

THE PROSPECTIVE IMPACT ASSESSMENT PROCESS (PIAP) **GUIDEBOOK**

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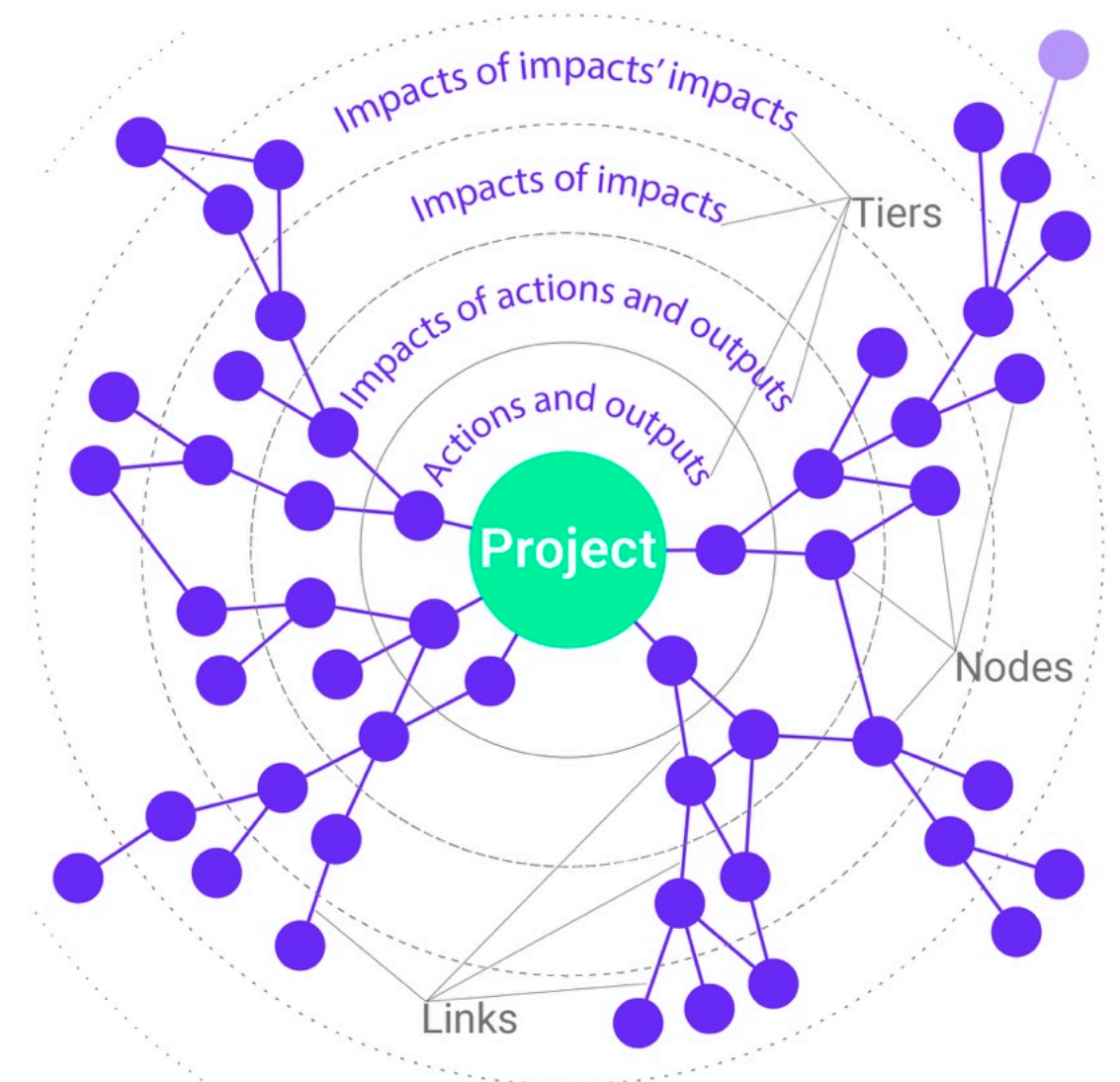
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Future
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THE PROSPECTIVE IMPACT ASSESSMENT PROCESS (PIAP)

GUIDEBOOK

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



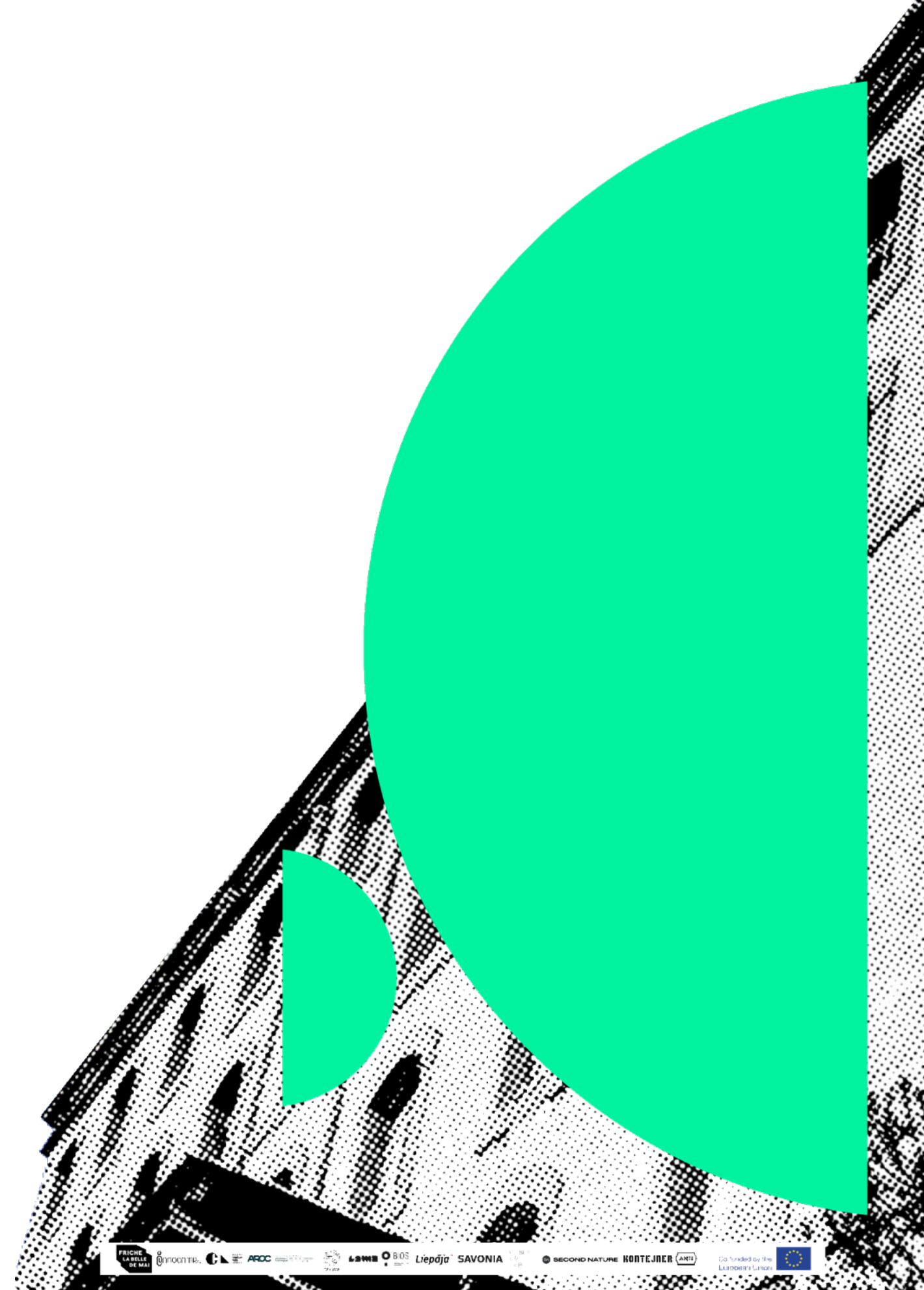
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1 About

