THE PROSPECTIVE IMPACT ASSESSMENT PROCESS (PIAP)

GUIDEBOOK

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2026

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Future DiverCities

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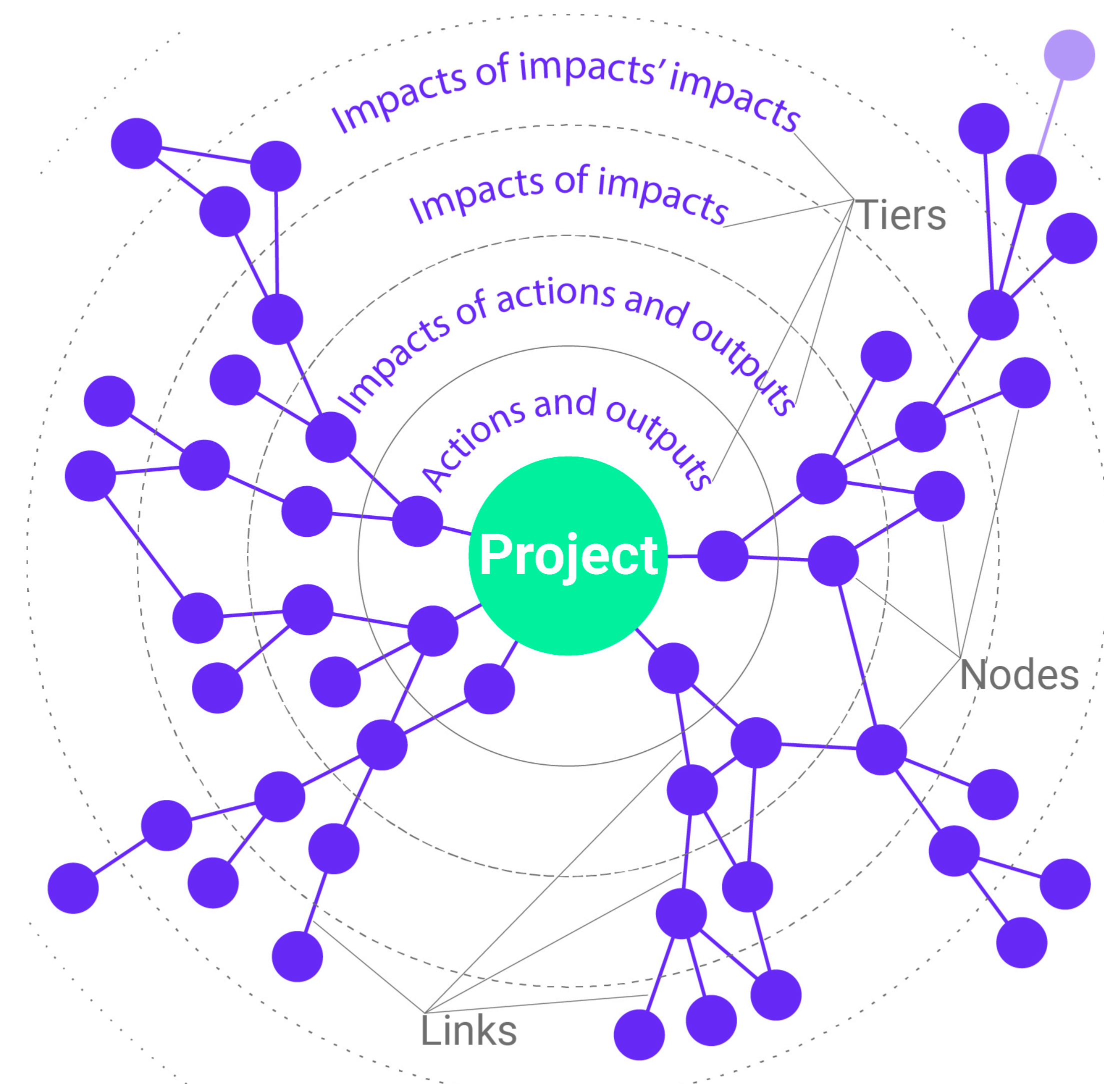
GUIDEBOOK

A transitioning prospective impact assessment process and tools for project makers aiming to strive systemic change through eco-social future design.



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THE PROSPECTIVE IMPACT
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GUIDEBOOK

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1 About

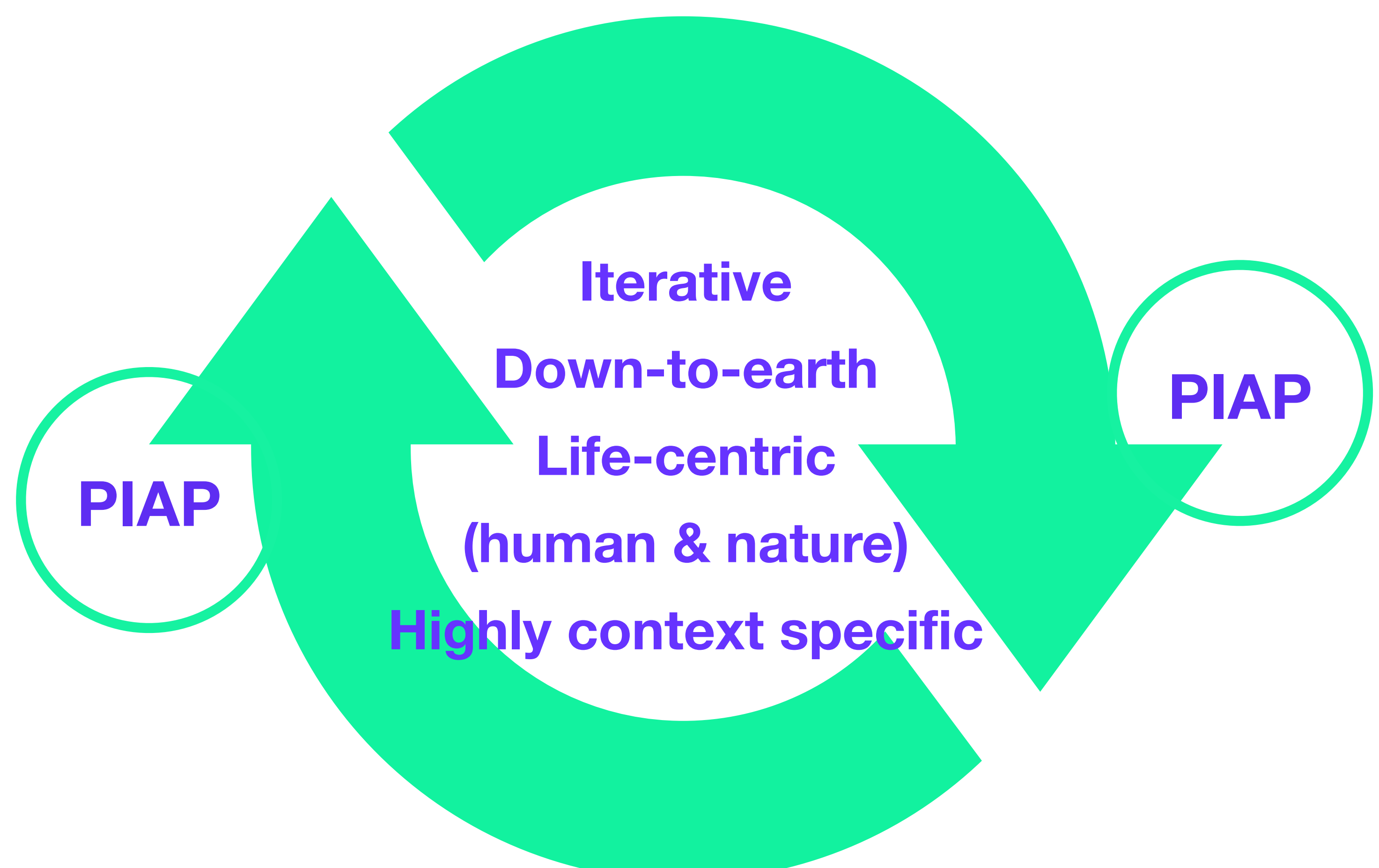
What is PIAP?

The Prospective Impact Assessment Process (PIAP) is a forward-looking, design-based method for anticipating and shaping the potential systemic impacts of projects. PIAP encourages teams to envision possible futures at the planning stage and to adjust their actions iteratively as projects evolve.

Grounded with design-driven practices and the *Frame Innovation* framework (Dorst, 2015). PIAP combines participatory tools such as framestorming, futures exploration, and impact scenario building. These methods enable project teams and stakeholders to co-create alternative pathways, identify eco-societal implications, and align actions with long-term transformative goals.

PIAP is both flexible and life-centred: it acknowledges the interconnectedness of ecological and social dimensions and can be applied across diverse contexts. As an iterative process, it not only supports meaningful change but also strengthens a project's capacity to remain adaptive, reflective, and oriented toward sustainable futures.

In the core of PIAP, there is an underlying logic of knowledge and value creation: reflection-in-action process building eco-social capacity and change-making agency.



2 PIAP — Prospecting Impact Assessment Process

The Prospective Impact Assessment Process (PIAP) unfolds in three iterative phases (page 6).

In the **Pre-phase,** the core team analyses the current state of the project, identifies paradoxes or conflicts, and designs a participatory workshop by defining its goals and focus (page 7).

The **Participatory phase** engages the broader project team, stakeholders, and end-users in creative workshops to explore possible futures, generate impact scenarios, and evaluate prospective impacts through framestorming, storytelling & storyboarding, and futures-oriented dialogue (page 8).

In the **Post-phase**, the core team translates workshop results into concrete next steps, aligning actions with the most promising impact pathways (page 9).

Throughout all phases, PIAP combines imaginative foresight with critical reflection and evidence-based justification. Clear goal-setting and iterative assessment are essential, as they not only help surface underlying assumptions but also enable the creation of meaningful metrics to monitor progress and guide projects toward transformative outcomes.

The process is intended to be iterative, meaning that it can be repeated during the project. For each iteration, the current situation should always be reconsidered. This approach fosters a reflective way of doing and helps to envision parallel futures, or - in other terms - impact scenarios, from which the most promising can be chosen.

While grounding in *Frame Innovation*, everything must be kept open and under consideration in the process. This creates space for creative and analytical thinking and for producing enduring, sustainable solutions that benefit as many stakeholders as possible.

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THE PROSPECTIVE IMPACT ASSESSMENT PROCESS (PIAP)

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ORIENTATION	PIAP PRE PHASE	PIAP PARTICIPATORY PHASE	PIAP POST PHASE	REFLECTION
1.	**2.**	**3.**	**4.**	**5.**
Start here!	**Create understanding**	**Prospect future together**	**Decide upon action**	**What did you learn?**
1.1 Name your project and your team 1.2 Set up an online Working space (Establish the starting point of you project)	2.1 Understanding the Context 2.2 The Current Situation 2.3 Key Stakeholders 2.4 Theory of Change (ToC) 2.5 Workshop Topic 2.6 Evaluation Criteria 2.7 Facilitative Preparations	3.1 Somatic Walk 3.2 Stakeholder map 3.3 Paradoxes 3.4 Themes 3.5 Framestorming 3.6 Storytelling 3.7 Futures Wheel 3.8 Heat map	4.1 Processing of Workshop Results 4.2 Possibilites & Risks 4.3 Roadmap Cards of ToC 4.4 Mapping Activities 4.5 Future Scenario 3.6 Storytelling	5.1 Reflection

Done by a project /venture team

Done together with end-users, stakeholders and project/venture team

Done by a project /venture team

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PIAP Pre-phase

Finding the right focus for your project

In the **Pre-phase** the core team maps out the project and the current situation: What are we doing? What has been done so far? To get the most out of this process, this pre-phase will help you prepare for the workshop by giving you things to consider and discuss and then eventually to build the participatory workshop upon.

The process starts by ensuring that team is up to date with the current situation of the project. In this phase, the core working group of the project will design the PIAP workshop and agrees on its goals.

If the people doing the impact assessment are not constantly involved with the grassroots work of the project, it is particularly important that they meet and discuss the current situation before the workshop. The workshop is built upon the growing understanding of the context, the problem, and the possibilities.

Each iteration of the PIAP starts with the reconsideration of the current situation. Everything done before, will also add up to this and help build a meaningful workshop. Pre-phase will help sum up this previously formulated knowledge and development of the project iteratively.

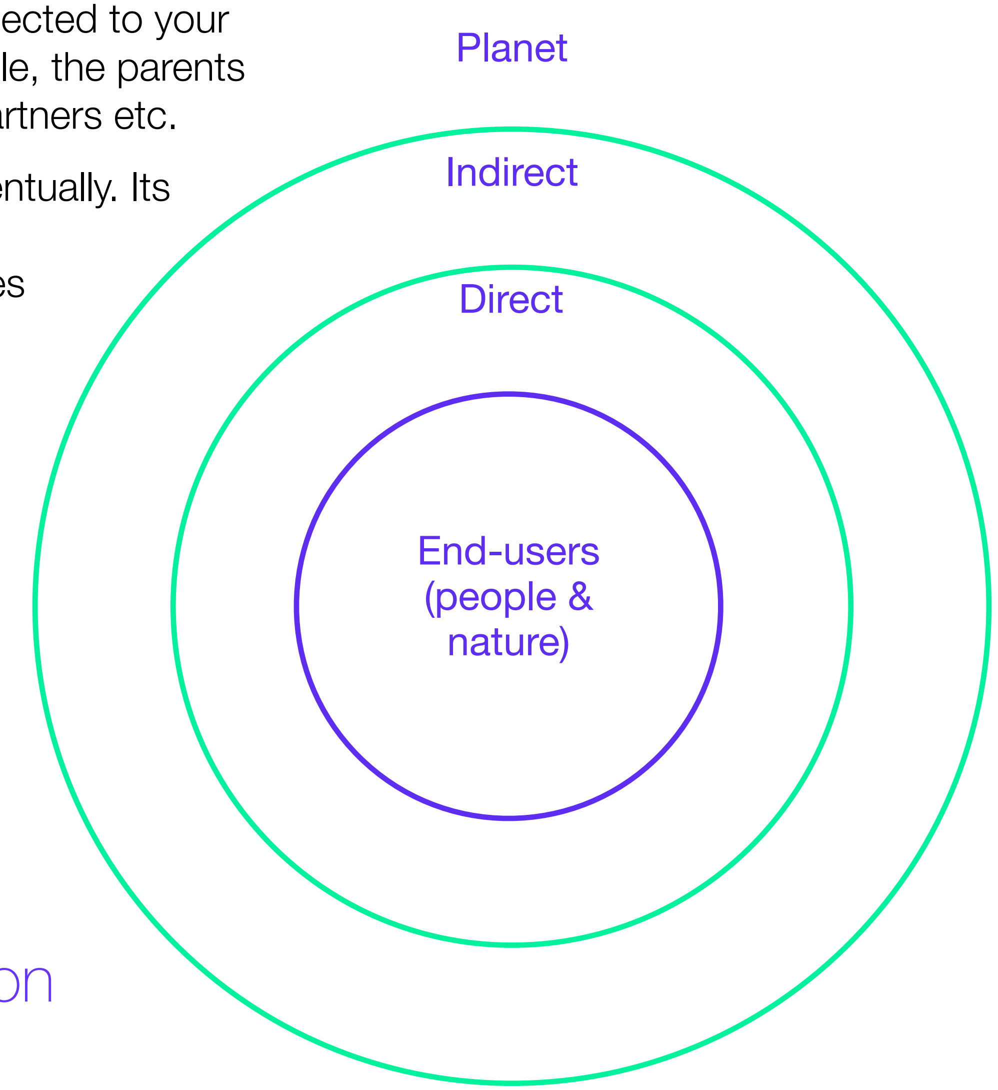
Take a close look at the field you are developing by mapping out the key stakeholders and their needs.

