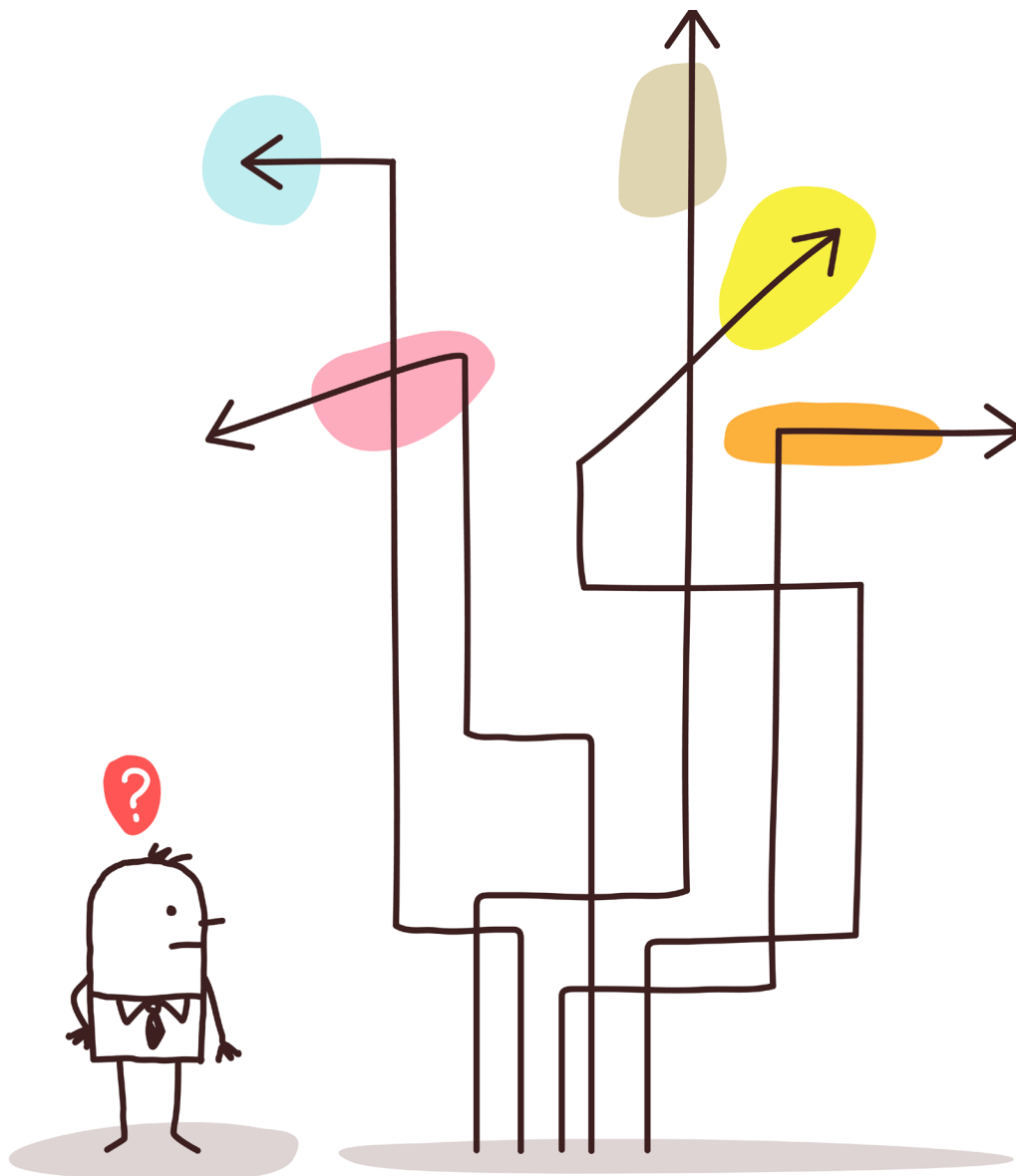


Parts D, E and F: The workshop guides

The three workshop guides are provided as individual ‘pull-out’ sections and are self-contained.

