KA2 STRATEGIC PARTNERSHIP IN THE YOUTH FIELD
FOR EXCHANGE OF GOOD PRACTICES

ENTREPRENHOUR

URBAN NEEDS ANALYSIS TOOLKIT

ACTIVITYSHEET

FEATURE	DESCRIPTION
Title	Personal market place
Description of the exercise	The exercise gives the participants the possibility to introduce themselves
Group size	10 to 30
Age range	10+
Time	Give the participants 15 minutes for production, and 2 minutes each to present the results.
Instructions	Each participant receives an A3 paper sheet and answer to the following questions: - Name - Personal Motto? - Personal Intentions? - Expectations? - The Project - The Team - Super-skill? - Additional information? And Finally: Draw a picture of yourself! Method: Take a snapshot of the result and the person.
Materials	A3 paper sheets (one for each participant), markers

Preparation	Introduce the activity to the participants, distribute one A3 paper sheet and one marker to each participant.
Tips, considerations and safety	
Persons proposing the activity and their country	
Video Link to the tool	

FEATURE	DESCRIPTION
Title	Problem Tree
Description of the exercise	A problem tree provides an overview of all the known causes and effect to an identified problem. This is important in planning a community engagement or behaviour change action plan as it establishes the context in which a change has to occur. Understanding the context helps revealing the complexity of life and this is essential in planning a successful change project. A problem tree involves writing causes in a negative form (eg. lack of knowledge, not enough money etc). Reversing the problem tree, by replacing negative statements with positive ones, creates a solution tree. A solution tree identifies means-end relationships as opposed to cause-effects. This provides an overview of the range of interventions that need to occur to solve the core problem. <u>A problem tree analysis</u>: - Helps the programming of an action plan; - Provides a guide as to the complexity of a problem by identifying the multiple causes; - Identifies lines of intervention and other factors that may need to be tackled with complementary actions; - Provides an outline of the action plan, including the activities that need to be undertaken, the goal and the outcomes of the road map. Conducting a problem tree/solution tree analysis provides a means to review the existing understanding of the causes to a specific problem and how it can be overcome. A problem tree will likely reveal multiple branches (cause & effect relationships) leading to the core problem. This is very valuable as it identifies factors that may not be addressed by the planned intervention. For example, existing regulations may be a factor in the problem, but this may not be impacted upon by the planned intervention.
Group size	<u>Participants</u>: groups of 5-6 + 1 facilitator
Age range	10+

Time	1 Hour
Instructions	**Step 1** List all problems that come to mind related to the main theme. Problems need to be carefully identified: they should be existing problems, not possible, imagined, or future ones. The problem is a current negative situation, not the absence of a solution. **Step 2** Identify a 'Core Problem' (which will be written on the trunk of the tree). This may involve some trial and error before settling on one. **Step 3** Determine which problems are 'Causes' (write them at the level of the roots of the tree) and which are 'Effects' (the branches). **Step 4** Arrange in hierarchy both Causes and Effects, i.e. how do the causes relate to each other - which leads to the other, etc.
Materials	Supporting material: blank version of the Problem Tree, pens, post it (better they are of (at least) 2 different colors (one for causes and one for effect). These suggestions apply as well if the exercise is done in an online format. *Draw a big version and fill in the relevant stakeholders for your idea* 
Preparation	**Step 1. identify the core problem** The first step in developing the problem tree is to identify the main problem that the project seeks to solve. It may be worth debating what the core problem is with stakeholder representatives. Ideally projects should have a specific problem (eg. saving water inside the home) that they seek to overcome if change will occur. A vague or broad problem (eg. saving water) will have too many causes for an effective and meaningful project to be developed. The core problem is to write it down in the middle of the paper, or on a sticky-note that is placed in the middle of a wall. Things to help define the core problem include lessons from previous projects, the stakeholder analysis, and other research. If is seems to be more than one core problem, it may be best to develop a problem tree for each one.

Step 2. Identify the causes and effects

Once the core problem has been cooperatively identified, participants should consider what the direct causes and effects of the problem are. Each cause statement needs to be written in negative terms.