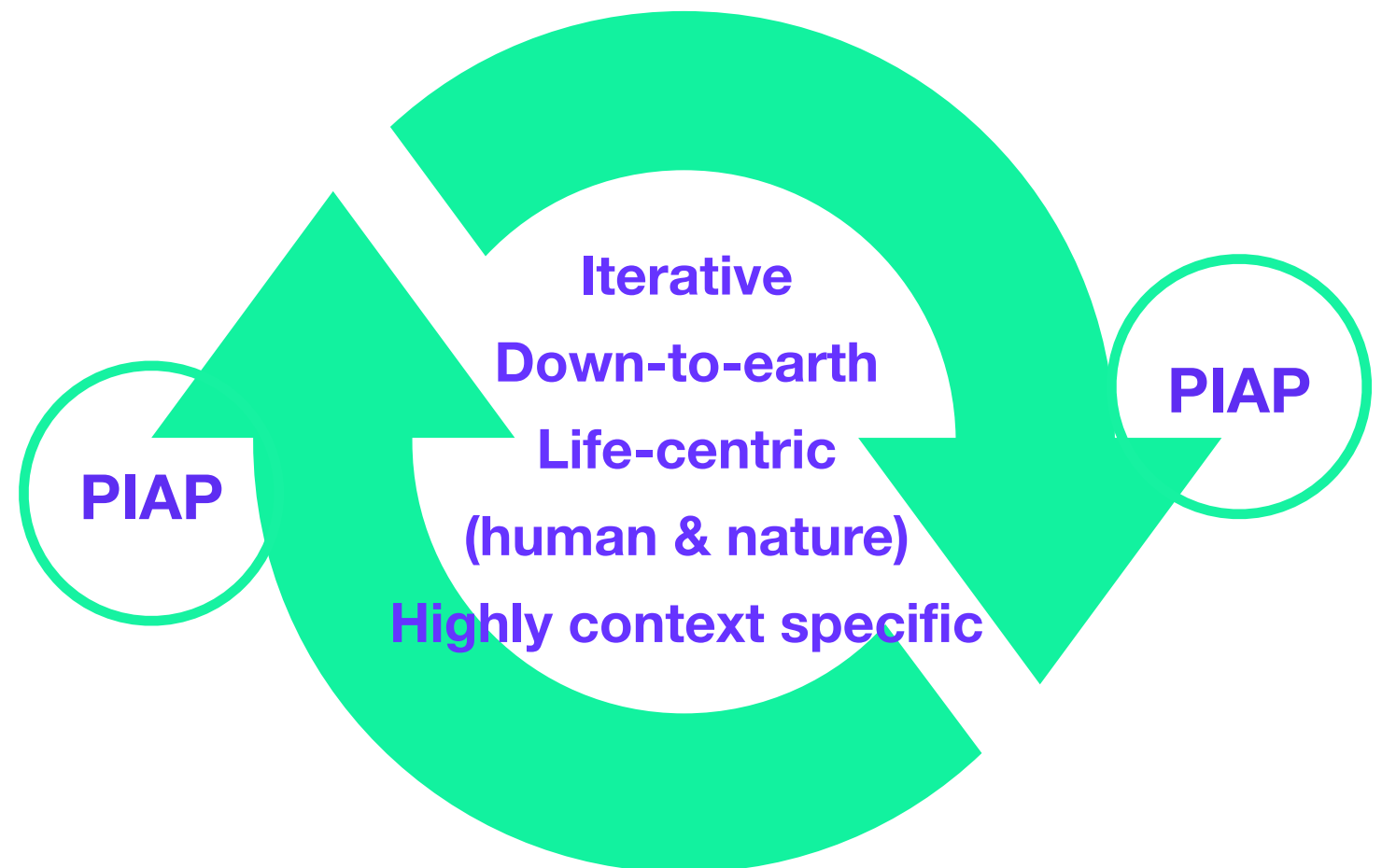
What is PIAP?

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

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.

