



Perspectives on Participation in Urban Changes

Tools and Principles in order to
enable and communicate change



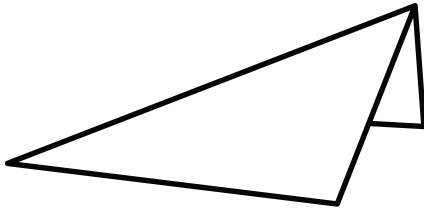
KAOSPILOT



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KAOSPILOT

**A school for changemakers,
enterprising leaders, and
social entrepreneurs.**

The Kaospilots and the Outpost

Kaospilot is an international school for creative business design and social innovation, based in Aarhus, Denmark, along with their sister school in Bern, Switzerland. With twenty-five years of experience, they offer an innovative education program for creative social innovators and change agents looking to develop their leadership in order to create value, make a difference in the world and shape the society of tomorrow. The program is structured around the practice of enterprising leadership, which is developed within the following three domains: Project Design, Business Design, and Process Design.

The pedagogy of the school combines theory with practice, as certain skills and knowledge can only be learned through direct experience in the real world. It's part of the Kaospilot mission to take on challenging projects, that has the potential to create some sort of positive change. This happens through a creative approach and a willingness to take chances and do things differently.

During the 3rd semester at Kaospilot, students move their classroom to a new city outside of Scandinavia. This is called The Outpost, which is a tradition as old as the school itself. It consists of four intense months of inspiration, investigation, and learning through creative collaborations with local partners, collaborators and communities.

In 2017 the Outpost was moved to Barcelona, where 30 Kaospilots from Team 23 created collaborations with local clients around the city. This guide is a product of one of these collaborations between four students and the Urban Ecology Agency of Barcelona.



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Introduction

One of the pressing challenges of the 21st century is our cities and their development. Climate change, pollution, and a growing population demand that we rethink the life and structures of our cities. It is time to develop ways to fight pollution, transform the ways we commute, increase the number of green spaces or in general terms: we need to increase the quality of life in our cities. Municipalities and governments hold the greatest amount of responsibilities when it comes to solving these challenges. Their actions will shape the future of our cities and the lives of its citizens.



The Superblock model was created to address these challenges holistically by rethinking and restructuring our cities. Two important factors need to be kept in mind: On one hand, the Superblock approach is systemic and complex with the different elements needing to work together. On the other hand, the implementation will need to involve the citizens to make the concept a reality as it strongly affects their daily life. The baseline for a successful implementation is a thorough and appropriate strategy tailored to the specific situation. Most importantly it needs to be flexible enough to fit the needs of the citizens while still coherent enough to fulfil the concepts original purpose.

This document was created based on an exploration of the implementation process of a Superblock in Barcelona. It aims to collect helpful perspectives on the most important strategic elements as well as creating a set-process for the future implementation of the Superblock concept in Barcelona.



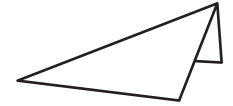
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Strategies

When developing a participation strategy for any kind of urban change, a high number of factors need to be taken into consideration. Firstly: What is the intention of the strategy? Who is the strategy serving?

In regards to the Superblock, it needs to serve the aim of involving the citizens in the best way possible to bring the model into reality. A participatory strategy is able to combine the purpose of the concept together with the needs of the citizens. This involvement creates ownership, as the citizens help to adapt the model to their specific neighbourhood. It leaves space for intervention and small-scale solutions.

This chapter aims to map-out different aspects to consider when creating a successful strategy for a Superblock. Or in the process of improving one.



People data

When cities are finding and developing solutions to the challenges they are facing, more example shows that they need to include people-based data in their research. Instead of only looking at the technical aspects. ¹ This includes questions about where people spend their time in the city, how public spaces are being used and how many pedestrians go through certain areas. The first step is to map out demographics and collecting data as well a putting up new measuring devices to monitor pedestrian traffic. This could include doing interviews with local citizens to get a better understanding of why what and how public spaces can support locals.

People based data may involve mapping out all possible stakeholders in the area. This can be associations, political groups, sports clubs, influential individual, groups of people and cultural institutions. The data can be used not only to amplify the understanding of the situation but also to reach out and involve the stakeholders in the implementation-strategy.

Raising awareness

Make the challenge visible

One of the common challenges of implementing a strategy is the communication with participants and stakeholders. Often times the main focus is on the solution. But by leaving out local citizens, they miss out on a lot of drive and initiative, which the feeling of ownership can create. Superblocks strive to solve the challenges of air and noise pollution, as well as the lack of public spaces. This vision and purpose need to be clear.

It can create big changes, especially in the beginning, to communicate and educate citizens in the original challenges and underlying problems. While interventions are discussable and might be challenged by citizens, the deeper problems are generally shared, as the citizens are oftentimes equally affected by it.

When communicating the underlying challenge, it is important to make it as concrete and relatable as possible. This is even more important in the case of air pollution, which is invisible to people tending to their daily lives. There are no limits of how to go about it, e.g. showing pictures where the air pollution is painted in a dark colours and mapping out the streets where the noise levels are above the acceptable levels. Afterwards, show how a Superblock could positively affect the neighbourhood. This could happen by inviting local participants to a meeting, where you ask how many of them have allergies compared to how many of their children have allergies. By doing this, you can show a real-life example of how much the last generation is actually affected by air pollution.²

How can you make the underlying challenges visible instead of spending most of the energy trying to convince people that your solution is the best?³

Citizens care about what they see and feel

Communication

A big part of every implementation strategy is communication. The same goes for a Superblock. One of the main hindrances is how to invite as many citizens as possible into the process, as the information also needs to reach those that are not actively looking for it.

In cities and municipalities, there are classical channels available. They range from written information that is sent by mail, to informational boards and classic information meetings.

Concerning the information meeting other participatory processes have shown that they do not manage to involve a wide part of the demographic. A meeting is already in its format highly selective on which groups can attend and who feels attracted. It can be observed that a rather homogenous group of people attend these meetings. Certain demographics (children, young parents or professionals) are often not present at all. It is therefore important to use other formats than meetings to reach a diverse group of local citizens.

