



Ready. Set. Experiment.

Social R&D Experiment Cohort
Learning Journey Synthesis Report

About CKX

We believe that social change happens when curious and bold people dare to imagine a shift from what is to what could be. We call these people **shift disturbers**.

At CKX, we embolden shift disturbers with opportunities for reflective practice, deep learning and knowledge exchange to spark those shifts.

We call this **social change agency**. It's who we are — and what we're all about.

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About this report

This report synthesizes the lessons learned from **Ready. Set. Experiment.** — a three-month learning journey for 32 social change experiments across Canada that was animated by CKX.

This initiative was funded by the McConnell Foundation, Community Foundations of Canada and the Government of Canada via the Community Fund for Canada's 150th.



Canada

La Fondation
McConnell
Foundation

Gratitude

Thanks to the following people whose collaboration and congeniality made this initiative possible:

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It's all about the journey

“Developing the program and building those relationships and interactions was very valuable...but at the end of the day, it was the impact of the journey that will create the legacy.”

- Liz Muldoon, True Sport

Many community organizations recognize that “business as usual” approaches to service design and delivery will be insufficient to address complex social challenges. The landscape of the work is unpredictable and shifting rapidly. We need to experiment: test new ideas on the ground, gather evidence of what works and what doesn’t, and share those results so the good ideas can scale.

It was in this spirit that the McConnell Foundation, Community Foundations of Canada and the Government of Canada (via the Community Fund for Canada’s 150th) came together to jointly fund and support Research and Development (R&D) activities embedded in frontline services with a goal to help cultivate a culture of innovation by rewarding bold and rigorous experimentation.

This initiative was all about experimentation and early stage R&D: identifying and exploring knowledge gaps, testing new ideas on the ground, gathering evidence of what works, what doesn’t and why — and sharing those results so that promising approaches and interventions can be further developed and applied.

While frontline services were provided an incentive to experiment, the funders were also motivated by the lessons the experimentation would offer. Following a submission process, 32 organizations were funded and experiments begun. This report summarizes the experiences of frontline organizations and surfaces patterns that offer insights into future R&D granting. It concludes by examining some of the lessons learned about experimentation and frontline R&D practices in the social change sector.

The 10,000ft view:

32 organizations were each granted up to \$15,000 to apply R&D methods to their work over three months and report back. 62% of organizations returned anticipated results from their experiments or studies. 35% of them would definitely like to engage in a Community of Practice.

What do we mean by Social R&D?

For this initiative to deliver insights on R&D capacity and funding supports, the frontline organizations needed some sense of what kinds of processes were considered valid. Social R&D practitioners use a range of methods including behavioural science, randomized control trials, lean prototyping, positive deviance, and ethnography to solve problems and explore opportunities across the spectrum of social change work. Knowing that the grantees had limited time and most had limited experience in some of the more advanced techniques, they focused instead on closing some knowledge gaps, developing a hypothesis with rigour and weaving what was learned into their service suites. For this cohort, examples of social R&D activities practitioners included explorations in cultural competency, ethnography, storytelling, convening and evidence gathering.



Social R&D Community of Practice

Since 2016, a Social R&D Community has met annually to help practitioners strengthen their craft. Between in-person meetings they convene online to explore new approaches, share stories and support each other's work. The community is curated by Jason Pearman, Senior Fellow for Social R&D at the McConnell Foundation. Most of the organizations taking part in the initiative described in this report are not involved in this community.

For more information, visit: www.sigeneration.ca/social-rd

What were participants hoping to change?

Examining the list of funded initiatives reveals a broad range of issue domains in which participants were hoping new practices would be more effective than “business as usual” approaches.

From improving the refugee settlement experience to telling the stories of “binners” in British Columbia, from scaling social enterprise to the development of ethical literacy through sport, this cohort could not appear more diverse. Yet, this experience wasn’t about tackling the same social issues. It was about process and different ways of achieving outcomes. A review of the kinds of outcomes being sought by grantees reveal some interesting patterns:

Fostering youth leadership through peer learning and creating discrete places for people to share experiences

Motivate Canada sought to learn how an inter-generational gathering of partners and Indigenous youth/community members might be used to develop a systematic, collective impact approach to Indigenous community and Indigenous youth engagement allowing for healthier more vibrant communities.

