# Ultimate

# Team Workshop Activities Pack

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# Purpose & Audience

## Purpose

- This pack of activities contains descriptions of a number of tools that may provide valuable help to you and your organization; they have been successfully deployed in thousands of workshops around the world.
- The tools help teams to work more effectively; they create inclusion and build commitment.
- Each tool is described clearly and succinctly so that you are able to use them readily without the need for training.

## Audience

- These tools are useful to you if you are involved in project or operational work where change and improvements are required and/or expected.

# Can I remove the WorkshopBank logo?

| Tool/technique | What is it? | Why would you use it? | Problem Solving | Action Planning | Team Building | Prioritization | Process Analysis | Issue Analysis |
|---|---|---|---|---|---|---|---|---|
| Brainstorming | A technique to capture free flowing ideas from a group | To generate wide-ranging ideas in a group | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Brownpaper Technique | A technique that uses a large area of brown paper upon which is typically mapped a process – it therefore provides a “high touch” visual representation of a process, including activities, interfaces, decision points and information sources | To enable an organization or team to understand the processes impacted by potential issues. It is also a good technique to gain team buy-in | ✓ | ✓ | ✓ | | ✓ | ✓ |
| Day In The Life Of (DILO) | A technique to map a “Day In the Life Of” a role or group of roles | To analyze work-life balance & role effectiveness | | | ✓ | | ✓ | ✓ |
| Fishbone Analysis and Five Whys | 2 techniques to help understand the root causes of issues. | To understand underlying causes | ✓ | | ✓ | | ✓ | ✓ |
| Force-field Analysis | A “View” of change in an organization which maps forces pushing towards change and forces restraining change | To identify the most effective ways to bring about change | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Prioritization Matrix | A technique for helping to prioritize options | To prioritize options & solutions | | ✓ | ✓ | ✓ | ✓ | ✓ |
| Problem Solving / Team Building (PSTB) | A structured process to problem solving as a team | To take an issue and develop an action plan | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Six Hats | A way of raising awareness about different styles of thinking | To work more efficiently in diverse groups | ✓ | | ✓ | | ✓ | ✓ |
| Stakeholder Mapping | A tool to identify the project’s stakeholders and increase their support | To identify ways to align stakeholders | | | ✓ | ✓ | ✓ | ✓ |
| SWOT | A framework for structuring an organization’s Strengths, Weaknesses, Opportunities and Threats | To identify and focus upon areas | ✓ | ✓ | ✓ | | ✓ | ✓ |

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# Tools & Activities

**Brainstorming**

Brownpaper Technique

Day In the Life Of (DILO)

Fishbone Analysis and Five Whys

Force-field Analysis

Prioritisation Matrix

Problem Solving/Team Building (PSTB)

Six Hats

Stakeholder Mapping

SWOT

# Brainstorming

## What is it?

- “The best way to have a good idea is to have lots of ideas”
- A technique to capture a group’s ideas relating to a topic or issue
- Idea is to capture as many free-flowing ideas as possible

## When would you use it?

- Whenever you have an idea that needs “working”
- Whenever you need to involve other people in exploring an issue or idea
- Whenever you need to involve other people to explore an issue and/or its resolution

# Brainstorming

## Are there any rules?

- People MUST feel free to contribute ideas in a creative manner and so:
  - No criticism eg “Oh what a silly idea”
  - No idea is a bad idea
  - “Free Wheeling” welcome
  - Quantity of ideas is needed – don’t hang back from just saying what is in your head
  - No questions during the session
  - State ideas quickly and in a manner in which no enlargement is needed
  - Don’t mind stating the obvious
  - Don’t fear repetition
  - Do combine and improve on other ideas

- Be considerate of the different styles people display during brainstorming – try and create the right environment for everyone to contribute

## Are there any variations on this tool?

- If the group is very large, you may split the group into sub-groups and combine the results at a later stage

# Roles

In brainstorming it is important that the roles are clear and that one person does not try to undertake two roles.

- Issue Owner – the person who wants the answer or the output.
- Facilitator – the person who is facilitating the session and whose tasks are set out on the following slide.
- Expert – may be an expert in the subject matter.
- Contributors – people contributing towards the brainstorm.

# Pre-work

- Think carefully about who should be invited.
- How are you going to explain clearly what the issue is?
- What structure needs to be designed?
  - One topic area or sub-sets?
  - Everyone works on everything or break into groups working on parts?
  - One session or multiple sessions?
  - Length of session?
  - Does the brainstorming form part of another activity?
- Suggestions:
  - Keep focused upon the subject.
  - Develop and maintain a tight brief.
  - Keep to time.

# Process

1. The Facilitator should run and control the process and should capture ideas with no judgements and contribute few ideas themselves.
2. The Facilitator kicks off the session by clearly stating the problem or issue and ensures there is a shared understanding of the situation.
3. The Facilitator explains the process / structure of the session paying special attention to the time limit and what is likely to happen next as a result.
4. Phase 1 – Idea Generation (objective = volume of ideas)
   - The Participants are encouraged to start contributing ideas.
   - The scribe should note ALL ideas as given – in the words of the Participants - no judgements should be made.
   - After the brainstorming time is up points of clarification can be requested.
5. Phase 2 – Idea Grouping (objective = structure ideas into common themes)
   - The Participants examine the ideas one by one and either expand, combine or eliminate some.
   - Ideas can be grouped if they are saying the same thing.
6. Phase 3 – Idea Review (objective = identify "nugget" ideas that run across groups/themes)
   - If the ideas require prioritising, Participants may then be invited to place Post-It notes on the resulting flipcharts with their personal votes for the first, second and third highest positions.
7. If required, a visible output (e.g. a series of flipcharts) can then summarised into typed or graphical format and distributed to the appropriate stakeholders.

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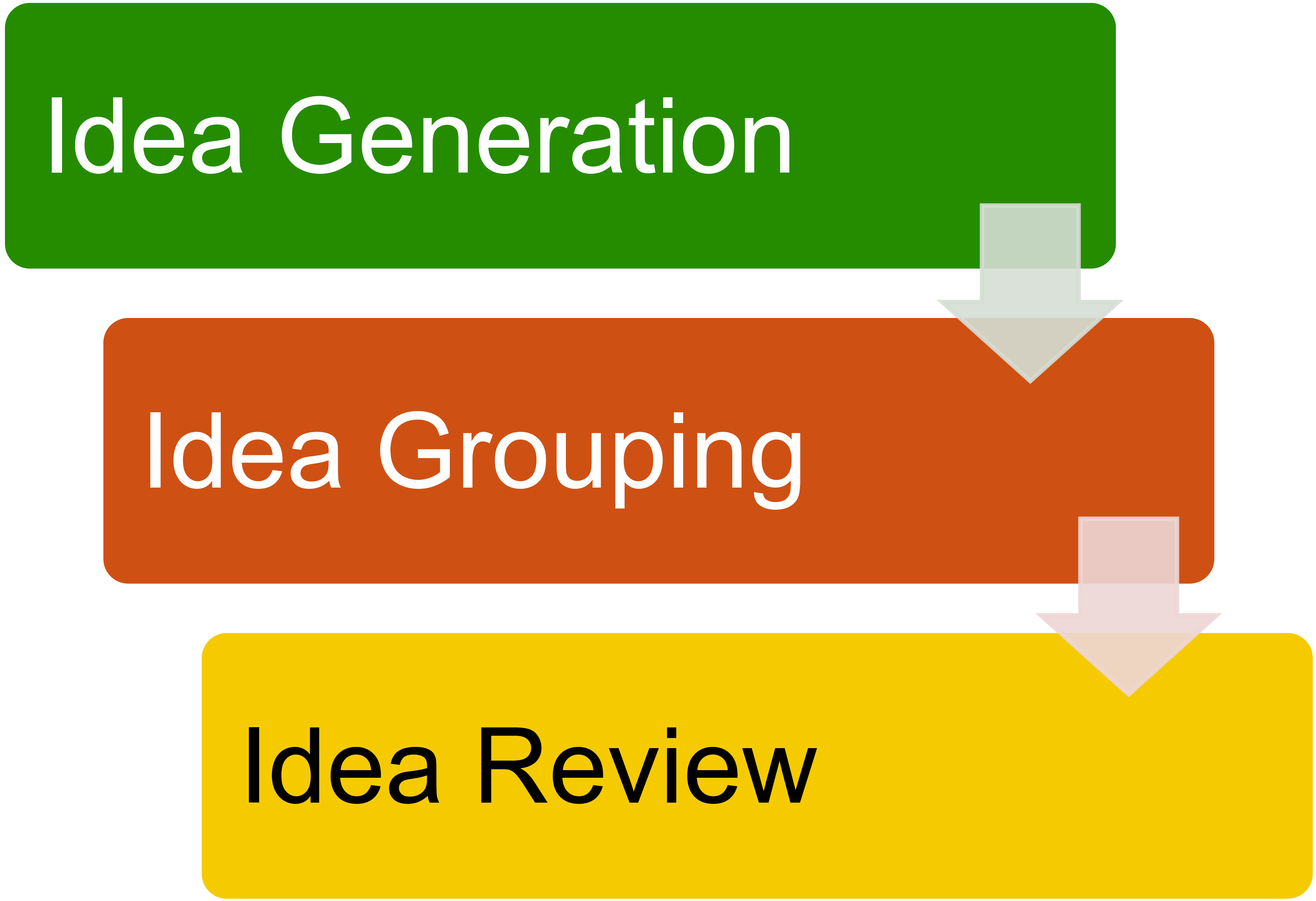


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# Brainstorming Secret Sauce

- If the group is very large, you may split the group into sub-groups and combine the results at a later stage.
- People will naturally comment on other people’s ideas. It’s human nature. As the Facilitator your main job in Phase 1 is to make sure this doesn’t happen by politely reminding people of the rules. Try and do that in a humorous way so you keep the atmosphere light and creative.
- Make sure something happens after the session with the ideas and output. When nothing happens as a result after a brainstorming session it makes it much harder to effectively run sessions like this in the future.

# Tools & Activities

Brainstorming

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Fishbone Analysis and Five Whys

Force-field Analysis

Prioritisation Matrix

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# Brownpaper Technique – What is it?

- The Brownpaper Technique demonstrates a team building approach that uses the power of the team to develop views on where workload issues might be.
- A brownpaper is a visual wall display (usually created on brown wrapping paper typically 3ft high and up to 60 ft long).
- It documents an entire process or situation.
- It provides a “high touch” visual of an entire process.
- It details the actual steps taken and highlights all activities, interfaces, decision points and information sources.

# The Brownpaper Technique can be applied to a variety of processes and in a variety of situations

- For example:
  - **As is** – actual process in use today
  - **Should be** – process or group of activities according to new idea or proposal
  - **Could be** – desired activities/process
  - **To be** – model for implementation
- A key objective of the Brownpaper Technique is that the team / organization explore together the processes or sets of activities under review and their associated strengths and opportunities.
- Working in this way increases the buy-in and ownership in the results.
- The Brownpaper Technique can be one of the most powerful and important techniques to build momentum in a change process.
- The technique can also be used to portray the various parties or roles involved in the process (sometimes called “swim lanes”).

# Brownpaper creation has two distinct phases: Development and Evaluation

## Development

- Brownpaper development is a fact-gathering exercise and as such, all ideas are good ideas.
- No value judgements are made while the brownpaper is being developed and it is acceptable for participants to disagree on their interpretation of the process.

## Evaluation

- Evaluation of the brownpaper is performed after the process/activity flow has been finalised.
- The results are evaluated for completeness, scale and scope of activities and participation in the processes/activities being investigated.
- It is imperative that the <u>brownpaper is signed off</u> by the steering committee or management as an accurate picture of the process or activities under review.

# Brownpaper Technique Process

Brownpaper creation is iterative; the process flows should be mapped out first in draft using pencil (or with Post-Its) and verified before a final brownpaper is produced.

