KNOWLEDGE EXCHANGE

ACTIVITIES

The activities are organized under four categories: presentation, discussion, experiential, and analytical. Each category emphasizes different types of communication and interaction among participants.

### PRESENTATION

**DEMONSTRATION**
An expert showing how to use a product or perform a procedure; also used to showcase a new product or process in order to market and spread innovations.

**USE IT TO**
- apply knowledge or master a process.
- have a high level of participant involvement.
- share practical experience or process steps.
- share innovations and good practice.
- enable knowledge transfer within one’s own context.

**EXPERT PANEL**
A moderated set of presentations on the same topic addressed from various angles by a group of people with specialized knowledge.

**USE IT TO**
- provide multiple perspectives on a topic.
- raise awareness about a topic or an issue.
- lend credibility to a topic by providing an expert perspective.
- enable knowledge sharing.

**LIGHTNING TALKS**
A series of short presentations on the same or diverse topics by different speakers lasting a few minutes each as part of a single session.

**USE IT TO**
- raise awareness about one or more topics in a short amount of time.
- report on project or group results and good practices.
- enhance individual or group capacity to prepare succinct reports or presentations.
- offer new perspectives.

**POSTER SESSION**
A presentation in a poster format, usually combining text and graphics, that engages presenters and participants in a conversation around the content of the poster.

**USE IT TO**
- encourage continued reflection/interaction on a topic.
- showcase results/innovations or increase visibility of a topic or theme.
- accommodate a large number of participants.
- support network building and informal knowledge sharing.

**REPORT**
An oral or written presentation that summarizes and highlights topic- or theme-based key points (concepts, data, processes, lessons learned, etc.).

**USE IT TO**
- share results from a project/survey/assessment or to provide an update.
- raise awareness, especially on topics where information is difficult to obtain.
- stimulate new perspectives.
- capture and reuse tacit knowledge.
- enable knowledge sharing.

**STORYTELLING**
A purposeful use of narrative that describes a practical outcome and is meant as a trigger for individuals, communities, or organizations to consider future action.

**USE IT TO**
- share and capture tacit knowledge.
- support deep understanding.
- draw and focus attention on a topic.
- enable knowledge sharing.
### Discussion

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<tr>
<th>Method</th>
<th>Description</th>
<th>Use It To</th>
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</table>
| **Anecdote Circle** | An exercise that involves the use of story themes and story-eliciting questioning to engage a group in sharing their experiences. | - support process change such as team and relationship building  
- conflict resolution  
- collect stories to evaluate complex projects  
- enable knowledge sharing. |
| **Buzz Session** | A very short discussion on a narrow topic that involves simultaneous small group work (usually in pairs) and stimulates contribution from each member of the participant group. | - tap into the knowledge and experience of each participant  
- energize the group or as an icebreaker  
- identify needs/solicit quick feedback on a narrow topic  
- support generation of a large number of ideas  
- generate group-level questions for speakers  
- re-focus on core issues. |
| **Knowledge Café** | Open, creative, facilitator-led conversations to surface collective knowledge, share ideas, and encourage collaborative dialogue in a relaxed, café-type environment. | - provide multiple perspectives on a topic  
- surface and collect tacit knowledge and experience from a large group of participants  
- support collective learning and build networks  
- identify best practices. |
| **Brainstorming** | The generation of ideas or solutions about a specific topic by tapping into the wisdom of peers and encouraging them to think of novel ideas. | - generate new and creative ideas  
- generate lists/checklists  
- facilitate problem solving, consensus building, and teamwork  
- motivate participants to invest in an idea or solution  
- enable knowledge sharing. |
| **E-Discussion** | A discussion that takes place online either synchronously or asynchronously. | - engage members of a community of practice  
- examine topics in depth and allow for deeper reflection  
- support coaching/mentoring  
- enable planning and collaboration at any stage of a project or program -- especially among geographically dispersed teams  
- plan agendas with several participants and sustain learning and engagement among workshop and conference participants. |
| **Peer Assist** | A facilitated event in which peers with relevant experience share their knowledge and experience, usually in the form of best practices and lessons learned, with a team that has requested help on a specific problem, project, or activity. | - solve a specific business challenge -- generally more useful for solving adaptive challenges  
- enable knowledge transfer among peers  
- support collective learning among peers  
- stimulate new perspectives and new lines of inquiry  
- increase willingness to learn from one another—establish an open culture of learning in an organization. |
### EXPERIENTIAL

**ACTION PLANNING**
A strategic exercise that results in a personal or group roadmap or timetable describing the specific steps that need to be taken to achieve a single or multiple objectives.

**USE IT TO**
- apply and/or localize knowledge.
- create a tangible output and road map for follow-up action.
- encourage ownership of follow-up actions.
- enable knowledge transfer.