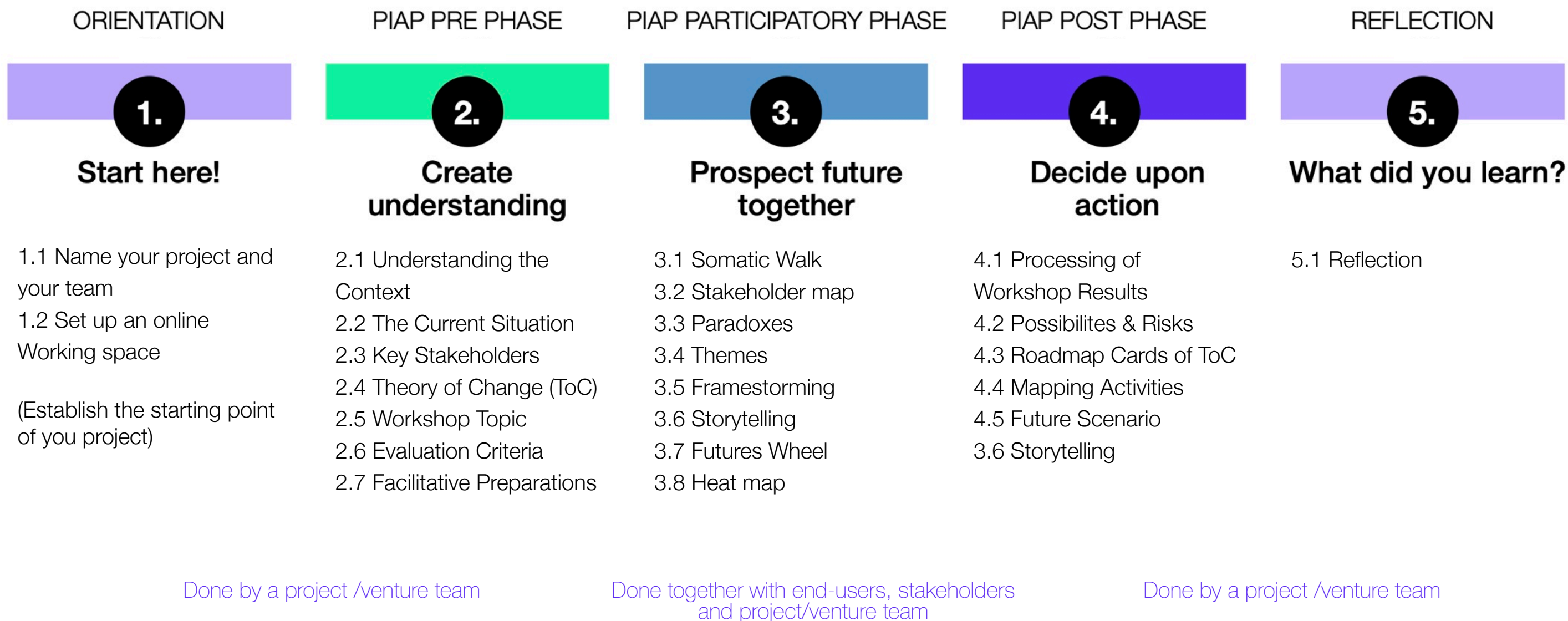
While grounding in *Frame Innovation*, everything must be kept open and under consideration in the process. This creates space for creative and analytical thinking and for producing enduring, sustainable solutions that benefit as many stakeholders as possible.

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).

THE PROSPECTIVE IMPACT ASSESSMENT PROCESS (PIAP)



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.

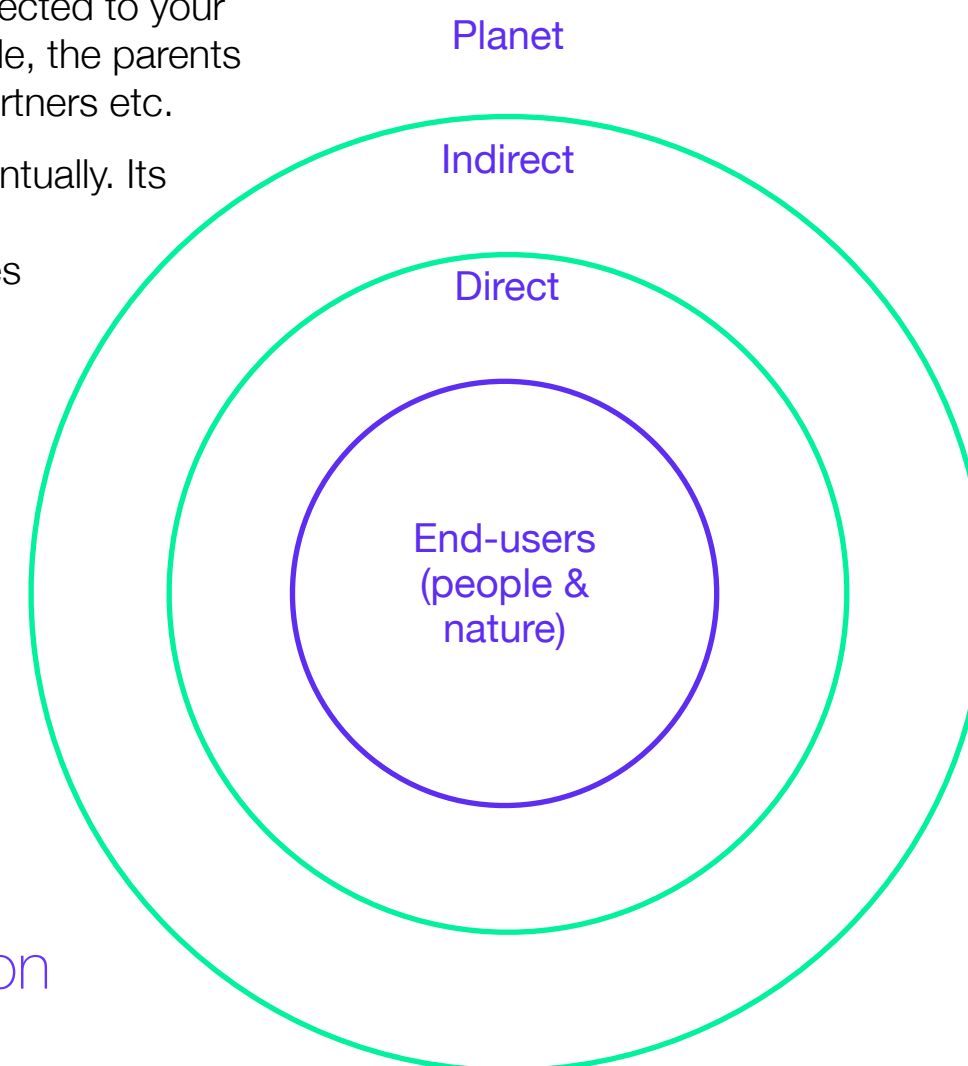
Direct Stakeholders: Those who are directly involved with your project: service providers, partners and collaborators (also nature) etc. that are required to make the things happen.

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 gulls 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?



PIAP Participatory phase

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.