Binners Project explored the role of storytelling in allowing people to share pieces of their lives that they don’t often get to share, allowing communities to connect and understand each other’s commonalities.

Fostering a sense of agency and belonging in community

True Sport wanted to know if their Jr. True Sport Champion training positively influences the attitudes (belonging, fairness, community connection, confidence etc.) of peer mentors and whether the training contributes to school communities that are more inclusive.

Community Living Parry Sound looked at communication and creating safe, neutral environments for people of all walks of life to come together and explore their similarities and strengths, with the objective to expand their social networks.

Co-creating strategies for development of services and building capacity for data analysis

Powered by Data surmised that with their provision of information, space, and support to share perspectives on complex data infrastructure decisions, grassroots advocacy groups would help shape those decisions in a way that centres the interests of directly-impacted communities.

West Neighbourhood House took a user-centered approach to designing the way ethnographic data is presented, wanting to help policymakers tap into this kind of intelligence for decision making.

Understanding Indigenous ways of knowing and being to develop services with Indigenous communities

The **Montreal Urban Aboriginal Community Strategy NETWORK** supported the outreach to and storytelling by their large membership community to co-develop their organization’s future strategy.

Alberta Recreation and Parks Association

(ARPA) worked with respected Elders to discuss Indigenous concepts surrounding parks with a focus on the cultural and the spiritual significance of the land.

Sustainability Network believed if ENGO leaders became more informed about indigenous worldviews, the existing conservation alliances between the two communities would become stronger and future collaborations would be more satisfying and effective.

Many more projects fell into these four broad categories but naturally there were outliers. Individual organizations also examined processes that would support lab creation, internship programs, scaling social enterprise and employment services. Notably, the level of competency and experience of the practitioner did not dictate whether the grantee fell into one of these process categories.



Photo courtesy of Hives for Humanity

Teasing out a hypothesis

Developing a hypothesis — a tentative, testable answer to a question — is difficult when you are working in an innovation environment that declares answers unknowable.

An examination of the various hypotheses shaped by cohort participants illustrate how ambitious it sounds to be specific about the outcomes you hope to see:

Teach for Canada: “The development of a community-focused impact assessment framework by non-profit organizations and First Nations working in partnership will result in research that is respectful, relevant, reciprocal, and responsible.”

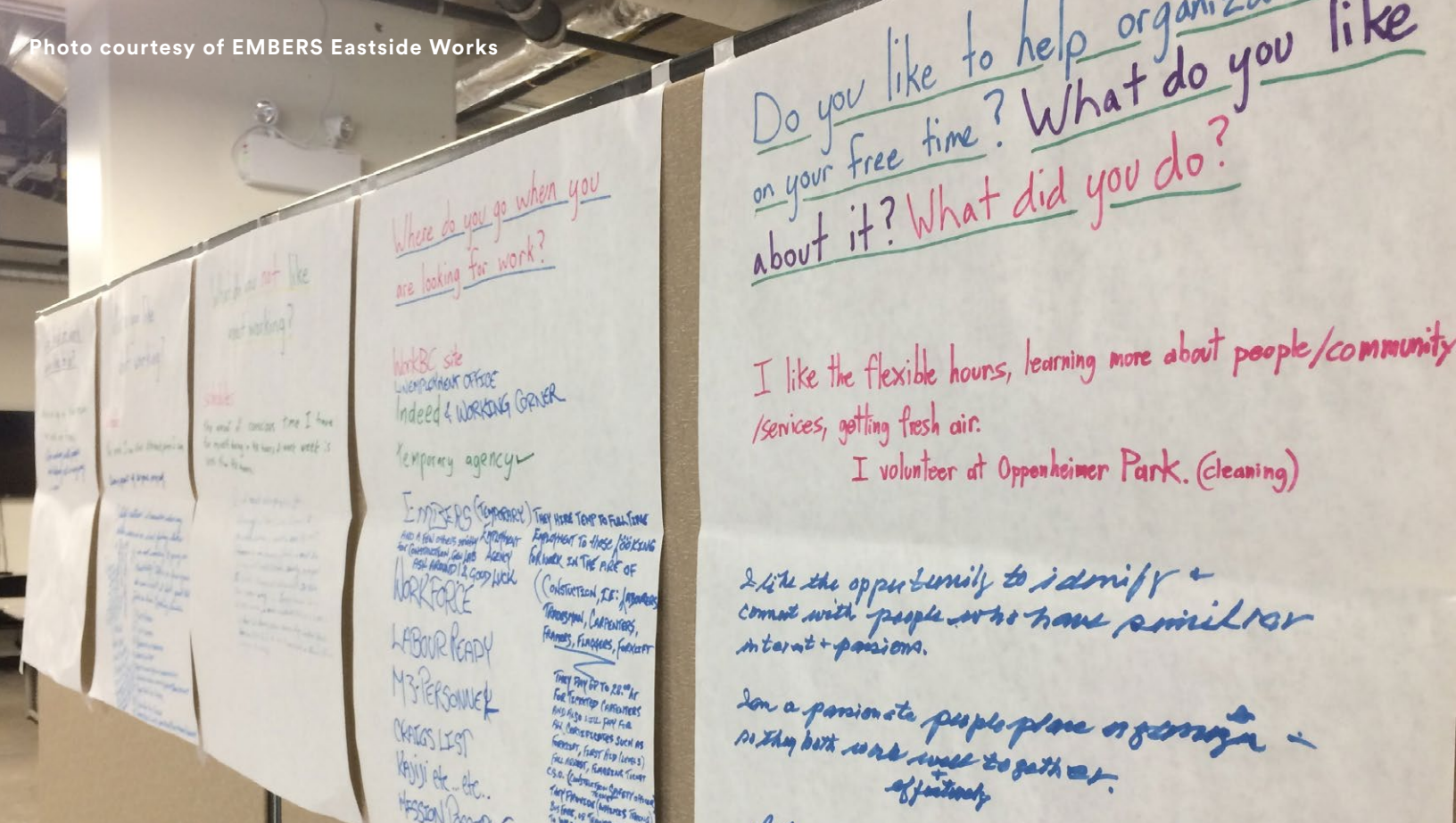
True Sport: “Our hypothesis is that our participants will be positively influenced by the training, and will