**Four stages are normally used to document a process:**

| | |
|---|---|
| **Step 1** | Initial Briefing – oral walkthrough by knowledgeable resource. Take notes and get a good understanding. |
| **Step 2** | Rough Draft – block out the major flow in pencil on brownpaper with the knowledgeable resource. Use Post-It notes with details on to increase flexibility and reduce rework time. Check for accuracy. |
| **Step 3** | Brownpaper – use coloured markers to draw the process flow on the brownpaper. Augment the process flow with examples of documents and explanatory narrative. |
| **Step 4** | Evaluate – creatively display strengths, problems and opportunities that appear in the rough draft (e.g. rework loops, time lags, multiple approvals). Get sign-off by appropriate members of the management and other stakeholders |

# Each stage of the brownpaper development should phase-in more staff involvement

| | |
|---|---|
| **Steps 1 & 2** | Start with as few people as possible, specify those people closest to the related work activities |
| **Step 3** | Check accuracy with a few different people |
| **Step 4** | Get strength and opportunity input from a few more people |
| **Step 4** | Final review and sign-off on the brownpaper by participants and key individuals |

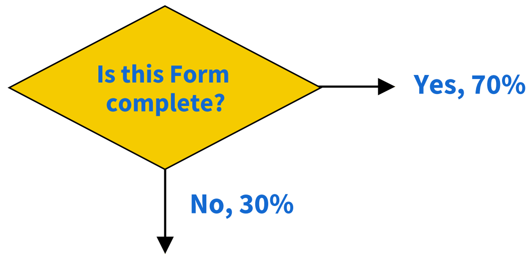
# Conducting initial briefings allows you to gain a good understanding of either the parts or whole of a process under review and identify issues and opportunities

- When opening the briefing session, make the appropriate introductions and explain the purpose of the session.
- It is difficult to draw an ordered process flowchart from scratch when learning about the process. Therefore explain that diagrams and notes produced during the process will probably be messy but that a re-drawn version of the process will be given to them for approval.
- The following list shows the types of questions that might be asked during an initial briefing session:
  - "Can you please elaborate on your role and the responsibilities that you have within that role?"
  - " Please take me through the process that you perform, manage, oversee."
  - " What are the timescales, volumes, costs?"
  - " What review activities do you undertake?"
  - " What review processes are you subject to?"
  - " Does this diagram represent everything you perform, manage, oversee?"
  - " What are the issues that worry you about this process?"
  - " What opportunities for improvement do you think exist in this process?"

# Constructing the process flowchart

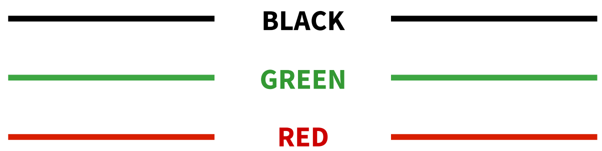
**The major part of the process flowchart are the flowcharting symbols and a defined colour scheme:**


- Squares show a task
- An activity description should be five words or less
- Start the description with an action verb



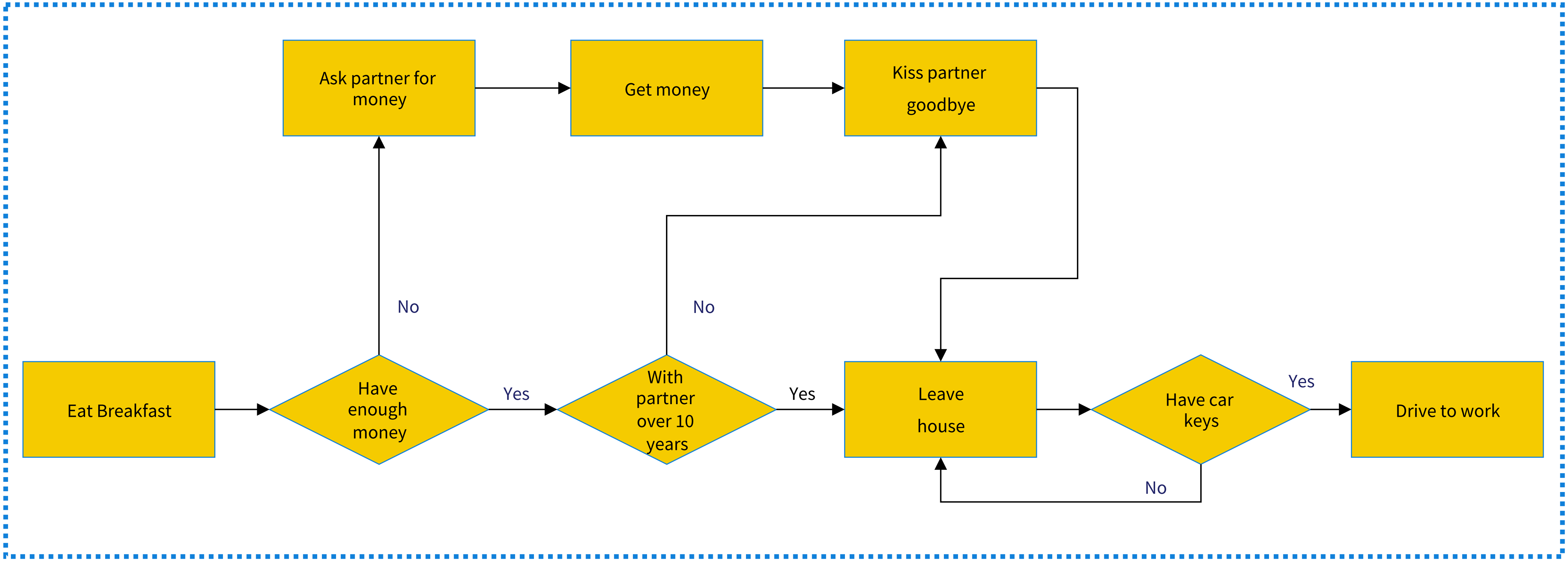

- Diamonds show decisions
- Descriptions prompt a Yes/No answer
- Indicate what percentage of activity takes which path


- Clouds show information stores between activity/ information flows




- Black or dark blue markers are used for lines and text
- Green ink is used to identify strengths
- Red ink is used to identify opportunities and concerns

# An example of a simple process flowchart

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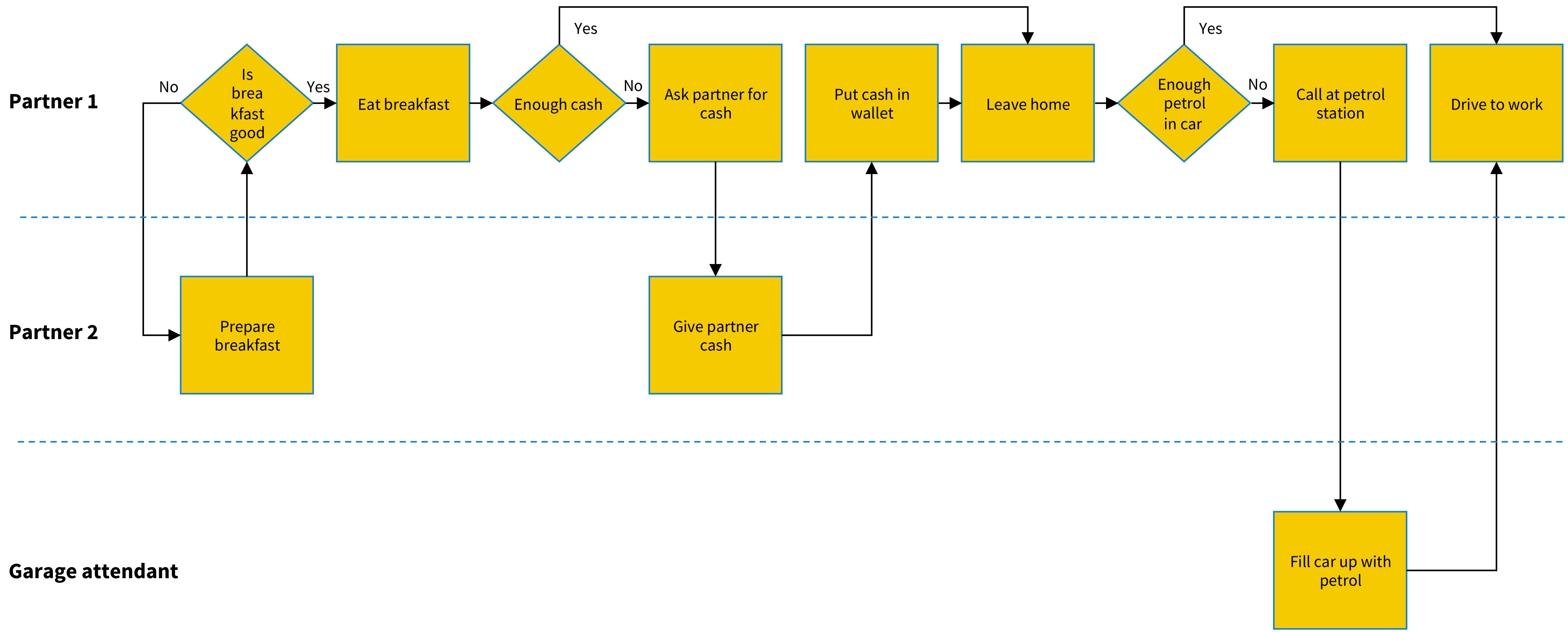
# An example of a simple “swim lane” process flowchart

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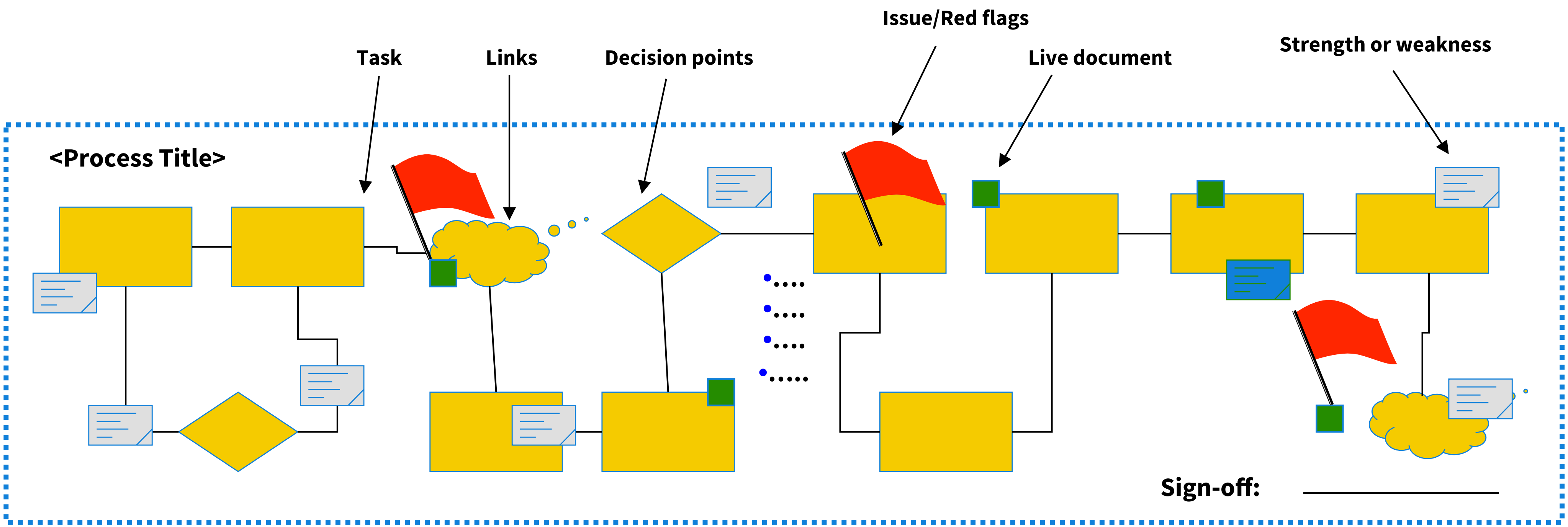
# Your final brownpaper will look something like this




**Strengths**

•....
•....
•....
•.....

