



Sharing the Knowledge

5. Phase 2 – Discovering

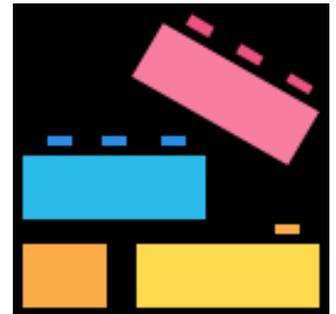
The first action of phase 2 'Discovering' is to convene the co-design team so they can share their knowledge, develop a deeper understanding of the challenge, identify gaps in the collective knowledge and highlight any assumptions that have been made.

The purpose of discovering is to define and deeply understand the problem you are working together to solve.

Set the scene

Consider addressing and using the prompts below to give members of the co-design team clarity of purpose and direction.

- State the project's purpose** What is the broad problem you are trying to solve? What are you trying to achieve by doing this work and why?
- What are the boundaries?** What can you do? What can't you do? What is within the project's scope?
- Outline the process** Make sure team members understand what is required of them and how the phases/activities will unfold throughout the co-design process. Remember: This may be a new way of working for your team members.
- Group warm-ups** One of the biggest benefits for people who get involved in co-design is the collaboration and community connections they will make in the team. Take time to let people get to know each other. This will flow onto the next stages of the project and have positive impacts on the work they do.



What is the current situation?

Discuss the challenge/issue/problem in detail with that project team. Identify what the project aims to address.

Share the data and knowledge you gathered in phase 1. This will raise awareness, highlight the need for the project, and outline the urgency for change. As the experts involved draw on the knowledge and expertise of co-design team members, they will provide more context, understanding and dig deeper into the topic. Focus on both the past and present and what helps and hinders the issue.

Example: Safeguarding Volunteering Project

Challenge: Volunteering is declining in Tasmania and if we continue on this trajectory, we will have a 42% gap between supply (volunteers) and demand (need for volunteers).



Consider:

- What is the team's experience with the issue?
- What works? What is a challenge?
- What can they see for the future?
- What has impacted from the past?
- What does the current reality look like?

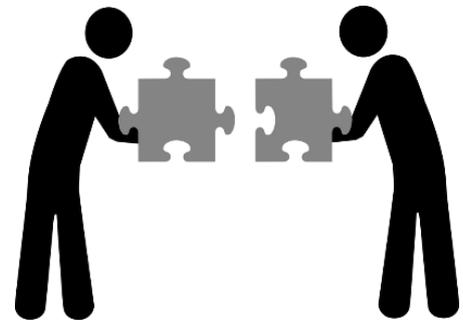
The discussions provoked by these questions will provide a shared understanding of the current situation, including historical impacts, the strengths/positives of the topic, the key elements that prove challenging and will also identify the various views/experiences in the room.

What is our ideal future?

To help the team visualise the purpose, impact and possible outcomes of the project, discuss what an ideal future and best-case scenario would be. **Encourage big and bold thinking here.**

Use prompting questions such as, *'If we succeed...'*:

- What has changed / what is different?
- What does it look and feel like?
- Who has it impacted and how?



Continue to revisit the team's answers to these questions as the project progresses to ensure everything is on the right track and continues to align with the desired future the team identified. You may find that the desired future first described by the team needs to be revisited as the project evolves.

Testing assumptions

While membership of the co-design team should be diverse and have a vast knowledge of the topic, it's important to acknowledge and identify any assumptions made during this sharing process so you can highlight where there may be knowledge gaps and bias.

Team members will already know a great deal about the current situation, but to deeply understand the challenges, opportunities and strengths they must hear from the broader community. Undertaking a broad community consultation will support the team to determine the project's focus and direction and will develop a deeper and broader awareness of the topic and the community it impacts.

Next step

Check out the *Community Conversations* resource to work through the next step of phase 2 – Discovering.