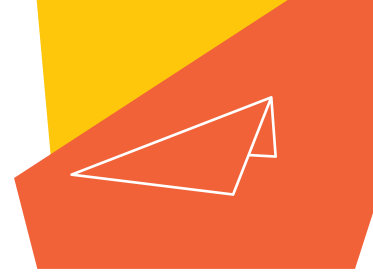
What would you like to do after work?⁴

Use existing channels

A good way to distribute information to a wide range of people is to find the intermediary people in the different communities and use their existing network. Take a look at the different stakeholders in the area and figure out whom is beneficial to collaborate with to reach specific groups of people. Cultural associations, as well as singular events, can be used to reach and engage particular parts of the demography to name an example.

Beyond a meeting

Other communication channels besides meetings, could be talking to people through inviting them for a cooking event, connecting and collaborating with organisations that organise events or happenings, to make an open bar evening where information is distributed, to create an open mailbox where people can send in their ideas, creating a party in the street, have an easy and accessible online-version of the information, use online surveys or go to youth houses and schools to facilitate workshops.



Strategic decisions

When creating a strategy for the implementation of the Superblocks concept one of the most important factors is to decide which elements can be changed by the citizens, where citizen participation would be helpful and where the concept of the Superblocks needs to be kept.

This means that in planning a participation strategy it has to be very clear which formats to use for which parts as well as how to deal with challenges that might arise. Though there might be less space for active co-creation in an informational meeting, it can still be very engaging. Though in other parts the models can be openly co-created and the detailed plans adapted to the needs of the particular surroundings and neighbourhood. The format of the meeting needs to be chosen in accordance with its purpose (see the chapter “Meeting” for further information).

How prototyping can help your strategy

When a person has been living in an area for a long time and when the area hasn't gone through any major changes, it can be hard to imagine the effects (positive or negative) of a Superblock. Demonstrating the effect by prototyping the change gives people a chance to see how the intervention might contribute to their everyday lives. In Bogotá, Colombia, the famous street celebration “101 in 1 day” is closing down streets for traffic in order to show the potential of the streets if they were spaces for the citizens, not the cars. They do this by creating public events, ranging from workshops to celebrations.⁵ Creating a temporary Superblock with celebrations and other events can show citizens the positive effects it might create in their area.

*Show the potential
of an intervention
by prototyping*

Rituals to support implementations

Change can often be seen as a threat to the safety and well-known status quo. Even though a project might offer a better quality of life it might not be preferred. Performance artists and social entrepreneurs have experimented with rituals, celebrations, and ceremonies to help people go through a change in a positive and smooth manner.

These rituals can take different forms, for example having a celebratory opening of a new playground. Rituals or celebrations can help creating an ownership feeling positive to urban changes. Ownership means that an intervention by the municipality is not perceived as top-down implementation, but instead as something the citizens feel related and connected to. Ownership generally makes the change less threatening, because the citizens are a part of the actual change as it happens.

Evaluation

All strategies need a clear way to measure how successful they are in fulfilling their purpose. This is the only way to make sure, the Superblock is having a positive impact. It's therefore important to find short and specific ways to evaluate the strategies and to do so on regular basis. To evaluate how well a communication strategy is working, you could collect visitor-counts of the number of people visiting the project's website, numbers of email inquiries or attendance-numbers from meetings. Some variables are easier to monitor than others. If the results of every output of the strategy are measurably in some way, it decreases the chances of wasting valuable time and resources.

Measure how effective your tactic is



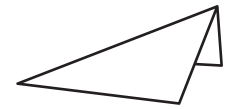


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Meeting

Having a good implementation strategy is essential. However, if the long-term strategy is not coupled with short-term executable elements, there is a great chance that the purpose of the strategy won't be fulfilled. Gatherings and meetings are an essential part of the process. These are the real life interaction between the municipality and the citizens. The way the participants are hosted and facilitated will become a representation of the way public affairs are handled. Therefore, these elements have to be handled with the greatest care. A good meeting can restore the trust and engagement of the citizens.

A good meeting is the building block of a good process



The meeting has already started

Individuals who are invited to a meeting will form expectations towards the very moment they receive the invitation. This means that a clear invitation is important. If the purpose of the meeting is to give the participants information, they need to know it beforehand. An individual that arrives at a meeting expecting to co-create will be leaving feeling disappointed it's then only about information. Even though the meeting itself was executed well. The intention and the desired outcome of the meeting need to be clear to the participants, as well as for the facilitator. Start out the meeting by asking people, what they are expecting. This can be done through a check-in, or through a 1-2-4-all (see chapter "Best Practices"). This helps everyone at the meeting to align.

Show participants an overview of what will happen



The facilitator

The facilitator makes sure that the participants know what to expect, what is needed from them and what the meeting or the workshop is about. In general, the facilitator has the responsibility of guiding the room. They have the mandate to cut things short, change the agenda or move things forward in whatever manner that seems most beneficial to the group and the whole process. At the same time, the facilitator should be as objective as possible. This is a rule of thumb.



A facilitator should have the following guidelines in mind:

1. Replace management and control with guiding and inviting

Inviting the participants to contribute and partake in the agenda is much more likely to create a space of open-mindedness and willingness to participate and contribute. The opposite will be true if the facilitator is controlling and tough.

2. You inherit what is in the system

There are many underlying layers that facilitators do not always see. For example, some of the participants might have issues with each other. They might be distrustful towards the facilitator or they might have had a bad experience with someone from the municipality. Whatever past experiences the participants have had, it's part of the system you've inherited. This the facilitator needs to confront the group with.

3: Be over prepared and under structured

When facilitating a meeting it is important to have a good and "over prepared" plan for how the meeting should look. A desired outcome of the meeting is important to have in mind, as well as which exercises will help the meeting towards its purpose.

It is better to be overly prepared for a meeting and have a good overview of all the things that are planned. It is easy to cut out things or adapt the structure when the facilitator is well prepared. Being over-prepared and under-structured means that the facilitator is ready and aware that there will be changes, and that he is able to adapt his plan during the facilitation. This is the key to doing a smooth session.

4. What you focus on grows

When a facilitator chooses what to focus on in planning and facilitating, he is also choosing where the attention of the participants will be. If you focus on the negative aspects of the situation the meeting will only lead the participants to think more about the negatives. Be mindful of how you direct the thoughts of the participants. Allowing them the space to strengthen and grow what is positive.

5. Notice the signals

Look at the participants and the signals they are sending you: Arms crossed? Do they use closed body language? Starting to drift away in their mind? Are people about to start screaming? Observing the group and their signals can give great insight into where the group is. As well as give hints to possible changes that need to happen. Be aware of what the group is silently telling you.