**Issues/Flags**

•....
•....
•....
•.....

**Opportunities**

•....
•....
•....
•.....

**Summaries of strengths, issues and opportunities**

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# Your brownpaper should be augmented by real examples

- Actual documents, computer printouts, reports, etc, must be used to illustrate data flow.
- Augmenting the brownpaper with the documentation is a very effective way of highlighting the issues in a process or set of activities.
- The flowchart can be augmented with explanations if necessary.
- It is important that all data flows on the flowchart are broadly quantified:
  - Percentage of volume for various activities
  - Time frames for key steps
  - Number of people performing tasks
  - Work volumes/flows wherever possible
  - Costs
- Management should review the brownpaper to see if the data is complete and to obtain information to support the proposal.
- At the end of the paper, post summaries of the strengths, key findings and opportunities on individual sheets of white paper.
- Make sure that the brownpaper is signed off by its participants and leadership to show the findings from the brownpaper have authority amongst staff.

# Examples of brownpaper opportunities to look for

- Duplication – eliminate duplication of work / processes
- Redundancy – eliminate situations where two people do the same activity
- Frequency of use – eliminate or reduce reports not read / used; match frequency with need
- Accuracy – match appropriate level of accuracy to need
- Timelines – the cost of waiting / not getting things on time
- Standardisation – the cost of not standardising when it makes sense to
- Procedures – the cost of documenting practices
- In-sourcing – the cost of making it yourself; making instead of buying
- Authorisation – the cost of consensus
- Validation – the cost of security checking
- Forecasting – the cost of prediction
- Waste – the cost of consumption
- Specification – the cost of customisation; unnecessary conformance
- Storage and surplus – the cost of holding / storing / archiving
- Best practices – the opportunity cost of knowledge / skill transfer
- Reconciliation – the cost of non-aligned information / data

# Brownpaper Technique Secret Sauce

### Don’t create a finished brownpaper from scratch

- Use pencil to do a first draft – it makes it easier to correct mistakes, sends a message that this is not a “done deal”, but a “let’s discover this together” process – the use of Post-It notes produces greater flexibility.

### Disagreement about how the activity is completed is OK

- It is probable that different people perform the same activity differently; that is a significant finding! Try to capture both and get separate agreement.

### Make not knowing the answer to every question OK

- In the process of asking questions needed to identify the activity, it almost always happens that a question will be asked that no one can answer off the top of their heads.

### Ask for hard copy and complete examples

- All key documents should be obtained with “live” information, if possible. Ask for a printed copy of significant computer screens if the function is online or interactive between user and system.

### No value judgements (yet)

- The process of creating the initial brownpaper should be a fact-gathering exercise. The evaluation of the information comes later. At this point, all ideas are good ideas.

### Identify one stream of activity and do it start to finish: then integrate other streams with it

- Experience has shown that participants may become confused when trying to understand and document several flows simultaneously.

### Write explanations directly onto the brownpaper

- The only paper attached to the brownpaper should be “live” documents and their Post-It note critiques.

# Tools & Activities

Brainstorming

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**Day In the Life Of (DILO)**

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# Day In the Life Of (DILO)

What is it?

- A visual way of showing the activities of an individual or group of individuals in a school. It can be used to show a “Week in the life of”, a “Month in the life of” “Term in the Life of” etc. The tool can therefore be used to reflect a number of roles, groups of roles or timeframes.
- The technique enables a group to drive out a shared view of workload and the underlying issues.
- It is based upon completion of a workload analysis template.

A DILO…

- Documents the entire set of activities for a member of staff / role holder-
- Provides a high-touch way of showing the extent of someone’s role.
- Highlights the major areas of work and where the greatest volumes of work are created.
- Can be done for a single member of staff or a group of staff who have the same role or function and can be synthesis of all the individuals.

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# Questions a DILO gives you answers to…

- Are your staff spending their days on the right things?
- How is their work-life balance?
- How is the start and end of their day effecting their focus and attention on their job?
- Are they doing the right tasks at the right time?
- How are their delegation skills?
- Are their workloads in line your expectations?
- What is the balance like between spontaneous and planned work?
- Are there any opportunities to redistribute tasks to better qualified resources?

# Workload Analysis Template

| | | | | | Activity analysis | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Time | Time spent (mins) | Description of activities | Good use of your time (1-5)<br>1 = low | | | | | | | | |
| Before work | | | | | | | | | | | | |
| During work | | | | | | | | | | | | |
| After work | | | | | | | | | | | | |
| Weekend | | | | | | | | | | | | |

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# Process (1-to-1)

1. Most often you will want to run it as a 1-on-1 with each staff member. Decide what timeframe you would like to run (day-in-the-life-of (DILO) and week-in-the-life-of (WILO) are most common.
2. Explain the process to staff member paying careful attention to how:
   - The purpose of a DILO / WILO is to help them achieve a greater level of job satisfaction. Whilst you can't promise immediate resolution and change the results of this process should help both you personally and management understand your unique challenges.
   - The results and analysis of this process are 100% confidential and will never be used against them in any future review process.
   - It's important they are honest when completing the template.
   - This is just the start of the process in helping you achieve greater job satisfaction. The plan going forward is to run these periodically so progress can be assessed.
3. Hand the Workload Analysis Template to the Participant and ask them to complete it.
4. Schedule a follow-up meeting to transform the template together into the output format.
5. Brainstorm the Observations, Opportunities and Issues.
6. Create an action plan together for how to address the issues and take advantage of the opportunities.

# Process (Team)

1. If you are running this process in a team workshop environment the process is largely the same. You will, though, want to spend much more time on Step 3 making sure everyone in the room is comfortable with the process and feels safe in the knowledge that the information won't be used against them in the future.

2. Decide what timeframe you would like to run (day-in-the-life-of (DILO) and week-in-the-life-of (WILO) are most common.

3. Explain the process to the Participants paying careful attention to how:

   - The purpose of a DILO / WILO is to help them achieve a greater level of job satisfaction. Whilst you can't promise immediate resolution and change the results of this process should help both you personally and management understand your unique challenges.
   - The results and analysis of this process are 100% confidential and will never be used against them in any future review process.
   - It's important they are honest when completing the template.
   - This is just the start of the process in helping you achieve greater job satisfaction. The plan going forward is to run these periodically so progress can be assessed.

4. Hand the Workload Analysis Template to the Participants and ask them to complete it.

5. Schedule a follow-up session to transform their templates into the output format.

6. Brainstorm the Observations, Opportunities and Issues.

7. Identify themes that several Participants share and create an action plan together for how to address the issues and take advantage of the opportunities.

# Example: The DILO technique can be applied to a variety of roles & states in a school

## Roles for which the technique can be used:

- Headteacher
- Deputy Headteacher
- Head of Faculty
- Head of Year
- Teacher
- Subject Co-ordinator
- Team Leader
- Teaching Assistant
- School Administrator
- Bursar
- Caretaker
- Etc.

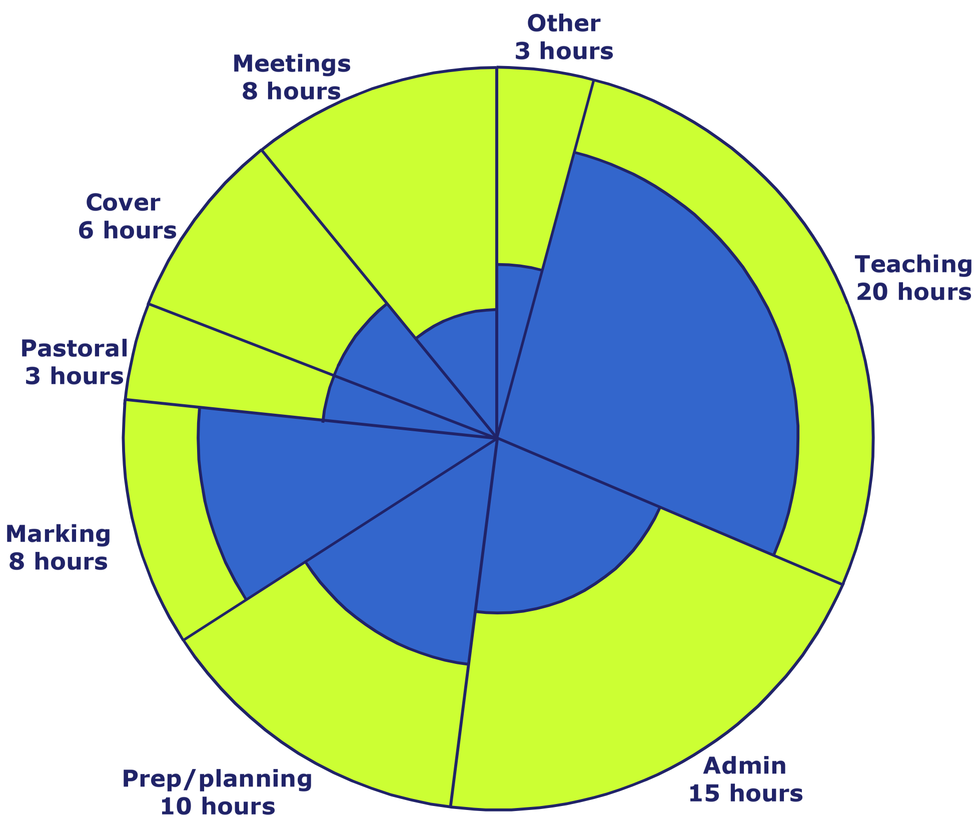
## For example:

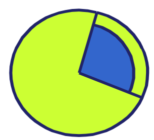
- **As Is** – actual activities in use today
- **Should Be** – activities according to job descriptions
- **Could Be** – desired roles
- **To Be** – model for implementation
- A key objective of the technique is that all parties explore together the role under review and its associated strengths and opportunities.
- This increases the buy-in and ownership in the results and project as a whole.

# WILO – sample of workload analysis template for a staff member of a school

| | | | | | Activity analysis | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Time | Time spent (mins) | Description of activities | Good use of your time (1-5)<br>1 = low | Teaching | Admin | Plan / prep | Marking | Pastoral | Cover | Meetings | Other |
| Before work | | | | | | | | | | | | |
| During work | | | | | | | | | | | | |
| After work | | | | | | | | | | | | |
| Weekend | | | | | | | | | | | | |

# Sample output of a “Week In the Life Of” (WILO) for a school teacher




Key observations

- 
- 
- 
- 

Opportunities

- 
- 
- 
- 

Issues

- 
- 
- 
- 

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# DILO Secret Sauce

- This activity can also be used to show a “Week in the life of”, a “Month in the life of”, a “Year in the Life of” etc.
- The tool can be used to reflect a number of roles, groups of roles or timeframes.
- The workload analysis template needs to be completed as honestly as possible so whoever is completing it needs to feel ‘safe’ that their answers won’t be used against them.

