§ COMPASS · PROJECT KIT · SHEET 01

One action, seven dimensions

Put the action at the centre, go round the seven boxes, check the three lenses, then decide together.

ACTION TITLE

OBJECTIVE, IN ONE SENTENCE

AUDIENCE
☐ students ☐ teachers ☐ staff
☐ other

SCOPE
☐ one course ☐ a programme
☐ a faculty ☐ the institution

STAGE
☐ idea ☐ pilot ☐ scaling up
☐ consolidation

HORIZON · TEAM
☐ one semester ☐ one year
☐ longer team: _____

P1 — Governance and strategy

☐ ☆ critical ☐ never discussed

- Does the project build on a priority of the institutional or faculty strategy? 0 1 2 3
- Does someone in the leadership or the dean's office explicitly support the project? 0 1 2 3
- Does the funding cover what comes after the launch: support, updates, renewal? 0 1 2 3

Post-it · target priority, sponsors, budget

P2 — Tool portfolio and infrastructure

☐ ☆ critical ☐ never discussed

- Are the planned tools in the institutional catalogue, or validated by the relevant service? 0 1 2 3
- Do we know which data are processed, with an impact assessment if the tool is high-risk? 0 1 2 3
- Will the infrastructure hold the load, including if the project scales up? 0 1 2 3

Post-it · tools, the IT service's view

P3 — Educator competencies

☐ ☆ critical ☐ never discussed

- Strand 1 · Has the teaching team taken stock of its skills against what the project requires? 0 1 2 3
- Strand 1 · Does the project design align objectives, activities and assessment? 0 1 2 3
- Strand 2 · Is training, a clinic or coaching planned, with the time to make use of it? 0 1 2 3

Post-it · what the team can do, what it has never done

P7 — Recognition and visibility

☐ ☆ critical ☐ never discussed

- Is the time the team invests recognised: workload relief, teaching portfolio, award? 0 1 2 3
- Is sharing the project planned: teaching day, publication, community of practice? 0 1 2 3
- Will the outputs be released as open resources, with a licence? 0 1 2 3

Post-it · what would make people want to do it again

AT THE CENTRE — Your action

What you want to do, for whom, by when.

SCALE FOR EACH QUESTION

- 0 Not considered
- 1 Identified, no answer yet
- 2 Planned, with an owner
- 3 In place and checked

P4 — Students' digital competencies

☐ ☆ critical ☐ never discussed

- Do we know what the students involved can already do, from a diagnostic or existing data? 0 1 2 3
- Are the digital skills the project requires actually taught in it, or only assumed? 0 1 2 3
- Are the rules for using tools, AI included, clear and consistent with other courses? 0 1 2 3

Post-it · who could struggle

The three lenses · *at the end*

Accessibility ☐ yes ☐ no
Can a person with a disability follow the project without last-minute adjustments?

Data ☐ yes ☐ no
Do we know which personal data the project processes, where they go and who can access them?

AI ☐ yes ☐ no ☐ not relevant
If the project uses or meets AI, are the permitted uses clear to everyone?

A "no" becomes a priority point of attention.

P6 — Projects and innovation

☐ ☆ critical ☐ never discussed

- Does the project have an evaluation plan: indicators, method, timeline, ethics? 0 1 2 3
- Are the criteria for continuing, extending or stopping set in advance? 0 1 2 3
- Will the project produce outputs others can reuse: guide, scenario, open resource? 0 1 2 3

Post-it · in a year, how will you know it worked?

P5 — Support and helpdesk

☐ ☆ critical ☐ never discussed

- Are the support services aware of the project and ready for the questions it will raise? 0 1 2 3
- Is there a clear entry point for teachers, and another one for students? 0 1 2 3
- Is documentation or an FAQ planned, with someone to keep it up to date? 0 1 2 3

Post-it · one weekday evening, it breaks: what happens?

Three priority actions

ONE PERSON AND ONE INDICATOR PER ACTION, TAKEN FROM THE CARDS

NO.	ACTION	DIMENSION	OWNER	DEADLINE	TRACKING INDICATOR
I					
II					
III					

Who to involve

Leadership, support services, students, colleagues, partners

One possible path among others: your institution's profile and reality will point to others.

§ COMPASS · PROJECT KIT · SHEET 02

Pre-mortem: *imagining failure before launch*

"It is eighteen months from now. The project has failed."

ACTION UNDER REVIEW

PARTICIPANTS · 4 TO 12 PEOPLE

DATE

RULE

We describe a plausible failure, we judge nobody.

The sequence

40 min

I **Set the scene** 5 min
Read the opening sentence and the rule.

II **Write alone** 7 min
One cause of failure per post-it, as many as come to mind.

III **Sort by dimension** 8 min
Each post-it goes in the box it concerns. Two dimensions: the "On the border" box.

IV **Read the heptagon** 5 min
Count the post-its in each box. Read aloud the questions of the two fullest boxes.

V **Choose three counter-measures** 10 min
For the three most likely causes: one action, one person, one indicator.

VI **Keep a record** 5 min
Photograph the sheet and set a date to review it.

SHORT VERSION · 20 MIN
Steps I, II, III and V, with a single counter-measure.

P1
Governance and strategy
The project was dropped for lack of support. Who did not defend it, and why?
post-its ☐

P2
Tools and infrastructure
The project stopped because of a tool. Which one, and what gave way?
post-its ☐

P3
Educator competencies
The team gave up along the way. What could it not do, and who could have helped?
post-its ☐

P4
Student competencies
Some students dropped out. Which ones, and at what point?
post-its ☐

P5
Support and helpdesk
Users gave up. Which question went unanswered?
post-its ☐

P6
Projects and innovation
A year later, nobody knows whether the project worked. What was not measured?
post-its ☐

P7
Recognition and visibility
The team never wants to lead a project again. What did it go through?
post-its ☐

Border
On the border
Causes that touch two dimensions or more. Note which ones in the margin of the post-it.
post-its ☐

Three counter-measures

INDICATORS TAKEN FROM THE CARDS · MID-TERM REVIEW

NO.	MOST LIKELY CAUSE	DIMENSION	COUNTER-MEASURE	OWNER	INDICATOR	REVIEW ON
I						
II						
III						

The fullest box shows the project's most fragile dimension.