6. The Group is capable

When facilitating a group, the facilitators have to work from a mindset that the group is capable. The facilitator should be focused on the process, how the group is reaching the results, other than that, he should just trust in the group's abilities. The facilitator's job is to hold the space and create a process where the group can find answers on their own. Have faith in that the participants are capable. If the process is too challenging for the participants, change and adapt it. The process is in service of the participants; not the other way around.

7. Collective value rules over individual values

It is important to listen to the needs of the individuals, to understand where they are coming from and make them feel seen, heard and respected. Meanwhile, it is important to remember that the facilitator is serving the collective of the people participating. It is valid to move from the individual needs and return to the collective needs.

8. Everyone is right - but only partially

This principle invites the facilitator to acknowledge that everyone has some important pieces of the truth. All different perspectives and all versions of the truth need to be honoured and included. At the same time, the facilitator needs to remember that participants only carry their own truth and not the truth of the collective. They are only partially right.^{6 7}



Information meetings

There are always certain elements of a project that cannot be changed without compromising it. The facilitator needs to identify and communicate the following in a clear manner:

1. Which elements of the project allow the needs for co-creation and participation to be realized.
2. Which elements cannot be changed without compromising the project and the need for information?.

There are many ways to structure information in terms of what order and how the information is told or brought to the citizens. What story are you trying to communicate with your information? And is the story relatable?

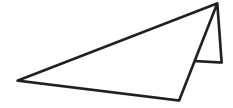
In the case of informing the neighbours of the Superblocks, it is important to communicate why the Superblocks are being implemented and what changes they will bring. That is the first step in communicating the project. Connect with the citizens around the higher purpose of the project and the positive impact it has. It is easier to get along during a project if participants feel ownership and passionate about it. They need to connect to the vision and the dreams of the final result, in order to engage with it.

If the first step of creating an information meeting or a strategy is to clarify and communicate the reasons behind the project of the Superblocks, the second step is to design an informative meeting. Where you'll choose the relevant information for participants to know. An informational meeting about the building of a playground has little need of technical information if the children are present. And in case of the parents, they are probably most interested in the safety of their kids and their health benefits. Sometimes it is better to make it clear where the participants can get more information, rather than spending time and resources on explaining something the participants are not interested in.

The question is what information is relevant to which participants?

Even when hosting a meeting for a specifically targeted group, it can be difficult for the participants to keep focus during a long information-session.

Some simple elements such as asking the participants some question, making them reflect on their own experiences and having a discussion with each other can make them feel more engaged.



Make it relatable

There are big scale changes that are made for the greater good of the city and the citizens when implementing a Superblock. These changes can be inconvenient at first, such as closing streets for traffic, changing bus lines and removing parking spaces. These changes have a direct effect on the routines and the daily life of the people living in the Superblock. If people can't see how the project is serving their needs and is solving major challenges such as pollution, they are more inclined to disengage from the project and be against it. When implementing city wide projects it becomes even more difficult reaching all of those who need to be reached and giving as many people as possible feeling of importance and responsibility.

In order to communicate in a way that matters to the participants, put emphasis on the positive effect on the project and small scale changes that people will see in their daily lives. The absence of car sounds at night, the sight of trees from their windows, a playground where the children of the neighborhood will be able to interact and the sense of community that will develop from spending more time in the streets of the neighborhood. By putting emphasis on what will happen close to the person involved, it becomes easier to generate involvement. Participants will feel closer to the project.

There are however very few projects, if any, that don't have any negative aspects. To create trust transparency is important and the drawbacks of the project also need to be presented. An effective way to present the negative aspects of any project is to surround the negative aspects with positive aspects. Possible way to structure the presentation is the following: PRO-CON-PRO.

If the presentation start by listing all the bad aspects of a project the participants will close of and cast judgement on it before they hear the positive aspects. This same outcome also happens if you end your presentation of by stating bad aspects, the last part of a presentation is always the one that the participants have most fresh in mind and therefore finishing on a negative point means that you increase the possibility that the participants leave with a negative opinion.

For those two reasons, the best way to inform the participants about something they might not like is to surround it with more likeable or positive points.⁸

Heard, seen and respected

Hosting an informational meeting does not mean that the input from the citizens has to be shut down or that the participants just have to sit and listen the entire meeting. The citizens comments, inputs and reflections, positive or otherwise have to be addressed in a way that acknowledges the opinion of the participant and fosters conversations between the facilitators and the citizens. Some wishes or complaints might be valuable to take further in the process while some might bring whisses that might compromise the project.

The comments that do not comprise the project should be taken into the co-creational meetings, where solutions can be developed that fit with the overarching criteria. Actively taking those comments further into the next session shows that you are listening and allowing the citizens to feel empowered and heard as they can voice feelings and they are taken into account. It allows them to imagine and dream of the possibilities that the project brings.

The comments that do compromise the project can however be a bit more difficult to handle. As a facilitator it's important to remember, that in these situations there is value in understanding how citizens feel, listening to their concerns, inputs and reflections and **listen to them in order to hear them not to answer them.**

To plan a meeting of this kind, a facilitator can use the following exercises:

Conversation Café, *Liberating Structures.*

1-2-4-all, *Liberating Structures.*

User Experience Fishbowl, *Liberating Structures.*

Check in/out: Ask participants in the check out a question such as: “what is the positive thing you leave this meeting with” in order to remind people of something positive when finishing the meeting and being able to leave on a good note.



Co-creation meetings

Co-creation can take place once the information has created the foundation and exposed the frames in which elements need to be created. The term co-creation suggest that the participants have the possibility to create together different elements that will be included in the final design of the Superblock. They can decide what will happen within the frames of the model.

By closing down streets, an important amount of new free spaces are created that need to find new purposes and can be filled out with the dreams and visions of the neighbors and people who are going to live in the Superblock. The co-creational meetings are a big and important step to make people feel seen, heard, engaged and excited about the Superblock.

The goal of co-creational meetings are to empower the participants, use them as a resource and give ownership over their Superblock.

As a facilitator these meetings are about exploring possibilities. The possibilities lie within the dreams and wishes of the neighborhood. Citizens can influence how there neighbourhood will look like.

There are two necessary parts in a co-creational meetings: **Creating** and **Selecting**.

Creating is about producing new ideas, new content and give new inputs. Participants can think creatively and imagine that nothing is impossible.