report increased attitudes of belonging, fairness, community connection, and confidence.”

Food Matters Manitoba: “Providing knowledge and tools for navigating the food environment in Canada contributes to the food security of newcomers.”

These examples read much like “ultimate outcome” statements in theory of change processes. None of the grantees assumed that a three-month experiment would definitively validate their hypotheses, but they were hoping to validate the pathway towards the outcomes. The ambitious hypotheses were also reflective of much longer term strategies and ongoing engagements with their communities of focus.

A more simply articulated hypothesis, perhaps more realistic for the time frame is the one provided by the **Girls Action Foundation:** “There is value in bridging, convening and building community at the intersection of gender and social innovation.”



Notes from the field

Many of the projects tested more than one R&D process in the time frame. Half of the projects reported hosting convening activities to learn from stakeholders.

More than a third of the projects involved elements of co-creation, data analysis, cultural competency and storytelling. Participants also used ethnography techniques, systems mapping and prototyping of programs or curriculum.

Even when projects reported not validating their original hypothesis, all projects found value in the experience and certainly ideas for ongoing development. A few cases to demonstrate the various approaches are:

EMBERS Eastside Works organized a series of consultation events to understand their community's needs and to seek input on the job training and opportunities hub they were planning to open. Their first event was

organized with their interior designers to facilitate a 1-hour session to discuss different areas in the space. Honorariums were made available to community members to participate, yet only one community member came. They pivoted and decided to try regular drop-in sessions twice a week until the day they opened. This created a less formalized engagement structure, making it more accessible to the public, and provided more opportunities for community members to share their ideas.

With this adjustment, they engaged more than 80 community members over 10 drop-in sessions. This format led to more intimate and casual conversations, increased engagement, less planning, and fewer costs. The insights they gained helped generate new ideas for programming.

For the **City of Surrey** there was some deep learning that will impact their ongoing activity. Their original intent was to "Indigenize" their Community Leaders Igniting Change leadership program by bringing in Indigenous leaders and content into the existing program. However, their research results indicated that there are real risks of causing harm and trauma using this approach. Interviewees also indicated that they would not achieve their goals using a western-ideology course.

Engaging in the deep work of developing cultural competency, the practitioners realized that it is harmful to have a non-Indigenous instructor deliver a leadership program like this. “If you want to teach culture and develop strong Indigenous leaders then programs need to address more than just skills about governance and policies.”