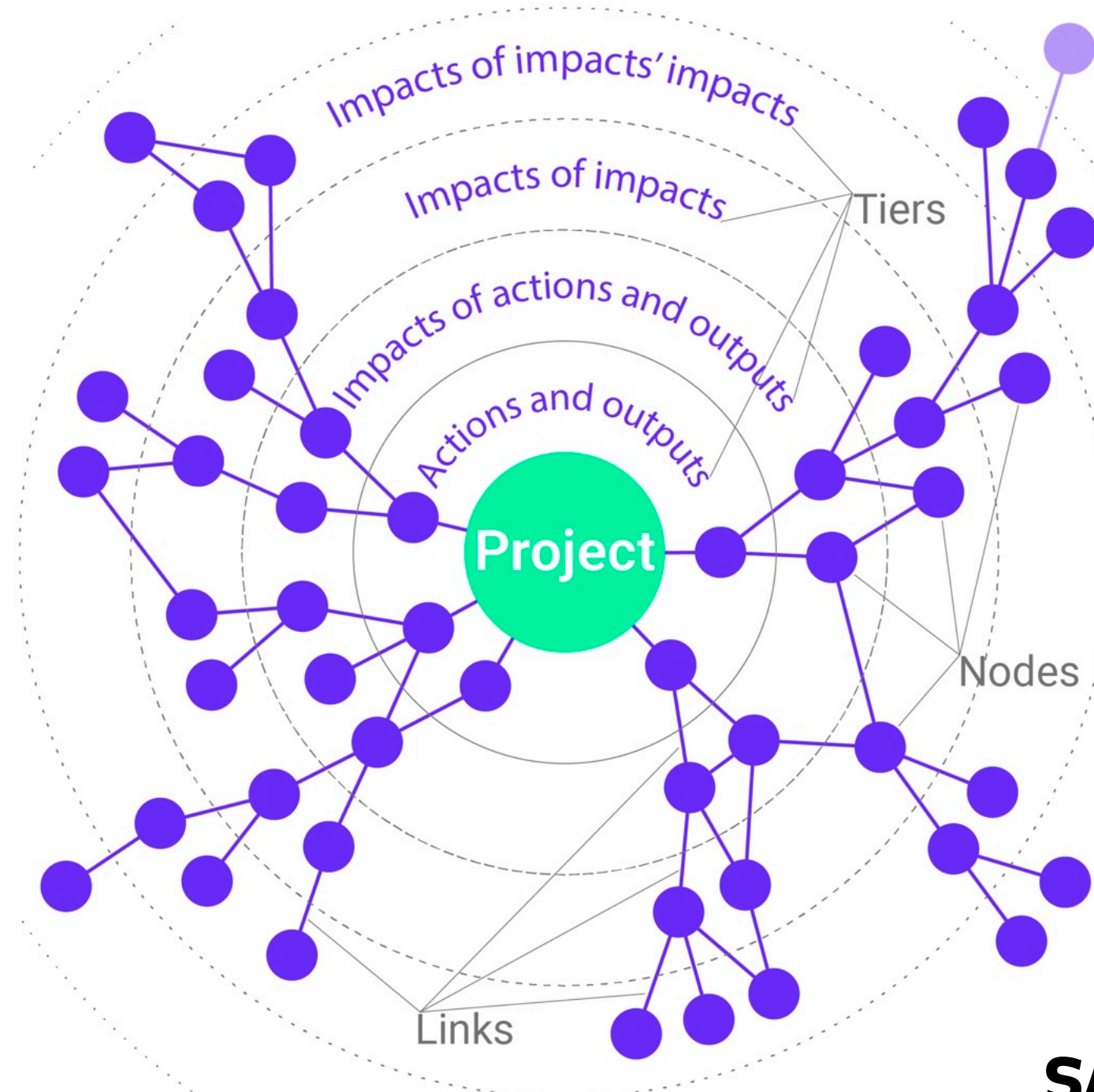
The core method supporting this process is called the Futures Wheel.

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 through 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



PIAP Post-phase

Define direction for your project based on assessment of prospected impacts

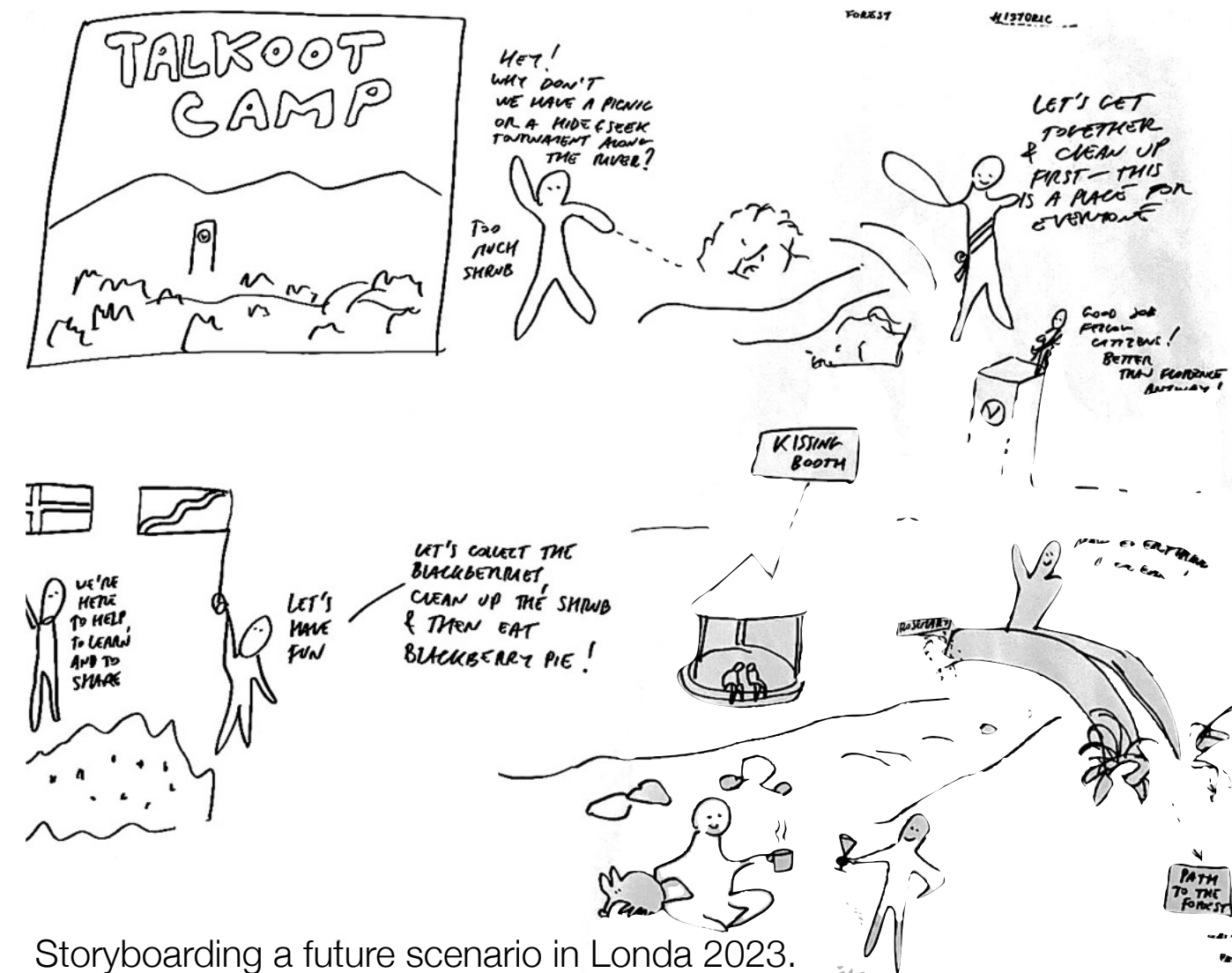
In this phase, the core team reconvenes to work independently after the participatory phase. The **Post-phase** main tasks are to analyse the workshop outcomes and mapping the future activities.