End-users: those who really are the end-users of your project's outputs. End-users can be people, but also organisations and nature – whoever is affected by your solutions.

Direct Stakeholders: Those who are directly involved with your project: service providers, partners and collaborators (also nature) etc. that are required to make the things happen.

Indirect Stakeholders: Those who are connected to your end-users and direct stakeholders: for example, the parents of children, or the service providers of your partners etc.

Planet: Everything is related to the planet eventually. Its ecosystems are affected by your actions. For example, the plants and animals whose homes were demolished to build your office, the guls eating from your plates etc.



A work shop topic example:

How might we
—develop Londa's identity through engaging and compelling impermanent participatory artistic intervention held in the nature?

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PIAP Participatory phase

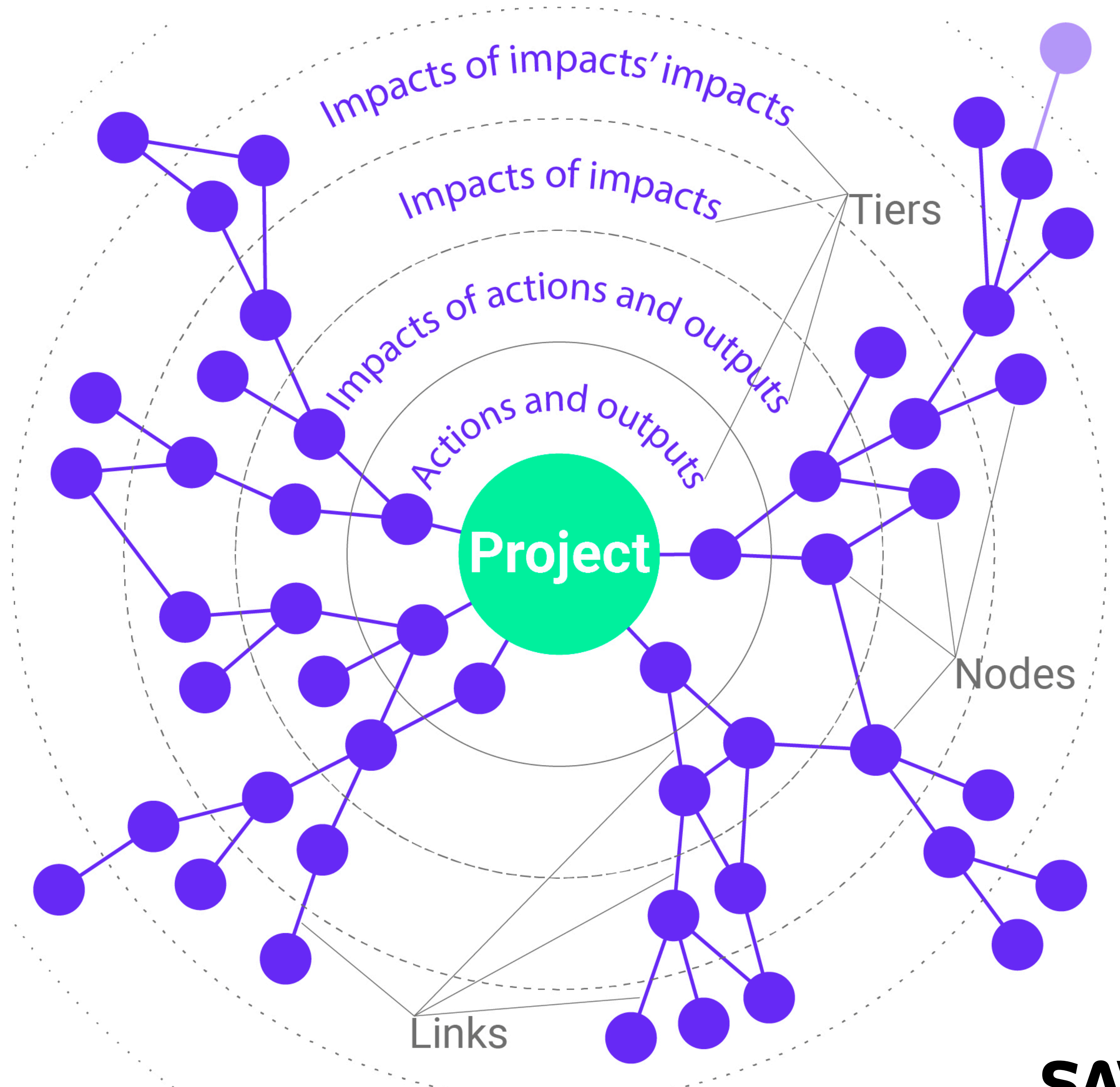
Ideate actions and prospect their impacts

At the heart of PIAP is a *Frame Creation Workshop*. In this **Participatory phase** a larger group of people envision possible actions and their impacts though scenario work.

How might we..?—Concrete ideas are the starting point for identifying potential impacts. During the workshop, the participants immerse themselves in the moment and ideate what could be and how might we? The workshop begins with a experiential somatic method emphasising personal experience, which aims to awaken the overall experience of the things being developed (space, area, end-user's environment etc.).

The workshop is carried out together with end-users, local inhabitants, and other relevant collaborators. Its purpose is to support broad thinking and to make visible how different elements are connected. Through this process, participants begin to recognise hidden patterns and different impact pathways. They frame and framestorm possible futures, identify prospective impacts, and develop impact scenarios. Circle by circle, this work moves towards the systemic level and the creation of value networks.

The core method supporting this process is called the Futures Wheel.



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PIAP Post-phase

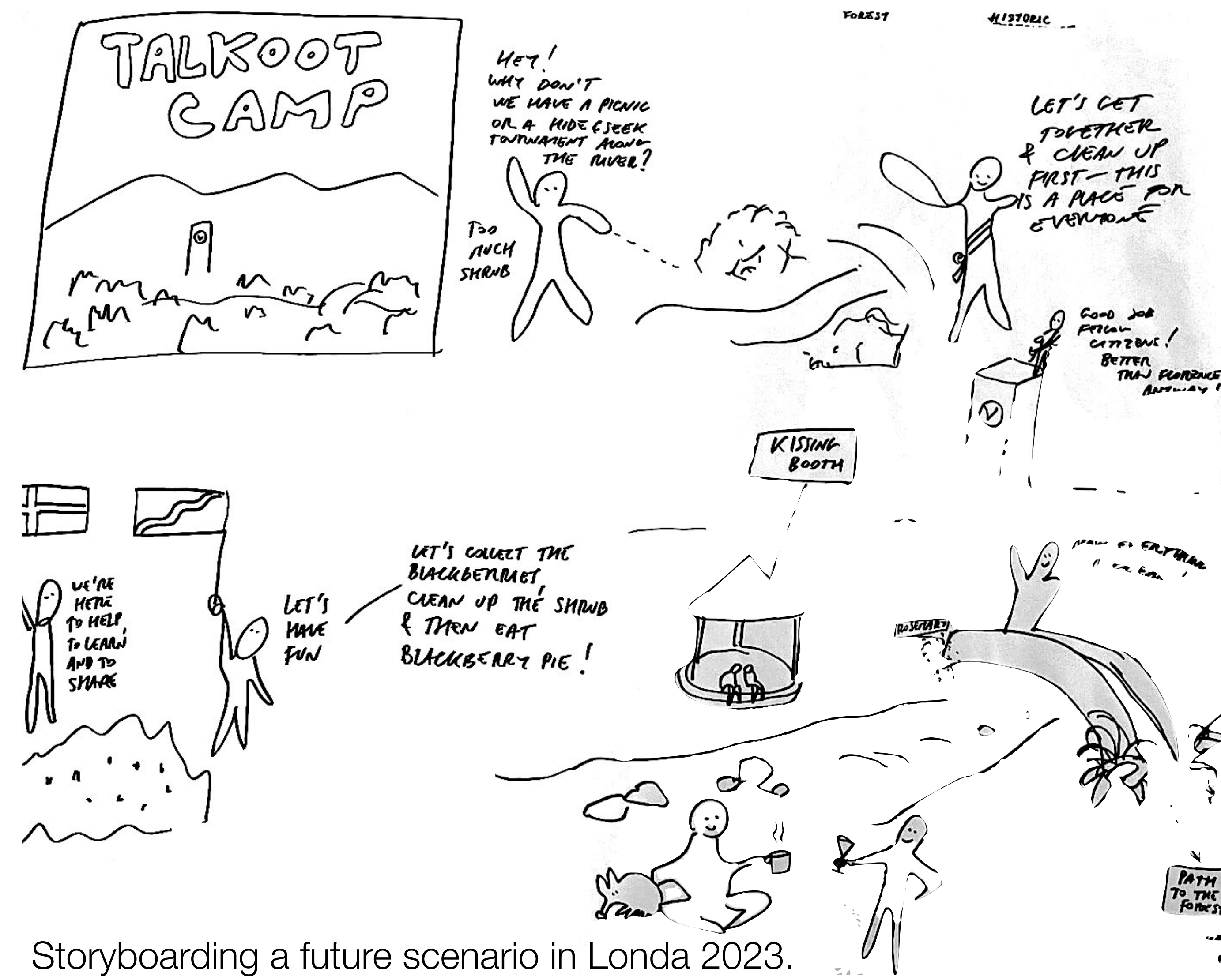
Define direction for your project based on assessment of prospected impacts

In this phase, the core team reconvenes to work independently after the participatory phase. The **Post-phase** main tasks are to analyse the workshop outcomes and mapping the future activities.

Based on the combined results of the workshop (Futures Wheel & Heat Map), the core team selects the most promising actions to implement and develops a roadmap for the next stages of the project. This step transforms collective ideas into a concrete plan, ensuring that decisions are informed, inclusive, and strategically aligned with the project's objectives.

The guiding g questions for recognition of possible opportunities and risks are:

- Description of prospected impact: What are the risks associated with the planned actions and their impacts? What opportunities can be seen in relation to the planned actions and their impacts. Why? Consider rebound-effect.
- The shift: goals & actions: What steps should be taken to manage the risks? What steps should be taken to turn opportunities into action? What target values are delivered
- Measurements: How will the target value be measured
- United Nations Sustainable Development Goals (SDGs) indicators: What SDGs indicate the achievement of set goals? How and why?



Storyboarding a future scenario in Londa 2023.

3 Background

PIAP—the Prospective Impact Assessment Process was developed within The *Future DiverCities* (FDC) project (2023–2026), funded by the European Commission (Creative Europe).

FDC brought together European creative industry organisations with a shared ambition to reimagine culture-led regeneration of urban empty spaces. Across cities including Berlin, Zagreb, Liepaja, Kuopio, Marseille, Florence, Timişoara, and Athens, each pilot implemented context-specific participatory art interventions aligned with FDC's Theory of Change—fostering inclusion and just transformation. (FDC Final report. 2026.)

PIAP methodology has been developed through an applied science approach: organically and hands-on, evolving iteratively in response to pilot needs and emerging insights throughout the process. To achieve FDC's goals, engaging in dialogue and collaborating closely with the scientific community was essential. The development of PIAP stems from the need to perceive the impacts of a planned project as early as possible and to review the direction of the project as it progresses.possible and to review the direction of the project as it progresses.

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5 PIAP Open Tools and Mate-rials

Tools and Materials

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1. Orientation

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1.1 Name your project and your team

Purpose
Having a name for your project will help you refer to your work and to talk about it with others.

Preparation
Gather a core team for your project.

Assignment
Name your project and your team.

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1.2 Set up an online Working space

Purpose
Gathering the results of all your work in one place will help you track your progress.

Assignment
1) Set up an online working space (Miro, Figma, Milanote etc.) where you will gather all the data you create during this course. It is better to use such platforms that allow you to view a lot of data at once rather than one frame or slide at a time.
2) Share it with the teachers by posting a link here.
3) The teachers won't need rights to edit your material (set sharing to: Can view).
4) Make sure an outsider can access your working space.

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2. Pre phase

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2.1 Understand-ing the Context

Purpose

The purpose of this method is gathering knowledge required to tackle a problem situation and identifying stakeholders. Building up background information will help to understand the situation. The goal of the project cannot be only to tackle an ongoing situation, but it must also look forward to creating sustainable solutions. This step is important because it helps to identify the root causes of the problem and ensures that any solutions developed are based on sound evidence and analysis. (Paldanius & Kajanus, 2021, p. 10)

Preparation

1) Create a mind map about things related to your project and its context. Here, you can use quite broad terms and think on a higher level of abstraction.
2) Gather research and other materials (such as news excerpts) related to the topics in the mind map. You don't need a lot of data for every item in the mind map but a little bit of everything.
3) Identify potential biases in your sources and reflect on how they might affect your understanding.
4) Document your thought process while creating the mind map to track evolving ideas.

Assignment: Create an understanding of your project's context

5) Research the phenomenon: What is known about the challenges and possibilities?
   - What does science say about the causes and the effects?
   - What has been tried before to solve the challenges?
6) See the bigger picture.
   Create a mind map
7) Consider locality: Identify key stakeholders
8) Contact the stakeholders
   It is better to start contacting the stakeholders as early as possible. This way you will have an active list of contacts when you want to host the participatory workshop.