The team is now considering the development a new program from the ground up vs. the efficiency of indigenizing an existing program. In not realizing their hypothesis, the outcome was a hugely valuable experience.

The Montreal-based **Exeko** team utilized multiple R&D practices to try and validate their hypothesis that, while it is not possible for their team’s facilitators to stay in Kangiqsualujjuaq, an Inuit village in Nunavik, QC, for extended periods of time to animate a hub space and deliver programming, they could instead find local youth leaders and support animation of the hub using a range of distance media, Facebook, Skype etc.

Tapping an Inuit person to lead the hub proved more difficult than anticipated, with those most qualified being also the busiest in community. They could have considered hub leadership by a non-Inuit person but

thought it inappropriate for meeting their project objectives — they intuitively knew what the City of Surrey discovered in practice.

Planned co-design sessions using teleconference and other online technology often didn’t take place. Of the 30 hours of Skype meetings scheduled to develop the project, only 7 hours were actually held. Use of online scheduling tools was unsuccessful — a lack of familiarity with the technology and unstable internet and phone connections encumbered progress.

Exeko did both system mapping and ethnography to better understand how processes could work in the community. They reviewed data from previous Exeko visits in community and conducted field research by sending 2 hub members into neighbouring communities to gather relevant evidence of different hub structures.

After the various trials and adjustments they remain committed to centering Indigenous leadership and ways of doing this work. Hence, they are hesitant to impose business-like schedules and deliverable requirements. Their main takeaway is to keep on experimenting to find ways of achieving a reasonable remote working experience.



Photo courtesy of Exeko

On practice in practice

“The biggest lesson learned through this project is that doing things the right way is more important than doing things right away.”

- Teach for Canada

Digging further into the experiences of the projects, the following shortlist highlights the impact of the social R&D practices attempted and delivered.

Vivo for Healthier Generations on co-creation strategies: “This was one of the organization’s first forays into authentically co-creating with the community. There was a high level of community engagement, including a community volunteer who was the co-project lead with a Vivo team member. The high level of community involvement also meant there was a lot of value produced from only 5-10 hours of staff time each week. This project demonstrated success and provided a lived-experience for the organization in working this way.”

NETWORK on storytelling: “As we were drafting our new strategic plan prior to securing this grant, we knew it would look a lot like the old ones. We needed to do a storytelling experiment to learn from the past decade and properly document it. We are learning from the past to move into the future. The final product is the combination of 6 workshops we did with committees, members at large, interviews with knowledge keepers, surveys, past documents etc - to get a sense of the impact and tell our story. Without the funding, the document would be dry and dead. This way we can look at what we can do differently, scale deep and transform.”

True Sport on peer-to-peer models over one-to-many: While True Sport in schools is usually delivered in a one-to-many way - an expert to student approach - “The peer to peer model was really effective but it’s very personal - it’s different depending on who you are and where you’ve come from.”

Teach for Canada on cultural competency: “The biggest lesson learned through this project is that doing things the right way is more important than doing things right away. Convening, advisory, collaboration, and co-creation take time. Together, with our First Nations partners, we will undertake a process that displays respect, relevance, reciprocity, and responsibility and we will contribute to an important dialogue about the collection, protection, use, and sharing of First Nations data in the nonprofit sector.”

West Neighbourhood House on ethnography: “We assumed credibility would come from being associated with leading institutions, to build trust with the process. From the experiments, we learned there are other factors that are likely more important. For policy makers of Justice Canada, new to the use of ethnographic data, an important factor was whether other federal ministries had commissioned research before. It was about being able to make this new type of research fit within commissioning rules.”

The uptake of Grounded Data - the data system connecting policymakers and organizational leaders with the lived realities of service users - “(perhaps more heavily) depends on characteristics of the organization, not just the platform. Important factors are: the type of organization a user is affiliated with, their understanding of ethnographic data, and how much pressure they feel in their daily work practice.”

Patterns illuminated

Process over outcomes

One of the most frequently cited benefits of the initiative expressed by participants was the opportunity to focus on process experimentation without the expectation of particular outcomes or measured outputs. Across the board, the sentiment was one of freedom to try, to do, to see, to explore.

