

Table 4: Knowledge mapping protocol

Activity and Description	C/ I*	Materials and Duration
<p>Introduction: the session begins with an overview of the process model provided in the process modelling phase. All participants re-enact the precise role they played and intervene where necessary.</p>	C	Process model 15 min
<p>Document fragmentation: each actor selects the documents that seem important for enhancing innovation along the project.</p> <p><i>Hint:</i> cut off at least five pieces (fragments) from the selected documents by answering to the question: “<i>what are the most important parts of the document for innovation and progress of the project?</i>”</p>	C	Hard copy of documents Scissors 10 min
<p>Information elicitation by information cards: participants describe “<i>what information is contained in the fragment?</i>” and associate it with the fragment.</p> <p><i>Hint:</i> fill out at least one “information card” for each fragment</p>	I	Information cards Colour pens 15 min
<p>Collective discussion: each participant describes what he/she has written on his/her cards.</p> <p><i>Hint:</i> other participants can add new information cards to explain if the fragment contains other information for them.</p>	C	15 min
<p>Fragment grouping: actors group all the fragments based on the proximity of the contained information by answering this question: “<i>which fragments are close in terms of contained information?</i>”</p> <p><i>Hint:</i> this activity should be done through a silent brainstorming.</p>	C	Fragments 5 min
<p>Knowledge identification by knowledge cards: during a collective discussion, the actors fill out “knowledge cards” by answering the following question: “<i>what did you understand from that group of fragments?</i>”</p> <p><i>Hint:</i> a knowledge card should be described with a short phrase (shown with blue boxes in Figure 7)</p>	C	Knowledge cards 10 min
<p>Identification of knowledge chronology (timeline): participants arrange their knowledge cards based on their chronological order.</p> <p><i>Hint:</i> “<i>Is there other knowledge or expertise that you used or acquired during the project and that is not mentioned on these knowledge cards?</i>” If the answer is yes, the actors are asked to create new knowledge cards and explain the related knowledge (shown with bubble in Figure 7).</p>	C	A3 paper 5 min
<p>Knowledge characterisation: the participants characterise knowledge collectively.</p> <p><i>Hint:</i> general knowledge and external knowledge mobilised in the project are highlighted with dotted arrows. Project specific knowledge transformed during the project is highlighted with simple arrows.</p>	C	Colour stickers 10 min
<p>Transformation identification: participants with the help of facilitator make connection between knowledge.</p> <p><i>Hint:</i> “<i>Draw arrows to mark the transformation of the knowledge during the project</i>”.</p>	C	Colour pen 10 min

*Collective/Individual

Cette fiche est une annexe de l'article « Proposition of a participative method to elicit and enrich ACAP's organisational routines » paru dans la revue innovatiO, n°5-« L'interdisciplinarité en action au sein des projets de recherche en innovation » 2018.