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 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.

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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, Liepāja, Kuopio, Marseille, Florence, Timișoara, 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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1. Orientation



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.

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.

2. Pre phase



2.1 Understanding 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 your sources of information to help you gain a deeper 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 are the essential characteristics?
 - 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

- 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 you align your research with future-proofing?

Reflection After the Assignment

- 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 you see the megatrends affecting 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

2.2 Current Situation

Purpose

The purpose of this method is to help you to situate your project current position to see 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 to define it from other stakeholders' point of view.

Reflection

Reflection During the Step

- 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 affect 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**
 - What are the people affected by involved in the situation?
 - How might their experience 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

- 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

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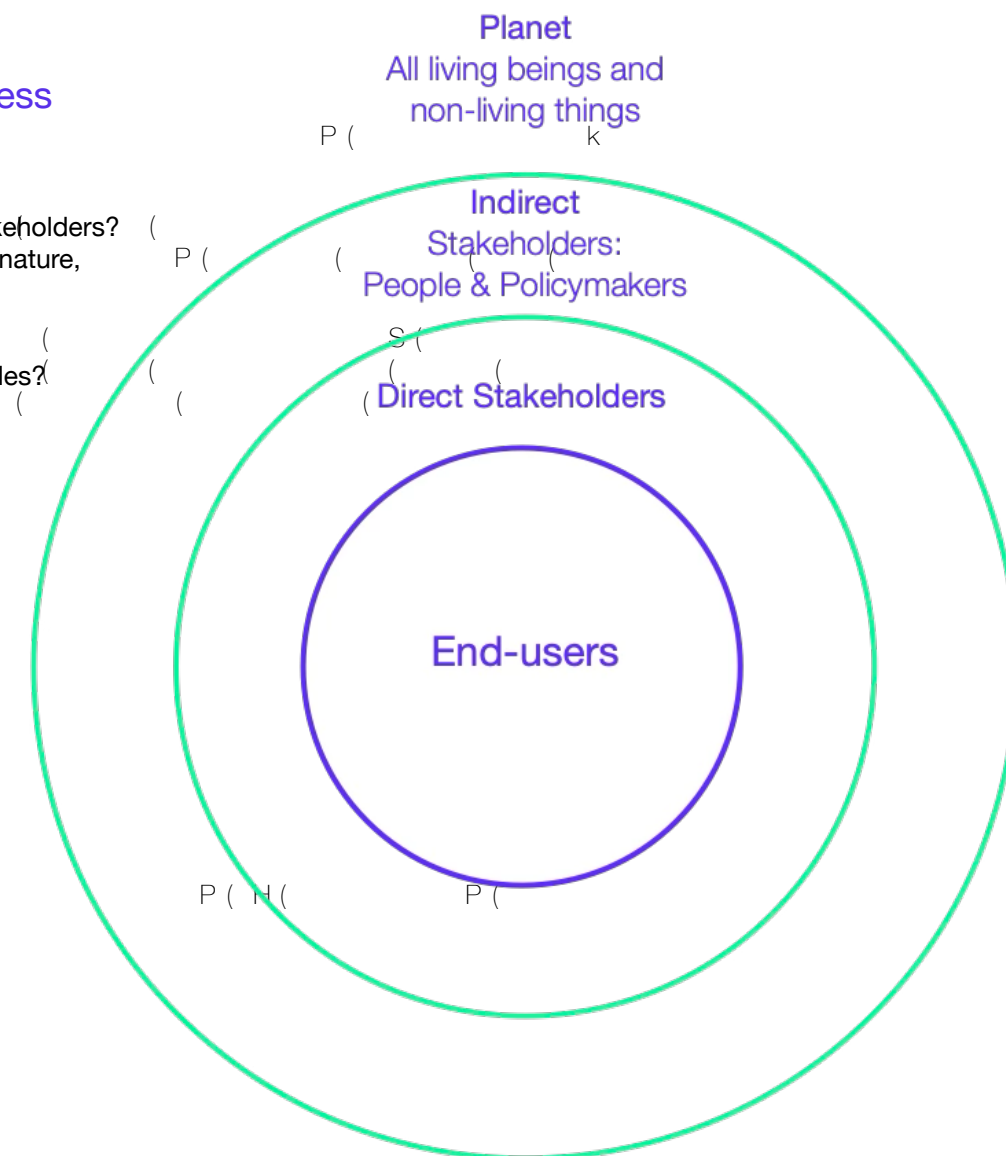
2.3 Key Stakeholders

- **End Users:** those who really are the end users of your project's outputs. End users are people that, as organizations, will be affected by your solutions.
- **Direct Stakeholders:** 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:** Every thing that is affected by your actions. For example, the plants and animals whose homes were demolished or the people whose lives were affected by your actions.

Reflection

Reflection during the stakeholder mapping process

- 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 interact with each other?
 - Are there conflicting 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?



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 project and its impact, and make stakeholders more willing to interact with your work.