All guides should be used in conjunction with the general section on running and facilitating HEInnovate workshops.

- Part D is the guide for the [Stage 1 - Introduction to HEInnovate](#)
- Part E is the guide for the [Stage 2 - Discovery and Planning workshop](#)
- Part F is the guide for the [Stage 3 - Implementation and Impact workshop](#)



7. Part D: Guide for Stage 1 Workshop – Introduction to HEInnovate

7.1 Purpose

The 'Introduction to HEInnovate' workshop (Stage 1 workshop) is aimed at people who are new to or unfamiliar with HEInnovate. This can be for people within one HEI, either focused on a particular department or unit or from all parts of the organisation, or from multiple institutions.

7.1.1 Objectives of the workshop

Objectives

- To introduce participants to HEInnovate, its benefits and limitations, including the objectives of the sequential workshops
- To provide people with an opportunity to become familiar with the self-assessment tool and methodology
- To explore the eight dimensions of the self-assessment tool
- To advocate and explain the concept of the entrepreneurial university
- To provide an opportunity for dialogue and debate
- To make the participants aware of the wider network and community of practitioners

Optional (if there are external speakers)

- To expose participants to experienced thought leaders and practitioners

Optional (if this involves several HEIs)

- To introduce initial activities for preparing to complete the tool in their own institution

7.1.2 Expected outcomes of the workshop

The expected outcomes of the workshop are:

- Participants become familiar with HEInnovate and understand how it can help them with developing a more entrepreneurial approach within their area of responsibility
- Participants discuss and debate the areas of the framework and feel able to prioritise areas for action for their areas of responsibility
- Participants are able to identify real actions and what they would do to ensure implementation

7.2 Preparing for the workshop

7.2.1 Whom to invite?

Invitees can be from a single institution, or from multiple institutions. The workshop is aimed at providing an overview of the HEInnovate tool and its potential use. Therefore all different types of stakeholders, both internal and external, involved with HEIs are welcome.

7.2.2 How to set an agenda?

'Introduction to HEInnovate' workshops can be one day or half a day, depending on the time

available. If the session lasts a whole day, involve an external speaker who can bring insights which are relevant to the audience. The workshop is a mixture of plenary and breakout sessions. The following gives some ideas for the sessions during an 'Introduction to HEInnovate' workshop.

It is recommended that the **agenda for the Stage 1 Workshop** contain the following:

- Introduction and welcome
- Icebreaker
- Agreeing expectations and roles for the day
- Introduction to the tool
- Example of real results and case studies of how the assessment translated into action (possibly a guest speaker)
- Participants discuss and debate the areas of the framework and feel able to prioritise areas for action (breakout groups followed by a plenary session). May be repeated for different dimensions of the tool
- Participants are able to identify real actions, and who would implement them at the HEIs. Discussion at the plenary session encourages sharing as well as agreeing on follow up activities
- Conclusions from the day – short summary by the facilitator followed by agreement on next steps and introduction of follow up activities

7.3 Delivering the workshop

As well as using all the common elements of the workshop identified in Part B, Stage 1 workshop requires the following specific elements:

7.3.1 How to use HEInnovate in a Stage 1 workshop - Introduction to HEInnovate

Every workshop revolves around the use the HEInnovate self-assessment tool and self-assessments from participants coupled with the facilitator's ability to interpret and explain these assessments. It is recommended that the facilitator may want to introduce an expert speaker or a previous workshop participant who has made progress in using HEInnovate to provide additional insight into the areas or implementation. For the Stage 1 workshop: Introduction to HEInnovate, it is possible that there are no self-assessment results available and some participants may be unfamiliar with HEInnovate.

Therefore a live demonstration of the website may be interesting alongside the online video.

Useful resources

For this first introductory workshop it is a good idea to have web-ready devices available for participants who may wish to complete the tool during, or directly after, the workshop. Whether on tablet, laptop or fixed computers, enabling activity and direct engagement with the online tool is an important factor and provides a foundation upon which workshop discussion can be drawn out.