Reflection

Reflection During the Assignment

While you're gathering knowledge and identifying stakeholders, consider reflecting on:

1) **Your Assumptions**
   - What assumptions are you making about the problem or stakeholders?
   - Are these assumptions supported by evidence?
2) **Information Gaps**
   - What information is missing or unclear?
   - Are there perspectives or voices that are underrepresented?
3) **Stakeholder Relevance**
   - Are there hidden or indirect stakeholders you might be overlooking?
4) **Bias and Source Credibility**
   - Are your sources reliable and diverse?
   - Are you unintentionally favouring certain viewpoints?
5) **Alignment with Sustainability**
   - Are you considering long-term impacts and sustainability in your research?
   - How do the megatrends relate to future-proofing your solutions?

Reflection After the Assignment

Once the assignment is completed, reflect on:

6) **Understanding of the Context**
   - Do you now have a clearer picture of the problem and its root causes?
   - What surprised you during the research?
   - Are there new questions or challenges that emerged?
7) **Megatrend Analysis**
   - How do the selected megatrends influence the problem?
   - Did the Futures wheels reveal unexpected consequences or opportunities?
8) **Project Direction**
   - Has your understanding of the problem shifted the direction of your project?
   - Are your goals still aligned with creating sustainable solutions?
9) **Stakeholder Engagement**
   - Have you made meaningful contact with stakeholders?
   - What insights did they provide, and how will you incorporate them?

Outcome

The outcome of this step is a better understanding of the challenges and possibilities you are facing.

Next steps

The understanding gained here can still be on a general level, and it must be accompanied with a more concrete understanding of the actual situation you are entering. The next steps are to plunge deeper into the situation of your project and to create a broader understanding of who are affected by and connected to your project.

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2.2 Current Situation

Purpose
The purpose of this method is to help you to situate your project current position to see the needed changes. The Change it is difficult to advance when you don't know the context and the current situation of the challenge.

Preparation
1) Have the materials you've created in the previous step at hand
2) Prepare Guiding Questions
   - What do we know for sure?
   - What assumptions are we making?
   - What seems unclear or contradictory?
   - Who is involved, and how?

Assignment: See the situation as it is
3) Make a list of what you know about the current situation that you are planning to change.
   - To increase a systemic understanding, take special care of noting down the connections between people, things, places, and events.
4) Try and define the situation not only from your own point of view but also from the point of view of other stakeholders.

Reflection
Reflection During the Step
While engaging with the guiding questions and making the list, consider:

1) **Awareness of Certainties and Assumptions**
   - What do I truly know versus what I believe or assume?
   - Am I labeling assumptions as facts?
   - How do these assumptions influence my view of the situation?
2) **Clarity and Contradictions**
   - Are there conflicting pieces of information?
   - What feels unclear, and why?
   - Is there a need to gather more data or perspectives?
3) **Stakeholder Perspectives**
   - Who are the key people affected by or involved in this situation?
   - How might their experiences differ from mine?
   - What connections exist between these people, places, and events?
4) **Systemic Connections**
   - What patterns or relationships am I noticing?
   - Are there feedback loops or dependencies that shape the situation?

Reflection After the Step
Once the list and initial analysis are complete, reflect on:

5) **Depth of Understanding**
   - Do I now have a clearer picture of the current state?
   - What new insights emerged during the process?
6) **Empathy and Perspective-Taking**
   - Did I genuinely consider other stakeholders' viewpoints?
   - What surprised me about their perspectives?
7) **Readiness for Change**
   - Am I better prepared to move forward with change?
   - What gaps still exist in my understanding?
   - What further questions do I need to explore?
8) **Emotional Response**
   - How do I feel about the situation now?

Outcome
Now you should have a broad understanding of what you are stepping into. At this step it is good if you feel a bit overwhelmed. To really solve complex problems, you must endure the uncertainty and uncomfortable feeling of the situation seeming overly complicated. Trust the process!

Next steps
Next you will broaden your understanding of who are affected by and connected to your project.

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2.3 Key Stake-holders

Purpose

The purpose of this step is to recognize all possible stakeholders – both human and natural – and their needs related to the project. This will build up a holistic understanding about the complexity of the situation and the challenges. Stakeholders also affect your project and are impacted by it. When the project helps to fulfil the needs of the stakeholders, they will be more willing to interact with your work.

The goal of this step is also to understand the different perspectives of the stakeholders. Understanding the broader context is essential for developing solutions that are effective and sustainable over the long term. The stakeholders on the field may help bring about change when they are given a reasons and possible gains.

Preparation

For this step you will need

- Large paper
- Pens

Assignment: Recognise who you are working and impacting with

Conduct a thorough analysis of the social, economic, and political context in which the problem exists. Use the TERRITORY MAPS-tool to create a visual understanding of the stakeholders concerned with the matter at different levels. (Dorst, Kaldor, Klippan, & Watson, 2016, p. 169)

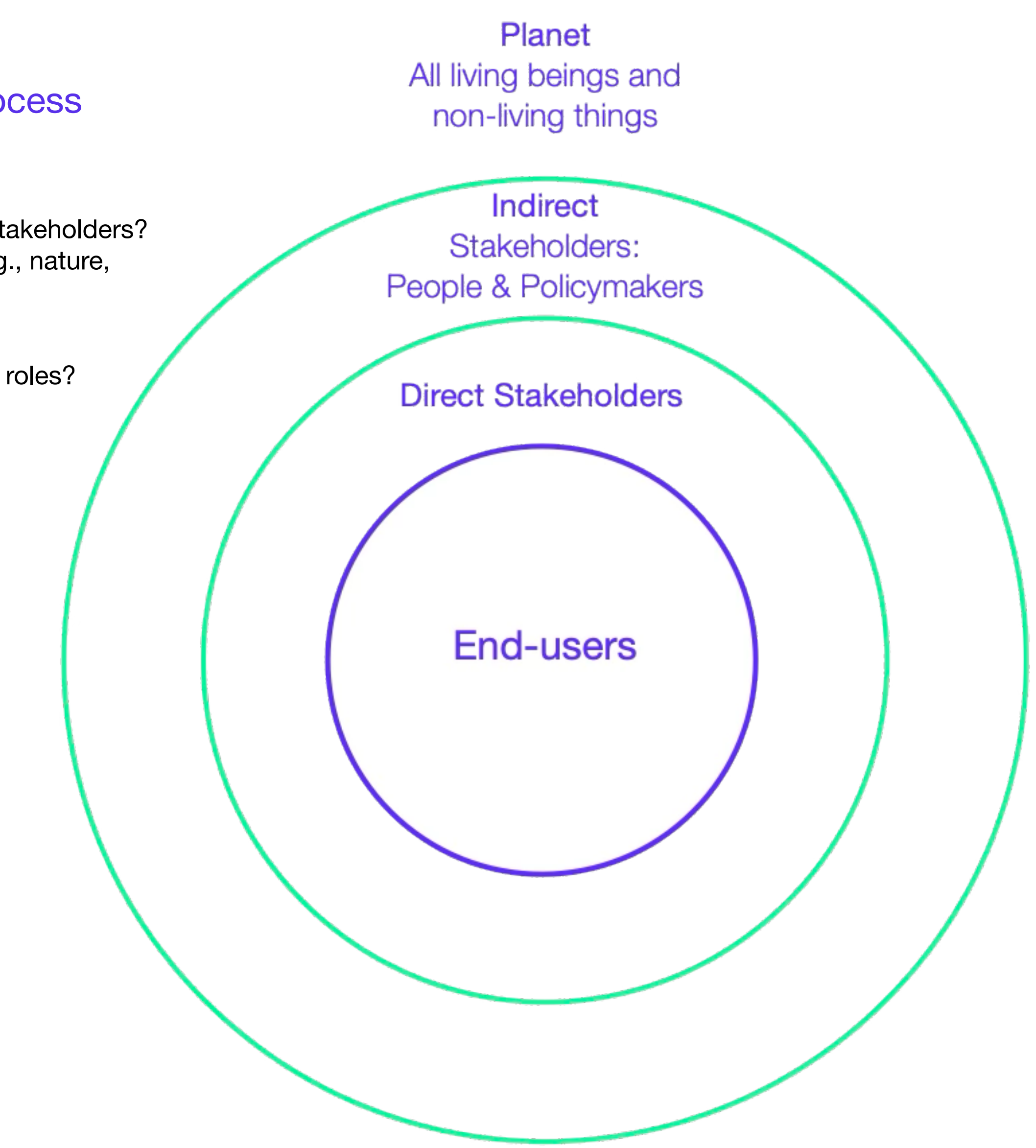
1) Create a list or a mind map of all stakeholders connected to the project
2) Go through the list and discuss the needs of every stakeholder. Write also these needs down.
3) The different categories in the stakeholder map are
   - **End Users**: those who really are the end users of your project's outputs. End users can be people, but also organizations and nature – whoever is affected by your solutions.
   - **Direct Stakeholders**T: Those who are directly involved with your project: service providers, partners etc. The stakeholders and collaborators (also nature) that are required to make the things happen.
   - **Indirect Stakeholders**: Those who are connected to your end users and direct stakeholders: for example, the parents of children, or the service providers of your partners etc.
   - **Planet**: Everything is related to the planet eventually. Its ecosystems are affected by your actions. For example, the plants and animals whose homes were demolished to build your office, the guls and sparrows eating from your plates after the end users have left etc.

Reflection

Reflection during the stakeholder mapping process

While identifying and mapping stakeholders, consider:

4) **Inclusivity of Stakeholders**
   - Are we considering all relevant human and non-human stakeholders?
   - Have we included marginalized or less visible groups (e.g., nature, indirect communities)?
5) **Bias and Assumptions**
   - Are we making assumptions about stakeholder needs or roles?
   - Are we projecting our own values onto others?
6) **Complexity and Interconnections**
   - How do stakeholders influence each other?
   - Are there conflicting needs or interests?
7) **Emotional and Ethical Dimensions**
   - How do stakeholders feel about the issue or project?
   - What are their needs?
   - Are we ethically considering the impact on all parties, including the planet?
8) **Team Dynamics**
   - Are all team members contributing equally to the discussion?
   - Is there openness to diverse perspectives?



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Reflection after the mapping

Once the stakeholder map and needs analysis are complete, reflect on:

9) **Comprehensiveness**
   - Did we miss any stakeholders?
   - Are the needs we listed accurate and well-understood?

10) **Insights Gained**
   - What surprised us during this process?
   - Did we uncover any hidden dynamics or power structures?

11) **Implications for the Project**
   - How will this understanding shape our design or intervention?
   - Which stakeholders might resist change, and why?

12) **Sustainability and Long-Term Impact**
   - Are our solutions likely to be sustainable across social, economic, and ecological dimensions?
   - How can we ensure ongoing engagement with stakeholders?

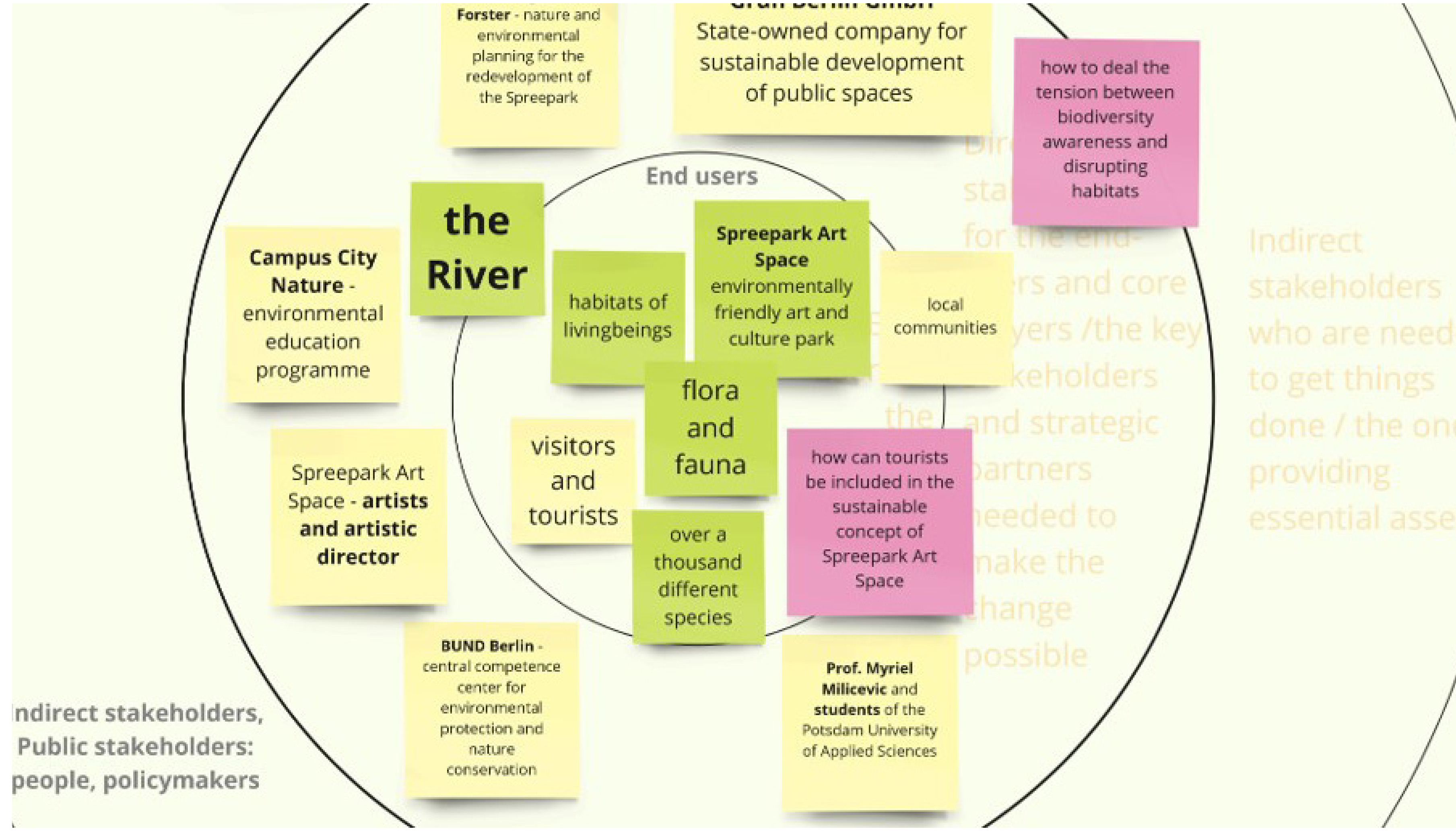
13) **Next Steps**
   - What do we need to learn more about?
   - Who should we talk to next?