The suggested way to undertake this is with the direct involvement of every participant. Participants will collectively brainstorm all the negative statements linked to the core problem whether they relate to the effect or the causes. When they have a proposal (written as negative statement), they write it down on the post-it and they read it out laud. The post-it is then be placed on the wall from the participant who proposed it and together with the other participants is analysed and reordered.

The immediate causes to the problem are placed in a line below that of the core problem. The immediate effect is placed above the problem. Any further or subsequent effects are placed above the line of immediate effects.

Step 3. Develop a solution tree

A solution (also called objectives) tree is developed by reversing the negative statements that form the problem tree into positive ones. For example, a cause (problem tree) such as “lack of knowledge” would become a means such as “increased knowledge”. The objectives tree demonstrates the means-end
relationship between objectives. It is advisable to go through the solution tree and check to see if all the statements are clear, and if there are any missing steps between a means and an end. If so, you may need to revise both the problem and solution trees by adding more statements.

Step 4. Select the preferred intervention

The final step is to select a preferred strategy for the intervention. This step is designed to allow citizens to select and focus an intervention on a preferred strategy. The solution tree may present a number of separate or linked interventions to solve a problem. Depending on funding, time, and relevance, a planned intervention may not be able to tackle all the causes. However, if all the causes cannot be overcome by an action plan, or complementary activities, it is important to identify if any of the branches are more influential than others in solving a problem. For example, if existing regulations are found to be a dominant factor, but this is not tackled by the action plan, this would need to be taken into account in the evaluation of the intervention.

	Once you have selected your preferred line of intervention, the core problem/solution is your immediate objective or outcome. The branches below are the activities that you need to undertake, and the branches above become the longer-term outcomes.
Tips, considerations and safety	
Persons proposing the activity and their country	
Video Link to the tool	https://www.youtube.com/watch?v=-j-_Y7D35H4

FEATURE	DESCRIPTION
Title	Reverse Brainstorming
Description of the exercise	Reverse brainstorming is good to use when people are familiar with brainstorming, where you've already used brainstorming, and you're looking for a different kind of ideation tool. It's a fun variation and is particularly useful when there are groups who have judgmental participants.
Group size	Small group
Age range	15+
Time	50 minutes
Instructions	Using a similar approach like brainstorming, begin by identifying a specific challenge statement, making sure that it's well-constructed. Take the challenge statement and reverse it into a negative form. Next, we generate ideas on that reverse challenge statement, and we follow the guidelines for divergent thinking. We're deferring judgment, striving for quantity, making connections, and remaining open to novelty. Using Reverse Brainstorming to Create Positive Solutions After the ideas have been generated for this negative statement, we then reverse them and transform the negative ideas into positive ideas, hopefully responding to our real challenge. One negative idea can stimulate multiple positive ideas.
Materials	
Preparation	Identifying a specific challenge statement, making sure that it's well-constructed
Tips, considerations and safety	