Community Living BC: “If you want to see innovative approaches to changing how society functions, there needs to be funding that supports the process, not just the outcome. Learning will come in surprising ways; by working with others outside of the sector your organization typically operates within, and by unexpected results that can only be seen when something different is tried. Social research and development is a vital key to finding different ways of interacting and collaborating for positive change.”

Motivate Canada: “Our biggest take-away from this experiment is that while outcomes are important, the process to achieve those outcomes takes precedence, particularly when working with vulnerable youth. Using a rigid approach with prescribed activities that must be completed will not lead to the desired outcomes; rather, a flexible approach that reflects the feedback and intuition of the youth and respects the process is more likely to provide meaningful results.”

Action

Linked to the idea that participants wanted to focus on changing well-worn processes using different kinds of funding, was the freedom to act. Participants wanted to act on theories and suppositions in an environment where the outcome would not negatively impact the organization. Many organizations expressed similar sentiments to Allison Reid at **NETWORK** in Montreal; “Without the money, we still would have done a co-creation approach - but we wouldn’t have had the depth, or met with the same number of people.” It matters a great deal to participants that they could find the space to try better ways to deliver services and more and different ways to reflect back the stories of people’s daily lives.

Time

According to Wikipedia, “Time is the indefinite continued progress of existence and events that occur in apparently irreversible succession from the past through the present to the future.” That definition barely captures what time means to people, whole communities/Peoples and the planet.

Participants expressed that the time allocated to follow hypothesis through to outcomes was too short. Yet for these projects, particularly the initiatives that engaged in multi-stakeholder, intergenerational and Indigenous collaboration, time was cited as particularly important for the fostering of good relationships and for thoughtful and appropriate co-creation.

Feeding back the learning from their work with the Opitciwan community west of Lac-St-Jean in Quebec, **Institut DesEquilibres** suggested, “Take into account the relationship to time. This one is very different between Indigenous Peoples and Westerners but also between the lenders, the research and the reality of a field project. We have a relationship with time, we Westerners, that is completely neurotic.”

The **City of Surrey** concurs, “Sometimes what’s most efficient and cost-effective doesn’t meet the needs of the community. Short timelines constrain the ability to have the conversations that are really needed, particularly when moving forward with a project that requires considerable thoughtfulness and intention.”

While all working toward social change want to have greater impact on the challenges experienced by the people they serve, and there is a sense of urgency around that, the need to create more open timeframes to execute new experiments will be more effective in the long run. Building trusting relationships, adjusting for missteps and critical feedback, honouring others’ ways of doing things all requires time.

Trust

In lock step with changing relationships to time, and unlike research and development of inanimate objects, social R&D is very often about building and strengthening relationships. Feedback from many initiatives reflect the challenges to projects where trust is not present or as present as it needs to be.

Community Living Parry Sound: “Expect it to be hard to invite people who live on the margins; it takes time to build trust.”

Institut DesEquilibres: “Do not hesitate to deconstruct a project to rebuild it according to the world view of the host community.”

The Binnars Project: “We found that a lower amount of binnars engaged with this program than we anticipated. We believe this resulted from the deep and embedded lack of trust marginalized people tend to have towards those with whom they share their stories. It will be important going forward for us to come up with an agreement or policy around how we share stories, so that we can explain in detail and with proper assurance how the stories and photos we collect are being used and shared.”

Commitment to act

While not expressed by many project leaders, the final feedback offered by the **Alberta Recreation and Parks Association** is pertinent to R&D in general: “We realize that working with Indigenous Elders takes a serious commitment of both human capacity and financial resources. If we are going to continue this work in any sort of meaningful way, we need to first make sure these resources are in place.”

While having freedom to act and experiment are the much cited benefits of this work, participants learned they are also responsible for the expectations of every participant in the process. In beginning a social R&D project, clear communication needs to be developed around participant expectations, of the giving of time and energy and what will happen at the end of the process. By poorly communicating the expectation that this experiment may not work or may need to be done again, differently, practitioners risk losing trust and respect from those that have given time.

And **Exeko:** “Be less enthusiastic about delays in the road map! This type of project requires a lot of time otherwise we would force a rhythm on our partners in the community that would lead to a lack of respect and a diminishing of the mutual trust.”



Photo courtesy of Alberta Recreation and Parks Association

Field learning

In analyzing the outcomes of the projects in this cohort, it is interesting to note that enthusiasm for R&D and the outcomes achieved were not necessarily impacted by the comfort and experience of the participant.