Outcome

The outcome is a radially distributed map of stakeholders with their needs, starting from the most essential stakeholders and spreading outwards to their interest groups.

Next steps

You will need this information in the next step, where you will formulate a Theory of Change. In the Theory of Change you will define what kind of change you want to achieve, who will be affected and how.



Stakeholder map, created by PAL and stakeholders. Berlin, 2025.

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2.4 Theory of Change (ToC)

Purpose

Theory of change describes several things:

- What kind of change is sought for?
- Why this kind of change would be important?
- How is the change thought to happen?
- Who would be impacted by it?

Thus, the theory of change works as a guide and a set goal that helps steering the project.

Preparation

1) Meet with the core team
2) Have at your disposal
   - Pens
   - Large paper

Assignment: Create a ToC

1) Ideate concise yet clear descriptions of how you plan to make change. In the description you should incorporate
   - what kind of change you strive for,
   - who will create the change,
   - how is the change done in broad terms,
   - What kind of prosperity will your project foster and who will be affected, and
   - why do you think the change is important and meaningful.
2) Try out different versions to be able to compare and choose.
   Here is a basic structure for the Theory of Change

   BY (action) - WITH (inputs with stakeholders) - TO (Impact) - FOR (whom or what):

   - BY (action, output) - how is the change done in broad terms,
   - WITH (inputs and outputs with stakeholders) - Who will create the change with you,
   - FOR (whom or what) - whom or what are you creating the change, who will be affected, who will benefit and how
     and
   - TO (Impact) - what kind of change do you strive for, and why do you think the change is important and meaningful.

You should use this structure as a general guideline to strive for a concise and easily understandable definition. It is essential that you contain the things listed here in your Theory of Change, but you should use your style and tone of voice to verbalise it.

Reflection

Reflection During the ToC Creation

While the team is actively working on the ToC, reflection helps guide the process and ensure meaningful collaboration. Consider these prompts:

1) **Clarity of Purpose**
   - Are we all aligned on what kind of change we want to achieve?
   - Is the change clearly articulated and easy to understand?
2) **Inclusivity and Perspective**
   - Have we considered diverse viewpoints in defining the change?
   - Are we including voices of those who will be impacted?
3) **Feasibility and Logic**
   - Does our theory make sense logically—can we realistically achieve this change?
   - Are the steps and actors clearly defined?
4) **Emotional and Motivational Check**
   - Do we feel motivated and committed to this change?
   - Is the importance of the change resonating with the team?

Reflection After the ToC Creation

Once a draft or final version is ready, reflection helps evaluate and refine the outcome.

1) **Coherence and Consistency**
   - Does the ToC flow logically from problem to solution?
   - Are all elements (why, how, who, what) connected and consistent?
2) **Impact Assessment**
   - Who benefits from this change, and how?
   - Are there unintended consequences we should consider?
3) **Comparative Review**
   - How do different versions of the ToC compare?
   - Which version best captures our vision and strategy?

4) **Next Steps**
- What actions or decisions does this ToC guide us toward?
- How will we monitor progress and adapt if needed?

Outcome
A short description of what you are going to do and why do you think it is important and possible.

Next steps
You are getting closer to organising a workshop. In the next step you will choose its topic to guide you in the creation of possible solutions to your challenges and possibilities.

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2.5 Workshop Topic

Purpose

The purpose of this step is to find a framed question that allows the workshop participants a freedom to ideate all sorts of solutions. Formulating this question will be based on Theory of Change and thus it will open minds for the myriads of possibilities to actually make the change happen. This question will set the focus, topic and context for the workshop and for this it needs to be inspiring.

The overall topic of the goal of the workshop in the participatory phase is to gain an understanding of the possible impacts of your project. Before you can start seeing possible impacts, you need to understand what you are about to do in your project. To decide this, you will first need to create a load of ideas that will allow you to choose the most promising actions. This in turn is best achieved through a workshop done together with your project's stakeholders, and for this you will need a guiding question – a 'How might we...?". The power of creating a "How might we"-question for the workshop is that it fosters a solution-oriented mindset during the workshop.

Preparation

You will need

- Your Theory of Change
- Pen
- Paper
- Your core team present

Assignment:

1) Reflect on your theory of change
   Understand the assumptions and steps that lead from your current state to the desired outcome.
2) Based on your ToC, generate as many as possible alternative "How might we…" questions
   - Begin each question with "How might we…".
   - Design your "How might we..." questions as if your challenge was already solved.
   - Decide on a time limit or a maximum number of ideas to keep the process focused.
3) Balance concreteness and openness
   - Make the question specific enough to provide direction.
   - Keep it broad enough to allow creative solutions (e.g., use writing equipment instead of pencil).
   - Be inspiring
4) Select the strongest question.
   Choose one question that best captures the challenge for the workshop.

An example

How might we develop Londa's identity through engaging and compelling participatory artistic interventions held in the nature?

Reflection

Reflect upon your experiences

1) Which "How might we" question feels most inspiring or actionable? Why?
2) Does the question align with our project goal and theory of change?
3) Is the question too broad or too narrow? How could it be adjusted?
4) What assumptions are embedded in our question? Are they valid?
5) How might different stakeholders interpret this question?
6) What alternative perspectives could we explore?

Outcome

The outcome of this step is one hell-of-a question. It will be used during the workshop to help the participants to ideate desired solutions to fulfil the project goals.

Next steps

You will need the 'How might we...?" -question in the participatory phase.

Literature

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2.6 Evaluation Criteria

Purpose
Evaluation criteria are needed as means to assess the prospective impacts of the project plans. These criteria are to be thought of as impact scales. They help you to understand whether the impacts your project is prospected to create and drive the change into desirable or undesirable direction.

Preparation
Have the following data available

- Theory of Change
- Stakeholder map

Assignment: Choose scales for assessment
1) Consider your
   - Theory of Change
   - Stakeholders
2) Choose two or three scales that are important to your project and will help you assess impacts. For Future DiverCities –project these were
   - Quality of Life
   - Cultural Identity
   - Compassionate Agency
3) Create an empathy map to understand the stakeholders better. You can examine all stakeholders in one map. At the centre of the map there is an area for the names of the stakeholder categories and around it, the empathy map has four areas, describing – in the context of your project – what and how a particular stakeholder...
   - Says / Signals
   - Thinks / responds
   - Feels / Senses
   - Does / Acts
4) Write a description for each criterion. This will help others understand the criteria as you will need to communicate them. As an example, The Description for the Quality of life –criterion is:
   The improvement of quality of life of local inhabitants
   Urban transformation that makes life healthier and more ecological, improves Biodiversity and planetary Security.
5) Define what kinds of impacts represent the most positive and most negative outcomes. These help to understand the scale of the assessment. The extremes for the example of the Quality of Life are
   - **Positive Extreme**: Improves the physical quality of life, e.g. by decreasing pollution and increasing the feeling of safety.
   - **Negative Extreme**: Worsens the physical quality of life, e.g. by increasing pollution and increasing the feeling of threat.
6) Create concise and easy to understand names for the criteria.

Reflection
Reflect upon your experiences.

During the Step: Formative Evaluation
This is about checking the process while it's happening to ensure it's on the right track.

1) **Stakeholder Engagement Quality**
   - **Evaluation Question**: Are stakeholders meaningfully involved in selecting the impact scales?
   - **Method**: Feedback forms, short interviews, or observation notes.
   - **Indicator**: Diversity of perspectives represented in chosen criteria.
2) **Clarity and Relevance of Chosen Scales**
   - **Evaluation Question**: Do the selected scales clearly reflect the Theory of Change and stakeholder priorities?
   - **Method**: Peer review or expert validation.
   - **Indicator**: Alignment between chosen scales and project goals.
3) **Empathy Map Completeness**
   - **Evaluation Question**: Does the empathy map provide a nuanced understanding of stakeholders?
   - **Method**: Checklist or rubric for completeness.
   - **Indicator**: All four quadrants (Says, Thinks, Feels, Does) are well-populated and insightful.

After the Step: Summative Evaluation
This focuses on the outcomes of the step and how well it sets the stage for impact assessment.

4) **Usefulness of Criteria Descriptions**
   - **Evaluation Question**: Are the descriptions of each criterion clear and actionable?
   - **Method**: Ask team members or external reviewers to interpret and apply them.
   - **Indicator**: Consistency in interpretation across reviewers.

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5) **Scalability and Measurability of Criteria**
- **Evaluation Question**: Can the criteria be used to measure change over time?
- **Method**: Develop mock indicators or pilot assessments.
- **Indicator**: Ability to define both positive and negative extremes clearly.

6) **Integration with Theory of Change**
- **Evaluation Question**: Do the criteria support the intended outcomes in the Theory of Change?
- **Method**: Mapping exercise or logic model review.
- **Indicator**: Direct links between criteria and desired impacts.

Outcome

After this step you will have two or three criterion that afford the assessment of the plan through its impact in relation to the criterion in the manner represented in the following examples (note! These statements are just examples and not necessarily true):

- Preferring light traffic in urban planning (Planned action) makes commuting by foot and by bicycle easier (impact) thus ***increases (assessment, direction)*** the well-being of urban residents (criterion) ***to some extent (assessment, amount***).
- Moving the roads further away from the city centre (planned action) will lengthen car journeys within the city, which will increase the pollution generated by driving (impact) and in turn will ***severely impair (assessment, amount & direction)*** the well-being of the residents (criterion).

The criteria you create, should be meaningful in the context of your project. The criteria can be quite abstract while you may want to cover a large set of possible impacts under each criterion.

Next steps

You are now almost ready to start the next phase of the PIAP. All you need to do is plan and prepare for the actual workshops that lay ahead.

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2.7 Facilitative preparations

Purpose

The purpose of this step is to be ready for facilitating the workshop with project stakeholders.

Assignment: Get ready for the workshop

1) Go through the instructions of the workshop thoroughly. Make sure you have understood them.
2) Decide the location for the workshop. Consider if you can have it in or near where your project happens or occurs. This would help your stakeholders to sense the location.
3) Decide the time for the workshop. It is recommended that you preserve 2 occasions of about 4 hours for it. This means having to work on two days, but they need not be in a row.
4) Decide the schedule of the workshop. Remember to write in breaks, since there is a lot of work. Also, the breaks will give you flexibility in timing if a step expands beyond its time window.
5) Decide whether you will serve coffee or snacks during the workshop.
    - What will you serve?
    - Who will get them and when?
6) Decide who of the stakeholders will you invite to the workshop and how you will get them to come. You should invite a versatile group of people to get the opinions and ideas of different kinds of stakeholders. The more people you can invite and manage, the better. During the workshop the participants are divided into groups of ideally 3 people.
7) Consider how you will present the steps to the participants and prepare with the equipment to do that. For a presentation with computer, you will usually need
    - A computer
    - A display device: a large display or a projector and a white screen
    - Necessary cords for the device (remember to check lengths)
        - Electric cords
        - Display cords, usually HDMI
    - Will you have all the material on your computer or in the cloud, in which case you will need a reliable Internet connection
8) For the participants you will need
    - Small jotters for the Somatic walk
    - Pens, pencils, markers, equipment to write with. You should have at least three different colours
        - Large sheets of paper
        - Post-its
9) Send out the invitations

Reflection upon this step

Reflect upon your work:

- Have you thought of everything regarding the workshop
- Which uncertainties lay ahead?
- What could go wrong? Should you and how could you prepare for mishaps?

Outcome

After this step, you will be more prepared to have the workshop.

Next steps

The next step is to actually host the workshop.

3. Participatory phase

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3.1 Somatic walk

Purpose
The purpose of this step is to physically connect to the project and its situation. As humans are not only rational entities but also sensing and feeling beings. The somatic understanding does not apply only to developing locations but to everything. We react emotionally also to abstract concepts.

Preparation
When your project in more abstract in nature, you may think of alternative ways to conduct this step. For example, you may activate your participants' somatic processes by taking them to a location that is related to your project or to an occasion that is essential to your project's stakeholders.

1) Read these instructions first, before you move onto the somatic walk exercise location.
2) Give yourself at least one hour, about half an hour to somatic practice, half an hour to reflect on Padlet.
3) Prepare to make this somatic practice alone. If somebody is there at the same time, please, don't speak while you are walking.
4) Take some notebook and a pen; something for note-taking and easy to carry with. See readily made questions (Appendix I) for this.
5) Prepare to collect the notes from the participants afterwards. You may use a digital platform for this (e.g. Padlet).

Assignment: Feel the Space
6) Take a moment to walk alone around the location or occasion.
7) Concentrate first on your body, your breathing, and your senses. Notice your breathing, feel the ground under your feet.
8) Walk and wander around. Whenever you feel, you can have pauses. Sense the space around you. Use all your senses, even touch the space around you.
   - Do you feel tension or easiness in your body? Change in your breathing?
   - What drives you forward, what makes you step back?
   - What do you see, hear, feel, or smell?
   - What picks your interest?
   - Let your thoughts fly, what else could there be?
9) Sit down in a suitable spot to write down your thoughts whenever it feels like it.
10) Continue your walk and your own exploration. Respect your own rhythm.

Reflection
During the Step
Reflection can be light and embodied, focusing on awareness rather than analysis:

1) **Micro-check-ins**: While walking, notice and mentally note:
   - What sensations are strongest right now? (Feet on ground, breath, temperature)
   - What emotions arise as you move through the space?
   - Do certain areas feel inviting or repelling? Why might that be?
2) **Pause and jot**: If something feels significant—an image, a sound, a thought—write a quick note or take a photo. These fragments will be useful later.

After the Step
This is where structured reflection helps transform raw impressions into insights:

3) **Descriptive Reflection**
   - What did you notice with each sense? (sight, sound, touch, smell)
   - Which parts of the space felt most alive or meaningful?
4) **Somatic Reflection**
   - Did your body feel different in certain areas? (tension, relaxation, openness)
   - How did your breathing change?
5) **Interpretive Reflection**
   - What might these sensations tell you about the project's context or challenges?
   - Did any metaphors or ideas emerge while wandering?
6) **Creative Reflection**
   - Sketch a map of your walk with notes on feelings and observations.
   - Write a short free-flow text: "If this space could speak, what would it say?"
7) **Group Sharing (optional)**
   - Use Padlet or another platform to share one photo, one word, and one sentence summarizing the experience.

Outcome
The outcome of this step is not just rational knowledge but a bodily experience with evoked emotions and – possibly also – unconscious notions of the project and its context. This deeper understanding should help you create more meaningful ways to reach your project goal.

Next steps
Collect the notes created during this step. You may want to process them further with, for example, affinity diagramming. You will use this data in the steps 3.3 The Paradoxes and 3.4 The Themes.