While creating can be seen as an “opening-up” phase, **Selecting** is about cutting down content and picking from the ideas created in the creating part in order to leave the session with on plan that is both coherent and possible. Failing to create would mean that there are no new solutions. Failing to select means that there are too many solutions. Failing in either one or both leaves the participants with a bad feeling because it is unclear how to proceed.

The ways of co-creation

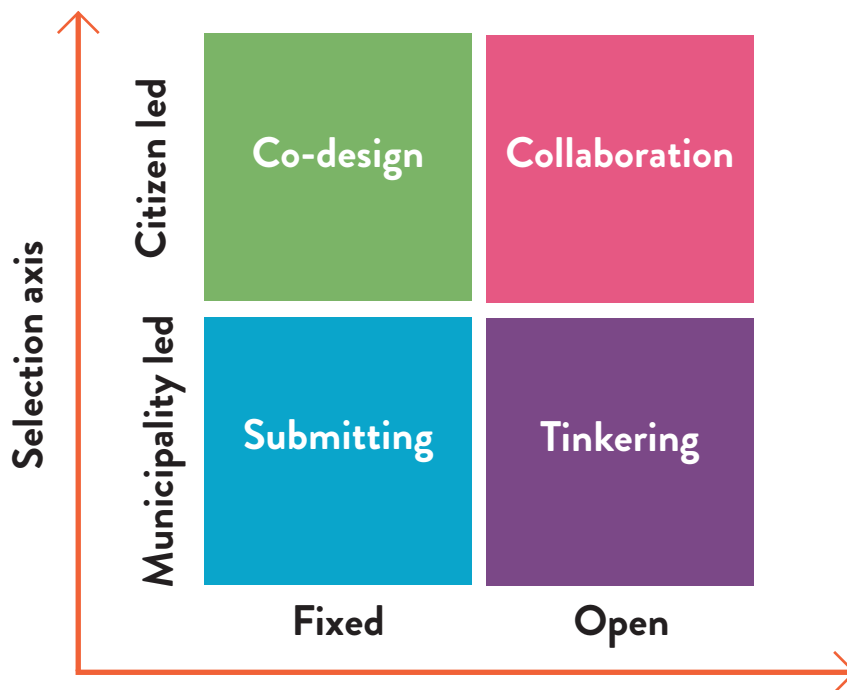
There are many different ways to co-create. In the different forms of co-creational meetings the power of creating and selecting is shared differently between municipality and citizens.

Tinkering: The participants can create freely their own version of the product and the city council can select between different ideas created by the citizens.

Submitting: The city council has some control over the creation of the participants by placing constraints and requirements. The city council is also responsible for choosing a design.

Co-designing: The participants have the power to choose between different designs that are provided by the city-council.

Collaborating: The participants create the design and have the power to choose the final one.⁹





Making co-creation happen

When introducing the concept, C.K. Prahalad emphasizes that the concept of co-creation rests on four building blocks which are necessary to have a healthy process and reach the desired outcome. In the context of citizen participation, only three of these are relevant. In order for co-creation to happen the following conditions need to be in place between the city-council and the citizens:

Dialogue

Dialogue is very important in order to be able to co-create something. It is important that before the co-creation starts that there is an interaction between the city council and the participants. The roles, the power given to the participants, the boundaries of co-creation and the different elements that are in play, like presence of bicycle lanes and amount of trees, need to be clear for the participants. For a good dialogue information needs to be shared from both sides, participants and the municipality, and also happen between the participants.


Access

All information that is useful or could influence the process of co-creation must be easily accessible for all participants. This information can include: people data, demographics, structural elements and a timeline for the execution of ideas.

Transparency

Transparency is giving the participants the possibility to be get to know everything about their Superblock. That means they have access to relevant data such as the details of the budget, the different companies involved, who can influence the process and what they can and cannot change in the implementation process.

Only when the participants have a clear notion of what they have to do, where they can find the relevant information and have a clear overview of the project they can start creating together in a productive way.¹⁰



The right mindset

Apart from the conditions discussed above another less tangible one is important to keep in mind. For a more creative meeting to happen and in order to co-create, the participants need to be in the right mindset. There are several ways to create the right mindset among the participants. Factors like the setup of the room, the time of the day and the power structures of the meeting have a big influence, as well as how people are invited to the meeting, and reaching the right people. Starting with exercises that are creative but not too challenging is a great way of getting people into the right mindset.

The following list shows some of the relevant elements of this mindset.

Self-confident

Asking somebody that is not used to draw to draw and show it to a group is an easy way to encounter resistance. If participants do not believe in their capabilities to create, it will be very hard to ask them to do it. The participants have to understand that they are experts just by being locals and having so many stakes involved.

Imaginative

Participants have to allow themselves to imagine. They should take some distance concerning the present reality and start to think about a possible future that they have the power to create. People are very different when it comes to imagining and therefore groups can benefit greatly from both the imagination of a child, a person working in the creative field or an elderly citizen. If the room is diverse enough, creating horizontal (participant to participant) dialogues can help balance the imagination level of the room and participants that have an easy time with being imaginative will inspire the others.

Curious

It is important to invite people to be curious and let them know it is a place for experimenting. In this space nothing there is no right or wrong. Participants should have the possibility to explore their ideas freely. When applying co-creation in the right areas there are no reasons for the facilitators to refuse an idea. Instead the facilitator's role actually is to invite the participants to go further into the development of the concepts by asking deeper into it.



Open-minded

In order to create a good space for co-creation it requires participants to be open to accept other participants opinions and the fact that they might not always understand or agree with everything. If this is not present there might be more energy going into other participant's ideas rather than creating new ones. Invite participants to stay away from being critical with one another. One tool or a mindset that can be of use is introducing the use of "yes and" which is a way of building on the existing ideas instead of proposing a different solution or being critical to said idea. ¹¹

Trust

A process of co-creation can be frustrating due to numerous different reasons: Not everyone share the same opinions or backgrounds and some might find the process too fast while other too slow. When people are taking time to join co-creational meetings they need to feel like they are trusted with what they are doing, and that they are creating something valuable or else they feel like their time is poorly spent. It can also be difficult for participants to see how they are going to reach their final conclusion or if the process is leading them on the right path. Therefore the facilitators need to establish trust between the participants and themselves. This can be done by having a clear agenda available at all times, keeping an overview of time as well as asking people how they are doing and communicating that everything is on track.