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

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 groups of stakeholders are

Reflection after the mapping

Once the stakeholder map and needs analysis are complete,

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

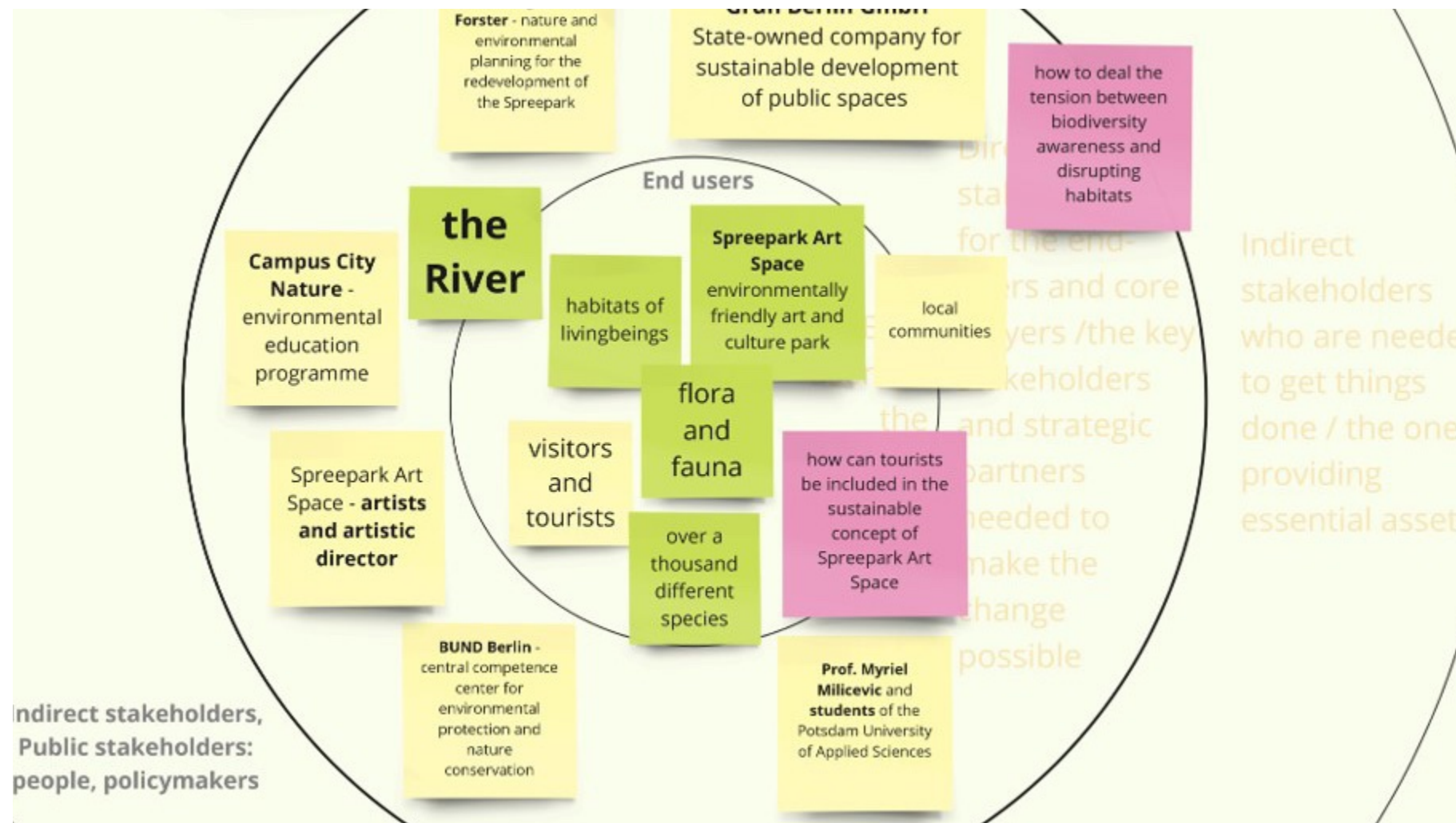
- What do we need to learn more about?
- Who should we talk to next?

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.



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

2.4 Theory of Change (ToC)

- 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, wh ovi b d a f e c t e d , wh ovi b d n a f n t d o w 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 understood Theory of Change, but you should use your style and tone of voice to verbalise it.

Purpose

- 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,
 - Wh akti o p r o s p e r i j i d u r r o j f e o c s t a r e w h o v i b d a f e c t e d , and
 - why do you think the change is important and meaningful.
- 2) Try to define even a simple ToC as a team. Here is a basic structure for the Theory of Change

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

Reflection

Reflection During the ToC Creation

- 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 everyone who will be impacted by 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 there any contradictions or self-contradictions?
- 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

- 1) **Coherence and Consistency**
 - Do the elements of the ToC logically flow together?
 - Are all elements (why, how, who, what) connected and consistent?
- 2) **Impact Assessment**
 - What are the benefits and risks of the change?
 - Are there unintended consequences we should consider?
- 3) **Comparative Review**
 - How do our ToCs compare to others?
 - 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.

2.5 Workshop Topic

Purpose

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, 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) **Reflection**
Understand the assumptions and steps that lead from your current state to the desired outcome.
- 2) **Outcome**
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 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

- 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 we explore alternative perspectives?
- 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

Next steps

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

Literature

- 1) Hanington, Bruce, and Bella Martin. [The Pocket Universal Methods of Design, Revised and Expanded : 125 Ways to Research Complex Problems, Develop Innovative Ideas & Design Effective Solutions](#). Quarto Publishing Group USA, 2022. ProQuest Central. URL: <http://ebookcentral.proquest.com/lib/savoniaaf/detail.action?docID=6844683>.

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 the active impact areas that are important to the project. 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

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 scales clearly reflect the 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.

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:** A b i t i d e y b e t p r o s i d i n d e g a t e k v e e c n h e s a r l y .

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

through its impact in relation to the criterion in the manner represented in the following example:

- **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).**
- **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.

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, be flexible in the limits of the workshop.
- 5) Decide what you will serve in 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. If it is not possible to have people in a room, 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 colors
 - Large sheets of paper
 - Post-its
 - 9) Send out the invitations

Reflection upon this step

- 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



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 is 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 the instructions to find out how to conduct the somatic walk exercise.
- 2) Give yourself at least one hour, about half an hour to somatic practice, half an hour to reflection.
- 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 on your body, breathe in through your nose, exhale through your mouth, 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 be free?
- 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

- 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 significant appeared in your thought — write a quick note or take a photo. These fragments will be useful later.

After the Step

- 3) **Description**
 - 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 breathing change?
 - How did your breathing change?
- 5) **Interpretation**
 - 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 on a card: "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

The Themes.

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

- 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

- 1) What motivated you to do this?
- 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

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 all stakeholders 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 and resolving these contradictions?
- 5) **Facilitation & Tools**
 - Is the discussion structured (e.g. using maps, matrices, or frameworks)?
 - Are the tools 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.

3.3 Paradoxes

Purpose

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 with each other about the identified stakeholder needs between the stakeholders and their situation.
- 6) Make notes

Reflection

During the Step: Real-Time Reflection

- 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 is louder in the data, who is a few steps away?
 - 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

- 5) **Insights Gained**
 - What new understanding emerged about stakeholder relationships?
 - Did any unexpected contradictions surface?
- 6) **Implications**
 - How might these paradoxes affect future 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

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
 - 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 relate to 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

- 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 to have more than one category.
- 3) Name and save the clusters (photograph, copy aside etc.).
- 4) Start again.

Reflection

Reflection During the Theming Step

- 1) **Stakeholder Alignment**
 - Are stakeholders grouped based on meaningful similarities?
 - Do the clusters represent the stakeholders' interests?
 - Is the hierarchy of clusters meaningful?
- 2) **Theme Relevance**
 - Are the themes emerging organically from the data, or are they being forced?
 - Do the themes represent the stakeholders' interests?
 - 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 the 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

- 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 lead to actionable goals or strategies?
 - 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 collaboration between themes?
- 9) **Paradox Resolution**
 - Have paradoxes been acknowledged and integrated into the themes?
 - Do any paradoxes challenge the validity of the themes?

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

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

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

- 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 already present in the identified step 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

- 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 the frame itself help or hinder 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.