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3.2 Stakeholder map

Purpose

The purpose of this step is to recognize all possible stakeholders – both human and natural – and their needs related to the project. This will build up a holistic understanding about the complexity of the situation and the challenges.

Preparation

1) Make sure you have the results of the Key stakeholders –step from the Pre phase available.

Assignment: Discuss about the stakeholder map with your participants

Discuss with your group

2) Is some stakeholder missing?
3) Do you agree with the recognized stakeholders' needs?
4) What other needs can you assign to the stakeholders?

Tips on reflective writing

Reflect upon your experiences of the somatic walk with words, thoughts, associations and sketches. Use the easy way: paper and pen.

1) What emotions did you notice? Did those emotions affect your behaviour?
2) What surprised you?
3) What felt meaningful to you?
4) What needs and wishes arouse?

Put down everything you notice and don't leave anything out.

Reflection

Reflection can help ensure that the process is inclusive, insightful, and leads to a deeper understanding of the project's complexity.

During the Step: Formative Evaluation

This helps guide and improve the process as it unfolds.

1) **Participation Quality**
   - Are all group members actively contributing?
   - Are diverse perspectives being considered?
2) **Stakeholder Coverage**
   - Are both human and natural stakeholders being identified?
   - Are indirect or less obvious stakeholders (e.g. future generations, ecosystems) included?
3) **Needs Analysis**
   - Are stakeholders' needs clearly articulated and supported by reasoning or evidence?
   - Are needs being grouped or categorized meaningfully?
4) **Critical Thinking**
   - Are paradoxes or contradictions being discussed openly?
   - Is the group identifying tensions or trade-offs between stakeholder needs?
5) **Facilitation & Tools**
   - Is the discussion structured (e.g. using maps, matrices, or frameworks)?
   - Are tools from the Pre phase (like the Key Stakeholders list) being used effectively?

After the Step: Summative Evaluation

This assesses the outcomes and impact of the step.

6) **Completeness**
   - Was any stakeholder missed? (You could use a checklist or stakeholder map to verify.)
   - Were all relevant needs captured?
7) **Insightfulness**
   - Did the group uncover any new themes or connections between needs?
   - Were any paradoxes or contradictions resolved or reframed?
8) **Documentation Quality**
   - Is the output (e.g. stakeholder map, notes) clear, organized, and usable for the next steps?
   - Are the findings actionable?
9) **Reflection**
   - What did the group learn about the complexity of the situation?
   - Did this step change anyone's perspective or assumptions?

Outcome

The outcome is a radially distributed set of stakeholders with their needs, starting from the most essential stakeholders and spreading outwards to their interest groups.

Next steps

From familiarizing the participants with the project stakeholders and their needs you will then go on to recognising possible paradoxes and contradictions between the stakeholders and between the stakeholders and their environment.

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3.3 Paradoxes

Purpose
The purpose of finding paradoxes is to see possible problems, or contradictions in the connections between the stakeholders.

Preparation
Have data from the following steps at hand

1) 2.1 Understanding the context
2) 2.2 Current situation
3) 2.3 Key Stakeholders and 3.2 Stakeholder map with stakeholder needs

Assignment: Recognise paradoxes in the situation
4) Look at the data about the current situation, stakeholder map and the needs of the stakeholders.
5) Discuss possible contradictions between the needs of different stakeholders or between the stakeholders and their situation.
6) Make notes

Reflection
During the Step: Real-Time Reflection
While identifying paradoxes, encourage participants to reflect on:

1) **Emotional Reactions**
   - What feelings arise when noticing contradictions? (e.g., frustration, curiosity, concern)
   - Do any stakeholders seem particularly vulnerable or overlooked?
2) **Assumptions**
   - What assumptions are we making about stakeholder needs or priorities?
   - Are we projecting our own values onto the situation?
3) **Power Dynamics**
   - Who holds influence, and how does that affect the paradoxes?
   - Are some voices louder than others in the data or discussion?
4) **Complexity Awareness**
   - Are we oversimplifying any stakeholder relationships?
   - Do we recognize the systemic nature of these contradictions?

After the Step: Reflective Summary
Once paradoxes are identified, reflect on:

5) **Insights Gained**
   - What new understanding emerged about stakeholder relationships?
   - Did any unexpected contradictions surface?
6) **Implications**
   - How might these paradoxes affect future planning or decision-making?
   - What risks or opportunities do they present?
7) **Next Steps**
   - What needs further investigation or dialogue?
   - How can we address or navigate these paradoxes constructively?
8) **Personal Learning**
   - What did I learn about my own perspective or biases?
   - How has my view of the situation evolved?

Outcome
As an outcome the recognized paradoxes and contradictions are added onto the Field-map. The paradoxes should be written on the Field map as possibilities.

Next steps
The next step is to cluster the needs and the paradoxes into groups by similarity in step 3.4 The Themes.

3.4 Themes

Purpose
The purpose of theming is to see what the stakeholders have in common. Prioritizing key themes and issues helps to focus the problem-solving process and ensure that resources are allocated effectively. Seeing similarities between stakeholders will help create synergy.

Preparation
Have the data from the following steps at hand

1) 3.1 Somatic walk
2) 3.2 Stakeholder map
3) 3.3 Paradoxes

Accessories

- Large paper
- Pens

Assignment: See how stakeholders are alike
Identify and prioritize key themes and issues that must be addressed to solve the problem.

4) Using affinity diagramming (See below)
   - Cluster stakeholders by their needs
   - Title these groups accordingly. You may conduct several iterations to create more possible combinations.
   - Groups that tie together more stakeholders are better.
5) Consider also the recognised paradoxes
   - How do the paradoxes fit together with the themes

Affinity diagramming
When faced with a set of qualitative research or ideation results or observations you may start looking for patterns by clustering the results. The clustering can be done according to the apparent categories present in the sample, but it will most likely be more fruitful to try and see deeper connections between the units. For example, it is little use to group together colours that have been observed by benchmarking websites. A better option might be to connect the colours to other observations by similar connotations. Affinity diagramming is a divergent method in the sense that you try to find new ways to look at the material.

1) If possible, spread all the units in the sample so that the participants can see them all at once.
2) Start clustering the units until all or at least most of them are paired with other units. It is possible that some units don't fit into any category.
3) Name and save the clusters (photograph, copy aside etc.).
4) Start again.

Reflection

Reflection During the Theming Step
While clustering stakeholders and identifying themes, consider:

1) **Stakeholder Alignment**
   - Are stakeholders grouped based on meaningful similarities?
   - Do the clusters reflect shared needs, values, or challenges?
   - Is there any stakeholder who doesn't fit well into any group? Why?
2) **Theme Relevance**
   - Are the themes emerging organically from the data, or are they being forced?
   - Do the themes reflect the most pressing issues?
   - Are any themes too broad or too narrow?
3) **Paradox Integration**
   - How do the paradoxes relate to the themes?
   - Do any paradoxes challenge the validity of a theme?
   - Can paradoxes be used to refine or reframe themes?
4) **Iteration Quality**
   - Are multiple iterations revealing new insights or just repeating patterns?
   - Is there a need to revisit earlier steps (e.g., stakeholder map or paradoxes)?

Reflection After the Theming Step
Once the affinity diagramming and clustering are complete:

5) **Clarity and Focus**
   - Do the prioritized themes clearly guide the next steps in problem-solving?
   - Is there a shared understanding of what each theme means?
6) **Inclusivity**
   - Have all stakeholder perspectives been considered fairly?
   - Are any voices underrepresented in the themes?
7) **Strategic Value**
   - Do the themes help in allocating resources effectively?
   - Can these themes be translated into actionable goals or strategies?
8) **Synergy Potential**
   - Do the themes highlight areas where stakeholders can collaborate?
   - Are there opportunities for co-creation or mutual benefit?
9) **Paradox Resolution**
   - Have paradoxes been acknowledged and integrated into the themes?
   - Do any paradoxes suggest a need for innovative or flexible solutions?

Outcome

As a result of this step, you will have a list of themes that unite the stakeholders by their needs. It is likely that this step will reveal values behind the clustered needs.

Next steps

Next step is to come up with ideas that connect your project's solution to the stakeholders' needs.

3.5 Frame-storming

By frame, we refer to the idea of frames of mind, and to the possibility to look at things from different points of view. To find new solutions to your project, you will need to be able to look at your challenges and possibilities from different mindsets.

Purpose

The goal of your project is best reached when the solution intertwines with the needs of the stakeholders and bypasses the paradoxes hindering change. Meeting the needs of stakeholders in new and creative ways requires looking at the situation and its possibilities from novel perspectives. Framestorming is brainstorming by changing frames of mind.

Preparation

For this step you will need particularly the results of these previous steps

1) 2.4 Workshop topic
2) 3.4 Themes

You will also need the following equipment

- Post-its
- Pens
- Or alternatively: Miro or similar online platform

Assignment: Ideate solutions

3) Depending on the number of people attending the workshop, it is advisable to divide them into groups of 3–5.
4) Consider the provided information and the notes you made during the Somatic walk
5) Ideate actions and interventions to answer the needs of the stakeholders by answering the workshop question you created in the step 2.4. As in ideation in general, strive for the quantity of the ideas. You will later have time for making your ideas better.

Reflection

During the Ideation: Real-Time Reflection

Encourage participants to reflect in the moment to enhance creativity and collaboration:

1) **Frame Awareness**
   - Are we stuck in one way of thinking?
   - What assumptions are we making about the problem or stakeholders?
   - Can we reframe the question to open new possibilities?
2) **Inclusivity Check**
   - Is everyone's voice being heard?
   - Are we building on each other's ideas or just listing them?
3) **Stakeholder Alignment**
   - Are the ideas truly addressing the needs identified in step 3.4?
   - Would this idea make sense from the stakeholder's perspective?
4) **Energy and Engagement**
   - Are we energized or stuck?
   - Do we need a short break or a change in method (e.g., switch from verbal to visual ideation)?

After the Ideation: Post-Session Reflection

This helps consolidate learning and prepare for the next steps:

5) **Idea Quality**
   - Which ideas are most promising and why?
   - Did any ideas surprise us or shift our understanding of the problem?
6) **Process Reflection**
   - What helped us think creatively?
   - What hindered our ideation?
   - Did framestorming help us see the problem differently?
7) **Collaboration Dynamics**
   - How well did we work together?
   - Were there any tensions or breakthroughs in group dynamics?
8) **Next Steps**
   - Which ideas should we prototype or explore further?
   - What do we need to learn or test before moving forward?

Outcome

The aim of the phase is to generate as many ideas as possible, combining the achievement of the project's objectives with the satisfaction of the needs of those involved.

Next steps

Next you should look at the ideas you have created. Select the best of them. Currently, the ideas are just barebone. In the next step you will elaborate your ideas using storytelling in step 3.6.

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3.6 Storytelling

Purpose

Processing inspiring frames through stories helps to concretize them and to relate to the stakeholders' needs. Stories help to identify the impacts of the frames.

Preparation

For this step you will need

- Large sheets of paper
- Pens
- Post-its

Have the participants stay in the groups you did the Framestorming in.

Assignment: Draw it like is real

Draw and tell a story that integrates your best ideas: The story should show how your ideas answer your Theory of Change and create the change for your key stakeholders. The main characters in the story should be these key stakeholders, and at the heart of the story are their experiences.

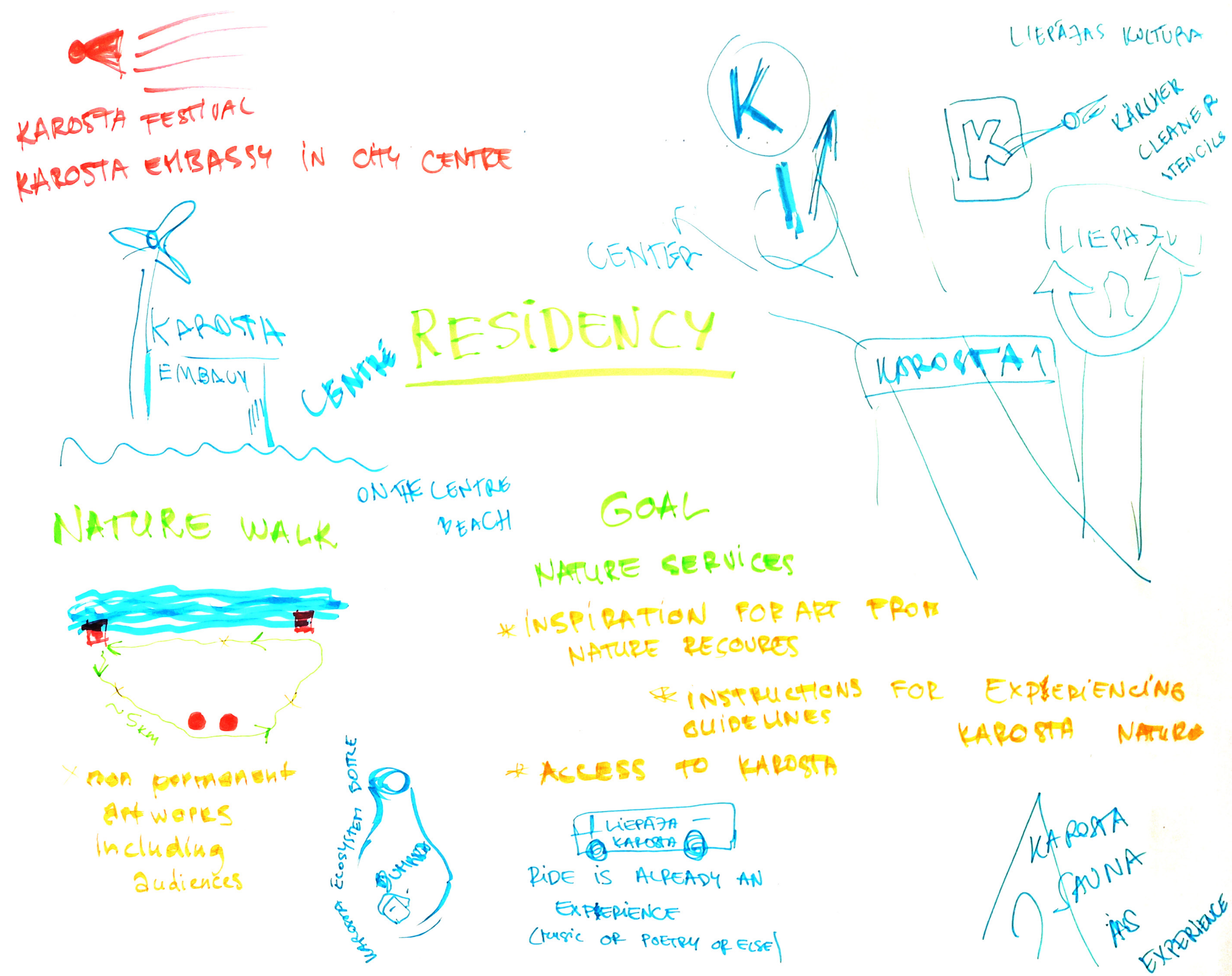
1) How do your ideas answer the stakeholders needs?
2) Who are the stakeholders there?
3) What do they experience?
4) Create a storyboard.