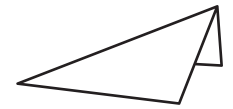




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Best Practices

This following chapter will present practices that help building a solid foundation for meetings. The principles presented here are solutions that can be implemented and experimented with easily. They are simple but powerful and can yield major improvements in meeting design and outcome, both for internal and external meetings.



Knowing the context

Creating a brief

Knowing the context of your meeting and participants is essential when preparing it. This includes knowing what needs you are serving, basic frames like time and place, and knowing the expectations of the people who are attending the meeting.

As the first thing in preparing a meeting, the facilitator can fill out the following template: ^{12 13}

1. Time

When and for how long?

2. Place

Where is it held and in what room?

3. Number of participants

4. Limitation

Physical frames

Language

Culture

Prior history

5. Intention and desired outcome

What are the intentions and the desired outcomes of those who will be attending and of those who set up the meeting?

6. Decision power and mandate

Who owns the results of the meeting?

Who owns the process afterwards?

Who is the decision maker? If anything is decided or created at the meeting, what will happen to it and who decides what?

Who are the formal and informal decision makers?

7. Context

If discussing a certain topic, what has been discussed before the meeting in regards to this topic?

Is there going to be a subsequent meeting that will continue the work?

Is the meeting part of a long-term plan or strategy?

8. Current situation

How is the current situation (What's on people's mind?)

How does that affect the meeting? Its desired outcome and intention?

9. Effect

What effect could this meeting have?

If the meeting would go in the best way possible, how would the situation change?

10. Knowing the group and the context

Ask the participants if there is anything you should know before starting about them or the context.

11. Place in the organisation

What department are you working? In which field does this work? (E.g. teachers, policemen, nurses) Who are attending the meeting? From what organizations are they? Which part of the given organization are they from?

12. Stakeholders

Who are your stakeholders?

Who are the stakeholders of the meeting? Of the results of the meeting?

If more meetings are to come after this, who are the stakeholders of the meeting series?

13. Needs

What needs are you trying to meet with the meeting?

Who is the meeting serving?

I DO ARRT

I DO ARRT is a favorite tool of many facilitators and those who are in charge of planning and hosting meetings within their companies or organizations both for external and internal meetings.

The I DO ARRT stands for Intention, Desired Outcome, Agenda, Roles, Rules and Time.

The purpose of the I DO ARRT is clear: to get everyone aboard the same mission and to align expectations.

I DO ARRT is made before the initiation of the meeting and should be visible throughout the meeting. By this you make sure that everyone attending the meeting knows why they are there, what they can expect to get out of the meeting, what is going to happen and who is doing what. If someone is in doubt of what is taking place or what is going to happen, they can take a look at the written I DO ARRT.¹⁴

Step A - Before the meeting

1. Intention

Why are you having the meeting? What is the purpose and aim with it?

Which change do you want to initiate in this meeting?

2. Desired outcome

What concrete outcomes do you want to get out of the meeting?

E.g.:

- What decisions needs to be made?
- What is the emotional state of the participants when it's over?
- What knowledge have the participants gained participating in this meeting?

3. Agenda

What is the overall plan for the group during the meeting?

E.g.:

- What activities will the group go through and in what order for them to move toward the desired outcome?
- What will the group do during the meeting and in what order?
- What will happen, step by step?

4. Roles

What roles need to be in place for the meeting to be successful?

- Who is facilitating or hosting? Who is taking notes/ harvesting/taking care of documentation?
- What part of the group is participating and who is hosting the meeting?
- Who is only there for providing information?

5. Rules

What are the frames of the meeting? What are the do's and don'ts of the meeting?

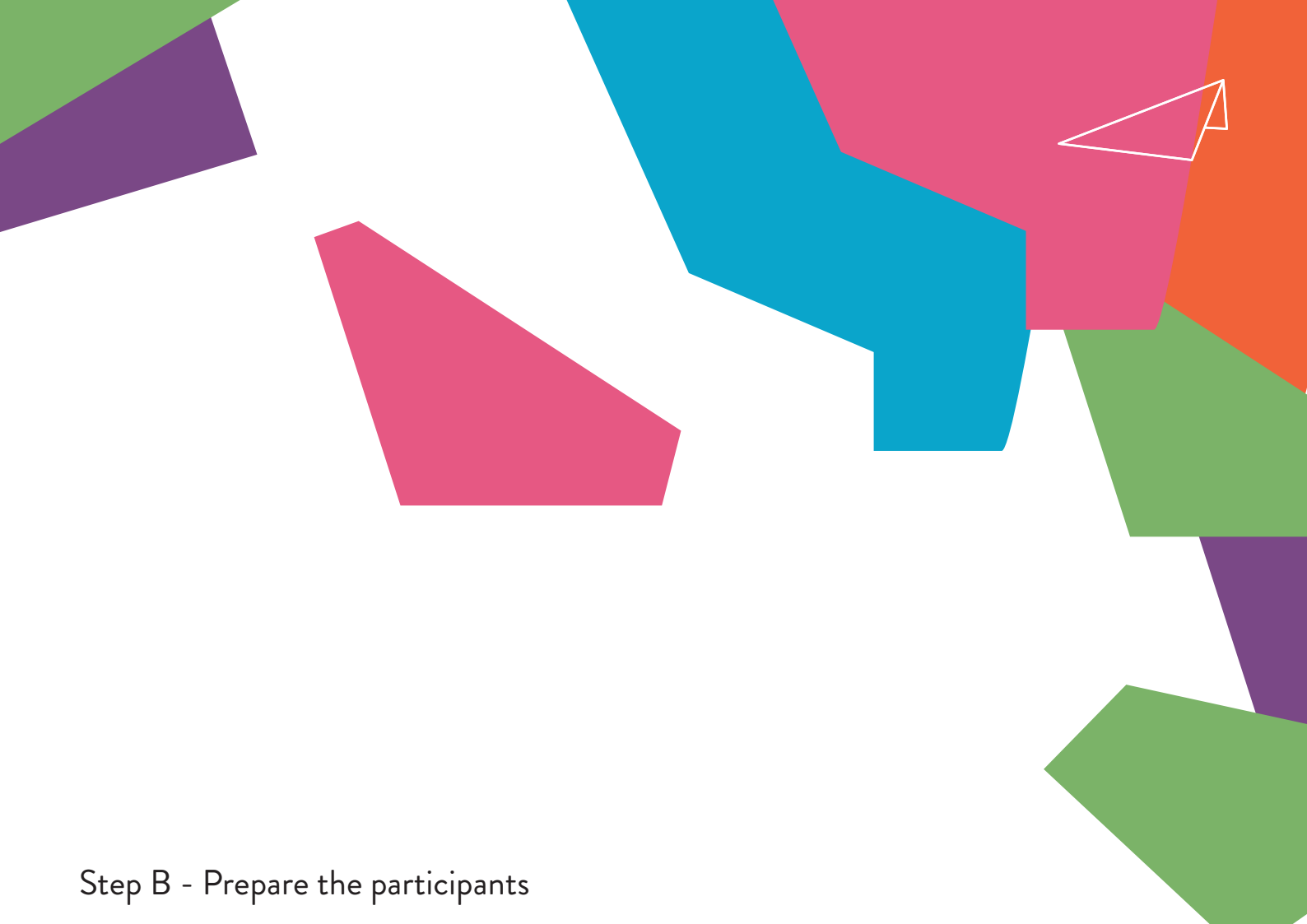
Are there any guidelines that you want to put in place in order to make the meeting successful?