# Tools & Activities

Brainstorming

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# Fishbone Analysis and Five Whys

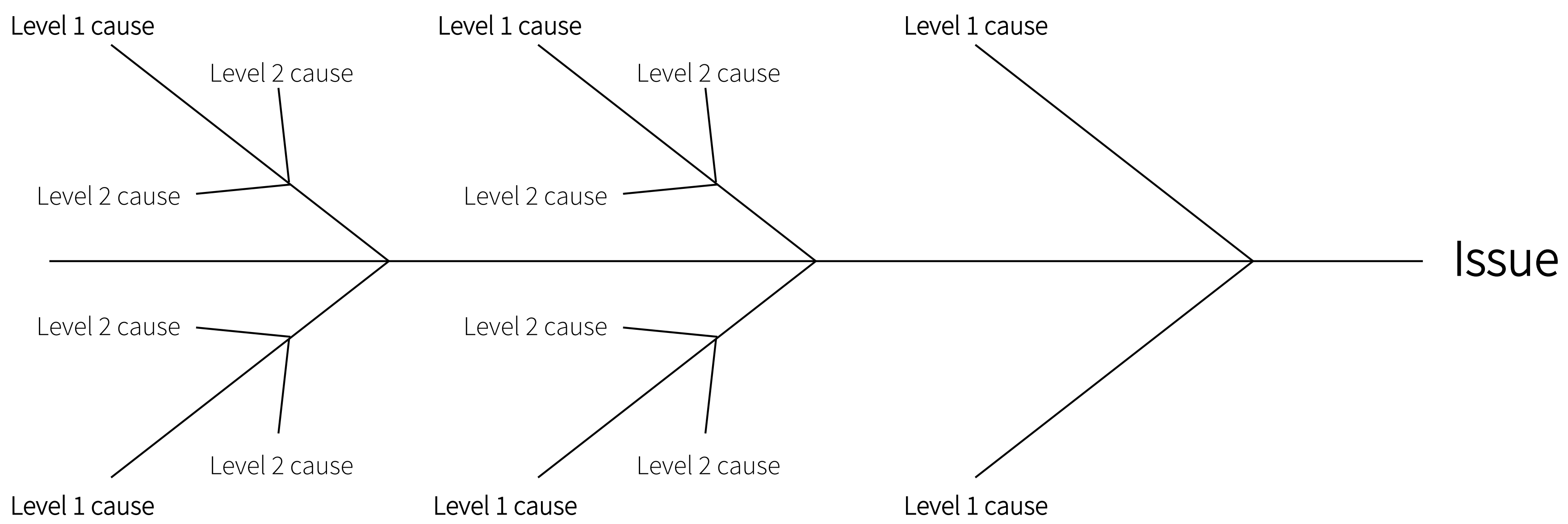
- These techniques assist teams to understand the causes of problems or issues.
- They encourage you to find the root of the problem or issue.
- Without such analysis, you can often move into “fix it” mode before you really understand a problem or issue. Often this means you end up fixing a symptom and either the problem remains or it reappears in another guise.
- Fishbone Analysis and Five Whys share many characteristics. Choose the one that feels best for your issue and your team.

# Fishbone Analysis

What it is?

- The Fishbone diagram (sometimes called the Ishikawa diagram) is used to identify and list all the possible causes of the problem at hand.
- This is primarily a group problem analysis technique, but can be used by individuals as well.
- The process is called Fishbone Analysis because of the way in which the information gathered is arranged visually – like the skeleton of a fish.

# Fishbone Analysis - example

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# Fishbone Analysis

## When would you use it?

- Any time you have a tricky issue that you suspect doesn't have a simple one dimensional solution.

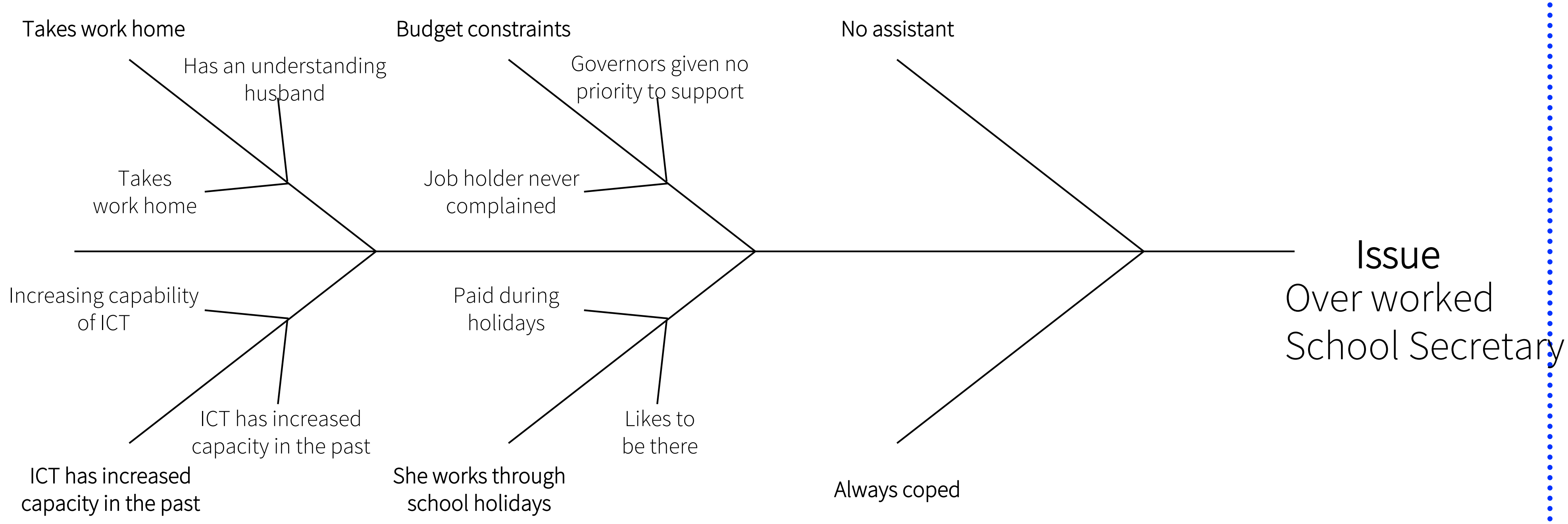
## Are there any rules?

- Brainstorming works very well in conjunction with this tool and all the rules that apply to brainstorming apply here.

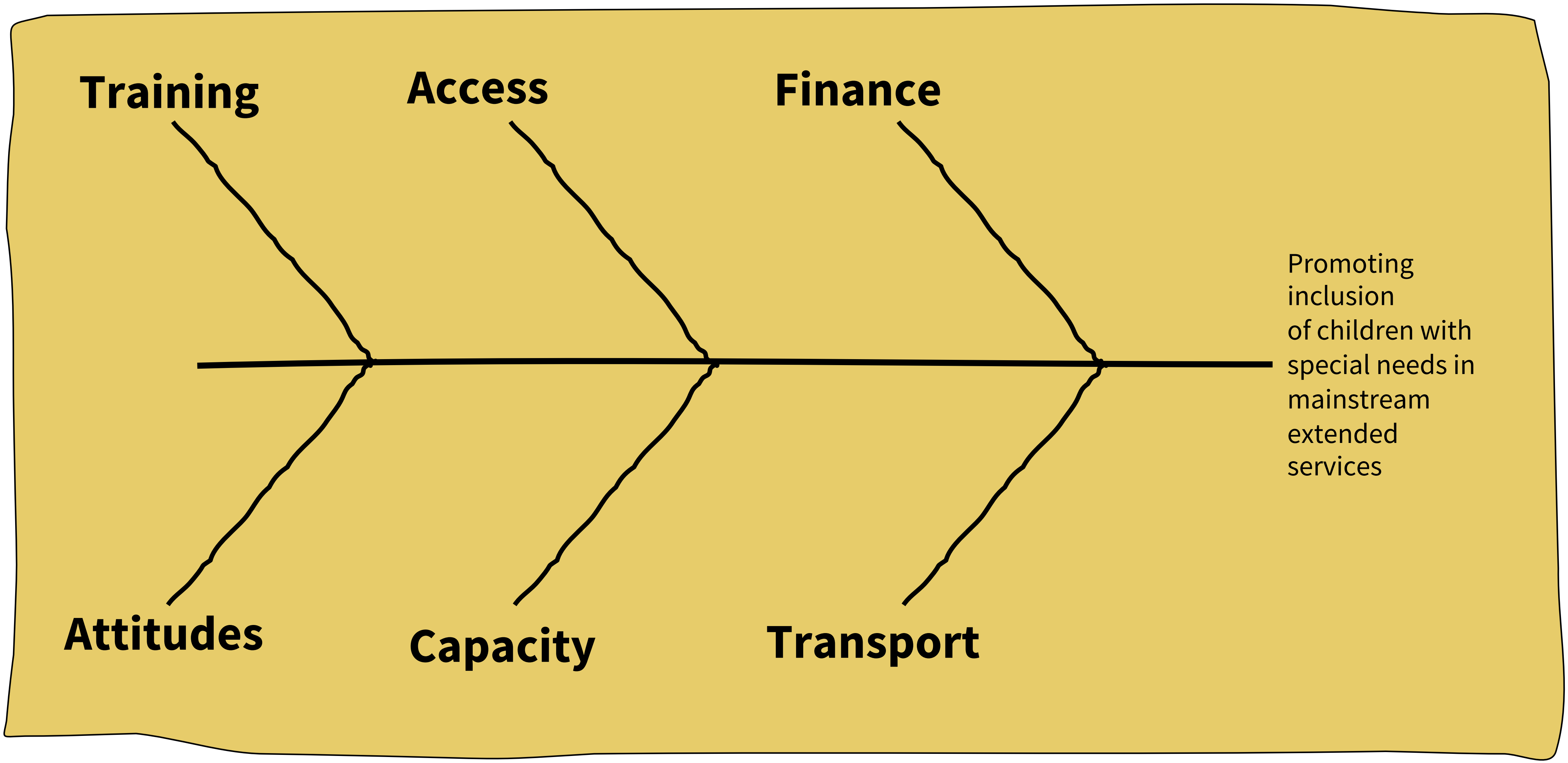
# Process of Fishbone Analysis

1. The problem or issue is written down or enclosed in a circle on the right side of a large piece of paper or a brownpaper on the wall.
2. A straight line is drawn to the left (like the backbone of a fish).
3. The next step involves drawing stems at 45° angle to the backbone line. At the end of each of these stems are listed all of the causes of the problem or issue that can be brainstormed.
4. Branches can be placed on each stem for further breakdowns of each cause.
5. The Fishbone diagram can be brainstormed over more than one session. Professor Ishikawa, who developed the technique, described the process as one in which "you write your problem down on the head of the fish and then let it cook overnight".
6. When the diagram is completed, your group can begin to analyze the stems and branches to identify the real problems or issues that need to be solved.