Reflection

During the Step: Reflection-in-Action

Encourage participants to reflect as they create their storyboards:

1) **Empathy Check**
   - Are we truly seeing the world through the stakeholders' eyes?
   - What emotions or experiences are we trying to convey?
2) **Alignment with Needs**
   - Do our ideas clearly respond to the needs identified earlier?
   - Are there gaps or assumptions we're making?



Storyboard created during a workshop in Liepaja, Latvia. 2025.

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3) **Coherence of the Story**
- Does the story flow logically and emotionally?
- Are the characters believable and relatable?

4) **Group Dynamics**
- Are all voices being heard in the group?
- Is there consensus or tension around certain ideas?

After the Step: Reflection-on-Action

Once the storyboards are complete, guide participants through a structured reflection:

5) **Presentation & Feedback**
- Each group presents their storyboard.
- Others reflect on:
  - What moved you?
  - What surprised you?
  - What questions do you have?

6) **Impact Assessment**
- What potential impact could this idea have on stakeholders?
- How might it change their experience or behaviour?

7) **Feasibility & Next Steps**
- What would it take to make this story real?
- What assumptions need testing?

8) **Personal Reflection**
- Invite participants to journal or share:
  - What did I learn about the problem?
  - What did I learn about my own thinking or creativity?
  - What do I feel excited or uncertain about?

Outcome

A storyboard that visualises the stakeholders experiencing the chosen frames.

Next steps

In the next step you will prospect possible impact by immersing yourself into the world of the story you have created.

A storyboard created during a workshop in Londa, Italy. 2023.

3.7 Futures wheel

Purpose

The Futures wheel helps to identify the effects of brainstormed actions in a diverse manner. This also allows you to see the effects beyond just the immediate consequences.

Preparation

1) Put the name of your storyboard or a descriptive image of it at the very centre of a large sheet of paper.
2) Make post its of the actions and outputs you have ideated, during the framestorming and the storytelling, on the closed tier (circle) around the centre.

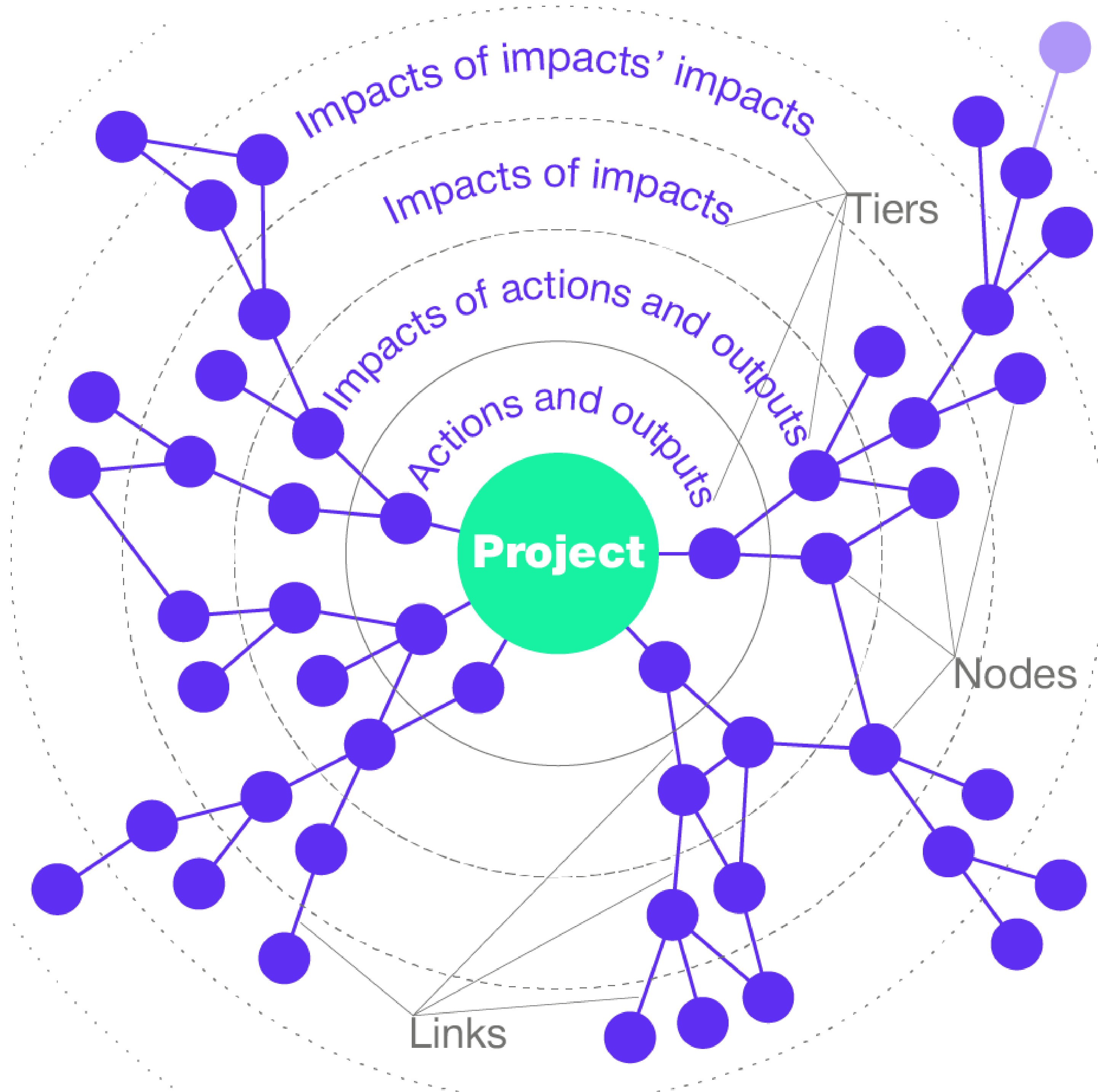
Assignment:

3) Ideate immediate impacts for the actions and outputs on the next tier (circle).
4) Always connect the impacts to their causes (**this is important!**)
5) Ideate subsequent impacts for impacts on the following tiers. Advance on the next tier only after no more possible impacts seem to arise on the current tier.
6) You should reach at least tier 4 (3rd tier of impacts)

Reflection

During the Futures Wheel Process

1) **Reflection on Ideation:**
   - Are the actions and outputs clearly defined?
   - Do they align with the original purpose or vision of the storyboard?
   - Are we considering diverse perspectives (social, environmental, technological, etc.)?
2) **Reflection on Immediate Impacts (Tier 1):**
   - Are these impacts realistic and grounded?
   - Do they reflect both positive and negative consequences?
   - Are we missing any stakeholders or domains?
3) **Reflection on Connections:**



A Principled visualization of a Futures wheel

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- Are the cause-effect links logical and well-justified?
- Do any connections seem weak or speculative?
- Are we seeing patterns or clusters forming?

4) **Reflection on Depth and Breadth:**
   - Are we going deep enough into the tiers?
   - Are we exploring impacts broadly across different areas (e.g., education, economy, ethics)?

After Completing the Futures Wheel

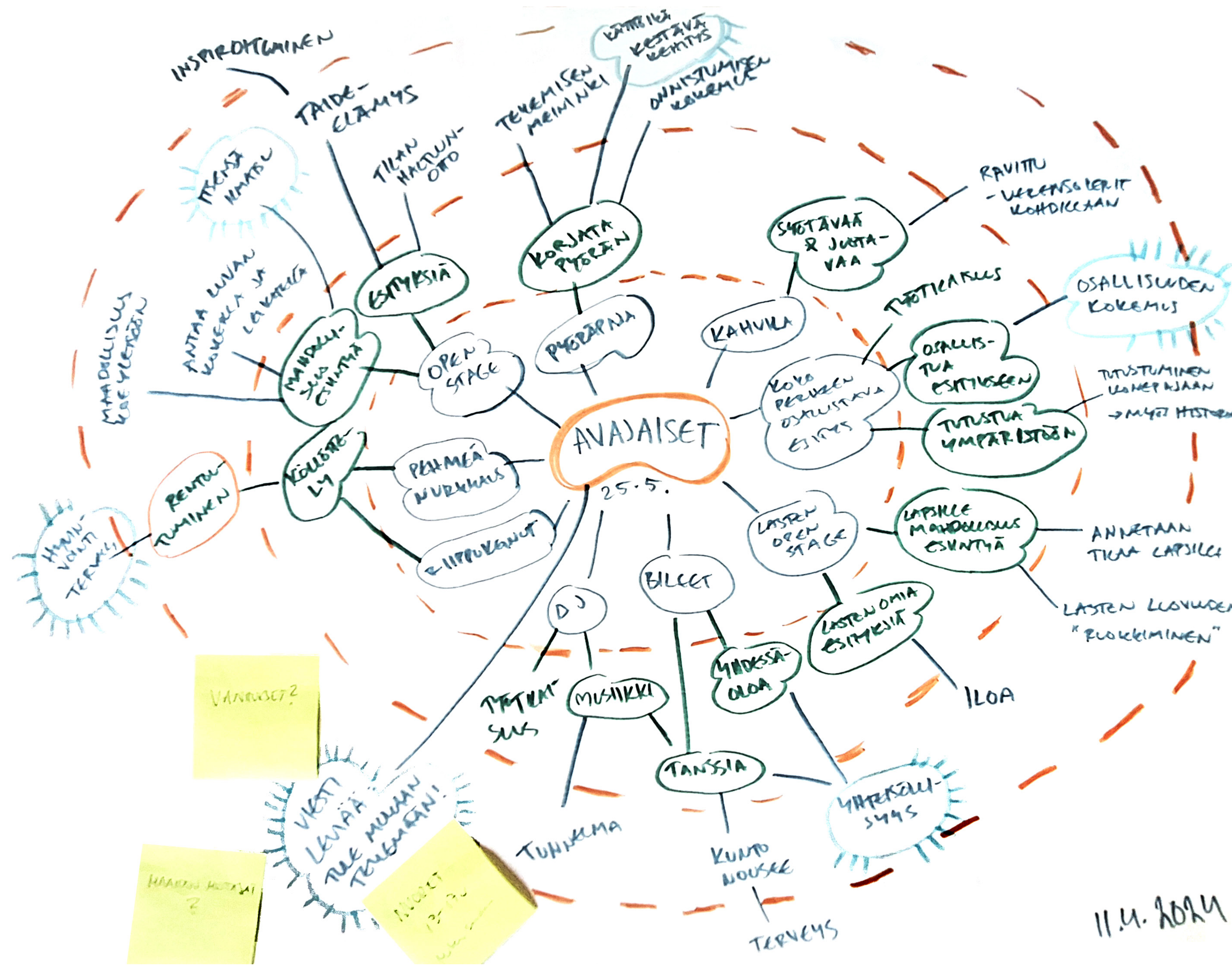
5) **Meta-Reflection on the Process:**
   - What did we learn from doing this exercise?
   - Did the Futures Wheel help us see beyond the obvious?
   - Were there any surprises or unexpected insights?
6) **Reflection on Implications:**
   - Which impacts are most critical or urgent?
   - What long-term risks or opportunities emerged?
   - How might these insights influence our next steps or decisions?
7) **Reflection on Collaboration:**
   - How did the group work together?
   - Were all voices heard and valued?
   - Did we challenge each other's assumptions constructively?
8) **Reflection on Improvement:**
   - What could we do differently next time?

Outcome

A mind map of possible impacts. Currently your Futures wheel will probably look messy. You may have little understanding about what is important.

Next steps

In the next step you will prioritise the impacts according to your project criteria.



It is important to connect the impacts to their causes. (ANTI, 2024)

3.8 Heat map

Future Diver(C)ities

Purpose

The purpose of this phase is to prioritize attention. The Heat Mapping method is used to assess which of the identified impacts are truly worthy of attention.

Preparation

Choose a colour for each criterion you are using for the evaluation of the impacts. It is best to choose colours you have markers for. Please, consider also colour-blindness while deciding upon the colours of the colour-coding (e.g. don't use both: red and green).

Have each participant go through the impacts individually.