Persons proposing the activity and their country	
Video Link to the tool	

<table>
<tr><th>FEATURE</th><th>DESCRIPTION</th></tr>
<tr><td>Title</td><td>Six Hats</td></tr>
<tr><td>Description of the exercise</td><td>Problems and issues can be very complex. To grasp this complexity, we need to look at the problem from as many sides as possible. However, it is often difficult for us to let go of a point of view or a position once taken. 6-hat-thinking promotes flexible rethinking. This method (invented by Edward de Bono) is very effective in group discussions and helps the participants to understand each other better and to experience different points of view. It can also be used very well in teams to find solutions or ideas by having all participants wearing the same hat at the same time and thus thinking together in one direction.</td></tr>
<tr><td>Group size</td><td>Small groups</td></tr>
<tr><td>Age range</td><td>15+</td></tr>
<tr><td>Time</td><td>50 minutes</td></tr>
<tr><td>Instructions</td><td>Give to each participant a colour, corresponding to the characteristics of each hat, as follows.
Each participant should analyse the same issue using the perspective of the coloured they are assigned.</td></tr>
<tr><td>Materials</td><td>
<table>
<tr><td>
Process</td><td>Blue Hat
1. The Blue Hat focuses on managing the thinking process
2. Symbolises the Thinking about Thinking
3. What thinking is needed?
4. Planning for action.</td></tr>
<tr><td>
Facts</td><td>White Hat
1. White hat thinking focuses on data, facts, information known or needed
2. Neutral and objective</td></tr>
</table>
</td></tr>
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	3. What do I know? What do I need to find out? 4. How will I get the information I need?
 Creativity	Green Hat 1. Green Hat thinking focuses on creativity 2. Symbolises Creativity 3. Ideas, Alternatives, Possibilities. 4. Solutions to 'Black Hat' problems
 Feelings	Red Hat 1. Red Hat thinking focuses on feelings, hunches, gut instict and intuition 2. My feelings right now 3. Feelings can change 4. No reasons are given
 Benefits	Yellow Hat 1. Yellow Hat thinking focuses on values and benefits 2. Symbolises Positives, Plus Points 3. Logical reasons are given 4. Why an idea is useful
 Cautions	Black Hat 1. Black Hat thinking focuses on difficulties, potential problems, weakness 2. Why something may not work 3. Logical reasons are given 4. Spotting the risks and dangers

Preparation

The basic principle of 6-hat-thinking

The method is based on the following model: Each of us has different hats at our disposal, which symbolically stand for a certain direction of thinking (e.g. critical, creative, neutral, etc.). Each hat also has a certain colour. These colours symbolize the attitude you get with the corresponding hat. There are six different hats available.

Tips, considerations and safety

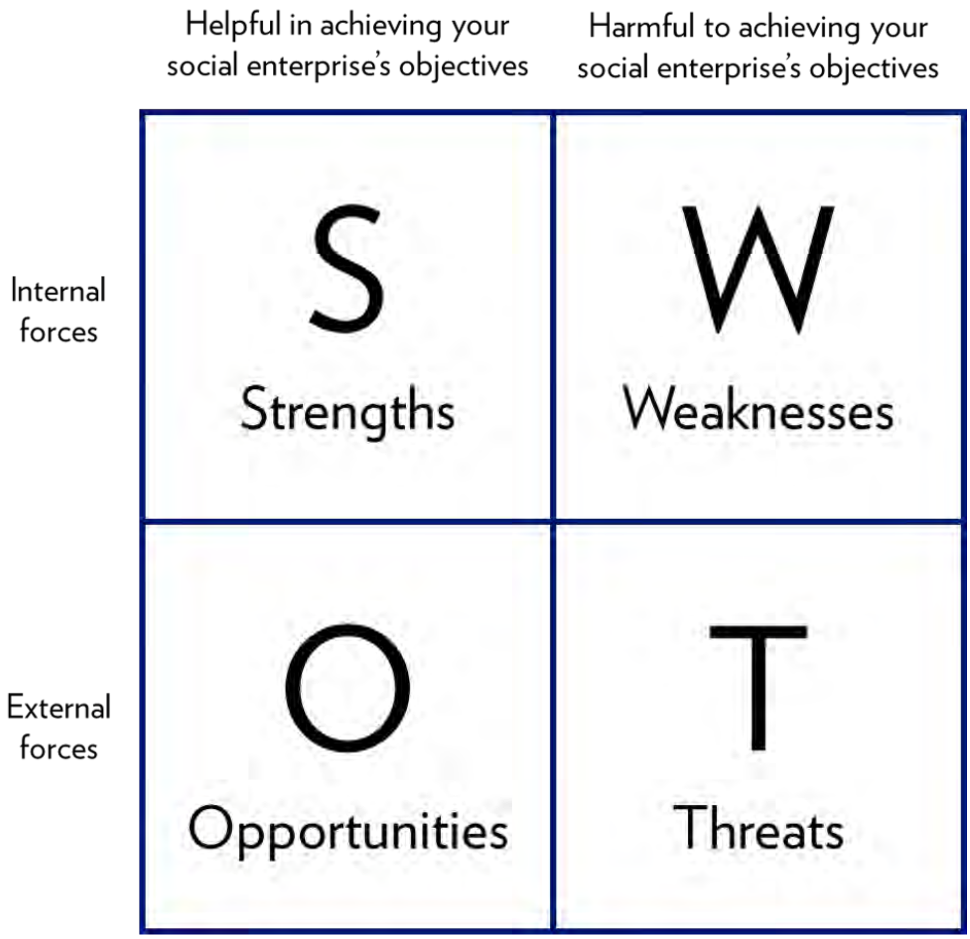
Persons proposing the activity and their country	
Video Link to the tool	