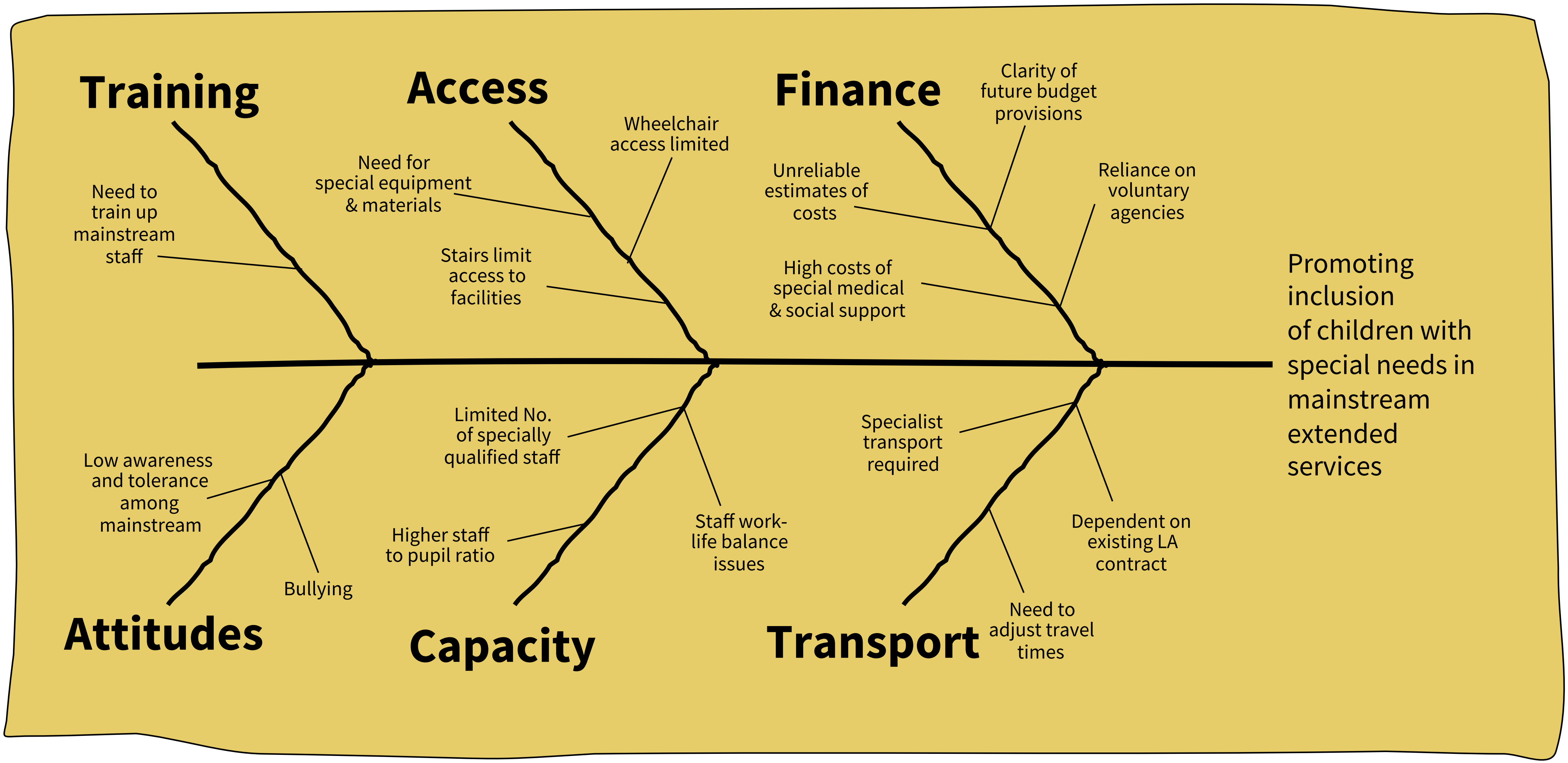
# Fishbone Analysis - example



# Identify the key factors first



# Analyze each of the key factors (main bones) in turn

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# Fishbone analysis is useful for a number of reasons

- It encourages your team to study all parts of a problem or issue before making a decision.
- It helps show the relationships between causes and the relative importance of those causes.
- It helps your team see the total problem or issue as opposed to focusing on a narrow part of it.
- It offers a way to reduce the scope of the problem and solve less complex issues rather than more complex ones.

# Fishbone Diagram Secret Sauce

- Instead of a facilitator leading the discussion on each branch give a member of the team responsibility for facilitating the brainstorming of one main bone. That way it becomes a team-building exercise also.
- Keep the group away from discussing possible solutions. The temptation is always there to jump into solution-mode but it’s important people see the whole picture first before getting into fixing things.
- The ‘key factors’ along each of the stems can often be categorized depending on the situation using one of these standard models:
  - The 6 Ms (used in manufacturing: Machine, Method, Material, Man Power, Measurement and Mother Nature)
  - The 7 Ps (used in marketing: Product / Service, Price, Place, Promotion, People / personnel, Positioning, Packagings)
  - The 3 Ss (used in service: Surroundings, Suppliers, Systems, Skills, Safety)

# The Five Whys

## What is it?

- A tool to help get to the root cause of an issue.
- It is a variation of the approach used in Fishbone Analysis.

## When would you use it?

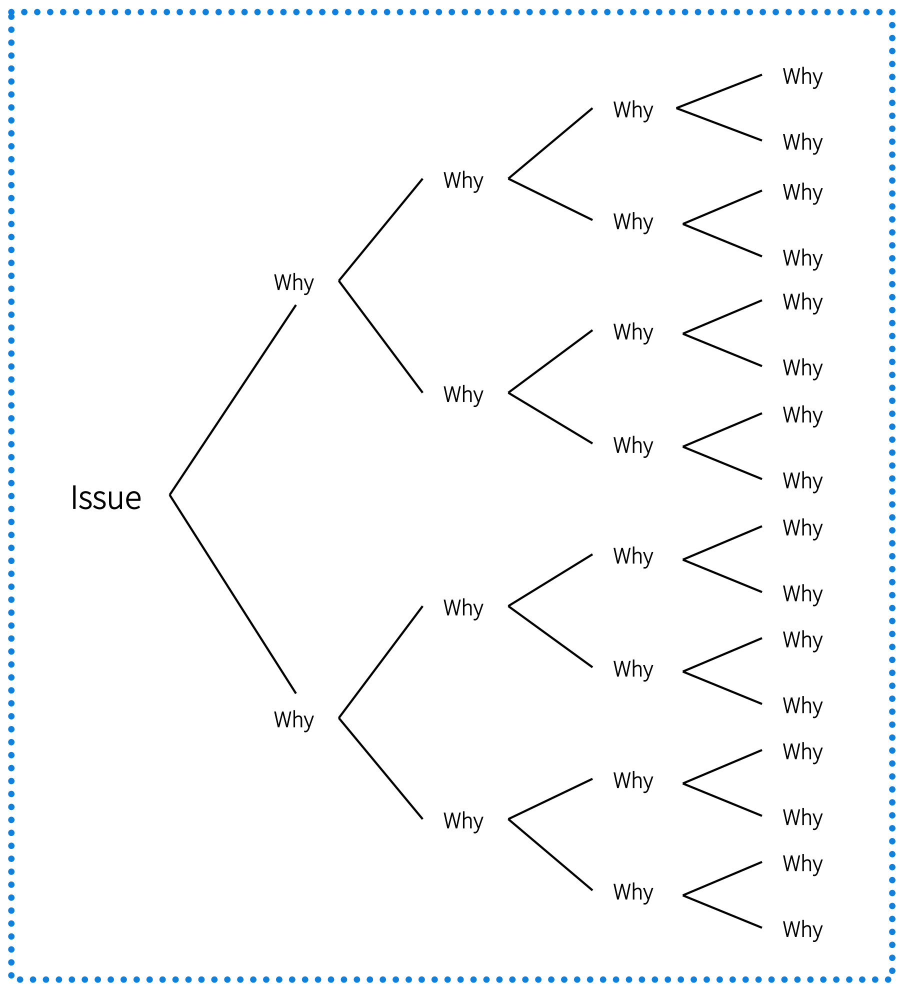
- When you want to deepen your understanding of an issue and its underlying causes.

## Are there any rules?

- Best used in conjunction with brownpaper technique and so these rules also apply.
- Participants need to be open and honest.

# Process of Five Whys

1. The tool is best used with a number of people – between six and ten is ideal.
2. The tool is best used in conjunction with the brainstorming technique.
3. Clearly define the issue to be tackled and state it on the left side of the paper.
4. Complete the diagram by moving from left to right. Move from the problem/issue statement by asking the question "why?"
5. Ask the group "why" and capture the responses – this can be done by using Post-Its to arrive at a consensus answer e.g. the issue is "Pupil numbers/intake numbers have dropped"
6. Responses (the "whys") might include "the reputation of the school has dropped" or "the catchment area has reduced"
7. For each response, again ask the question "why?". Continue to record responses and move across to the right of the diagram. Try to go to five levels of "whys"

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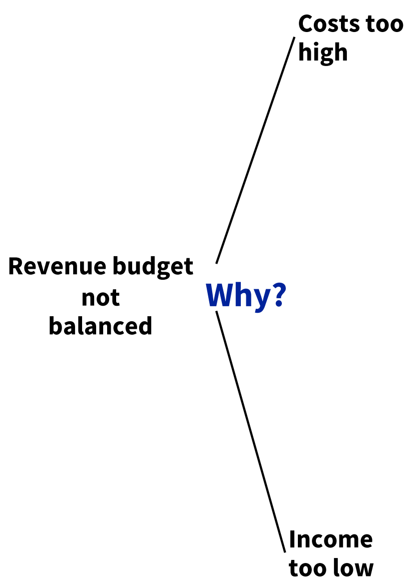
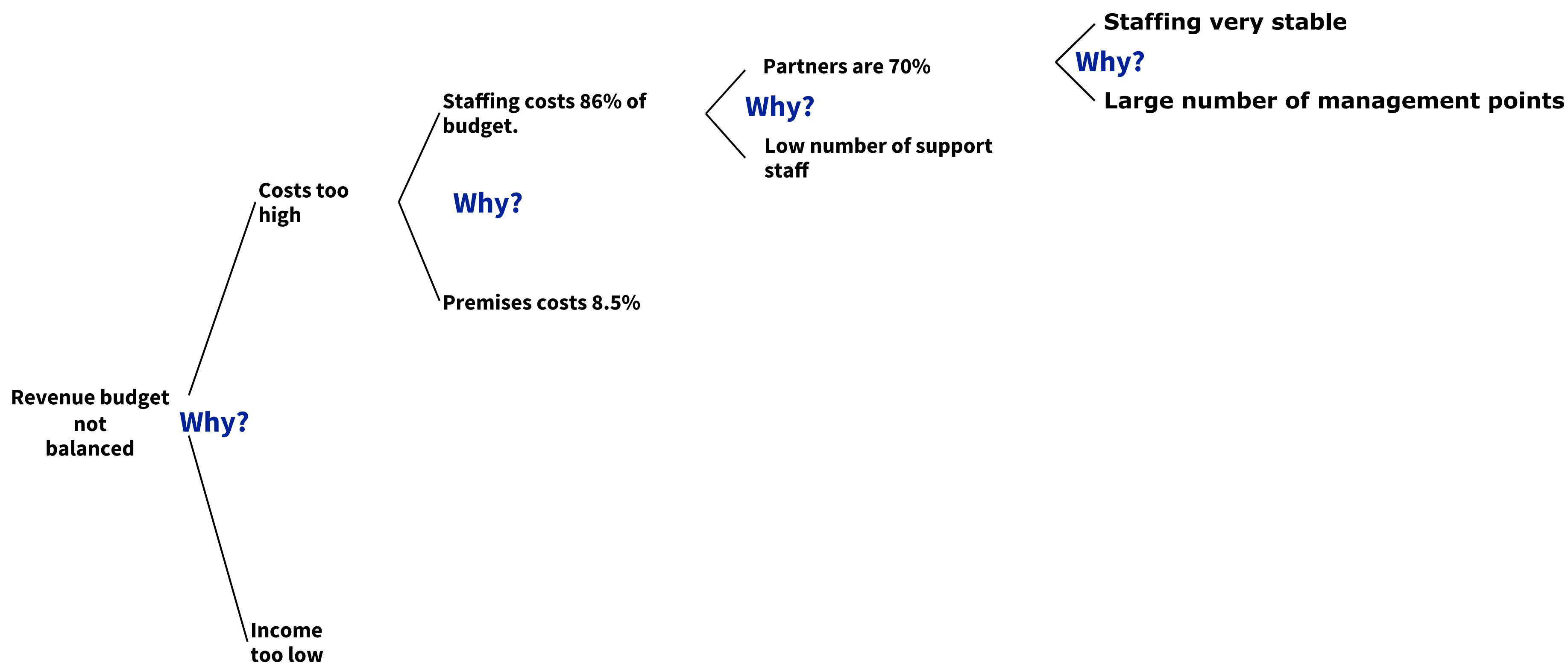
# The Five Whys analysis identifies underlying causes to a challenging issue



# Posing the question “Why?” at successive levels of analysis



# The Five Whys helps us to understand all the causes of a challenging issue

- **Revenue budget not balanced**
  - **Why?**
  - **Costs too high**
    - **Why?**
    - **Staffing costs 86% of budget.**
      - **Why?**
      - **Partners are 70%**
        - **Why?**
        - **Staffing very stable**
        - **Large number of management points**
      - **Low number of support staff**
        - **Decision by management**
        - **Historic**
    - **Premises costs 8.5%**
      - **Premises staff cost 3.5%**
        - **Employ own cleaning staff at high rates**
        - **Cleaners local people with strong connection to company**
      - **5-year routine maintenance plan undercosted**
        - **Have allowed some queue jumping**
        - **Plan still has 3 years to run**
  - **Income too low**
    - **Why?**
    - **Income heavily reliant on few large clients**
      - **Partners have strong connection to PwC**
        - **Company X decided not to reapply 2 years ago**
        - **Co-ordinator's salary now in main company budget**
      - **Big fish were necessary in early days**
        - **Roll drop in January**
        - **Knock-on impact in other areas, eg. FSM, SPP**
    - **Company facilities are underused**
      - **Conference center opened locally**
        - **Greater variety of facilities available**
        - **Better economic climate for new ventures**
      - **Meeting rooms not used for external events**
        - **Health and safety issues**
        - **Management have stopped overtime**

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# Five Whys Secret Sauce

- When deciding how best to capture the answer, it is good practice to check whether someone not involved in the analysis could nonetheless follow the logic of the analysis by reading your output afterwards.
- Note: For illustrative purposes in this example I have identified just two causes at each level. In your analysis there may well be more than two answers to “Why?” at each level.
- You might not be able to solve all the root causes you identify, but don’t worry, having the insights from your analysis will ensure that your solution will be better informed and more embracing.