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

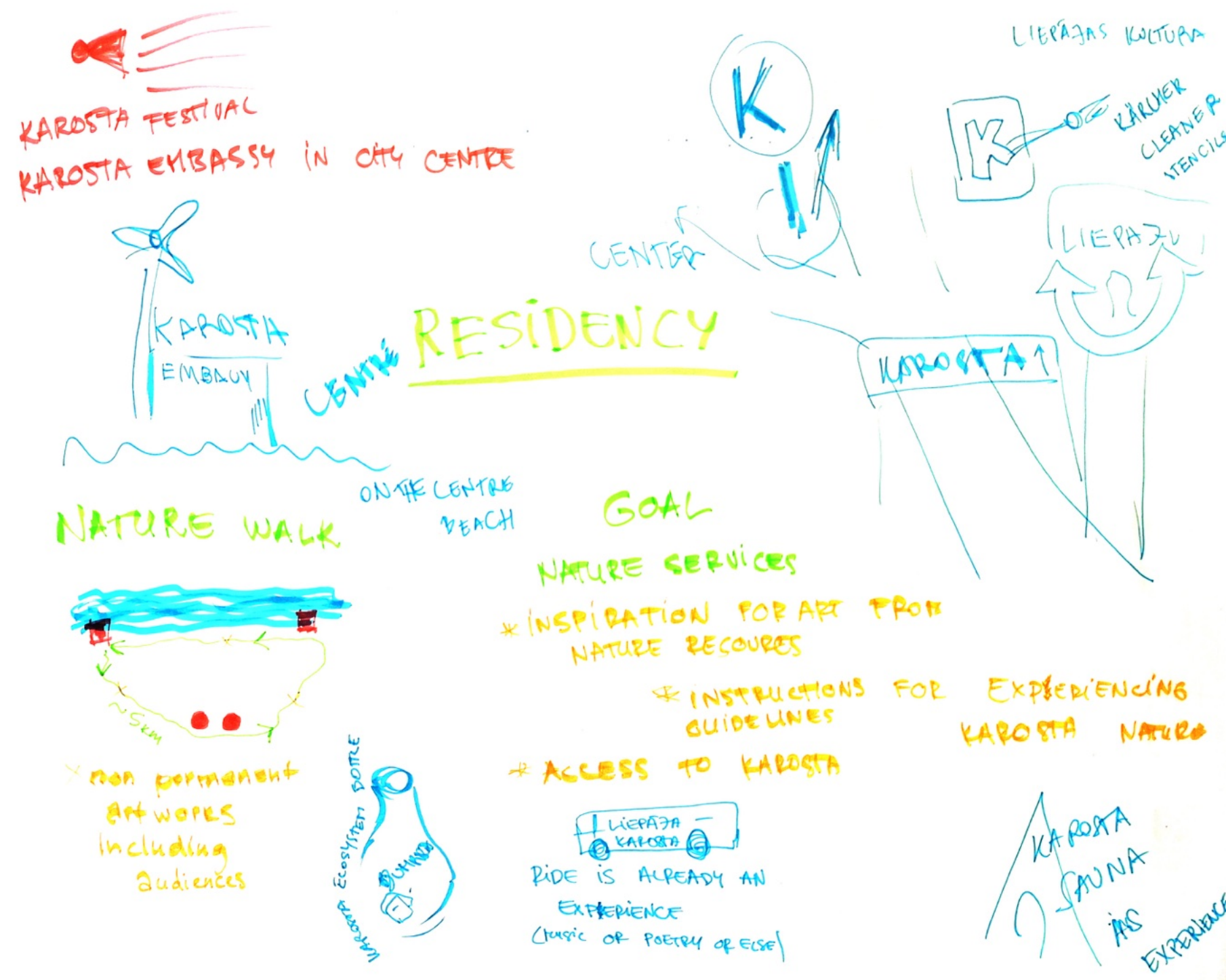
answer your Theory of Change and create the change for your key stakeholders. The main characters in the story should be these key stakeholders, and at the heart of the story are their experiences.

- 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

- 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 answer the stakeholders' needs?
 - Are there gaps or assumptions we're making?



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

- 3) **Coherence of the Story**
 - Do etshæt ofroyWog i æ ð m ɔ t i o n a l l y ?
 - 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

- 5) **Presentation & Feedback**
 - Each group presents their storyboard.
 - O t h e r s e e i t
 - 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) **P e r s o n e a f l e c t i o n**
 - 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?



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

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.

3.8 Heat map

Purpose

The purpose of this phase is to prioritize attention. The Heat Mapping method is used to as-

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

Have each participant go through the impacts individually.

Assignment

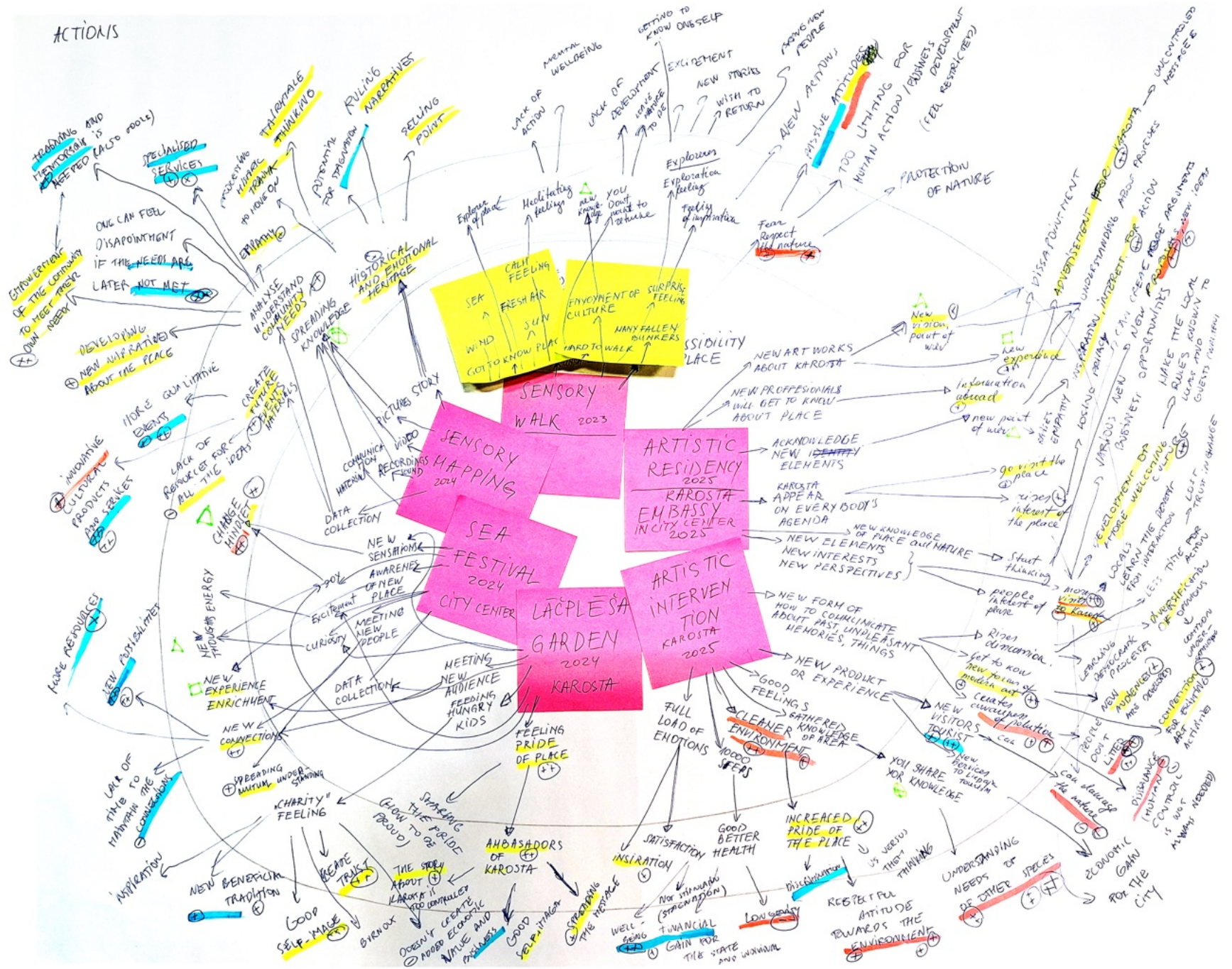
- 1) Evaluate the various impacts and their intensity according to the criteria decided upon during the pre-phase.
- 2) Mark down your evaluation beside the impact with
 - ++ Very positive
 - + Some positive
 - - Some negative
 - -- Very negative
- 3) Use the criteria as instructed
- 4) Draw a vertical line after your evaluation to separate evaluations from each other. In the following example, at least participants have evaluated the three criteria. Not every participant has to put a marking on every criterion as they might consider the impact not relevant.