Case studies are also useful. Having summaries of these available as printed out and laminated sheets, or even as posters is useful to motivate participants' thinking.

If participants have not filled out a self-assessment, or seen HEInnovate:

In the case where participants have not seen HEInnovate or filled out the self-assessment, handouts containing the list of statements can be a good way of helping people to get up to speed and work well in the breakout sessions, even without access to Internet. More time may be needed for users to familiarise themselves with the terminology.

Another way of reducing the time needed to familiarise users with the self-assessment tool is to only assign one area for each breakout group to look at. Depending on the audience this may require the breakout session to be repeated to enable participants to explore more than one dimension of the tool.

7.3.2 Role of the facilitator in the 'Stage 1 - Introduction to HEInnovate' workshop

In the 'Stage 1 - Introduction to HEInnovate' workshop, the facilitator has the role of introducing the tool and all its features. Additionally the facilitator needs to set the objectives of the breakout groups clearly to the participants, prepare potential questions for discussion, circulate and engage with participants and lead the report back to the plenary and prioritisation of actions.

7.3.3 Plenaries and follow on actions

As described in Part B – Common Elements, the HEInnovate workshops work well when participants split into smaller groups to discuss issues that relate specifically to their own roles and institutions. This provides an opportunity to see what issues are in common with other participants and how they perform in comparison to others. Discussion around the findings from the self-assessment exercise and particularly relating to the eight dimensions can bring out common areas of disagreement and aspiration. A second stage of discussion, where participants discuss possible first steps, leads to achieving the objectives of the HEInnovate workshops. For Stage 1 workshops, actions should as a minimum relate to using the tool for the first time and engaging staff from within the participant's institution to do the same and sharing and disseminating the findings with others.

For the introductory workshop a presentation on HEInnovate, the concept of the entrepreneurial university and the results of the self-assessment exercise (if available) can be presented in PowerPoint or equivalent.

Suggested sessions for Stage 1 workshop

Please note that timings are indicative only. We recommend you set timings yourself based on your experience and the particular group.

Sessions	Suggested timings		Notes
	for half-day	for a day	
Introduction	09:15	09:15	A welcome and introduction including logistics for the day, introducing facilitator and agenda, introductions and individual objectives and ground rules
Plenary session 1 - Introduction to HEInnovate and overall presentation of the objectives of the workshop	10:00	10:00	A presentation on the use of the HEInnovate, its structure and its aims and objectives
Presentation of the results from an example self-assessment exercise	10:20	10:30	Examples results (e.g. from an individual or test group) will be presented to the participants, highlighting how the data show areas of strength and areas for potential improvement. If using a group example (an example is available on the website), the charts can be used to show differences and other patterns within the aggregate results that have emerged by comparing data sets. This should demonstrate the value of the tool to new and potential users.
Break		11:00	
Questions arising from the process			
	10:40	11:20	Time should be allowed for first observations on the results of the self-assessment as well as questions. Additional information may be asked of the Plenary to judge their first reactions which can then be fed into the work of the break out groups.
Break	11:00		
Speaker		12:00	
Lunch		12:30	
Break out groups - areas of the self-assessment based on scores/types of individuals	11:20	13:30	For the break out groups there needs to be a nominated moderator to guide the discussion. For each break out group only a selection of the self-assessment statements can be tackled in the given time. If there are two sets of break out groups, participants can rotate and explore a further dimension of the tool.