Assignment

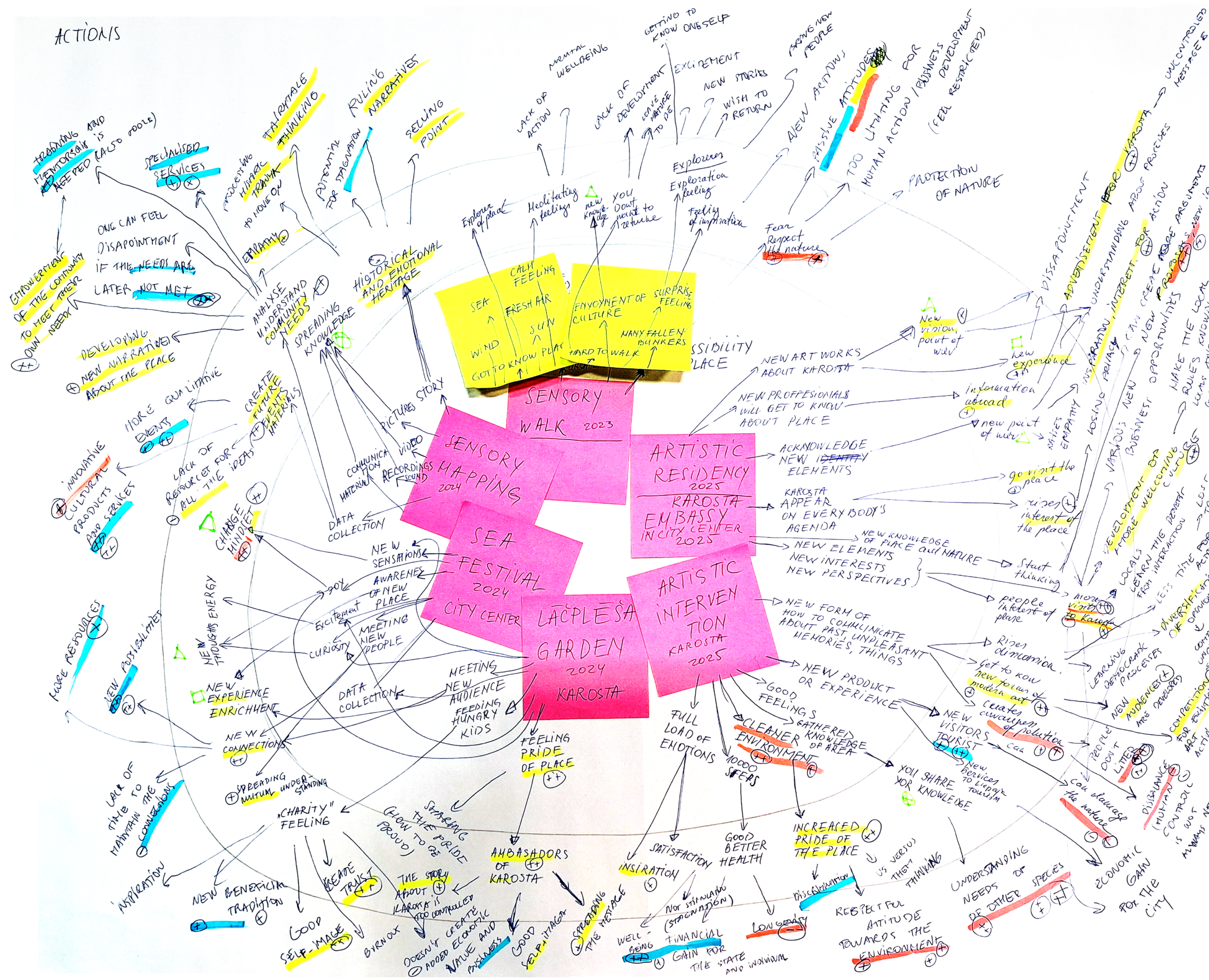
1) Evaluate individually, how strongly each impact affects the criteria you have decided upon during the pre-phase.
2) Mark down your evaluation beside the impact with
   - + + Very strong positive affect
   - + Somewhat positive affect
   - - Somewhat negative affect
   - - - Very strong negative affect
3) Use different colour for each criterion as instructed
4) Draw a vertical line after your evaluation to separate evaluations from each other. In the following example, at least participants have evaluated the three criterions. Not every participant has to put a marking on every criterion as they might consider the impact not affecting that particular criterion.
   - ++|+|-|++|+|
   - -|--|-|
   - +|+|++|+|

Reflection

Reflection During the Heat Mapping Step

While participants are actively evaluating impacts, encourage them to reflect on:

1) **Personal Biases**
   - Am I favouring certain impacts because of my role or experience?
   - Am I overlooking something that others might find important?



This time, emphasis markers were used for color-coding evaluations on different criteria.

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2) **Clarity of Criteria**
   - Do I fully understand what each criterion means?
   - Is it clear how each impact relates to the criteria?

3) **Confidence in Evaluation**
   - How confident am I in assigning this rating?
   - Would I rate this differently if I had more information?

4) **Use of Colour and Symbols**
   - Am I using the colour codes consistently?
   - Is my evaluation visually clear for others to interpret?

Encouraging participants to jot down quick notes or questions during this phase can help guide the group discussion later.

Reflection After the Heat Mapping Step

Once all evaluations are done, group or individual reflection can focus on:

5) **Patterns and Surprises**
   - Which impacts received consistently strong or weak ratings?
   - Were there any unexpected results?

6) **Differences in Perception**
   - Why did some participants rate an impact very differently?
   - What does that tell us about our diverse perspectives?

7) **Criteria Relevance**
   - Did the criteria help us prioritize effectively?
   - Should we revise or add criteria for future evaluations?

8) **Next Steps**
   - Do we need more data or discussion before deciding?

Optional Group Reflection Prompts

You could use these in a workshop or team setting:

- What did you learn about your own priorities through this exercise?
- Did any impact seem more important after seeing others' evaluations?
- How did the color-coding help or hinder your understanding?

Outcome

Positive–negative -evaluations of the impacts on the chosen criteria. This evaluation will help you prioritise your future actions by letting you distinguish strong impacts from the mass.

Next steps

After the Heat map is ready, the core team of the project will transfer the results of the Futures wheel and the Heat map into an excel spreadsheet.

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4. Post phase

4.1 Processing of Workshop Results

Purpose

Analysing the results of the Futures wheel and the Heat map will conceal which impacts have the strongest positive or negative evaluations. This helps you to see and understand which actions and outputs would be the most relevant for your project and which impacts create the change you are striving for.

For you to better see the results of the Futures wheel and the heat map, it helps to turn them into a table. The goal is to use this table for choosing which actions and outputs are worth implementing. For this the impacts will be clustered by their causing actions and outputs.

Preparation

1) Have the Futures wheel & Heat map –canvas at hand.
2) Prepare a table (see Appendix I). You will need columns for
   - Actions
   - Impact chain descriptions
   - Impact criteria
   - Indicators
   - Impact Statements
   - Comments

Assignment: Turn the futures wheel into a table

3) Start by selecting one of the actions and outputs defined on the Futures wheel and add it on the first column of the table (**Actions**)
4) Go through all impacts deriving from this action and check their heat map evaluations on the criteria
5) Sum up on the second column of the table (**Impact chain descriptions**) those impact chains that have most positive or negative evaluations (e.g. Impact 1 > Impact 2 > Impact 3). You may leave out impacts with no or low evaluations, but you must have at least one impact for each criterion you used during the heat map and at least one impact with negative evaluations. From here on, impacts with positive evaluations will be considered **possibilities** and impacts with negative evaluations will be considered **risks**.
6) After you've collected all meaningful impacts for one action or output, do the same for the rest of the actions and outputs. You should get the impacts from all actions on the table before continuing on the further columns.
7) On the **Impact criteria** column you write which criteria are affected by each impact chain. Write also if the impacts are possibilities or risks. The differing amounts of pluses and minuses turn into magnitude (e.g. slight possibility for cultural identity, big risk for compassionate agency). Calculate the sum of positive and negative evaluations for each criterion in this cell. These numbers will help you to choose the promising actions.
8) Consider each Impact chain you have listed on the table. How could you validate if your actions really create this impact? You can consider the whole impact chain to find ways to observe or measure your movement towards a positive (or away from a negative) impact on a criterion. Write these ideas on the **Indicator** column.
9) Look at the Impact chain descriptions and Impact criteria columns for each action. Select and turn most important impacts of the selected actions and outputs into **Impact statements**. Impact statements resemble Theory of Change as they describe an impact in relation to the affected criteria and as caused by the action / output as has been prospected during the Futures wheel. The goal is to have a story-like description of how an action / output enables possibilities and creates risks that should be considered during the project.
   - Consider the impact statements through your Theory of Change. BY (action) — WITH (inputs and stakeholders) — TO (impact) — FOR (whom or what). For example:

     By making a digital collaborative map, with local professionals and citizens, you can increase awareness, what is going on in the neighborhood, and this will create change-making agency among the locals.

     - You don't have to follow the previous structure obediently, nor do the statements have to be single sentences.
     - Instead, the sentences should convey the above-mentioned four elements and yet be as clear as possible for the stakeholders to understand and evaluate them.
     - It is better to write tangible and concrete.
     - Articulate clearly whether the impact described in the statement is positive or negative.

10) You can also use the **Comments** column on the right edge of the table to write down thoughts regarding an impact chain, its effect on the criteria or its indicators.

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Reflection

Reflection during the step

1) **Action-by-action sense-making**
Reflection aim: Notice early whether an action is transformational, incremental, or problematic.
- Which criteria are most affected by this action?
- Do the strongest evaluations point more toward possibilities or risks?
- Are impacts concentrating on short chains (direct effects) or long chains (systemic change)?

2) **Balance check: positives vs. negatives**
Reflection aim: Avoid optimism bias and surface hidden risks
- Are you finding both positive and negative impacts, or is one dominating?
- Where are negative impacts coming from—early or later in the chain?
- Are you leaving out low-evaluation impacts because they are genuinely weak, or because they are harder to interpret?

3) **Criteria coverage awareness**
Reflection aim: Detect tension, trade-offs, and leverage points between criteria.
- Which criteria appear most often across different actions?
- Are some criteria underrepresented despite being strategic priorities?
- Do different actions affect the same criterion in conflicting ways (e.g. cultural identity as both risk and opportunity)?

4) **Indicator realism**
Reflection aim: Ground futures thinking into evaluable reality.
- Are these indicators observable within the project timeframe?
- Do they measure movement toward impact, or only activity/output?
- Would different stakeholders agree on these indicators?

Reflection after the step

5) **Action prioritization**
Reflection aim: Support evidence-based decision-making about what to implement.
- Which actions generate the strongest positive impacts across multiple criteria?
- Which actions produce high-magnitude risks that may outweigh their benefits?
- Which actions show clear causal pathways rather than speculative assumptions?

6) **Change mechanism clarity**
Reflection aim: Strengthen your Theory of Change by identifying recurring causal logic.
- Based on the impact chains and statements:
- What are the main mechanisms of change in your project (e.g. awareness -> agency -> collective action)?
- Are these mechanisms consistent across different actions, or fragmented?

7) **Story coherence**
Reflection aim: Ensure communicability and strategic usefulness.
- Do they form a coherent story of how the project creates change?
- Can someone outside the project understand why these actions matter?
- Are risks articulated clearly enough to inform adaptive strategy?

8) **Strategic uncertainty reflection**
Reflection aim: Prepare the project for learning and adaptation
- Which impacts rely on assumptions with high uncertainty?
- Which indicators would give you early signals if things were going wrong?
- How might the table change if key assumptions fail?

Outcome

Now you should be able to compare your actions and outputs through the impacts and risks they create. This should support your decision making.

Next steps

Carry on with the analysis and deepen your understanding in the next step: 4.2 Possibilities and risks.

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PROCESSING OF WORKSHOP RESULTS (Futures Wheel & Heat Map)

Action:	Impact chain description:	Impact criteria:	Indicatots:	Impact Statement:	Comments:
What are the key actions & outputs you are creating?	*Based on the Futures Wheel & Heat Map, which impact chains have the strongest positive or negative evaluations?*	*Which criteria are affected by the impact chain?*	*How would you measure the impacts on the impact chain?*	*How do the impacts create the change you are striving for?*	*Is there something special about this impact chain?*
	Sum up the most relevant nodes of the impact chains.				

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4.2 Possibilities and Risks

Purpose

Moving towards choosing prominent actions and path. For the progress of your project, it is important to identify the most significant possibilities and risks of each action from the previous step. In this step you direct your insights and impact analysis to make strategic choices about what comes next to develop your project.

Preparation

For this step you will need:

1) 2.4 Theory of Change
2) 2.6 Evaluation criteria
3) The table from the previous step 4.1 Processing the Workshop results.

Assignment: Possibility and risk analysis

4) Choose 3 most significant impact statements from the previous step 4.1 Processing of Workshop Results. You must choose at least one impact statement with a negative impact, as every endeavour has its risks.
5) Reconsider the chosen impact statements against the criteria you have chosen for the project (2.6 Evaluation criteria). Make sure all criteria are present in at least one impact statement. If there is something missing, write this down and be sure to note the deficiency during the following steps.
6) Think about the actions and outputs behind these impact statements, and the impacts you have collected on the table in step 4.1. This step repeats partially the step 3.7 Futures wheel but you've already narrowed down your range of possible actions greatly.
    - Broaden your view on the chosen actions with a brief brainstorming session: Besides the impacts you have recognised for the actions, what risks and possibilities might there lay ahead each chosen action? Write your ideas down with divergence in mind: more is better.
    - Narrow your focus: After you get an ample understanding of possible risks and possibilities, it is time to converge: choose only those risks and possibilities that seem most plausible and relevant to your project.
7) You may have to rewrite some of the impact statements as these will set the strategic guidelines for your future actions. Check your work so far:
    - Were there any evaluation criteria missing in the impact statements? The missing criteria must be added at least into one impact statement.
    - Did any of the risks or possibilities seem more important than the impacts stated in the impact statement? Replace the earlier impacts written in the impact statement with the newly found information.
8) Finally, check the Theory of Change and its relation to planned actions and concepts. Is the Theory of Change still valid? Rewrite ToC if needed.

Reflection

Reflection During the Step

1) **Reflection while selecting impact statements**
    - Why did I choose these three particular impact statements?
    - (E.g., because they seem most critical, uncertain, or influential.)
    - What makes one negative impact more relevant or "significant" than others?
    - Do these impacts reflect both short-term and long-term consequences?
2) **Reflection when aligning with evaluation criteria**
    - How well do the chosen impact statements represent the project's values and criteria?
    - Are some criteria harder to integrate? Why might that be?
    - Does the need to include all criteria change how I perceive the original workshop insights?
3) **Reflection during brainstorming of risks and possibilities**
    - Which ideas came easily, and which required more effort? What does this tell me about my assumptions?
    - Am I focusing too much on risks or too much on possibilities? Why?
    - What hidden assumptions might I be making about stakeholders, context, or resources?
4) **Reflection while narrowing down**
    - Which risks or possibilities felt "plausible and relevant," and why?
    - Were there promising ideas I discarded? What made them less relevant?
    - Did new insights challenge the original impact statements?

Reflection After Completing the Step

5) **Reflection when rewriting impact statements**
    - How have the impact statements evolved?
    - Do the updated statements feel more realistic, more strategic, or more actionable?
    - Did rewriting them reveal gaps in earlier thinking (e.g., missing voices, systems, or stakeholders)?
6) **Reflection on the completeness and balance**
    - Do the selected impacts, risks, and possibilities reflect a balanced view of opportunities and threats?
    - Does my analysis lean toward optimism or caution? Why?

- Have I paid enough attention to unintended consequences?

7) **Reflection on alignment with Theory of Change**
   - Does the Theory of Change still describe how change is expected to happen?
   - Do the new risks/possibilities challenge any causal assumptions in the ToC?
   - Does any pathway of the ToC need strengthening or re-defining?

8) **Reflection on decision-making quality**
   - What evidence did I use to judge which risks and possibilities were plausible?
   - Did my personal biases or preferences influence the choices?
   - If another person repeated the same process, would they likely choose the same impacts?

9) **Reflection on learning and next steps**
   - What did I learn about my project's direction from this step?
   - What uncertainties do I still need to explore further?

Outcome

The outcome of this step is a deeper understanding of the possible risks and possibilities of your most prominent actions.