FEATURE	DESCRIPTION
Title	SWOT analysis
Description of the exercise	A SWOT analysis is a framework to assess your business, based on the four criteria of Strengths, Weaknesses, Opportunities and Threats
Group size	Small group
Age range	15+
Time	2 hours
Instructions	Business assessment: Your social enterprise is impacted by forces, both external and internal, that determine its success or failure. 1. First, consider the internal strengths and weaknesses of your social enterprise's ability to implement and execute its goals. **Strengths** are internal conditions - skills, aptitudes and aspects - that enable your social enterprise to effectively deliver products or services based on your customers' needs. Strengths enable your social enterprise to distinguish itself from its competitors as well as block their attempts to imitate your products or services. Examples of strengths include skilled staff, a good reputation, or access to particular resources. **Weaknesses** are internal conditions that can lead to poor performance. Examples of weaknesses include obsolete technology or equipment, poor quality control, or weak managerial skills. Customer Perception Customer perception is an important factor that you can (in theory) control internally. Think about how your offering is perceived by potential customers. Consider the specific features of your product or service, perceived value to customers, quality, reputation or name recognition, brand and image. Are these elements strengths or weaknesses? List at least three of these and other factors relevant to your social enterprise as either a weakness or a strength. Business Operations Business operations can also be influenced internally, leading to social enterprise's success or failure. Think about your social enterprise's mission statement, resources available to you, capacity and infrastructure, operating efficiencies or economies of scale, strategic alliances, your business location, organizational structure, client relationships, manufacturing

capabilities, human resources, leadership capacity and industry expertise. Of these elements, which would you consider strengths or weaknesses?
List at least three of these and other factors relevant to your social enterprise as either a weakness or a strength.

Operating Environment Assessment
Your social enterprise is also impacted by external forces, things that you have little control over. These factors are important to consider so that you can respond effectively. In this section, you'll be asked to consider the opportunities and threats your social enterprise faces from external forces in the environment.
Opportunities are current or future conditions in an environment that a social enterprise might be able to turn to its advantage. An example of an opportunity is an increase in consumer awareness of cause-related businesses that might offer a marketing opportunity. Or a change in procurement laws might be an opportunity for a social enterprise to expand its market.
Threats are current or future conditions that might harm a social enterprise. A change in health and safety regulations that required protective packaging on food products or pharmaceuticals might threaten production methods, packaging technology, and invariably cost.

Operating Environment
Think about legal and regulatory policies that your social enterprise faces, changes to the economic or political environment, transportation or communication factors that could affect your business, changes to the market or the physical climate, technology advancements, shifts in material availability or supply chain structure, or shifts in the demographics of your market. Of these elements, which would you consider threats or opportunities?
List at least three of these and other factors relevant to your social enterprise as either a threat or an opportunity.

Materials	 Sticky notes Pens
Preparation	
Tips, considerations and safety	
Persons proposing the activity and their country	
Video Link to the tool	

FEATURE	DESCRIPTION
Title	Business Model Canvas
Description of the exercise	The Social Business Model Canvas is inspired by the Business Model Canvas and created by the Social Innovation Lab. The goal is to support social innovators by designing their Business Models. Social Businesses focus on the impact they create for beneficiaries rather than creating profits. Therefore, the tool takes additional aspects into account which helps in creating a social business model.
Group size	Small group
Age range	15+
Time	3 hours
Instructions	The Social Business Model Canvas is divided into 13 building blocks. In comparison to the Business Model Canvas it takes the following aspects into account: The component ”Segments“ is divided into “beneficiary” and “customer”. This supports the aspect that beneficiaries often do not pay anything but are crucial for the business model. The Value Proposition consists of the elements “Social Value Proposition”, “Customer Value Proposition” and “Impact Measures”, which define how you control your social impact. The type of intervention describes the type of product that will deliver the value. Besides partners, the canvas includes the key stakeholders that are / should be involved in your program. The component “Surplus” describes where you plan to invest your profits.