Sessions	Suggested timings		Notes
	for half-day	for a day	
Plenary session 2 – report back from the break out groups	12:00	14:30	<p>This provides the opportunity for each group to report back on the main identified strengths and weakness. This can be listed by the facilitator using an interactive board or post it notes for example.</p> <p>The report back can cover: Overall discussion points; issues identified in the understanding of the results – agreements and disagreements; identified strengths of the institution(s); identified weaknesses; identified actions; prioritisation of action</p>
Break		15:00	
Exploring the strengths, weaknesses and priorities for action	12:20	15:15	A facilitated session exploring the identified strengths and weaknesses with questions from the groups. If necessary, a final prioritisation can be undertaken with the whole group
Close - Final questions – the way forward	12:40	16:00	A facilitated discussion on how the participants would like to move forward by applying the tool, including interest in further HEInnovate workshops (sequential approach)
End	13:00	16:30	

Potential areas for discussion during the break out groups

- What was taken into consideration when scoring the statements?
- Are there significant differences in views on the scores between participants?
- With the benefit of this discussion is it possible to come to more consistent views?
- What are the areas of strengths which can be considered good practice by the HEI?
- What are the areas in need of improvement that should be addressed by the HEI?
- Focusing on the key areas for improvement, which are the highest priority?
- What are the barriers to making improvements in these areas?
- What enabling factors can facilitate change and address the areas identified?
- What could/should we now do?

7.3.4 Capturing the outputs

As well as encouraging individuals to take individual first steps, the overall feedback from the plenary sessions and agreement between groups or individuals to work together needs to be captured.

For the ‘Stage 1 - Introduction to HEInnovate’ workshop the aim of the facilitator is capture the willingness and likelihood of the participants to use the tool within their organisations and the first steps or aims they hope to achieve as a result of doing so.

Part B on the common elements contains more generic information about capturing the outputs.

7.4 What happens next?

7.4.1 *Next steps*

Depending on the commitments made during the workshop, all participants should be contacted after the workshop and provided with the presentations and the workshop report. Additionally, plans for scheduling the next workshop can be made, if applicable.

The facilitator should ideally ensure that the HEInnovate team can benefit from the knowledge gained during the workshop. Feedback would be much appreciated and can be shared by using the info@heinnovate.eu email address.

See Part B for guidance on what to do once the workshops are completed.

8. Part E: Guide for the Stage 2 Workshop – Discovery and Planning

8.1 Purpose

This is a workshop for people familiar with and already using HEInnovate for self-assessment with aspirations to improve their organisation's practice as an entrepreneurial HEI. This can be for single or multiple HEIs engaging a diverse range of internal and external stakeholders. This might include staff from the institutions' central management and/or administration, faculty and students, as well as external business, NGO partners and policymakers.

8.1.1 Objectives of the Stage 2 workshop

Objectives

- To (re-)introduce participants to HEInnovate, its benefits and limitations
- To stimulate thinking about the meaning of the entrepreneurial HEI and how this relates to the workshop participants
- To identify the importance and benefits of developing a more entrepreneurial culture and environment across the participants' institution
- To explore how HEInnovate data can be used to identify priority areas for improvement across the eight dimensions of the self-assessment tool
- To help participants recognise and strive for achievable but ambitious targets in pursuing a more entrepreneurial HEI
- To encourage dialogue and sharing of experiences to develop ideas for action for implementation at the participants' institution
- To make the participants aware of the wider network and community of practitioners

Optional (if this involves several HEIs)

- To provide participants with examples of other institutional cultures and approaches

8.1.2 Expected outcomes of the workshop

The expected outcomes of the workshop are:

- Participants understand the concept of the entrepreneurial institution and how this relates to their own institution
- Participants understand the importance of HEInnovate as a catalyst for institutional change
- Participants understand how to interpret data and are aware of its limitations
- Participants discuss what the tool can tell them about their own organisations
- Participants have identified priority areas for development and can articulate ideas for how to improve these areas at their institution, including allocated resources

8.2 Preparing for the workshop

8.2.1 Whom to invite?

Invitees can be from a single institution, or from multiple institutions. This workshop will focus heavily on staff and stakeholders that are already aware of and/or using the HEInnovate tool.

These could be people that have attended a Stage 1 workshop. Whether in teaching and learning, research or administrative roles, this workshop is designed to help those able to influence and/or change aspects of the operations and practices of the HEI.

8.2.2 Communications and preparations beforehand

The common elements for workshop preparation can be found in Part B of the manual. For the 'Stage 2 - Discovery and Planning' workshop it is also recommended to ask participants to submit their HEInnovate self-assessments through the website before the workshop. These results provide a very useful input to the discussions, highlighting the main differences in stakeholders' opinion, and some of the key strengths and weaknesses of the participating institutions.