Next steps

In the next step you will create roadmap cards for your chosen actions to see their connections with the SDGs.

4.3 Roadmap cards of ToC

Purpose

The purpose of this step is to find ways to link your chosen actions to the SDGs, and to prospect ways to fulfil possibilities, mitigate risks and to measure progress towards your goals.

Preparation

For this step you will need:

1) Have the results of the two previous steps (4.1 and 4.2) at hand.
2) List of UN Sustainable Development Goals and the sub-lists of each goal.
3) Copies of the roadmap card two pages ahead to fill out your work.

Assignment

Create a Road map card for each action you are considering proceeding with. You can find a template at the end of assignment as an appendix I.

4) **Your project**
   - Name your project. It is advisable to add also a date of creation on this paper.
5) **Theme / ToC Criteria**
   - Name the criteria you have used in your project. You can have one criterion or several.
6) **Criteria Description**
   - Describe each criterion to understand it better, and for grounding the creation of measurements and recognition of indicators.
7) **Impact statement**
   - Write here the impact statement that describes one action, its most prominent positive impact and who is impacted.
8) **Description of the impact / risk or possibility**
   - Pick the most meaningful positive and negative impact regarding this action/ output from the futures wheel. The negative impact is now considered a risk and the positive impact a possibility. Consider also the opposite: what possibilities lie within the negative impact, and what risks are there within the positive impact? A rebound effect may lay just there: a good intention that creates an undesired impact. For example, the goal of car-pooling is to reduce co2-emissions of driving a car, but it can create more emissions when the people live too far from each other.
9) **The Shift: Goals and Actions**
   - How can the risks be avoided?
   - What are the values created?
   - What actions are needed for realizing the possibility?
10) **Measurements**
   - How do you know you are progressing towards your desired impact?
   - How do you know you are avoiding the foreseen risks?
   - Is it possible to really measure your success? How? Can you measure indicators that point towards success? Try to come up with measurements and indicators that are outside your actions and outputs, e.g. don't measure (only) your own work but (also) responses or impacts it creates.
11) **SDG indicators**
   - Go through the UN list of 17 Sustainable Development Goals. Collect 2 or 3 most important SDG sub goals regarding both risks and possibilities.
   - Then go through the more comprehensive lists contained in each selected SDG and add 1–3 most suiting items on the card as well.
   - Consider if something is missing and add that.
   - Re-Check the Risks and possibilities, and the Measurement columns.
     - Did the SDGs give any new insight on the risks and possibilities of the impact statement? Write these down in the corresponding cells.
     - Did the SDGs give any new insight for the ways of measuring your impact or the progress towards your impact? Write these down in the corresponding cells.

Reflection

Reflection During the Work (Process Reflection)

These reflections help project-makers stay aware of their decision making while creating the roadmap card.

1) **Clarity of Intent**
   - Do I truly understand the action I'm analysing?
   - Is the impact statement precise enough, or am I still thinking in generalities?
   - Are the selected ToC criteria still relevant, or do I need to revise them?
2) **Quality of Interpretation**
   - Am I interpreting the Futures wheel impacts objectively, or am I only emphasizing the positive?
   - Am I open to seeing risks in actions I personally like?
   - Do I tend to downplay negative outcomes or overestimate positive ones? Why?
3) **Balancing Ambition and Realism**

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- Are the possibilities I list realistic given our context?
- Are the risks described genuinely relevant and plausible?
  - Am I avoiding “wishful thinking” in goal setting?

4) **Systemic Thinking**
   - Am I considering second-order effects?
   - Do I see any rebound effects I had not thought of earlier?
   - How does this action interact with people, resources, or systems outside the immediate project?

Reflection After Completing the Step (Outcome Reflection)

These reflections help evaluate the results and prepare for the next phase of service design or project planning.

5) **Coherence and Alignment**
   - Do the goals, actions, risks, and possibilities form a coherent whole?
   - Do the measurements align with the impact statement, or are they just easy to measure?
   - Do the selected SDG indicators strengthen or challenge my initial assumptions?

6) **Depth of Insight**
   - Did I discover new insights about the project by mapping risks and possibilities?
   - Did the SDGs reveal blind spots I had not considered?
   - Do I now understand better how this action affects different stakeholders?

7) **Practicality and Feasibility**
   - Are the proposed actions truly actionable?
   - Have I identified who is responsible for implementation?
   - Are the measurements practical to conduct in real life?

8) **Ethical and Responsible Design**
   - Have I responsibly addressed risks and unintended consequences?
   - Does the action contribute meaningfully to sustainability beyond surface-level claims?
   - Are there ethical issues hidden inside the positive impacts?

9) **Personal Reflection**
   - What felt difficult or unclear during the process? Why?
   - What surprised me?
   - Did I notice my own values influencing what I considered “important”?
   - What would I do differently next time?

Meta-Reflection (Looking at the Whole Process Over Time)

10) **Learning About the Method**
    - How did this roadmap exercise shape my understanding of measuring impact?
    - Which parts of the ToC approach felt most useful to me?
    - What skills am I developing through this process?

11) **Learning About the Project**
    - What actions clearly stand out as worth pursuing?
    - Have any ideas become less attractive once risks and measurements were examined?
    - Do we need to reformulate our earlier steps (4.1 or 4.2)?

Outcome

The outcome of this step are roadmap cards that describe your chosen actions through their impact statements and in the context of their impacts: SDGs, risks and possibilities and ways of measuring progress.

Next steps

The next steps are to map out the actual actions you will take to realise your project, and a visualisation that will help you re-empathise with your stakeholders to clarify your goal.

THE PROSPECTIVE IMPACT
ASSESSMENT PROCESS (PIAP)
ROADMAP CARD

Your Project:

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Theme / TOC's Criteria(s):

Evaluation Criteria(s) Description:

Impact Statement:

	Description of the impact / risk or possibility:	The shift: goals & actions	Measurements:	SDG Indicatots:
Risks	*What are the risks associated with the planned actions and their impacts? Why?* *Consider rebound-effect.*	*What steps should be taken to manage the risks?* *What is the target value?*	*How will the target value be measured?*	*What Sustainable Development Goals indicate the achievement of set goals?* *How and why?*
Possibilities	*What opportunities can be seen in relation to the planned actions and their impacts? Why?*	*What steps should be taken to turn opportunities into action?* *What target value is delivered?*	*How will the target value be measured?*	*What Sustainable Development Goals indicate the achievement of set goals?* *How and why?*

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4.4 Mapping activities

Purpose
Now, it is time to plan, what you will do next. The goal now is to plan tangible actions to give you clarity during the realisation of your plan. Mapping the activities should help you make sure you have the needed motivation, clarity, resources, competence and permission to reach your goal – or at least, you have a plan how to acquire these while carrying it out.

Preparation
For this step you will need:

1) The roadmap cards you've created in the previous step
2) Choose 2 or 3 things you will do next.
3) If you are conducting PIAP mid-project, have the previous project plan at hand.

Assignment: (re)Create a project plan
Be as concrete as possible.

Define
4) Goal and motivation:
Remind yourself about the purpose of your project. Your team will need motivation to act and to overcome obstacles
   - Why are you doing this?
   - Where will you find motivation if in doubt?

5) Actions:
Using the Roadmap cards and other data you have created during PIAP, select which actions are worth implementing.
   - What will you do?
   - What values are your actions going to deliver for your stakeholders?
   - What is excluded?

6) Resources and competence (know-how):
To be able to achieve your goals, you will need resources, both tangible and intangible. Some resources will be readily available to you and others you will need to acquire though the resources you already have.
   - What resources and know-how are available to you already?
   - What resources and know-how need to be acquired, how and by whom?

7) Steps and clarity:
Plan your step aiming for clarity: the more concrete and clear your plans are, the easier it will be to realise them.
   - What steps are needed to achieve this?
   - What effects do these steps have on your stakeholders?
   - In which order, when and by whom?

8) People – responsibilities and permissions:
Things don't happen by themselves.
   - Who will do what?
   - Who other (stakeholders) are needed?
      - How are they persuaded to join?
      - Who contacts them?
   - Do your core and auxiliary team members have permission to what you plan? Remember that people may prohibit themselves with imaginary, personal restrictions.
      - How will you handle permission issues if such arise?

9) Measurement:
How will you measure your progress and success? (remember SMART)
   - Specific: Clearly defined goals are easier to measure
   - Measurable: numbers add substantiality
   - Achievable: something that is difficult, yet possible to reach
   - Relevant: e.g. actual sales are better than social media likes
   - Time-bound: Within a predefined span of time

Organize
10) **Milestones**
Look at the steps. Highlight key steps and achievements as milestones. Remember to thank yourselves and the stakeholders as you progress.

11) **Timeline**
Consider lag and friction
   - Set the milestones on a timeline
   - When will you need to start contacting other stakeholders?
   - Decide where you will redo PIAP to finetune your progress?

12) **A pat on the back**
Remember to acknowledge your progress at times and thank your team for its efforts.

Reflection

During the step
(while drafting or revising the plan)

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Define

1) **Goal & motivation**
   - Motivation depth: What intrinsic and extrinsic motivations are present? Which one will sustain us when progress slows?
2) **Actions (what you will do / value / what's excluded)**
   - Focus test: If we could do only one action this week, which one would still unlock the most value?
3) **Resources & competence**
   - Reality check: What resource/skill are we overestimating? Underestimating?
   - Acquisition path: If we need a missing skill, what is the fastest viable way to access it (borrow, partner, buy, learn just-in-time)?
   - Bottleneck spotting: Which single constraint (time, access, permission, tooling) is most likely to slow us down? How will we neutralize it?
4) **Steps & clarity**
   - Ordering logic: Are we sequencing by risk-reduction (tackle the most uncertain/high-impact item first) or by convenience?
5) **People – responsibilities & permission**
   - RACI pass: For each step, who is Responsible, Accountable, Consulted, Informed?
   - Permission hygiene: Which permissions are formal (policy) vs. imagined (self-imposed)? How will we test/clarify them early?
6) **Measurement (SMART)**
   - Metric usefulness: Do our metrics inform a decision (pivot/continue/stop) or are they vanity?
   - Baselines: Do we have a starting point recorded for each metric?
   - Lag vs lead: Which metrics are leading indicators (signal future outcomes) vs lagging (confirm past performance)?

Organize

7) **Milestones**
   - Milestone definition: Does each milestone represent a real outcome (e.g., "customer validated X") rather than a task (e.g., "finished slide deck")?
8) **Timeline**
   - Friction forecast: Where could delays occur (approvals, availability, learning curves)? What buffers have we added?
   - Stakeholder lead time: For each external ask, when do we need to start contacting people to be on time (work backward)?
   - PIAP redo points: At what two points will we intentionally re-run a mini PIAP to fine-tune (e.g., after milestone 1 and 3)?
9) **A pat on the back**
   - Morale practice: What recurring ritual (10-min weekly wins, stakeholder kudos, micro-demos) will we use to keep energy up?

After the step

(retro once the plan is drafted and after the first sprint/milestone)

10) **"Start–Stop–Continue–Change" (SSCC)**
   - Start: What new behaviour / process would have made the plan clearer or faster?
   - Stop: What added effort but not value?
   - Continue: What worked and should be standardized?
   - Change: What do we tweak immediately for the next cycle?
11) **"Assumption – Evidence – Decision"**
   - Assumption: Which plan assumption was most critical?
   - Evidence: What signal did we gather (user feedback, time data, cost variance, conversion rate)?
   - Decision: Do we continue, pivot, or pause? What exactly changes in the plan?
12) **"RAPID Permission Check"**
   - Responsible: Was it clear who did what?
   - Authority: Did we have the decision rights we thought we had?
   - Permission: Any blockers from policy or imagined constraints?
   - Informed: Who needed to know, earlier?
   - Due date: Were deadlines realistic given lead-times?

Outcome

The outcome of this step is a thorough plan that should afford you to realising your goal.

Next steps

The next step is to re-empathise with your stakeholders and see how they might experience your plan.

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4.5 Future Scenario

Purpose
One last thing to do before realising your plan is to re-empathise with your stakeholders. By drawing the stakeholders experiencing your plan, you will have to imagine your concrete actions once more through the eyes of the stakeholders.

Preparation
For this step you will need

- Large sheets of paper
- Pens
- Post-its

Assignment: Draw it like is real
Draw and tell a story that integrates the plan you created in the previous step: The drawn story should show how your key stakeholders are affected by your actions. You can consider your SMART-goals when thinking about key elements that should be present on the storyboard.

1) How do your ideas answer the stakeholders' needs?
2) Who are the stakeholders there?
3) What do they experience?
4) What do they make of their experiences? What meanings are made?
5) Create a storyboard.

Reflection

Reflection During the Step
These reflections help project-makers think while doing, keeping the focus on empathy and realism.

1) Am I truly seeing this through the stakeholder's perspective?
2) Are my planned actions visible and clear in the story?
3) Are there gaps or missing moments in the stakeholder journey?
4) What assumptions am I making?
5) Am I bending the story to fit my plan, instead of adjusting the plan to fit reality?"

Reflection After the Step
These help consolidate learning and improve the service concept before testing.

6) What surprised me when I visualised the plan?
7) How well does the plan meet stakeholder needs now that I've 'lived' it?
8) What did I learn about my stakeholders by drawing them?
9) What worked well in my storyboard—and why?
10) What didn't work—and how should the plan evolve?
11) How does the visual story support communication?
12) How does this step prepare me for prototyping, testing or project realisation?

Outcome
The outcome of this step is a storyboard depicting how your key stakeholders will be affected by your actions. This will enforce the concreteness in your plans, deepen your empathy towards the stakeholders, and give you a better understanding of what you will be doing and how things should pan out.

Next steps
The main thing to do next is to realise your plan – go out there and really do it. If you want reassurance, you can redo a Futures wheel (3.7) based on this newest storyboard. This way you can double check if your understanding of the possible impacts is consistent.

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5. Reflection

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5.1 What did you learn?

Purpose

In this assignment you reflect on what you have learned.

Assignment

Place your project as a topic onto the learning canvas below.

Reflect on your learning with these questions:

1) **Action**
   - What new ways of thinking and working did you adopt?
2) **Impact**
   What do you see and feel differently now?
   - Benefits:
     What did you learn?
3) **Boosters**
   - What inspires you?
   - What kind of future you desire?
4) **Blockers**
   - How could you widen your mindset and world relationship?
   - Respond to each point (1-5) with at least three arguments

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THE PROSPECTIVE IMPACT ASSESSMENT PROCESS (PIAP)

GUIDEBOOK

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