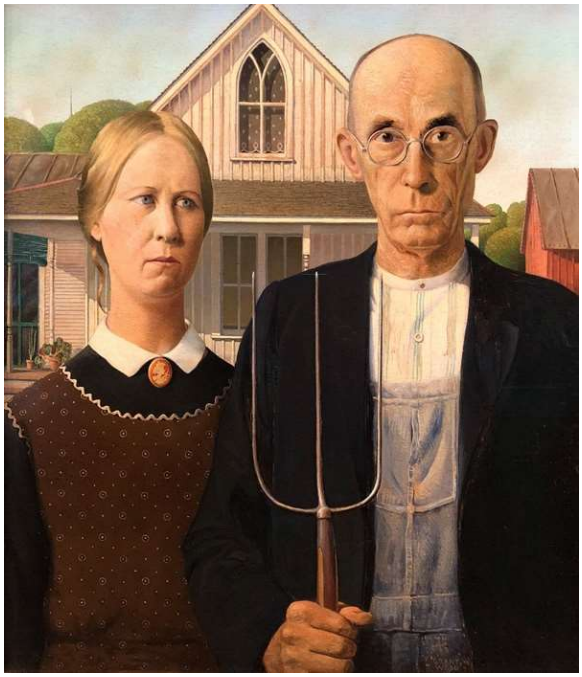
The

Collabinart® *Gallery Experience*

Experience the Agile Mindset



May 2020

www.Collabinart.com

© 2020 by William W. Davis, MSPM, PMP
Licensed under the Creative Commons Attribution-ShareAlike 4.0 International license

The Collabinart® *Gallery Experience*

Experience the Agile Mindset by Collaborating on and Creating a Virtual Art Gallery

In this experience, *Exponents* will experience an agile mindset by thinking and behaving in a manner that is consistent with the values and principles expressed in the Agile Manifesto.

You can adapt this experience to emphasize one or more of the 12 agile principles (paraphrased) below:

1. *Satisfy the customer*
2. *Welcome changes*
3. *Deliver frequently*
4. *Collaborate*
5. Motivate, Trust, Support
6. Interact In-Person
7. Build a working product
8. Make it technically excellent
9. Work at a sustainable pace
10. Make it simple
11. *Self-organize*
12. *Reflect together*

** These principles are especially well-suited to the Collabinart® Gallery Experience*

The Game Goal

The goal of the Collabinart® Gallery Experience is for two or more competing teams to create an art gallery that achieves the highest Net Promoter Score (NPS).

The Learning Outcome

The key learning outcome is understanding and applying an agile mindset to collaboratively build solutions that satisfy customers.

Setup the Collabinart® *Gallery Experience*

The only setup required is the use of a **unique** virtual whiteboard for each team to use as their virtual art gallery. Any virtual whiteboard solution can work if it allows copy/pasting and resizing of art images obtained from the Internet.

Examples of such virtual whiteboards are:

- Padlet
- Miro
- Mural

If you are planning on hosting the Collabinart® *Gallery Experience* virtually, you will need to use a web meeting solution that allows **break-out rooms**, like Zoom (paid version) or WebEx Training.

© 2020 by William W. Davis, MSPM, PMP
Licensed under the Creative Commons Attribution-ShareAlike 4.0 International license

The Role of *Doyens*

In Collabinart®, *Doyens* are knowledgeable persons who are uniquely skilled in team-building, facilitation and coaching. It is recommended to use *Doyens* with the Collabinart® *Gallery Experience* to enhance team cohesion, clarify the game objective, ensure appropriate artworks are found and used, and ensure a good learning outcome for all *Exponents*.

Although the use of *Doyens* is recommended, it is not required. However, the *Docent* leading the Collabinart® *Gallery Experience* will have more responsibility, especially if this experience is delivered virtually.

Playing the Game

Begin the Collabinart® *Gallery Experience* by clarifying the Game Goal and which agile values and principles your teams will be focusing on. It is better to identify just 2-4 agile principles to emphasize so your *Exponents* will know which agile behaviors they are developing together.

Next, divide *Exponents* into teams of roughly equal size. Ideal team sizes are between three-to-six people. If you are using *Doyens*, assign one *Doyen* to each team. The *Doyen* is not a "team leader" but is instead a facilitator-coach. All decision-making about how to construct the art gallery resides with the team (self-organization).

Explain the Game Goal to the *Exponents.* If they are not familiar with Net Promoter Score, simply explain that the Net Promoter Scores range from -100 to +100:

- Any NPS that is NEGATIVE is BAD
- Any NPS that is POSITIVE is GOOD
- Any NPS that is +50 or more is VERY GOOD
- Any NPS that is +70 or more is EXCELLENT

(Do not explain the details of how NPS is calculated using survey responses from many customers. That is too much detail and may confuse participants who are not already familiar with NPS).