Participants can also be asked to volunteer questions they would like to address about implementation or share their existing or intended plans to deliver a more entrepreneurial, innovative HEI. This can be used as discussion material at the workshop.

For this workshop in particular it is useful for the facilitator to speak to the 'project lead' to get information about where the group is in terms of progress, motivation and potential resistance.

8.2.3 How to set an agenda?

'Stage 2 - Discovery and Planning' workshops can be one day or half a day, depending on the time available. If the session lasts a whole day, it might be interesting to involve an external speaker who can bring insight relevant to the audience for example through sharing results and case studies, showing how the assessment can lead to implementation. Like the introductory workshop, this works best as a mixture of plenary and breakout sessions. The following gives some ideas for the sessions during a Stage 2 workshop.

It is recommended that the **agenda for the Stage 2 workshop** contains the following:

- Introduction and welcome
- Icebreaker session
- Agreeing expectations and roles for the day
- Introduction to suitable uses for the tool and limitations
- Example of results from participants and case studies of how the assessment can lead to implementation (possibly a guest speaker)
- Participants discuss and debate the areas of the framework related to operations and implementation (breakout groups followed by plenary). May be repeated for different dimensions of the tool
- Participants consider ambitions and aspirations which are realistic and achievable
- Participants consider real actions, and methods of implementation at their HEI(s). A discussion with plenary to encourage sharing as well as enable follow up
- Conclusions from the day – short summary by the facilitator followed by agreement on next steps and introduction of follow up activities such as the development of a roadmap or action plan

8.3 Delivering the workshop

As well as using all the common elements of the workshop identified in Part B on common foundations, the Stage 2 workshop requires the following specific elements.

8.3.1 How to use HEInnovate in a Stage 2 workshop - Discovery and Planning

The Stage 2 workshop uses completed assessments which provides the opportunity to base the discussions on the real results of the participating organisations (and their stakeholders). Key differences across the eight areas can be explored, within the results of a single institution or across all participating HEIs. While the completions offer the possibility to discuss all eight areas, it also enables participants to focus on sections of most relevance.

Useful resources

Handouts containing the list of statements can be a very useful way of reminding participants of the content and they work well in the breakout sessions. In addition, making available best practice examples is also useful to motivate participants' thinking.

8.3.2 Role of the facilitator in the 'Stage 2 - Discovery and Planning' workshop

While an institutional host (administrator/organiser) may prepare the workshop, the facilities and invite participants, the facilitator has a more specific role than just explaining the tool and all its features and leading the report back to the plenary and prioritisation of actions. The facilitator also needs to set the objectives of the break out groups clearly and prepare potential questions for discussion based on the analysis of the self-assessment completions prior to the workshop.

8.3.3 Plenaries and follow on actions

As described in Part B – common elements, HEInnovate workshops work well when participants split into smaller groups to discuss issues that relate specifically to their institutions as well as those that show similarities with others. Discussion around the findings from the self-assessment exercise and particularly relating to the relevant dimensions can bring out common problem areas and common aspirations. Discussion should be encouraged where participants discuss possible steps and actions. These should as a minimum set ambitions or aspirations for improvement, allocate roles and responsibilities for implementing the actions identified, disseminate the findings within the institution. Follow on actions can use the data to prioritise activities within their own institution(s).

For the 'Stage 2 - Discovery and Planning' workshop an introductory presentation on HEInnovate, the concept of the entrepreneurial university and the results of the self-assessment exercise can be presented in PowerPoint or equivalent. However, the facilitator and organiser should discuss this and make sure it is appropriate. It is important not to go over something the participants already know in a workshop for which people will have made an effort to find time to attend.

In a Stage 2 workshop participants might have preferred areas of the self-assessment they wish to discuss during the workshop based on their roles in the organisation. Again this highlights the advantage of the facilitator communicating with the project lead or similar before the workshop.

