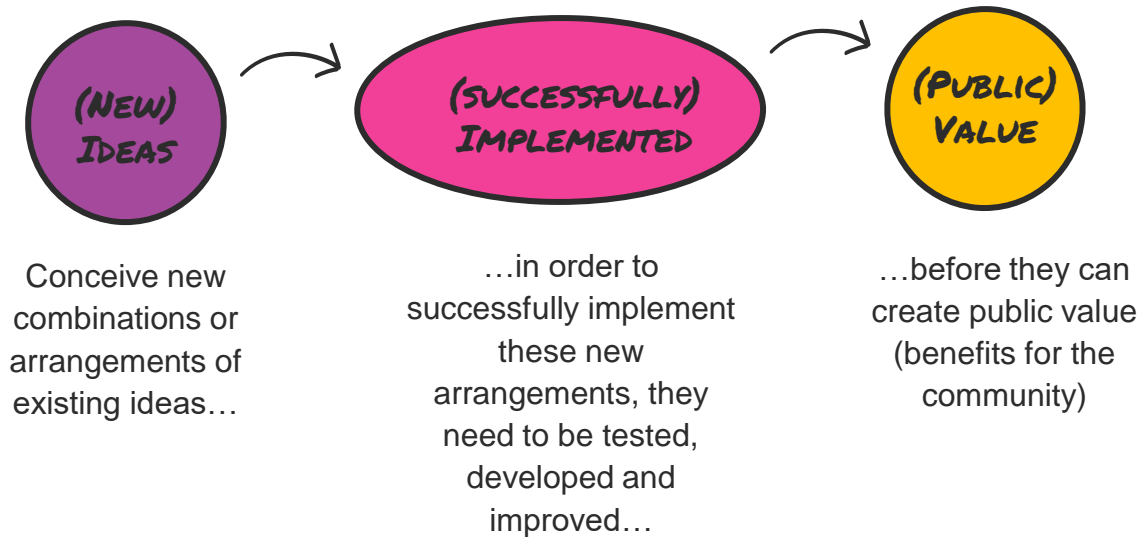
-Michael Schrage



# DEVELOP YOUR HYPOTHESIS

What does experimentation and defining hypothesis have to do with innovation?

Here's a one-minute definition of Innovation inspired by MindLab / Christian Bason (2010):



You therefore have to turn your idea into something you can test, quickly (in a day, or a few months) and cheaply!

## SO...WHAT IS AN EXPERIMENT?

An experiment is a structured process that helps us learn what works and what doesn't. When you devise your experiment, you need to develop a hypothesis, which is a statement defining the scope and parameter of what you believe to be true about your riskiest assumption.

**IF**.....

Intervention:  
The action you will take,  
the thing you will do...

**THEN**.....

Outcome:  
The change you expect to see

# RUN AN EXPERIMENT



## What is an experiment?

Any initiative where a decision has already been made, where the outcome will not change what you're doing is a bad experiment. Equally, any initiative where you don't have a process to learn is a bad experiment.

You now need to specify a clear, falsifiable hypothesis and experiment setup. After running the experiment, check the results and plan your next steps. Write down your hypothesis before you run an experiment. It will be easier for you to transfer the hypothesis formula to the Experiment Canvas later.

## The Hypothesis formula:

*'We believe, that (specific testable action) with at least (minimum number of respondents) selected from our (target audience) results in at least (percentage) responses like (what counts as a positive result) within (time frame).'*

- \* **Specific testable action:** This is what you will do as your experiment. It usually ties in with the prototype and the method of your experiment.
- \* **Minimum number of respondents:** You will need some lower bound on this. If you fail to meet that lower bound, you won't be able to get any results from your experiment. If you have an experiment with a clear yes/no answer, go for at least 30-50 people. More is better.
- \* **Target audience:** The group of people you will select from, and how you will select them.
- \* **Percentage:** The percentage above which you will define the experiment outcome as validating your assumption. When talking to people, try to go for larger percentages (>50%).
- \* **What defines a positive result:** The type of answer or customer behaviour you count as a positive result or a commitment the customer gives.

You will need to need to define and quantify each of the elements in brackets.