# Tools & Activities

Brainstorming

Brownpaper Technique

Day In the Life Of (DILO)

Fishbone Analysis &
Five Whys

**Force-field Analysis**

Prioritisation Matrix

Problem Solving/Team
Building (PSTB)

Six Hats

Stakeholder Mapping

SWOT

# Force-field analysis

What is it?

- Kurt Lewin, a pioneer in the study of change, developed the concept of force-field analysis to enable people to manage change better.
- Lewin suggests that change results from the relative strengths of competing, driving and restraining forces – the driving forces push the organization towards change; the restraining forces push against change.
- Force-field analysis helps you to understand the balance of driving forces and restraining forces in respect of a particular change. Based on this understanding your group can identify appropriate restraining forces to remove or decrease and identify appropriate driving forces to increase.

# Force-field analysis

## When would you use it?

- Usually early on in a project or program to identify the most effective ways to bring about change.
- The results of an analysis translate into implementation actions.

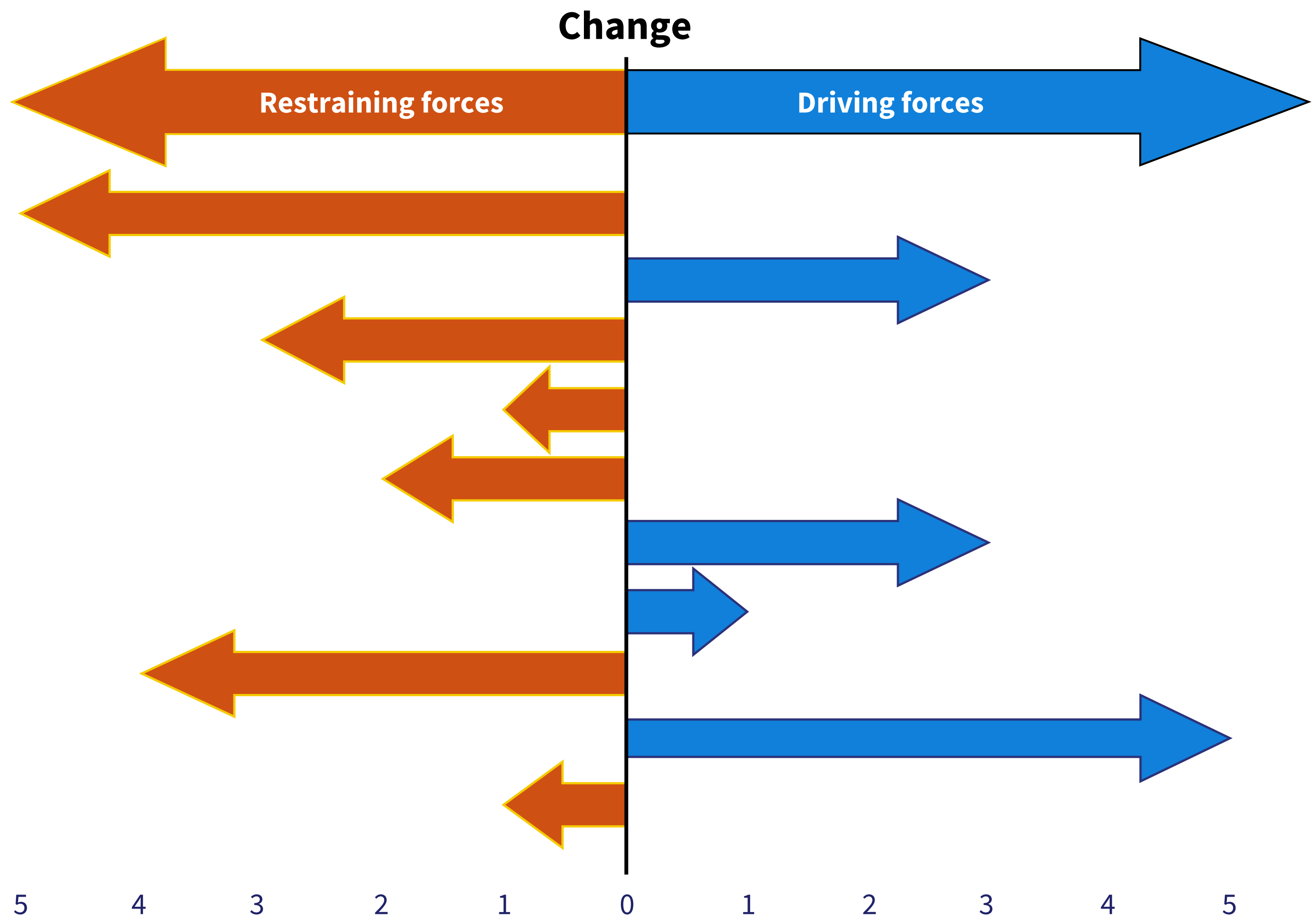
## Are there any rules?

- Brainstorming works well to identify both driving and restraining forces – so apply usual brainstorming rules.
- Ensure that you quantify the impact of each force.
- Analysis is much more powerful when done in a group rather than individually.

# Force-field analysis Process

1. Clearly state what change you are looking to bring about (or perhaps it is an option for change that you wish to explore). Write this at the top of your diagram.
2. Draw a vertical line down from the statement of change. On the right of the line, you can brainstorm the driving forces; on the left of the line, you can brainstorm the restraining forces.
3. For each force, agree a score between 0 and 5 to reflect the extent of the impact (positive or negative).
4. Draw an arrow where the length is equivalent to the score agreed and the thickness of the arrow is used to represent the relative importance of the force.
5. Brainstorm (or use a problem-solving technique like PSTB) to generate solutions for increasing driving forces and reducing restraining forces.

# What a force-field analysis looks like

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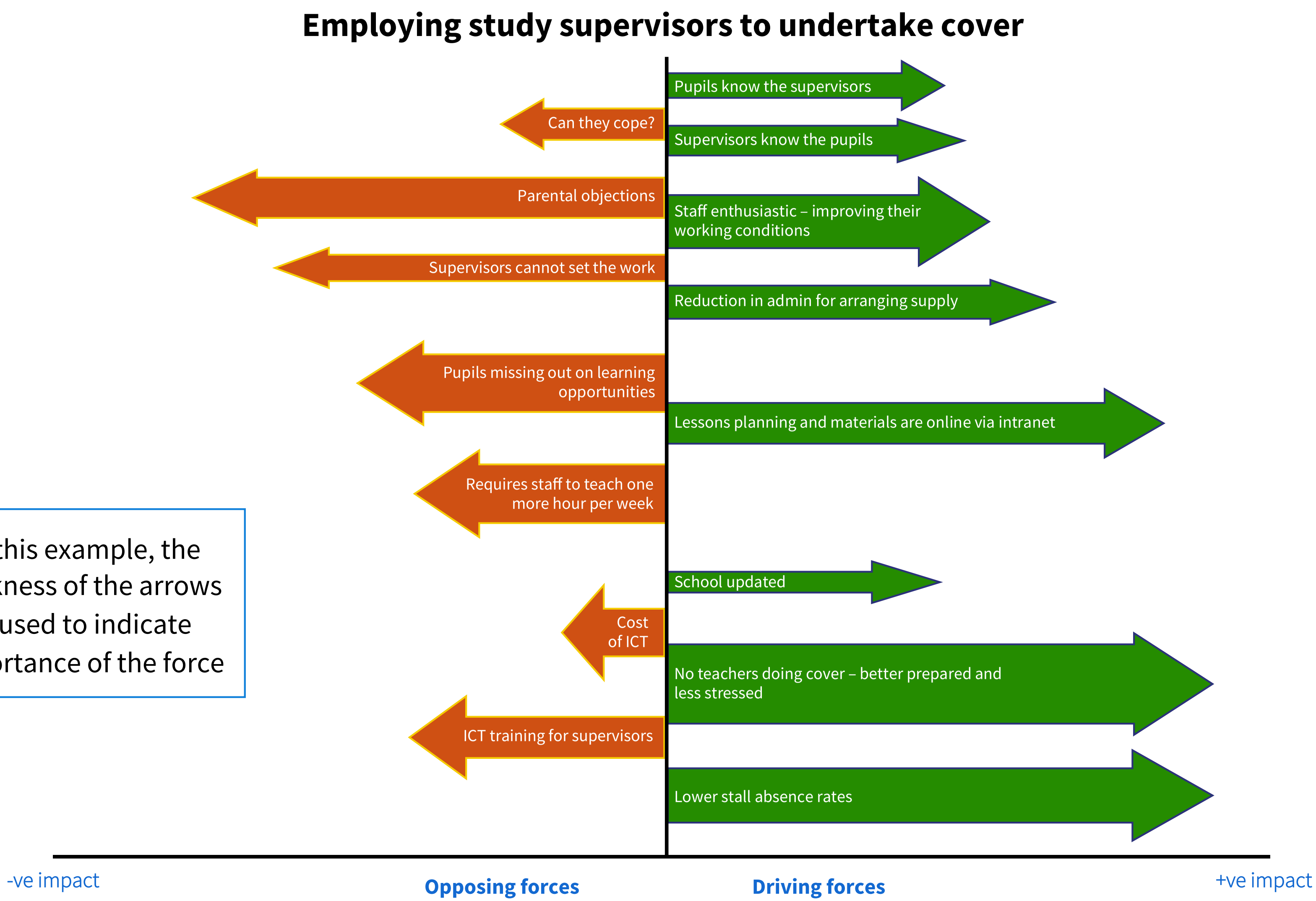
# Example of a school using force-field analysis




In this example, the thickness of the arrows is used to indicate importance of the force

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# Tools & Activities

Brainstorming

Brownpaper Technique

Day In the Life Of (DILO)

Fishbone Analysis & Five Whys

Force-field Analysis

**Prioritisation Matrix**

Problem Solving/Team Building (PSTB)

Six Hats

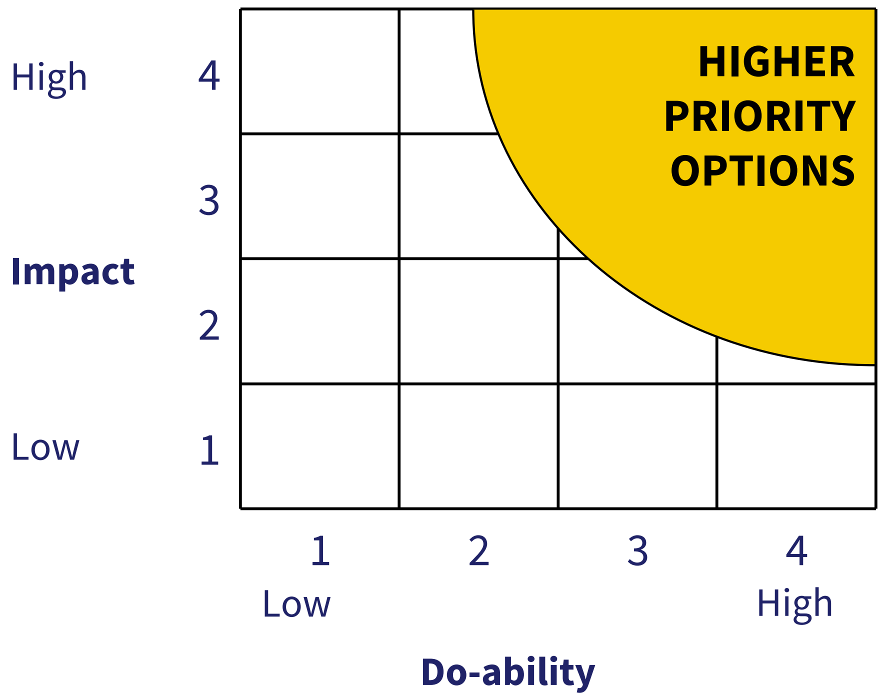
Stakeholder Mapping

SWOT

# Prioritisation matrix

What is it?