- Do you need to clarify the use of laptops or mobile phones?
- Any other practicalities?

6. Time

How long will the meeting take?

Are there any breaks and how long are they?



Step B - Prepare the participants

In many cases it can be beneficial to share the I DO ARRT, or specific parts of it, with the participants beforehand. This makes the participants aware of what is expected of them before entering the space. The intention and desired outcome is the most important parts of the I DO ARRT as well is the time plan for the meeting. These three points are good to share on beforehand on the meeting.

Step C - At the meeting

Start the meeting with an introduction of the I DO ARRT. Go over it step by step and invite people in. Ask them how they like it or if they would like to suggest changes. By doing this you bring people on board and make them feel ownership of the meeting. Be aware that you invite people in on things that they are allowed to change and that you want their suggestions for. If you must get to one specific desired outcome, you might not invite people to make suggestion on that part of the I DO ARRT.

Check in and Check out

The purpose of a check in is to gather everyone in the space and allow all the voices to be heard and expressed.

It helps those who have a tendency to keep quiet, to speak up and indicates that the meeting is not only for the person holding the power but also for everyone attending.

When the meeting is finish you also want to get yourself and the other participants in a space where they are ready to leave and a check out question can be a good manner of saying goodbye to everyone and leave the meeting behind.

A check in and a check out are usually phrased as a question and in each case with the aim of getting people connected with each other.

Following are the steps of creating and using a check-in and a check-out. Steps A and B are done before the meeting and steps one, two and three are about how to execute them.

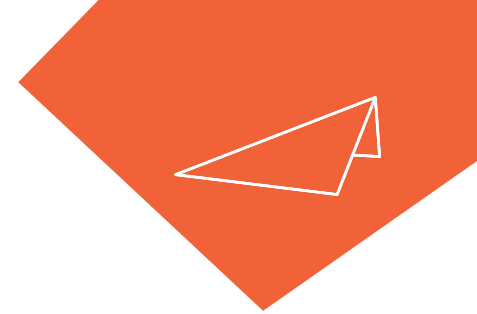
Step A - Time

How much time do you have for the check-in or check-out? If you have a short amount of time you can phrase the question as a one word or a one-sentence check in. The questions could be the following:

- With one word, describe how you are feeling at the moment
- With one sentence, describe what excites you the most about the project right now

If you have more time and you don't have to limit the length of the answer to one word or a sentence you phrase the question differently:

- What three things are the most important things to get done in the project at the moment?
- What is going on at the moment that you need to put on hold to be present at the meeting?^{15 16}W



Step B - Purpose

Each check in and check out question can have a specific purpose, depending on the intention of the meeting, the mindset of the people who are attending and if it's a meeting regarding a specific project and where the project is in the process (was it just starting, in the middle or is it about to be finished).

Check in and check out questions can encourage personal response:

- How are you feeling this morning?
- What is your favorite part of last weekend?
- What is moving in you at the moment?
- What are you looking forward to?

Questions that prompt personal response really support the development of a good group dynamic. Equally relevant questions are questions that are more related to the project itself. Like the example above where participants are asked what is the most important thing for the project at the moment.

- What is your favorite part of the group work?
- What challenges do you see at the moment for the project and what solutions?
- What are you most excited about regarding the project?
- What is the next step for the project in your opinion?
- What has been the most exciting part of the project?
- What is your next action step?
- What are you going to work on now?

Check out questions are more used to close down the meeting, either getting people's mind off the topic of the meeting or looking at what the participants experienced during it:

- How are you going to treat yourself the following weekend?
- What do you take with you from the meeting?
- How are you going to leave this work behind you?
- What are you looking forward to do after the meeting?

Step One - Circle up

Circle creates the best space for sharing in a group where you can see everyone and they can see you. Invite the participants to answer the check in or check out question and to be honest in their answer. Invite someone to start and clarify whom answers next (go clockwise or counterclockwise for example).

Step Two - Answering

Keep a close track of who has and hasn't answer. Be mindful to give everyone the opportunity to answer but there could be incidences where people don't like to share their answer. If that happens just allow them to remain silent. If there is only one person left you can ask if they would like to share or not.

Step Three - Thank you

Thank the participants for sharing. Either finish the meeting or move on with the agenda of the meeting, for example going over the I DO ARRT.

1-2-4-All

The 1-2-4-All has the purpose of engaging everyone simultaneously in generating questions, ideas or suggestions. It comes from a method called Liberating Structures. Liberating Structures has different exercises engage all the participants in meetings or workshops. Each exercise has a specific purpose, intention and frames that fit different types of meeting depending on the intention and desired outcome of the meeting.

The 1-2-4-All includes all participants immediately and takes equal amount of time no matter if participants or 8 or 800.

How

1. The facilitator ask a question to the entire group of participants,
-For example "What has become more clear to you during this meeting?"
2. The participants take 1 minute by themselves to reflect on the question and come up with their best answer for now (1 minute)
3. The participants pare up and share their answers and perspective (2 minutes)
4. The pairs find another pair (four people in total) and share their answers and reflections (4 minutes)
5. All participants come together and the facilitator asks the groups of four to share their most important and insightful answers sharing of their answers in plenum (5 minutes)
6. Close down by hearing the answers or writing them down in order to have them visually harvested for the entire group collection.¹⁷



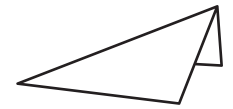
The image features the numbers '04' in a large, bold, black font. The background is composed of various colorful geometric shapes in shades of blue, green, yellow, orange, and purple, creating a vibrant, abstract pattern.