# COMPLETE THE EXPERIMENT CANVAS


The experiment canvas is useful when you want to define an experiment to validate your assumptions and to design the right experiment at the right time, facilitating a team to have the right conversation. With the experiment canvas, it is easy to design a well-defined experiment. Track the data immediately and write everything down, so that you can check afterwards if you interpreted the results correctly.

**Date:**  
**Version:**

**Name of Experiment:**

**Riskiest Assumption**  
The assumption you want to validate

**Next steps**  
The next steps you take (pivot or persevere).

 **Falsifiable Hypothesis**      **What you expect to happen:**

**WE BELIEVE THAT**      Specific testable action

**WITH AT LEAST**      Number of respondents

**SELECTED FROM OUR**      Target audience

**RESULTS IN AT LEAST**      Percentage positive results

**RESPONSES LIKE**      What counts as a positive result

**WITHIN**      Timeframe

**What actually happened**  
*The results for each of the items in the hypothesis.*

**Conclusion**  
*The outcome of the experiment.*

# PORTFOLIOS OF EXPERIMENTS

Doing multiple experiments at the same time helps you to try an array of possible solutions, enabling you to uncover what works and what doesn't. Consider doing experiments, based on different and competing theories, ranging from quick-and-dirty prototypes to full blown RCTs.

## Hypothesis

What is the hypothesis you want to test? Formulate your hypothesis as an if-then statement: if your hypothesis is true, then what should be the observable outcome? For example: "If we punish people who refuse vaccinations, then more people will get vaccinated and the number of new infections will drop".



### Method 1

What methods are you planning to use?  
How much time will it take?

### Experiment 1

What is the idea you want to test?

### Experiment 2

What is another idea you want to test?  
How are you going to test it?

### Experiment 3

What is a less obvious idea you want to test?  
How are you going to test it?

### Experiment 4

What is the most counterintuitive idea you want to test?  
How are you going to test it?



### Method 2

What methods are you planning to use?  
How much time will it take?

### Experiment 1

What is the idea you want to test?

### Experiment 2

What is another idea you want to test?  
How are you going to test it?

### Experiment 3

What is a less obvious idea you want to test?  
How are you going to test it?

### Experiment 4

What is the most counterintuitive idea you want to test?  
How are you going to test it?



### Method 3

What methods are you planning to use?  
How much time will it take?

### Experiment 1

What is the idea you want to test?

### Experiment 2

What is another idea you want to test?  
How are you going to test it?

### Experiment 3

What is a less obvious idea you want to test?  
How are you going to test it?

### Experiment 4

What is the most counterintuitive idea you want to test?  
How are you going to test it?



### Method 4

What methods are you planning to use?  
How much time will it take?

### Experiment 1

What is the idea you want to test?

### Experiment 2

What is another idea you want to test?  
How are you going to test it?

### Experiment 3

What is a less obvious idea you want to test?  
How are you going to test it?

### Experiment 4

What is the most counterintuitive idea you want to test?  
How are you going to test it?

”

Innovation is a key enabler of socio-economic growth... sustainable funding, enhance e-governance, promote partnerships, decentralization as well as stimulate the production of knowledge and research.

-Rt. Hon.Saara

Kuugongelwa-Amadhila

# PROTOTYPE AWAY!

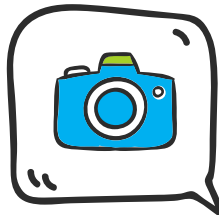
Prototyping is an activity that gives you an idea of how a concept might work in reality. A prototype is a design or model that resembles a solution, is implemented for a short time, adjusted through a few iterations and improved upon. The purpose of a prototype is to conceptualise a solution while observing its features and performance. Prototypes allow for “safe to fail” solutions while also fail safe. They can be seen as developmental and evaluation tools which provide you with opportunities to learn from and about the system within which they would work.



## Problem Statement

What is the problem that you are trying to solve?

Frame your problem statement as a question starting with “How might we...”



## Solution

What solution do you have in mind?

Describe, draw or take a picture of what your solution might look like.

Who is the key user of your solution?

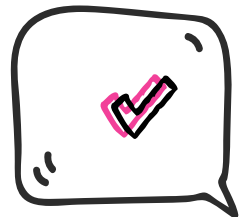


## Prototyping Goal

What do you want to learn from building the prototype?

What information are you looking for? Or what is the assumption that you want to test?