**FIELD VISIT**
Physically going to a location that enables participants to experience project realities directly and meet with implementation teams and beneficiaries.

**USE IT TO**
- gain new knowledge and/or learn directly from a project or program.
- establish direct contact with beneficiaries, community members, and/or key stakeholders.
- identify good practices.
- build networks and partnerships.
- support decision-making.

**ROLE PLAY**
An interactive exercise that allows participants to experience a situation from another’s point of view, apply or develop skills to handle a conflict or a problem, and analyze the experience with the help of observers.

**USE IT TO**
- encourage different or new behavior.
- encourage exploration or discovery.
- develop appreciation for another’s point of view.
- strengthen consensus among multiple stakeholders.
- develop skills to handle a conflict or make difficult decisions.

**SECONDMENT**
The temporary assignment of a person to another department or organization.

**USE IT TO**
- develop new proficiencies or enhance skills and expertise.
- enable knowledge transfer.

**BOOK SPRINT**
A facilitated process that brings together a group of people to collaboratively produce a book in three to five days.

**USE IT TO**
- capture tacit knowledge.
- codify knowledge, practitioners’ experiences, and lessons learned.
- exchange knowledge and results.
- create a tangible product – produce a book.
- build, further develop, or engage a community of practitioners or team.
- encourage ownership of follow-up actions.
- enable knowledge transfer.

**A FISHBOWL**
A small group conversation or a dialogue process held in a setting which includes a larger group of observers/listeners.

A fishbowl is an experiential exercise that enables active participation through discussion by those inside the “fishbowl” and active observation by those outside of the “fishbowl.” Think of the fishbowl as a center stage with observers sitting around it. A typical fishbowl setup has an inner circle of chairs for about five to eight people with more chairs for observers set around the inner circle.

**USE IT TO**
- increase understanding of difficult or controversial topics.
- support multiple perspectives and debate.
- support problem-solving, especially for complex problems with no single-answer solutions.
- encourage active listening and reflection.
- enable knowledge transfer.

**SIMULATION**
A realistic, structured situation designed to engage participants in various interactions within a particular setting.

**USE IT TO**
- practice new skills in a realistic “real-world” environment.
- develop proficiency in handling a complex role or specific equipment.
- enable knowledge transfer.
- analyze a given situation in depth.
- support deep understanding of a subject area.
<table>
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<tr>
<th><strong>ANALYTICAL</strong></th>
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<tbody>
<tr>
<td><strong>AFTER-ACTION REVIEW</strong></td>
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<tr>
<td>A structured review process for project teams to analyze what happened, why it happened, and what can be done better or differently in the future.</td>
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<tr>
<td><strong>USE IT TO</strong></td>
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<tr>
<td>» capture best practices and identify lessons to be learned from implementation experience.</td>
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<tr>
<td>» capture multiple perspectives of what happened and why.</td>
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<tr>
<td>» encourage feedback for improved performance.</td>
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<tr>
<td>» enable knowledge transfer.</td>
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| **FOCUS GROUP** |
| A structured discussion protocol that brings together a group of people, typically unfamiliar with each other but with a common interest, to give their opinions on a particular topic or area. |
| **USE IT TO** |
| » test assumptions for improved decision-making. |
| » test target audience response/reaction to products/services/campaigns before they are launched. |
| » support development of a strategic focus. |
| » encourage participants to build on each other’s perspectives. |

| **INTERVIEW** |
| A question-and-answer engagement with an individual about a specific topic, usually following a pre-determined set of questions. |
| **USE IT TO** |
| » raise awareness about a topic, issue, or cause. |
| » capture tacit knowledge. |
| » lend credibility to a topic by providing an expert perspective. |
| » share practical experience. |
| » enable knowledge sharing. |
| » replace a presentation. |

| **SELF-ASSESSMENT** |
| An evaluation of how an individual rates him/herself on a specific set of competencies, behaviors, or attitudes. |
| **USE IT TO** |
| » learn what participants need from the knowledge exchange. |
| » gauge changes in participant competencies, behaviors, or attitudes after the exchange. |

| **SURVEY** |
| The gathering of data or opinions from participants using a structured set of questions. |
| **USE IT TO** |
| » monitor progress. |
| » evaluate results. |
| » capture participants’ perspectives and opinions or surface areas of consensus. |
| » conduct a needs assessment or prioritize areas of action. |
| » enable knowledge sharing. |

| **SWOT ANALYSIS** |
| A structured examination to identify a program or organization's internal strengths and weaknesses as well as any external/internal opportunities and threats (SWOT = Strengths, Weaknesses, Opportunities and Threat Analysis). |
| **USE IT TO** |
| » manage and eliminate weaknesses. |
| » help increase awareness and as a prelude to strategy formation. |
| » stimulate new ideas and uncover opportunities. |
| » enable knowledge transfer. |