04

Resistance

Meeting resistance is a natural part of being a facilitator. A facilitator works with different kind of people that have different opinions and feelings. Each time you work with people you will find a pool of emotions and feelings and conflicting opinions. As a facilitator it is good to be prepared to handle resistance when it shows up. Some resistance can be dissolved quickly and efficiently but sometimes it is necessary to acknowledge that a common ground can't be reached. Then the aim is that all parties involved leave the table with the feeling of being heard and respected, though they haven't manage to get their way.

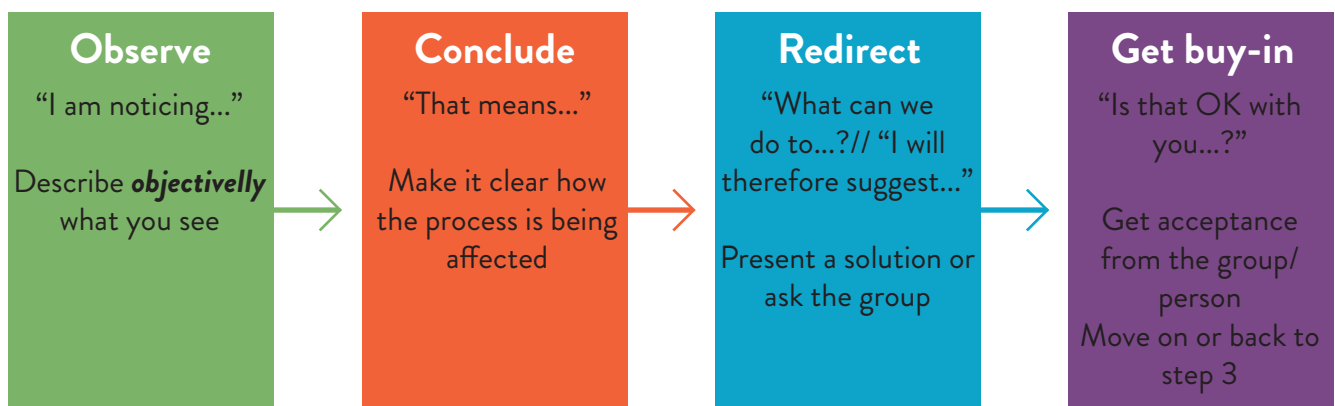
Resistance is normal



The 4-step intervention technique

When facilitating a group the facilitator needs to be aware of how the group is doing to be able to intervene when there is resistance in the group. One way of dealing with resistance when facilitating is the 4-step intervention technique. The technique involves communicating with the participants about what is possibly happening to test your assumptions of what is going on and letting the participants in on what will happen next.

The first step is observation, formulate in an objective manner what you are noticing and tell it to the group. The second step is conclusion, making it clear what affects your observation has on the process and what you are trying to do. The third step is redirecting, where you explain what can be done next to solve the situation. You can also ask the participants what they think needs to happen next. The fourth and final step is the buy-in, to get the participants on board with what will happen next or at least accept it. If the facilitator feels like there is not a change that the group will go with the direction/ that is suggested in step three, the facilitator finds another way or repeats steps three.^{18 19}



Push and Pull

When faced with resistance and criticism the tendency is to protect what has been said or done and protect your own actions. Instead of diffusing the situation it often works the other way around and makes the other person more resistant, angry or frustrated. A facilitator needs to train in reacting to resistance. The facilitator can for example use pull language and methods, instead of pushing back against the resistance causing the resistance to increase. The pull method tries to deflate and neutralize the resistance instead of pushing it out of the way.^{20 21}

Push

Suggesting

Presenting ideas and recommendations.

Explanation

Presenting the background or facts of an action.

Evaluation

Assessing or sharing your opinion on the standpoint of the other person.

Pushing

Offering rewards, pushing or even threatening.

Pull

Listening and asking questions

Listen to what is said and what lies behind.
Asking open questions to check your understanding.

Opening up

Giving something of yourself by admitting to mistakes or sharing insecurities.

Creating visions

Describing options and perspectives.
Formulating shared wishes and hopes.

Summing up

Showing that you are hearing what the other person is saying.



THANK

YOU!

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Ditte Wulff at Meet Better

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L'Agència d'Ecologia Urbana de Barcelona