Materials	 Sticky notes Pens
Preparation	Different ways to start the process 1. With an idea: start with defining the value proposition for a specific customer segment. 2. With potential / existing customers: start with the customer segment and ask what value proposition you are delivering / could deliver to them and how. 3. With your resources: Start to think what key resources (competences, experiences, physical resources, financial resources, etc.) you or your partners have and based on this develop your offer for a specific customer group. Use sticky notes because they can be easily removed or changed. Use different colors for different value propositions and customer groups. Create many different versions evaluate them with a Strategic Fit and / or a SWOT analysis. Do you know enough about the needs of your beneficiaries or customers? First step is to create empathy with them and to understand their situation, daily life, wishes, pains and gains.
Tips, considerations and safety	
Persons proposing the activity and their country	
Video Link to the tool	

FEATURE	DESCRIPTION
Title	The 5 Ws and H questions
Description of the exercise	A good way to analyse the context where we are going to operate is using an slightly modified version of "The 5 Ws Questions": Who, What, Where, Why, What if and How. By answering those multiple questions we will better understand the context and be able to understand the challenges hidden within it.
Group size	Small group
Age range	15+
Time	2 hours
Instructions	First step | State the Problem to Address What's the problem we see and we want to solve? By describing the issue with a simple statement (i.e. there are too many people with low income spending too much money because they are living without household appliances) we will pin a starting point for our next steps. If we want to solve more than one problem, we should describe each one and then prioritize based on our team/organization competencies, assets and interests. Second step | Explore the Problem Let's note on a big paper the 5 Ws questions and answer them by looking at our experiences, evaluations reports, researches, data. It can help to start by specifying who experiences the problem we have identified so that we can get a sense of the people being impacted. At this very early stage of the discovery process, the specified people group is likely to be very broad. What do we know about them? We can list the characteristics we know about the people who might experience the problem. Consider the factors that may affect individuals' abilities, preferences or motivations for interacting with our project. These may include language, culture, geography, employment status, economic status, family size or household composition. Third step | Reframe the Problem into an Inspiring Challenge Once we have noted down the different answers we can give to the 5 Ws, we should identify our core problem and translate it into an opportunity to serve the people experiencing the problem. This process will transform your problem into what we refer to as the challenge.