- +++|+|+++|
- -|-|
- +|+|+++|

Reflection

Reflection During the Heat Mapping Step

- 1) **Personal Biases**
 - Am I favouring certain impacts because of my role or experience?
 - Am I overlooking anything that is more important?



2) **Clarity of Criteria**

- Do I fully understand what each criterion means?
- Is it clear how each impact relates to the criteria?

3) **Confidence Evaluation**

- How confident am I in my ratings?
- Would I rate differently with 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

5) **Patterns and Surprises**

- Which impacts received consistently strong or weak ratings?
- Were there any unexpected results?

6) **Differences in Perception**

- Why do we rate impacts differently?
- What does that tell us about our diverse perspectives?

7) **Criteria Relevance**

- Did the criteria help us compare 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

- What did you learn about your own priorities through this exercise?
- 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.

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 the impact chain descriptions that you have identified and did not have a solution for (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 write the chain of effects of each impact chain. Write the impact chain in the **Indicator** column. The plus and minus signs 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 be more as you improve the process (to avoid 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 of an action. 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."
 - 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 how you regard the impact chain.

Reflection

Reflection during the step

1) Action-by-action sense-making

Reflection on the effects of the actions for immediate, problematic.

- Which indicators affect the most?
- Do the strongest evaluations point more toward possibilities or risks?
- Are impacts seen to be different (e.g. systemic change)?

2) Balance check: positives vs. negatives

Reflection on the balance of risks

- Are you finding more positive or negative impacts?
- 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 on the criteria used in the evaluation.

- Which criteria are most used?
- Are some criteria underrepresented despite being strategic priorities?
- Do different criteria have different weights (e.g. cultural identity as both risk and opportunity)?

4) Indicator realism

Reflection on the realism of the indicators.

- Are these indicators observable within the project timeframe?
- Do they measure movement toward impact, or only activity/output?
- Would these be the best indicators?

Reflection after the step

5) Action prioritization

Reflection on the prioritization of actions.

- Which actions generate the strongest positive impacts across multiple criteria?
- Which actions show clear causal pathways rather than speculative assumptions?

6) Change mechanism clarity

Reflection on the clarity of the change mechanism.

- Based on the impact chains and statements:
- What are the main mechanisms of change in your project (e.g. awareness -> agency -> collective action)?
- Are the mechanisms of change fragmented?

7) Story coherence

Reflection on the coherence of the story.

- 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 reflection

Reflection on the strategic 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

and risks.

THE PROSPECTIVE IMPACT
ASSESSMENT PROCESS (PIAP)
PROCESSING OF WORKSHOP
RESULTS (Futures Wheel & Heat Map)

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

4.2 Possibilities and Risks

Purpose

Moving towards choosing prominent actions and path. For the progress of your project, it is step. In this step you direct your insights and impact analysis to make strategic choices about what comes next to develop your project.

Preparation

- 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 one significant impact statement for the revision of 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. In doing so, you will gain insight into the strengths and weaknesses of the project 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) Reflect with the selected impact statements
 - Why did I choose these three particular impact statements? (E.g. because they seem so crucial in the future.)
 - What are the negative impacts that I consider significant for others?
 - Do the risks and possibilities have a certain sequence?
- 2) Reflect with the selected 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) Reflect with the risks and possibilities
 - Which risks or possibilities do I consider most important? What do they 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) Reflect with the narrowed view
 - 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) Reflect with the rewritten 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) Reflect with the completed balance
 - Do the risks and possibilities seem balanced and well-proportioned?
 - Does my analysis lean toward optimism or caution? Why?

- Have I paid enough attention to unintended consequences?
- 7) Reflect on the way the story changes
- 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?
 - Do you agree with the strengths and weaknesses?
- 8) Reflect on decision-making
- What evidence did I use to judge which risks and possibilities were plausible?
 - Did I prefer to do something different?
 - If another person repeated the same process, would they likely choose the same impacts?
- 9) Reflect on the 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.

4.3 Roadmap cards of ToC

Purpose

goals.

Preparation

- 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) Copy the sheet on a separate page and print it out.

Assignment

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? Are both directly adjacent to each other in the wheel? Are they desired 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)

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**

Your Project:

Theme / TOC's Criteria(s):

Evaluation Criteria(s) Description:

Impact Statement:

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

4.5 Future Scenario

- 3) Are there gaps or missing moments in the stakeholder journey?
- 4) What assumptions am I making?
- 5) Am I being honest about my plans to face the 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

ed 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.

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

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

realism.

- 1) Am I truly seeing this through the stakeholder's perspective?
- 2) Are my planned actions visible and clear in the story?

5. Reflection



THE PROSPECTIVE
IMPACT ASSESSMENT
PROCESS (PIAP)

GUIDEBOOK