Suggested sessions for Stage 2 workshop

Please note that timings are indicative only. We recommend you set timings yourself based on your experience and the particular group.

Sessions	Suggested timings		Notes
	for half-day	for a day	
Introduction	09:15	09:15	A welcome and introduction including logistics for the day, introducing facilitator and agenda, introductions and individual objectives and ground rules
Plenary session 1 – (re-) introduction to HEInnovate, its uses and limitations and overall presentation of the objectives of the workshop	10:00	10:00	A welcome and introduction, a presentation on the use of the HEInnovate, its structure and its aims and objectives. This presentation should give the facilitator the opportunity to set the tool in context and manage the expectations of the workshop participants.
Presentation of the results of the group self-assessment exercise	10:15	10:20	The results of the self-assessment will be presented to the participants, highlighting areas of strengths, weaknesses, disagreements and other patterns which are clear from the aggregate results.
Break		11:00	
Questions arising from the process	10:45	11:15	Time should be allowed for first observations on the results of the self-assessment as well as questions. Additional information may be asked of the Plenary to judge their first reactions which can then be fed into the work of the break out groups.
Break	11:00		
Break out groups - on individual dimensions of the self-assessment	11:15	11:45	For the break out groups there needs to be a nominated moderator to guide the discussion. Which break out group participants might choose to join should be considered beforehand. For each break out group a selection of the self-assessment statements can be chosen to focus on in the given time. If there are more sets of break out groups, participants can rotate.
Lunch		12:30	

Sessions	Suggested timings		Notes
	for half-day	for a day	
Plenary session 2 – report back from the break out groups	11:45	13:30	<p>This provides the opportunity for each group to report back on the ways in which data can be interpreted and used, what the tool is able to tell them about their own institutions and the actions identified for implementing changes.</p> <p>This session can stray into areas of strategy and the facilitator should be careful to encourage participants to discuss the areas over which they have influence or control.</p> <p>The report back can cover: overall discussion; issues identified in the understanding of the results – agreements and disagreements; identified actions; prioritisation of actions.</p>
Break		15:00	
Exploring the strengths, weaknesses and priorities for action	12:15	15:15	A facilitated session exploring the identified strengths and weaknesses with questions from the groups. If necessary, a final prioritisation can be undertaken with the whole group.
Close - final questions – the way forward	12:30	16:30	A facilitated discussion on how the individuals or the HEI(s) would like to go forward in implementing the actions, including interest in further HEInnovate workshops and building or joining communities of practice.
End	13:00	16:30	

Potential areas for discussion during the break out groups

- What do responses to the self-assessment using these statements tell us about an (the) institution(s)?
- If individuals are giving different or inconsistent scores within an institution(s), what are the reasons for this?
- Can the group agree on areas of strengths, which can be considered good practice by the HEI(s)?
- Can the group agree on areas of weakness, which need to be addressed by the HEI(s)?
- Focusing on the areas of weakness, which are the highest priority?
- What are the barriers to improving on the areas of weakness?
- What are the enabling factors, which can facilitate change and address the areas of weakness identified?
- What are the areas for change that the participants are able to control or influence?

8.3.4 Capturing the outputs

As well as encouraging individuals to take individual next steps and set deadlines against them, the overall feedback from the plenary sessions and agreement between groups or individuals to work together needs to be captured.

More guidance about capturing outcomes and enhancing follow up activities can be found in

Part B on common elements for workshop preparation and delivery.

8.4 What happens next?

8.4.1 Next steps

All participants should be contacted after the workshop and provided with the presentations and headline action points. Although this ultimately depends on the commitments made during the workshop, follow up is important to encouraging commitment to action. Additionally, plans for scheduling a follow-up workshop can be made, if applicable.

The facilitator should ideally ensure that the HEInnovate team can benefit from the knowledge gained during the workshop. Feedback would be much appreciated and can be shared by using the info@heinnovate.eu email address.

See Part B on common elements for further guidance on activities that need to be undertaken after the workshop is completed.