	A Challenge is framed as a question starting with “How might …”, this is the reason why it’s normally called How Might Questions (HMQ). I.e. How might low income youth living in Berlin get out of poverty by having access to household appliances?” Once we have our challenge, let’s double check if it is a real challenge by answering to 2 simple questions: Is the challenge identifying an ultimate impact without assuming a specific solution? Does the challenge specify context and constraints? If the challenge we drafted doesn’t pass the check, we should revise it and recheck the question.
Materials	Sticky notes Marker White board
Preparation	• Keeping in mind the problem we want to solve, the question **Who** can be referred, for example, to who will be involved in our social enterprise (in the module Team you will find out more information), who will benefit from a solution (in the module users you will find more information) and also who could be harmed from it. • The question **What** refers to a description of the problem itself: what impact it creates, what are the different parts of it, what is it similar to / different from, what happens because of this problem. • The question **Where** can be considered both with a geographical meaning (small or not-so-big scale: specific town, city, nation) than relational one (family, classroom, gym, prison, etc …). • The question **Why** is exploring the reasons beyond the problem: why have we got this situation? We can list all the related events related to the problem and connect them with a cause-effect relation. • The question **What if** should help us analyse risks and opportunities: What if the problem will be solved? What if by solving this problem we create another one(s)? Once we’ve explored the problem context, we can then focus on a specific challenge we want to start with. We’ve to be good at identifying the one that, if answered, will create a positive impact on the people involved, solving some other related problems and bringing us to the “What if Scenario” we want.
Tips, considerations and safety	
Persons proposing the activity and their country	
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FEATURE	DESCRIPTION
Title	Empathy interviews and focus groups
Description of the exercise	A degree of innovation is key in the current volatile and uncertain business environment. Innovative solutions tend to be more attractive for investors and final users. On one hand it's harder to sell or enter a market with solutions and products already out there. Seeking for a new idea or a new way of delivering a service or product is key to success. On the other hand, adding new value to people's life or solving a problem they might have will always be valuable and interesting to the market. To better understand our future customer or beneficiary we can use Empathy interviews or focus groups: it is a tool often used to harvest the results of a series of interviews and / or focus groups.
Group size	Small group
Age range	15+
Time	2 hours
Instructions	**Interview/ Focus Group Script.** Once we know how to reach the people we want to design for, even before contacting them, we should get a script allowing us to conduct a semi-structured interview or focus group. Few questions are enough to foster a dialogue, and we don't have to follow strictly them once we create the script, but it's important to follow a framework able to: 1. Make the interviewees comfortable, thanks to generic questions about the topic you're investigating or about the mood they're entering the interview/focus group. 2. Understand how the interviewees are solving the problem today and what are the pains and gains they have during their experience today. This will help us understand what motivation could bring our potential user to leave the actual solution (that, maybe it's more complicated, it's creating a negative impact, etc…) in favour of the one we're going to design. 3. We should not forget that users are also humans with their own troubles. Identifying the target group's concerns is one step closer to success: how can the solution we will design will help them address these concerns? Which of these concerns may alter the users' opinion on the solution, positively or negatively?

	4. Except for troubles, users also have feelings that need to be taken into account. It is important to make the product relevant to these feelings. 2. **Interview / Focus Group.** This is the right moment to: invite our potential user to have an interview/focus group with us, introduce them what we're working on, having a dialogue with them following the questions we have on the script and taking note of the answer (we should always be 2-3 of us: one is guiding the interview, the other is taking notes).
Materials	Notebook
Preparation	**Identify the target groups.** Let's try to focus on only one group of users. **Identify the best way to approach them.** How can we get in contact with the user we've identified? Are they within our community? Are we already working with them? If the answer to one or more of these questions is "yes", we will make explicit the way we will ask them to be interviewed or participate in our focus group. If the answer is "no", we don't need to panic: we can reach them through someone also within our network, we can ask institutions or organizations working with our potential users to introduce us and our challenge, or we can involve other people who will act as proxy for our user group (this is a practical solution when we're working with fragile people who can't face the stress of being interviewed or participate to a focus group).
Tips, considerations and safety	
Persons proposing the activity and their country	
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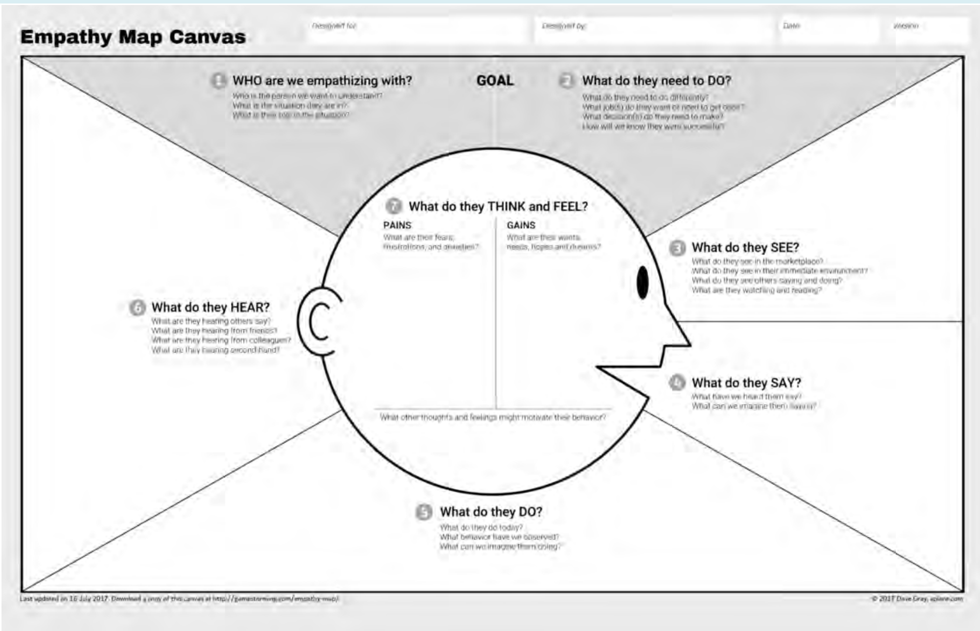
FEATURE	DESCRIPTION
Title	Empathy maps
Description of the exercise	Empathy maps are visualization tools that allow you to articulate what you know about specific types of users. They are often considered a part of the design thinking methodology, and they empower you to create a shared understanding of user needs and help decision-makers with key judgement calls.
Group size	Small group
Age range	15+
Time	45 minutes
Instructions	After having our interview/ focus group, we can start filling the Empathy Map canvas, creating at least one canvas per interview or 3 different ones coming out from the focus group.
Materials	 Sticky notes Markers