Describe your goal by starting with “I want to...” (e.g. “I want users to experience how the solution works like”)

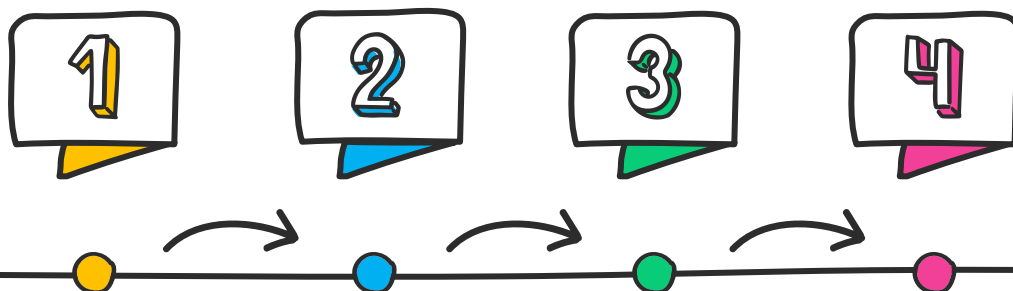


## Checklist

- ▶ Who are going to be your respondents? How many?
- ▶ Where are you going to test your prototype?
- ▶ When are you going to test your prototype?
- ▶ What materials, skills or resources do you need to build the prototype?
- ▶ How are you going to record observations and capture insights?

# TEST YOUR PROTOTYPE

This tool gives a basic, but useful overview of different ways in which you can test your work, as well as when to test it. It also helps you to structure your process.



## Hypothesis

Specify the main idea / hypothesis that you want to test.

## Try it out

Quickly try out your idea to judge whether it can work in real life.

## Iterate

Test your idea again after having developed it further, to examine details before launching it.

## Make it real

List things like activities, resources, people and materials that you need to make your idea realistic enough to implement.

# PIVOT... (OR ADJUST YOUR SAILS)

Fixation on implementation may lead you into a blind alley. Just like a sailboat, you have to navigate and change your course from time to time. Use this tool to help you to pivot, to adjust, to change your course. Start with the following questions: What has been your current course of action? What was your main idea? At what point do you feel you are stuck? Why do you think this is? What might you do to overcome this? Consider the different navigation tips and apply them to your current situation. After answering the 'navigation tips' consider which one could progress your process, and follow that up. Try to refer to these 'navigation tips' when your process comes to a stand still.

## THE PROBLEM PIVOT

Are you addressing the right problem?  
Can you reframe it as an opportunity instead?

## THE USER PIVOT

You are addressing the right problem, but are you addressing the right user?



## WHERE ARE YOU STUCK?

Why are you stuck????

## THE TECH / SOLUTION PIVOT

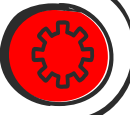
Are you addressing the right problem, but your choice of technology or the solution is not a good fit?

# GROW YOUR SOLUTION


Think and plan to scale or grow your solution during the implementation stage. These leverage mechanisms offer different strategies to help you think about scaling your solution.

## LEVERAGE THROUGH...

**Co-ordination**  
Bringing actors together to collaborate




**Peer-To-Peer Adoption**  
Frugal Innovation – spreading grassroots solutions




**Community Potential**  
Utilising community creative assets




**Replication**  
Adopting and contextualising solutions for the context




**New Modalities**  
Introducing new models or approaches




**Advocacy**  
Pressurising duty bearers to account




**Building Capacity**  
Training, exposing and providing learning experiences




**Grow and Go**  
Investing in ideas and helping them scale



**Pyramid Relays**  
Training a group who will then train others



**Global Capability**  
Tapping into the Accelerator Lab network



# GROW AND SCALE

A scaling up pathway helps you to consider how you might move from your solution to your long term goal. This tool helps to identify factors that could support and move forward your solution, and barriers that you may need to overcome.

## VISION OF SCALE

What is it that you were hoping to achieve with the solution? At what scale do you see it being impactful? (Global, regional, national, sub-national or local). How far will this vision take you towards your long term scale goal?

## DRIVERS AND SPACES

Drivers are certain factors that may help to push the project forward.