9. Part F: Guide for the Stage 3 Workshop – Implementation and Impact

9.1 Purpose

This workshop is designed as a follow-up activity building on the ‘Discovery and Planning’ workshop (as described in Part D of this manual). The workshop is aimed at understanding the progress made as a consequence of the action plan and/or roadmap developed at the ‘Discovery and Planning’ workshop. This workshop provides an opportunity to refine the action plan going forward and explore the success and failures that influenced the implementation of the actions proposed.

This guide for Stage 3 workshop is written for participants from a single institution. If there are multiple HEIs involved, the format will differ slightly and groups for discussion might need to be established around common themes from the action plans.

9.1.1 Objectives of the Stage 3 workshop

Objectives

- To report progress against actions (requires understanding of the importance of monitoring and assessment)
- To work together to overcome key challenges, including the identification of key drivers and barriers
- Discuss the implications of actions, sharing experiences and lessons learnt
- Encourage institutional capacity building through exploring the opportunities for training of institutional facilitators to support the change process

Optional (if this involves several HEIs or participants from different countries)

- To share experiences and build a peer community

9.1.2 Expected outcomes of the workshop

The expected outcomes of the workshop are:

- Sharing achievements of the action plan, highlighting key successes
- Reassessing and refocusing priorities for actions based on progress made
- Building a motivated peer community seeking to develop collaborative projects

9.2 Preparing for the workshop

9.2.1 Whom to invite?

Those who have been involved in the implementation of the action plan, including for example HEI leaders, members of governing bodies, deans, heads of departments and centres for research, enterprise, teaching and learning, knowledge exchange, SME development, internationalisation, staff development and other professional service areas.

9.2.2 Communications and preparations beforehand

Since this workshop builds on the achievements of the action plan, as agreed on during the ‘Discovery and Planning’ workshop (Stage 2 workshop), it requires input from the participating institution. As well as completing the self-assessment again to identify progress and enable the analysis of the change, participants will be also required to prepare the following:

- A brief presentation on the action plan and stakeholder involvement
- Overview of the actions and activities undertaken as a result of the action plan
- Key successes and main drivers/barriers

The facilitator should also have access to the workshop report from the ‘Discovery and Planning’ workshop and have a conversation with the project lead before the workshop.

9.2.3 How to set an agenda?

‘Implementation and Impact’ workshops can be one day or half a day, depending on the time available. The workshop is a mixture of plenary and group work. The following gives some ideas for the sessions during a strategic impact workshop.

It is recommended that the **agenda for Stage 3 workshop** should contain the following:

- Introduction and welcome
- Defining expectations and outcomes for the workshop
- Introduction (or reminder) of the entrepreneurial institution concept, its importance, and the benefits of using HEInnovate as a catalyst for change
- Presentation of the self assessment data overtime, and analysis of change
- Presentation of the action plans agreed on during the implementation workshops, including key success factors, driver/barriers identified, incentives and rewards
- Examples of institutional good practices (e.g. case studies and invited guest speakers)
- Discussion, refining/refocusing priorities for change
- Conclusions from the day – including agreement on the next steps

9.3 Delivering the workshop

As well as using all the common elements of the workshop identified in Part B on common elements, The Stage 3 workshop requires the following specific elements:

9.3.1 How to use HEInnovate in a Stage 3 workshop - Implementation and Impact

Stage 3 workshop uses a series of completed assessments which provides the opportunity to base the discussions on the real results of the participating organisations (and their stakeholders) overtime.

Handouts of the previous action plans can be a very useful way of reminding participants of the agreed activities, roles and responsibilities within the institution(s). In addition, making available best practice examples is also useful to motivate participants’ thinking.

In addition for Stage 3 workshop if an external speaker is involved, he/she should be an institutional leader who can clearly demonstrate how they have shaped their institution and the benefits achieved from becoming a more entrepreneurial/innovative organisation. The important point is that the speaker must be relevant for the audience and have credibility.