Explain that **The Public** will visit their art gallery from time-to-time and provide a Net Promoter Score along with an explanation behind the score. After **The Public** visits, team members can self-organize on how best to change their art gallery to potentially improve their Net Promoter Score (see "The Role of The Public" below).

After answering questions about the game, the *Docent* will invite *Exponents* into their break-out tables or rooms (virtual) to build their art galleries. Teams will stay in their break-outs until the game's end.

When teams first go into their break-outs, they may need time to introduce themselves. If you are using *Doyens,* the *Doyens* can facilitate this introduction.

After introducing themselves, team members will self-organize to determine:

- What artworks should we put into our art gallery?
- Where from the Internet should we obtain these artworks?
- How should we place these artworks onto our virtual whiteboard?
- Should we add extra features such as artist name, title of the artwork, and the year of creation?

© 2020 by William W. Davis, MSPM, PMP
Licensed under the Creative Commons Attribution-ShareAlike 4.0 International license

Doyens can raise these and other questions and ensure good collaboration among team members to answer these questions. However, *Doyens* should avoid inserting their own ideas and opinions about how the team should create their art gallery.

The Public will visit each art gallery about every 8-to-10 minutes. During each visit, **The Public** will examine the artworks, assess how satisfied they are with those artworks, and provide each team their Net Promoter Score and an explanation behind the score.

The Role of **The Public**

In this experience, either the *Docent* or another person will fulfill the role of **The Public**. The role of **The Public** is to appraise each team's art gallery and share with each team what their Net Promoter Score is along with explanatory reasons for the score. Teams will work to improve their NPS during each iteration of the game, so it is important to give reasons that hint at how they can improve their art galleries.

Once you decide who will fulfill the role of **The Public**, explain to the *Exponents* who is fulfilling that role, and that **The Public** will visit their art gallery several times during the experience.

Each time **The Public** visits, they will share a Net Promoter Score with the *Exponents* who created the art gallery. If **The Public** really likes the art gallery, they will share a higher-scoring NPS. If **The Public** dislikes the art gallery, they will share a lower-scoring NPS. In addition, **The Public** will explain—*in somewhat vague terms*—why they gave the NPS that they gave.

It is important for **The Public** to not be too specific about the reasons why they gave a high or low NPS. Using somewhat vague language will require teams to experiment with a new idea for improving their art gallery in the hopes of earning a higher NPS during the next visit by **The Public**.

Here are some examples of what not to say and what to say instead.

> DON'T SAY: "There are no paintings by Monet in this gallery."
> *SAY INSTEAD*: "I didn't find any artwork that I liked in this gallery."
> *SAY INSTEAD*: "I was hoping to find more European artworks here."
>
> DON'T SAY: "I dislike abstract art."
> *SAY INSTEAD*: "I have a hard time connecting with many of the artworks in this gallery."
> *SAY INSTEAD*: "I like artwork where I immediately recognize the things in the artwork."

Whoever fulfills the role of **The Public**, that person should *privately* develop a set of art gallery criteria that can be evenly applied across all teams. These criteria should not be shared with the teams until the end of the game. Example criteria:

- Prefer representational artwork (or abstract artwork)
- Prefer portraits (or landscapes)
- Prefer European artwork (or American, or Asian, or African)
- Prefer certain artists (Monet, Van Gogh, many others)

The Public should not answer any specific questions that team members may pose about their art gallery. Answering specific questions makes it too easy for teams to quickly adapt their art gallery to the

© 2020 by William W. Davis, MSPM, PMP
Licensed under the Creative Commons Attribution-ShareAlike 4.0 International license

liking of **The Public**. Instead, this experience is intended to encourage teams to *experiment-and-adapt* based upon their NPS and the somewhat vague explanations that the **The Public** offers to each team.

Ending the Game

The game comes to an end when **The Public** makes their last visit to each art gallery. Before that last visit, announce to all teams that the next visit by **The Public** will be the last visit, ending the game.

During the game-ending last visit, **The Public** will determine the team's final Net Promoter Score but they will not share their NPS with any team while they are still in their break-outs. Instead, **The Public** will ask teams to return to the main room (if this is a virtual experience).

After **The Public** has visited all teams' art galleries for the last time and after all team members have returned to the main room (if this is a virtual experience), then the *Docent* (if not also fulfilling the role of **The Public**) will ask **The Public** to sort each team's NPS in descending order and provide that list to the *Docent.*

The *Docent* may then choose to announce the winning team in any way they want. One way is to announce the team with the *lowest* NPS firstly, then continue announcing until there are only two teams left (the winning team and the team that came in second place). Then, announce the winning team (the second-place team will implicitly know they came in second place). This method builds suspense and enhances interest in the game's outcome.