Preparation	Empathy Map steps (download it here):
	
	1. **WHO are we empathizing with?** Who is the person we want to understand? What is the situation they are in? What is their role in the situation?
	2. **What do they need to DO?** What do they need to do differently? What job(s) do they want or need to get done? What decision(s) do they need to make? How will we know they were successful?
	3. **What do they SEE?** What do they see in the marketplace? What do they see in their immediate environment? What do they see others saying and doing? What are they watching and reading?
	4. **What do they SAY?** What have we heard them say? What can we imagine them saying?
	5. **What do they DO?** What do they do today? What behavior have we observed? What can we imagine them doing?
	6. **What do they HEAR?** What are they hearing others say? What are they hearing from friends? What are they hearing from colleagues? What are they hearing second-hand?
	7. What do they THINK and FEEL?
	    1. **PAINS:** What are their fears, frustrations, and anxieties?
	    2. **GAINS:** What are their wants, needs, hopes and dreams?
	    3. What other thoughts and feelings might motivate their behavior?

Tips, considerations and safety	
Persons proposing the activity and their country	
Video Link to the tool	

“Say it again” – discussion (20min)
Understanding your debate opponent better with the help of active listening and paraphrasing.
We need a discussion topic, preferable one where it is easy to take to sides.
We split up in pairs. One partner is pro, and one is contra regarding to the topic.
The discussion is started and one partner start to try to convince the debate opponent with one argument. Than the other person is allowed to answer or even bring up a new argument, but before the person is able to that, the discussant has to repeat (paraphrase and summarize) what the other person just said. The discussion is allowed to go back and forth, but the rule of repeating what just was heard has to be used throughout the whole discussion.
This method ensures that you listen carefully to your interlocutor and repeating what is said also increases comprehension building.

FEATURE	DESCRIPTION
Title	Say it again
Description of the exercise	This ice-breaking activity helps you in understanding your debate opponent better with the help of active listening and paraphrasing. This method ensures that you listen carefully to your interlocutor and repeating what is said also increases comprehension building.
Group size	Small group
Age range	15+
Time	20 minutes
Instructions	The discussion starts whit one partner trying to convince the debate opponent with one argument. Then the other person is allowed to answer or even bring up a new argument, but before the person is able to that, the discussant has to repeat (paraphrase and summarize) what the other person just said. The discussion is allowed to go back and forth, but the rule of repeating what just was heard has to be used throughout the whole discussion.
Materials	

Preparation	We need a discussion topic, preferable one where it is easy to take to sides. We split up in pairs. One partner is pro, and one is contra regarding to the topic.
Tips, considerations and safety	
Persons proposing the activity and their country	
Video Link to the tool	