In reality, while R&D funding itself may be new to the nonprofit community, the practices themselves are not; and while this way of working may be newly articulated as a field, many participants would describe like-experience, differently.

For Tatiana Fraser, who has participated in the Social R&D Community for some time and is familiar with the language used to describe these processes, it is important to recognize the distinction, “I think people who approach their work with an innovation and entrepreneurial mindset - instinctively experiment and build this into the process.” Fraser continues, “R&D aligns with emergent strategy practice, learning by doing, designing for feedback and adapting. This approach to working with complexity and emergence has been baked into the work I have been doing for decades now.”

For Allison Reid at the **Montreal Urban Aboriginal Community Strategy NETWORK**, this experience was about recognizing her own capacity as a Social R&D practitioner, “I’m likely doing all Social R&D, but don’t speak the language. It’s in my DNA.” Regardless of the words one uses to describe it, the processes used and outcomes sought are the critical components.

Liz Muldoon at **True Sport** describes herself as new to the concepts but enthusiastic to continue to explore them. “I love the idea of the R&D experience. Making changes along the way. The challenging part was that we didn’t have enough time to implement the changes. But we know what we can change for future things.”

Don’t force a “way” of doing things - it’s counter-intuitive to R&D

Whether new to the concepts, new to the language and field of activity, or deep in the learning, there is ongoing enthusiasm to validate and amplify these ways for working for change. “There is a risk though - inherent in yet another new frame and funding line and language - which asks change leaders to jump again through hoops, re-language and reframe their work - to do the work that just needs to be done.” writes Fraser.

The team at **Powered by Data** would agree; their advice to funders would be to continue to encourage learning and experimentation, “while also being mindful of the extent to which both these things have long been happening in community organizations and social movements without being branded as “social R&D.” Many of the groups who have the most to offer in terms of developing a community of practice around these approaches — like the stakeholders we engaged through this initiative — are alienated by the framing of “social R&D” as yet another instance of how the social sector should be restructured to function more like the private sector.”

Opportunity awaits: unlock capacity & creativity

What can we learn from the patterns in the feedback shared above to make decisions about new or redirected funding moving forward? What does it mean for the pursuit of outcomes participants want to achieve? What can we take away from the experience to apply to one or several communities of practice?

The question about participating in a community of practice in the post-experiment survey returned lukewarm enthusiasm. In speaking with participants and digging further into the data, the reasons became clearer.

Meet people where they are

True Sport: “I think we would need more tools and resources and information on the R&D approach to have the full impact. It wasn’t fully clear on what that looked like - we had ideas, but having a workshop or seminar on creating that successful element of a R&D experience would be super helpful.”

Water First: “We would recommend that a more focused and organized community of practice for the learning circles webinars would be beneficial and encourage participation. This would include break out groups discussing different and pertinent questions relevant to the work each organization is doing.”

Exeko: “We would want more targeted matches with other organizations.”

While the learning circles and peer support were highly valued by participants, the key appears to be sorting into sub-cohorts of practice and the development of curriculum for those newer to the field.

If you don’t disrupt yourself, somebody else will

When given time and resources to try new ways of delivering or co-creating services, products or strategies, participants express a keen desire to more thoughtfully and intentionally contribute in and with their communities. The value proposition of R&D too often sounds academic. Yet, this round of granting painted a vibrant picture of what could be a vastly different community sector if participants and their institutional partners embraced R&D wholesale.

Standard project delivery and reporting usually means that participants develop strategic plans in isolation from community, services are developed and delivered one to many, experts develop and evaluate programs, policy is drawn up in boardrooms and only felt in community downstream and very little of the work takes into account different worldviews or different ways of knowing and being in community.

At its best, this social change sector would be listening to and co-creating services with communities, fostering leadership capacity and amplifying the experiences of clients and community partners. An R&D informed sector is capable of increasing empathy and a sense of belonging, while fostering community ownership and leadership over decision-making and service delivery. Importantly, it would be more agile, more dynamic, a living system.

Participants were invited to inform a “culture where pilot demonstration projects are used for rapid prototyping and ongoing iteration and feedback” and “experimentation is seen as a crucial part of proving long-term value for money.” In every sense, the outcomes of this research and experimentation demonstrate that the nonprofit community is keen for further investment in this way of working and that these approaches fundamentally change the value offered and generated by the sector.