Time-permitting, it is a very good idea to show all game participants what all the art galleries looked like. The *Docent* can do that while announcing each team's NPS, or after they announce the winning team. At the very least, the *Docent* should show the winning team's art gallery to all game participants.

The *Docent* may invite **The Public** to explain why the winning team had the highest NPS, and what was the criteria that **The Public** used to appraise each art gallery.

Debriefing the Collabinart® *Gallery Experience*

Although the game has now ended, it is important for the *Docent* to debrief the experience with all game participants and ensure that they achieved the intended learning outcomes. Sample questions:

- Which agile principles did you have to uphold during this experience? How?
- Which agile principles were difficult to uphold? Why?
- In what other ways did you exhibit an agile mindset?
- Why was it important to use an agile mindset in building your art galleries?
- What was challenging about working together in this way? How did you overcome those challenges?
- How did you decide which artworks to select for your gallery?
- How hard was it self-organize? Why did you answer that way?
- Did you reflect together on how to improve your way of working together? Why or why not?
- How can you apply the agile mindset you used in this experience to your daily job?

© 2020 by William W. Davis, MSPM, PMP
Licensed under the Creative Commons Attribution-ShareAlike 4.0 International license

Tips for a Successful Collabinart® *Gallery Experience*

Here are some tips for facilitating a successful Collabinart® *Gallery Experience:*

- While giving the game instructions, clarify what types of artwork are not to be used (e.g., nudes, religious art, erotic art, etc.).
- **The Public** should give each team a low NPS (between -100 and 20) during their first visit to a team's art gallery. This acts as a baseline score for each team. Then, **The Public** should strive to increase that score upon each subsequent art gallery visit. This will encourage team members who are seeking to please **The Public** and avoid team members feeling discouraged or frustrated that they don't know how to improve their art gallery.
- If **The Public** gives a *lower* NPS to a team than what the team last earned, then **The Public** should be less vague and instead be **more explicit** in their feedback so it is clearer to the team how they can improve their art gallery.
- If you are using *Doyens*, ensure they are familiar with the virtual whiteboard features and can answer questions about which browsers to use, how to copy/paste into the virtual whiteboard, and how to resize, move, and delete objects.
- **The Public** should have access to view all teams' virtual whiteboards so they can view them before joining a team's break-out table or virtual room to share the team's NPS.
- Besides appraising the artwork in an art gallery, **The Public** can also consider:
    - how orderly the artwork is placed onto the virtual whiteboard
    - the size of each artwork
    - the image quality of each artwork
    - whether artwork is placed horizontally or vertically onto the whiteboard
- If this experience is delivered virtually, **The Public** should have host privileges for the virtual meeting so they can move in/out of break-out rooms at-will.
- The instructions in this guide work well for groups of about 25 people or fewer. To scale this experience, simply have more than one person fulfill the role of **The Public** so each person fulfilling that role can work with about 3-4 teams. Allow for more time to both start and conclude the game.
- Many museums make high-quality images available for downloading: The Art Institute of Chicago, The Metropolitan Museum of Art (The Met), and The National Gallery of Art are examples of museums that have an open access policy towards their artworks.

© 2020 by William W. Davis, MSPM, PMP
Licensed under the Creative Commons Attribution-ShareAlike 4.0 International license

Sample Agenda

Here is a sample agenda for a 60-minute Collabinart® *Gallery Experience*:

- 5 minutes Welcome
- 10 minutes Game instructions and break into small teams of 4-6 people
- 30 minutes Team break-outs with 3-4 visits by **The Public**
- 15 minutes Announce winners and facilitate a short debriefing

Here is a sample agenda for a 90-minute Collabinart® *Gallery Experience*:

- 5 minutes Welcome
- 10 minutes Define the agile mindset
- 10 minutes Game instructions and break into small teams of 4-6 people
- 45 minutes Team break-outs with 4-6 visits by **The Public**
- 20 minutes Announce winners and facilitate a longer debriefing

For more Collabinart® information

Download the latest "*Official Guide to Collabinart*" and "*Collabinart Beginners Guide for New Docents*" and obtain more supporting materials from the Collabinart website: www.Collabinart.com.

For questions about Collabinart, send an email to: william@collabinart.com

Collabinart® and *Experience Collaboration through Interpretive Art™* are trademarked by William W. Davis, MSPM, PMP

© 2020 by William W. Davis, MSPM, PMP
Licensed under the Creative Commons Attribution-ShareAlike 4.0 International license