- A framework to help prioritise a number of options or alternatives
- Each option is rated in terms of the impact it would have if it were implemented and in terms of how “do-able” the option is



# Prioritisation matrix

## When would you use it?

- Any time you have a long list of ideas or solutions that you would like to prioritize (and therefore shorten).

## Are there any rules?

- Best when time limit is agreed beforehand and adhered to.
- Best when at least 6 people contribute.
- Every person should have their say.
- Whilst the idea is to prioritize options, do not over-play the need for a “score” – some options may be ok to be “top right”

# Prioritisation Matrix Process

1. How is the tool used?
2. List on a flipchart the options under consideration.
3. Explain the two aspects being evaluated i.e. impact and “do-ability”
4. Define what you mean by impact so everyone is working from the same understanding.
5. Similarly, define what you mean by do-ability (probably includes effort, cost, time, resources, risk etc.) – you may draw up a “weighted do-ability” score allocating weightings to aspects according to the issue, options and circumstances – (see example later).
6. Work through each option asking the group to agree scores (1 = low to 4 = high) for impact and do-ability for each of the options.
7. Make sure that everyone is OK with the score before proceeding.
8. Plot each score on prioritisation matrix drawn on a flipchart or brownpaper.
9. To ensure the results are “calibrated”, the final results can be challenged i.e. does option 5 have more or less impact than option 7 etc.

# Example in a school

## Issue

Behaviour during lunch break – secondary school

## Options

1. Recruit and train additional staff to supervise
2. Segregate classes
3. Segregate year groups
4. Shorten lunch hour
5. Stagger lunch hour
6. Abandon lunch hour – have mini breaks
7. Allow pupils out of school
8. Lunch passes – allow pupils home
9. Shut school at lunch hour – keep pupils out
10. Provide lunch time clubs

# Prioritisation matrix – school example

| | COST | EFFORT | RISK | Do-ability score | Impact score |
|---|---|---|---|---|---|
| Weighting | 50%<br>Score | 30%<br>Score | 20%<br>Score | 1 - 4 | 1 - 4 |
| 1. Recruit and train additional staff | 1 | 2 | 2 | 1.5 | 3 |
| 2. Segregate classes | 4 | 1 | 1 | 2.5 | 1 |
| 3. Segregate year groups | 4 | 1 | 1 | 2.5 | 1 |
| 4. Shorten lunch break | 3 | 2 | 3 | 2.7 | 3 |
| 5. Stagger lunch break | 1 | 2 | 2 | 1.5 | 2 |
| 6. Abandon lunch break | 4 | 1 | 1 | 2.5 | 4 |
| 7. Allow pupils out of school | 4 | 4 | 1 | 3.4 | 1 |
| 8. Allow pupils home with permission from parents | 4 | 2 | 1 | 2.8 | 1 |
| 9. Close school at lunch | 3 | 4 | 1 | 2.9 | 1 |
| 10. Provide lunch time clubs | 1 | 1 | 4 | 1.6 | 3 |

N.B. Do-ability scores
1 = option uses a lot of that aspect eg 1 under cost is very costly
4 = option uses little of that aspect eg 4 under cost is not very costly

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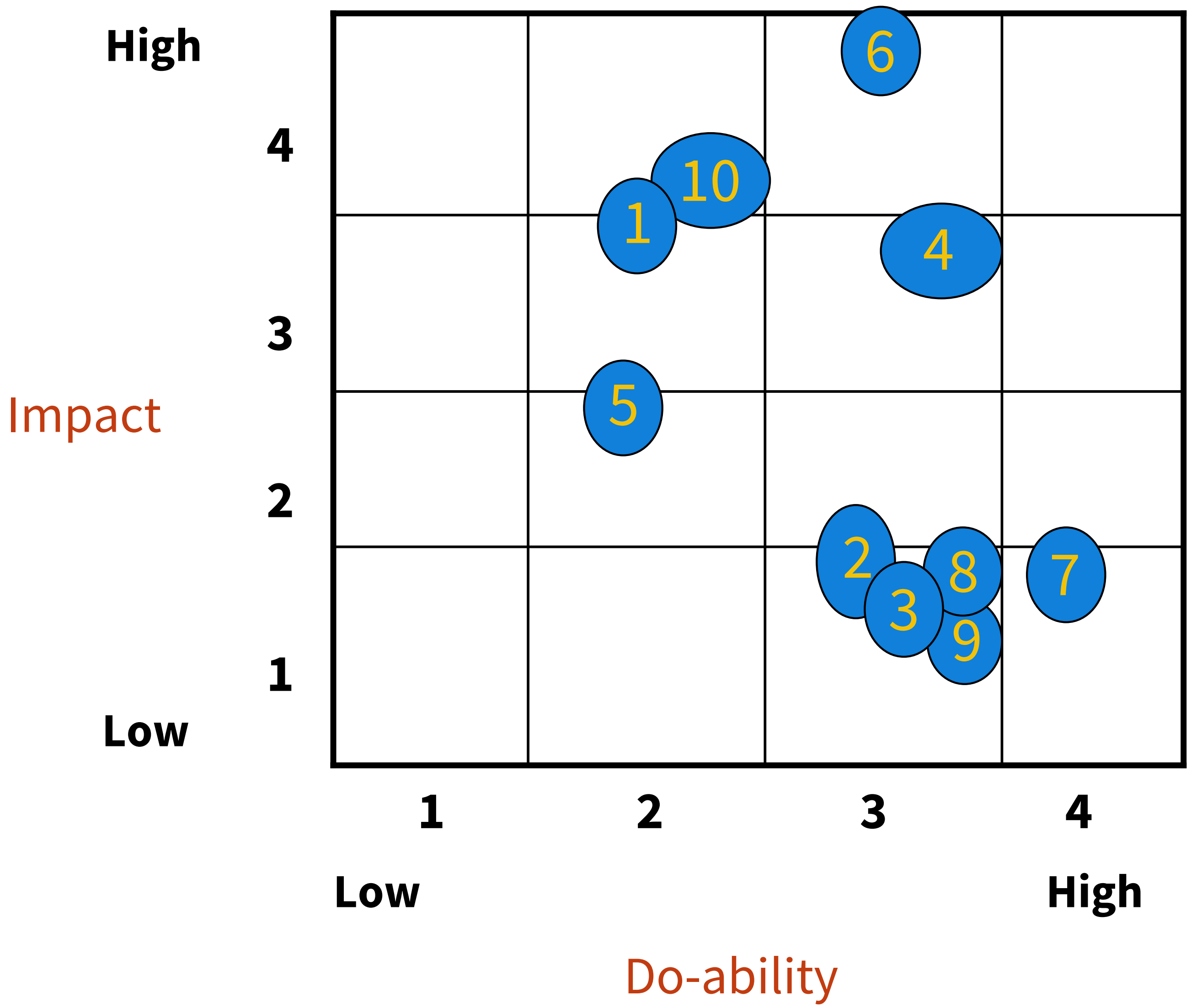
# Prioritisation matrix – school example




Therefore higher priority options are:

6. Abandoning the lunch break
4. Shortening the lunch break
10. Providing lunch clubs
1. Recruit and train additional staff

# Tools & Activities

- Brainstorming
- Brownpaper Technique
- Day In the Life Of (DILO)
- Fishbone Analysis & Five Whys
- Force-field Analysis

- Prioritisation Matrix
- **Problem Solving/Team Building (PSTB)**
- Six Hats
- Stakeholder Mapping
- SWOT

# Problem Solving/Team Building (PSTB)

## What is it?

- It is first and foremost a structured approach to problem solving.
- One of its greatest strengths is that the "Owner" of the issue will walk away with an action plan.

## When would you use it?

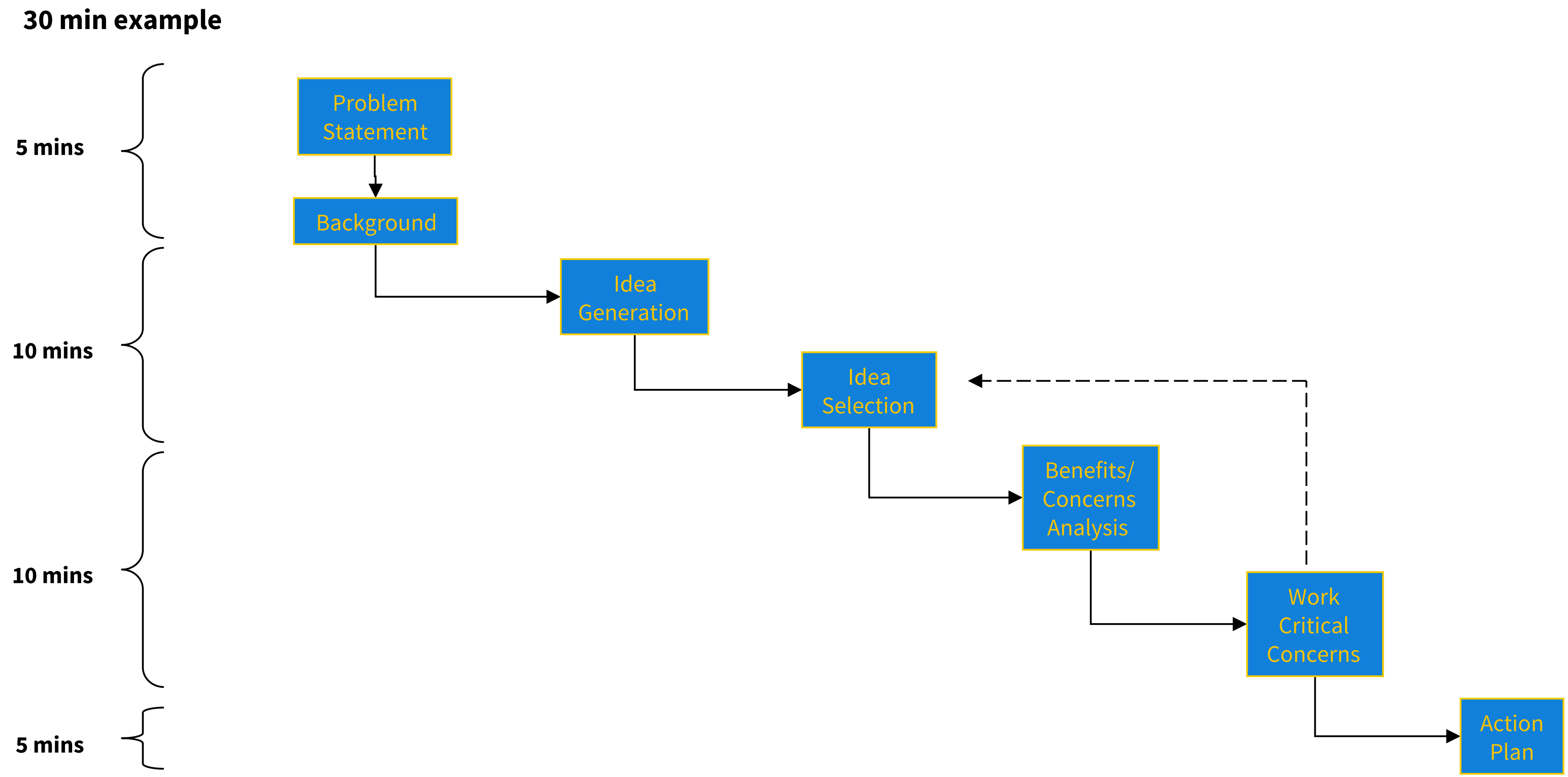
- Whenever you have an issue or problem that requires a team solution.
- Whenever you require a rigorous process to address an issue.