Jack.org: “Social R&D has long been a core component of our work. We engage in constant evaluation and program adjustments based on feedback from our youth network and regularly pilot new projects when the young people we work with highlight a gap that needs addressing. It was a privilege to work with a

granter that shares our commitment to innovation and flexibility that serves our users. It made things so much easier."

Hives for Humanity: "We weren't really aware of the concept to the depth that we are now. And now we will seek to engage in social R&D with more intent, as the experience has been transformational, taking the time to gain perspective, to slow down and ask deep reaching questions."

NETWORK: "This type of funding allows us to break away from business-as-usual, imagine new ways of doing the work we do, try them and learn from them, and ultimately improve the work we are doing."

While the funds were distributed to community organizations, some participants would turn the opportunity over to the funding partners themselves: "I think they (public funders) are happy for us to do something different. Change on their end - to change the ways they give out funds - they won't change that," reflects Allison Reid at **NETWORK**.

Liz Muldoon with **True Sport** frames it as a chance for growth, "The potential benefit is enormous and there's an appetite for it. We don't [collectively] give ourselves time to develop and grow. I understand it will be hard for funders - but positive storytelling and change management is what it would take."

From a field-building point of view, this initiative has served to strengthen the value proposition for experimentation in the social change sector. Organizations are energized to do more. And if the opportunity to positively change the game in the direction of greater outcomes - most certainly greater participation and inclusion in decision-making and value creation isn't clear - Francois-Xavier Michaux and Maxime Goulet-Langlois from **Exeko** have offered support, "If you are hesitant about the relevance of social R&D, let's organize a tour of different organizations and see how in the field, actors need to have resources and spaces to better understand and innovate."

Who could say no to that?



Photo courtesy of Water First

Appendix A: List of Participants

Alberta Recreation and Parks Association
Binnars Project
Canadian Blind Hockey
Central Urban Metis Federation Inc.
City of Surrey
Community Living Parry Sound
Dene Nahjo
Eastside Movement for Business and Economic Renewal Society (EMBERS)
Exeko
Hives for Humanity Society
Inspire Nunavut Inc.
Institut DesÉquilibres
Jack.org
L.I.N.C. (Long-term Inmates Now in the Community)
Metalab
Manitoba Food Charter Inc.
Motivate Canada
Native Women's Shelter of Montreal
New Dawn Community Development Educational Foundation
Pépinière
Powered by Data
Raising the Roof/Chez Toit
Rural Communities Foundation of Nova Scotia
Simon Fraser University
Sustainability Network
Teach For Canada
The Ulnooweg Indigenous Communities Foundation
True Sport Foundation
United Way of Perth Huron
Vivo for Healthier Generations
Water First Education and Training Inc.
West Neighbourhood House

Appendix B: Pre-Experiment Questionnaire

Your experiment's hypothesis

To help with our evaluation and storytelling efforts, we'd like to invite you to frame your experiment in the form of a hypothesis statement. For many of us, this exercise will take us back to junior high science class, minus the beakers and Bunsen burners.

A hypothesis statement has three elements: A question, a hypothesis (a tentative, testable answer to that question) and a prediction.

Take a few minutes to frame your experiment in this form of a hypothesis statement.

What is the question you are exploring?

What is your hypothesis?

What is your prediction?

State your prediction in an if _____, then _____ format.

How you'll be exploring and testing your hypothesis in the community

What is typically done in your organization or in the sector?

How is what you're testing materially different from this business-as-usual approach?

What kinds of tools or methods will you be using to explore and test this hypothesis?

How will you compare the outcomes to the business-as-usual approach?

What barriers/roadblocks (internal or external) do you think you may come up against?

What would success look like?

Appendix C: Post-Experiment Questionnaire

About you and your experiment

Contact Name:

Email Address:

Experiment # (Your experiment number can be found on this Google Sheet)

Experiment Lead Organization:

So what happened?

In 400 words or less, briefly describe how your experiment unfolded. What activities did you undertake? How did it go? What did you learn? Who did you engage?

Did you achieve the results you predicted?

Consider your original hypothesis and prediction. Did what you predict would happen, happen? Why or why not?

What's one thing you might do differently next time?

Describe in one or two sentences.

What's your biggest take-away or lesson learned from this experiment?

Describe in one or two sentences.



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