9.3.2 Role of the facilitator in the ‘Stage 3 - Implementation and Impact’ workshop

In the ‘Implementation and Impact’ workshop the facilitator will focus more on bringing out the concerns, challenges and aspirations of the participants and focus less on the mechanics of HEInnovate. Additionally, the facilitator needs to set the objectives of the group work clearly to the participants, prepare potential questions for discussion, stimulate input from the participants and lead the report back from the group work to the plenary and support the development of the next steps.

For this workshop it is worth considering an internal facilitator. Internal HEI staff have proved themselves the most effective agents of change in the use of HEInnovate in practice. Someone with experience of entrepreneurial behaviour, innovation and change as well as facilitation would be ideal. It might also be possible to have two facilitators for this type of workshop.

9.3.3 Plenaries and group work

For Stage 3 workshop, discussions should focus on achievements, stimulating organisational and cultural change. Additionally, it needs to explore how the institutions progress towards their goals, how they monitor and assess their achievements and how they incentivise and reward progress.

Suggested sessions for Stage 3 workshop

Sessions	Suggested timings		Notes
	for half-day	for a day	
Introduction	09:15	09:15	A welcome and introduction including logistics for the day, introducing facilitator and agenda, introductions and individual objectives and ground rules
Plenary session 1 – Recap on the entrepreneurial institution concept and its importance	10:00	10:00	Welcome, presentation of workshop objectives and a recap on the entrepreneurial institution concept, why it is important in the 21st century and the relevance of HEInnovate as a catalyst for change
Review of the results of the self-assessment exercise	10:10	10:15	The results from the self-assessment exercise – comparison over time - will be presented to the participants, in particular highlighting areas of change
Break		11:00	
Presentation of the action plan and the impact	10:40	11:15	Participants should present their action plans and the respective impact
Break	11:00		
Questions arising from the process	11:15	11:40	Time should be allowed for first observations on the results of the self-assessment in conjunction with the focus and progress of the action plans and identified impact

Sessions	Suggested timings		Notes
	for half-day	for a day	
Plenary group work	11:40	12:00	For the group work there needs to be a nominated moderator to guide the discussion and report back. Time should be given to assess the priorities and proposing refinements and refocusing of actions going forward, and ideas for strategic projects (e.g. collaborative actions, training of institutional facilitators) Two types of group work can be considered: One mixes up participants with different roles across the institution, the other brings together participants with similar roles. Both are important and should be undertaken if time permits
Lunch		12:30	
Plenary group work continuation		13:30	See above
Break		15:00	
Plenary session 2 – report back from the group work	12:20	15:15	This provides the opportunity for each group to report back on the identified steps for improvement and result in a final prioritisation undertaken with the whole group
Close – the way forward	12:30	16:00	A facilitated discussion on how the HEI would like to go forward in implementing the actions including setting milestones for the future
End	13:00	16:30	

Potential areas for discussion during the group work:

- Focusing on key areas for improvement, what were the most successful actions and why?
- What were the key enabling factors / main barriers to implementing these actions? What areas were you able to control or influence the most?
- How did all types of stakeholders react to the changes initiated? Were there any incentives and rewards developed to facilitate the implementation of the action plan?
- What type of monitoring/assessment was undertaken? How did it work?
- What are the main areas where further actions are needed?
- What can facilitate change and address these areas?
- What else are you going to do to recognise, support and incentivise change?

9.3.4 Capturing the Outputs

For this strategic impact workshop the key role of the facilitator is to synthesise the actions undertaken and document future actions agreed on by the participants in consensus. This should include milestones established and provisions for measuring the impact of institutional change. Capturing the nature of the challenges identified and proposed actions to be taken is important.

9.4 What happens next?

9.4.1 Next steps

As an immediate step following the workshop, all participants should be contacted and provided with the presentations and refined priorities for action. This workshop represents the final step of a series of facilitated workshops. HEIs are expected to follow up on the implementation on their own, possibly with the guidance of an internal facilitator of their institution.

It is worth noting that there is no reason an HEI could not use this format of workshop at regular intervals, perhaps once a year, to help move forward.