Identify potential drivers and discuss how they might assist moving your project forward, and how would you support them; consider: People/organisations, markets/dem and, incentives, external catalysts etc

Spaces are the circumstances that need to be created, or the barriers that need to be overcome, in order for the solution to scale up successfully. Consider the financial, organisational, political, cultural, learning, environmental, etc. spaces you solution will be operating in, what barriers do you foresee, and how would you address them?

## BARRIERS

Barriers refer to obstacles and impediments to further growth or implementation.



# MAKE YOUR SOLUTION(S) SUSTAINABLE

When the project is over, it can be challenging to ensure your solutions are embedded in daily practice. This tool prompts you to generate possible future scenarios that assist in making your solution sustainable.

## Adapt

If your Office / Ministry / Agency / Regional Council / Local Authority / Public Enterprise was abolished, would partners build on the changes without it?



## Eliminate

If your Office / Ministry / Agency / Regional Council / Local Authority / Public Enterprise was abolished, would the ecosystem be supportive of changes allowing them to be upheld, grow and evolve?



## Adopt

If your Office / Ministry / Agency / Regional Council / Local Authority / Public Enterprise was abolished, would partners return to their previous ways of working?



## Expand

If you left now, would The innovation outcomes depend on too few people, partners or organisation?



# WRITE TOMORROW'S HEADLINES...

Use this template and the prompts below to develop and design the front page of the local newspaper, reporting 10 years from now if your challenge has been successfully addressed.

## **Headline:**

The WOW factor in one sentence

## **The Story**

The angle, 10 years from now

## **Image insert**

Any photo or illustration of your solution

## **Sidebar**

Indicate what is interesting about the story.

## **Graph**

Any data which can be depicted in graphic form

## **Pull quote**

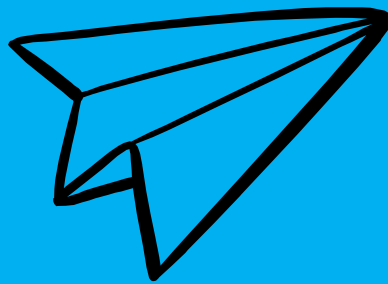
Verbatim comment of key person in the story



”

If I'd waited to know who I was or what I was about before I started "being creative," well, I'd still be sitting around trying to figure myself out instead of making things. In my experience, it's in the act of making things and doing our work that we figure out who we are.”

-Austin Kleon,  
Steal like an Artist



**DO**

**USE THIS SPACE AND THE  
BLANK PAGES FOR YOUR  
EXPERIMENTS, SOLUTIONS,  
PAPER PLANES,  
PROTOTYPES... JUST DON'T  
THROW THEM AWAY!**



accelerator  
labs  
.....

”

With the state of the world as it is, we felt we needed to do our part to unleash learning and experimentation to match the complexity and pace of the challenges in front of us.

Gina Lucarelli,

Team Leader, UNDP  
Accelerator Labs













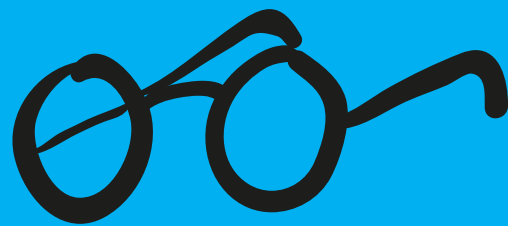












# REFERENCES + RESOURCES

PLACES AND PEOPLE WE DRAW  
INSPIRATION FROM



accelerator  
labs  
.....



# REFERENCES + RESOURCES



NESTA's Innovation Playbook for Innovation Learning, 2018. Bas Leurs & Isobel Roberts.

[A Leader's Framework for Decision Making - Harvard Business Review](#)

<https://medium.com/disruptive-design/tools-for-systems-thinkers-the-6-fundamental-concepts-of-systems-thinking-379cdac3dc6a>

[United Nations Innovation Network](#)

[Hacker's Toolkit | UNDP in Europe and Central Asia](#)

Inspired by: <https://wrkshp.tools/tools/experiment-canvas>

[Inspired by Nesta \(2009\) Worksheet 2b: evidence modelling. In: Creative enterprise toolkit.](#)

[Source: Adapted from Axilo](#)

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[Inspired by The Surprising Power of Liberating Structures: Simple Rules to Unleash A Culture of Innovation. 2013. Henri Lipmanowicz & Keith McCandless](#)

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