for the collaboration and support

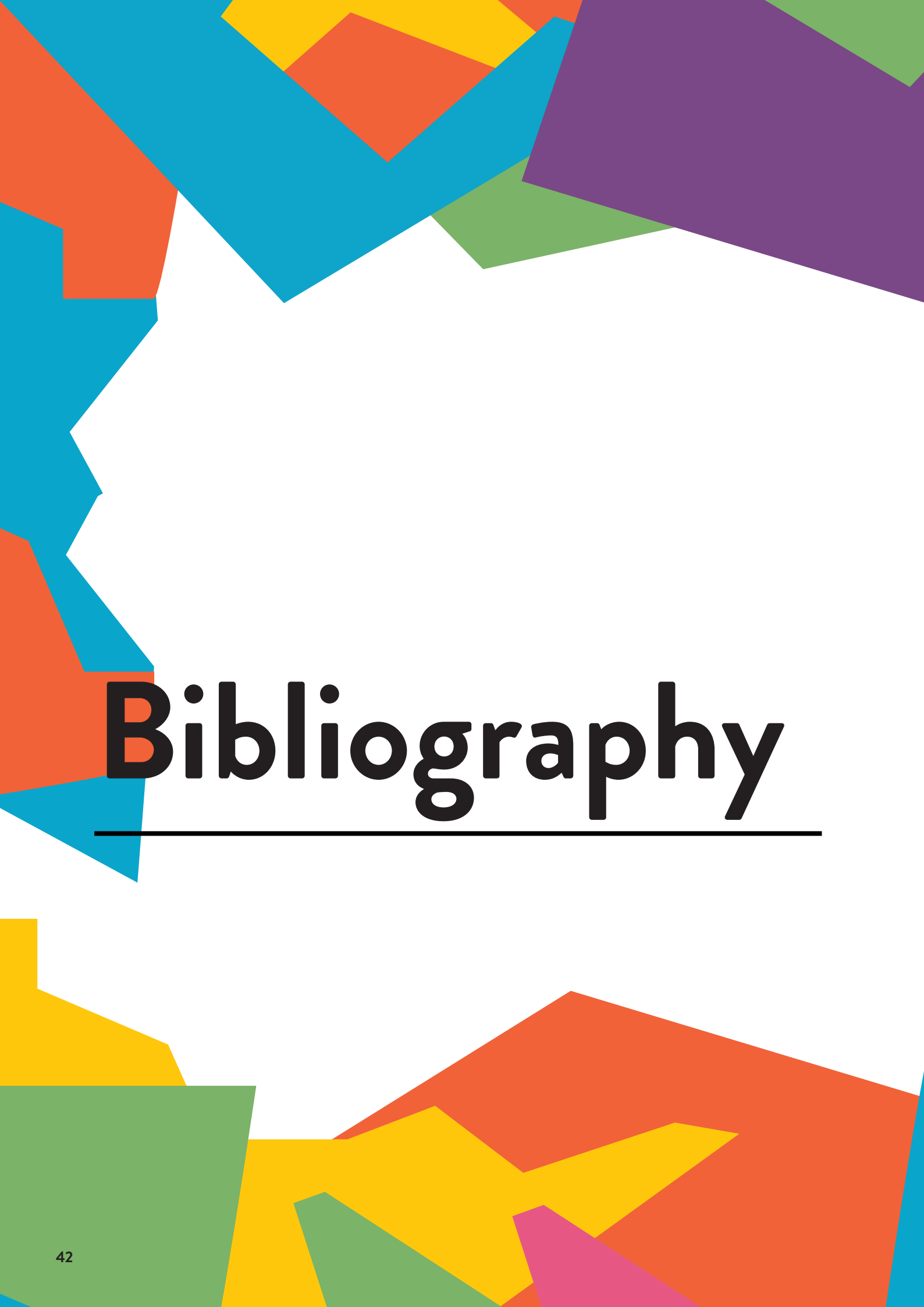
Municipality of Barcelona

for their collaboration and openness to try things out

All of our contributors

for all your help and support



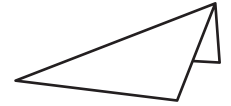


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Appendix



Room set up

When hosting a meeting, it is important to consider the meeting space.

Certain set up feels and works more inviting than others:

- A stage will always create a hierarchy, giving power and the active focus to the person on the stage while those listening become a passive crowd.
- A more open space with the possibility of forming circles invites people to consider every individual within the group. It also allows for movement if you push chairs and tables to the side and makes the meeting less formal.
- Tables that are set up in different places in the room invites the participants to form smaller groups and to have more intimate interaction between one and another. If the tables are at random it creates more informal meeting.

To create even more inviting atmosphere consider having “brain food” such as snacks, nuts or beverage available in the room so the participants can get energy and mingle over a cup of coffee with each other in the breaks. This also helps creating an inviting atmosphere.

Parking lot

Participants enter meetings with different things on their mind. A good way to create a platform for emptying their heads and start with a fresh mind is to provide a “parking lot” at the entrance of the meeting.

The parking lot is a paper where you offer the participants to write down all the things they need to think about, remember and not forget during the meeting but also things that are not serving the current meeting.

By offering them a space to write what they need to remember down on a paper and keeping it there you create a space to let go of the thoughts for now and enter the meeting.

Online toolboxes at hand

Hyper Island

Hyper Island is a resource for anyone who wants to do things more creatively and collaboratively in their team or organization. It's a collection of methods and activities, based on Hyper Island's methodology. The tools can be used for design internal and external workshops and meetings. The website is divided in the following categories:

The website is divided in the following categories:

Innovation: Tools to innovate ideas

Action: Make decisions and take next step forward

Team: Team bonding and team building

Self-leadership: Exercises that can be used on individual level but also offered to others

Energizers: Small games to gain energy

Among others, you can find exercises such as:

Dot-mocracy: How to decide and vote

Feedback, I appreciate: Tool on how to give feedback in a constructive way

Website: <http://toolbox.hyperisland.com>

Energizers

Is the meeting too low in energy? Is everyone tired and just want to get it over with? Does your group need energy? **Try an energizer!**

Energizers are a quick way to get energy in your body in order to attend a meeting, lift the spirit or change the current energy in a room. They are basically small games that allow your mind for a short time to focus on something else in order to return back to the focus of your meeting.

Among others, you can find energizers such as:

Among others, you can find energizers such as:

Human rock, paper, scissor

Zip, zap, zoom

Back to back

I love you honey, may I have a smile?

Website 1: <http://www.funretrospectives.com/category/energizer/>

Website 2: <http://toolbox.hyperisland.com>



Liberating structures

Liberating Structures are easy-to-learn microstructures or exercises you can use in meetings that enhance relational coordination and trust. They quickly foster lively participation in groups of any size, making it possible to truly include and unleash everyone present.

The structures can be used to challenge frames of a traditional meeting and can replace more controlling or constraining approaches

The 33 structures are divided in the following 6 categories:

Share or spread ideas, know-how, experiences, challenges

Reveal or discover or generate or develop or improve opportunities, obstacles, solutions, ideas.

Analyze or diagnose or clarify or debrief

Help or get help or cooperate

Strategize

Plan

Among others, you can find tools such as:

Impromptu networking

Share: Rapidly share challenges and expectations, build new connections. Question asked, find a partner, talk, share, shift partner.

Conversation Café

Share: Engage everyone in making sense of profound challenges by having a conversation in groups around a table.

User Experience Fishbowl

Share: Share know-how gained from experiences with a larger community. Sitting in an inner circle with the possibility to address everyone or sitting in the outside circle listen to those who had an experiences.

What? So what? Now what? W3

Analyze: together, look back on the progress to date and decide what adjustments are needed moving forward.

Website: www.liberatingstructures.org

Principles by Dale Carnegie

In his book: *How to win friends and influence people*, 1937, Dale Carnegie gives clear guidelines on how to handle people in the best possible way. Some of those guidelines, even if very simple are essential when facilitating and participating in a meeting:

Become genuinely interested in other people

Try honestly to see things from the other person's point of view

Get the other person to say "yes, yes" immediately

Smile

Be sympathetic with the other person's ideas and desires

Make them feel important and do it sincerely

Let the other person feel that the idea is his or hers

Appeal to the nobler motives

Show respect for the other person's opinions. Never say: "you are wrong"