# PSTB – Problem Solving/Team Building

Are there any rules?

- Not rules per se – just good team behaviour that needs to be emphasised
- Headlining, i.e. keep the discussion at the right level
- No idea is a bad idea
- Be open-minded
- Listen as well as contribute
- One at a time
- Participate actively
- Don’t kill the process
- Agree the time contract (e.g. 20, 30, 45 minutes)
- Remember who owns the problem
- Clear roles and responsibilities (see later)

# The process has 7 steps for the team to work through

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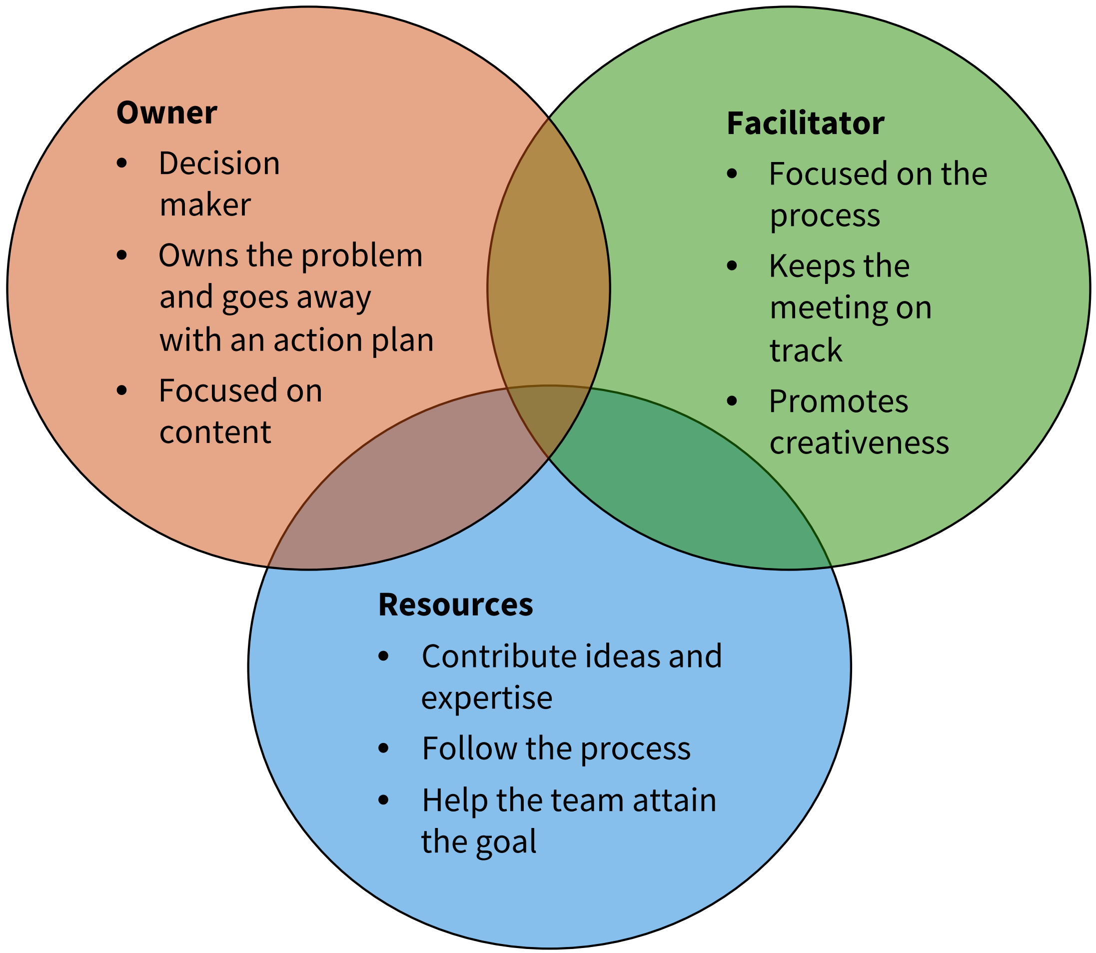
# Roles & Responsibilities



# Step 1: The problem statement

- Initial statement of the task, opportunity or challenge
- Must be concise and accurate
- Must be action-oriented, how-to

Key player(s): Owner

# Step 2: Background

- Add information
- Clarify and define the key terms
- Identify constraints
- List what we have tried before and the outcomes
- Provide motivating statements of benefits

Key player(s): Owner

# Step 3: Idea generation

- Brainstorm new approaches and creative alternatives
- Quantity over quality
- No processing of suggestions
- Establish Ground rules for success
- Idea generations could be run as a "3 level" process
  - Level 1 – Idea generation: objective = volume of ideas
  - Level 2 – Idea grouping into common themes: objective = structure ideas into common themes
  - Level 3 – review ideas across themes to see if common threads can be found: objective = identify "nugget" ideas that run across groups/themes

Key player(s): Resources

# Step 4: Idea selection

- The owner selects the ideas to be processed
- Cluster ideas to frame direction
- Select a workable number of ideas only
- Provide focus for the resources

Key player(s): Owner / Facilitator

# Step 5: Benefits/concerns

- Benefits and concerns
- The owner leads - the resources give the benefits
- Concerns in “how to” format for action
- Owner leads - then resources state concerns
- Need to increase quality of the solution and team satisfaction
- Need to increase the identification of the problems but find solutions

Key player(s): Owner / Resources

# Step 6: Work the critical solutions

- Identify critical concerns
  - "A concern that if not resolved, would necessitate modifying or discarding the selected idea/solution…"
  - Work these as a mini problem solve
- Identify any "killer" concerns
  - Critical concerns that cannot be overcome
  - Need the selection of new ideas

Key player(s): Facilitator

# Step 7: Action plan

- Blueprint for executing the solution
- Who does what by when
- Ensure tangible results
- Tie up the loose ends
- Increase ownership through task assignment
- Establish a tracking system for monitoring and measuring progress

Key player(s): Facilitator

# PSTB Secret Sauce

- Once the team gets going in the idea generation phase it can be hard to cut them off. If the content is great and you don't want them to stop then the Facilitator can give a polite "we now need to move on to the next phase but as this is going so well let's give it another 2 mins". You can always make up the time in the Idea Selection phase which rarely takes more than a couple of minutes to complete.
- There are very rarely any critical concerns that are so critical that it rules out the solution. That won't stop doomsayers from suggesting them though so make sure you ask the question "is that so critical and out of our control that we can't overcome it with some carefully planned actions later on?"

# PSTB Secret Sauce

- Leave plenty of time for Action Planning and make sure you complete this phase well (it's the whole point after all). After all that expended creative energy the group will be tired and the temptation can be to do a half-job. Be diligent!
- While there is no obligation on the Problem Owner to pursue each shortlisted idea and every action proposed, the Problem Owner should be aware that an implicit or 'psychological' contract exists as a consequence of the PSTB process. The value of any future PSTB exercises is likely to be undermined if the Team feels their collective input has not been pursued.
- This process will take some practice to get perfect and requires lots of discipline from all the parties involved. Keep trying and don't get discouraged because the results can be truly amazing!

# Tools & Activities

Brainstorming

Brownpaper Technique

Day In the Life Of (DILO)

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Five Whys

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Prioritisation Matrix

Problem Solving/Team
Building (PSTB)

**Six Hats**

Stakeholder Mapping

SWOT

# Six Hats

## What is it?

- The “Six Hat” method was developed by Edward de Bono. He provides some new direction labels for thinking, that signal the different directions in which thinkers can be invited to look.
- A “hat” indicates a role. A hat can be put on or taken off with ease. A hat is also visible for everyone else to see. Although the hats are usually imaginary, a poster of the different hats can be useful in the room where a group is working.
- The method provides a way for groups to experience the power of parallel thinking.

## When would you use it?

- A useful technique to help your teams think together.

# How the Six Hats are different ...

## Directions, not descriptions

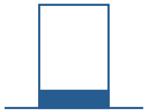
The hats are directions, not descriptions of what has happened. When you use the hats to help thinking, it is not a matter of saying whatever you like and then using the hats to describe what has been said. You should set out to think in a particular direction … "Let's have some white hat-thinking here" means a deliberate focus on information. Everyone now tries to think of information that is available, information that is needed, questions to be asked, other ways of getting information, and so on. "I want your red hat on this" is a specific request for feelings, intuition and emotions on a particular issue.

## Not categories of people

There is a huge temptation to use the hats to describe and categorise people, such as "she is purple hat" or "he is a green hat person." That temptation must be resisted. The hats are not descriptions of people but modes of behaviour. Every person must be able, and skilled, to look in all the directions.

# Directions of the Six Hats

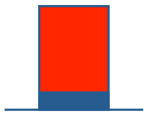
**White hat**



## Facts and figures, data and information

White hat-thinking covers facts, figures, information needs and gaps.
“I think we need some white hat-thinking at this point . . .” means “Let's drop the arguments and proposals, and look at the data base.”

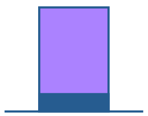
**Red hat**



## Emotions and feelings, hunches and intuition

Red hat-thinking covers intuition, feelings and emotions. The red hat allows the thinker to put forward an intuition without any need to justify it. “Putting on my red hat, I think this is a terrible proposal.” Usually feelings and intuition can only be introduced into a discussion if they are supported by logic. Usually the feeling is genuine but the logic is spurious. The red hat gives full permission to a thinker to put forward his or her feelings on the subject at the moment.

**Purple hat**

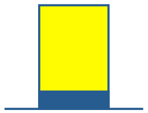


## Judgement and caution

Purple hat-thinking conveys judgement and caution. It is a most valuable hat. It is not in any sense an inferior or negative hat. The purple hat is used to point out why a suggestion does not fit the facts, the available experience, the system in use or the policy that is being followed. The purple hat must always be logical.

# Directions of the Six Hats

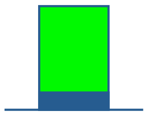
**Yellow hat**



## Positivity and optimism, constructive

Yellow hat-thinking is the logical positive. Why something will work and why it will offer benefits. It can be used in looking forward to the results of some proposed action, but can also be used to find something of value in what has already happened.

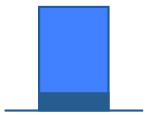
**Green hat**



## Creativity, movement, provocation

Green hat-thinking offers creativity, alternatives, proposals, what is interesting, provocations and changes.

**Blue hat**



## Control, conducting events

Blue hat-thinking provides overview or process control. It looks not at the subject itself but at the “thinking” about the subject. “Putting on my blue hat, I feel we should do some more green hat-thinking at this point.”

# Using the Six Hats

There are two types of use for the Six Hats:

## 1) Occasional Use

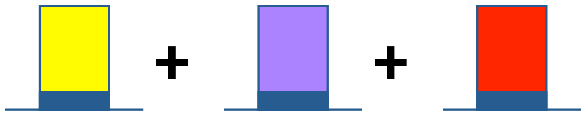
This is the most common. At a meeting or in a conversation someone suggests the use of one of the hats – then the conversation continues. The hat that has been introduced is only used for 2 or 3 minutes. This occasional use of the hats allows someone to ask for a particular type of thinking or to suggest a switch in thinking.

## 2) Systematic (Sequence) Use

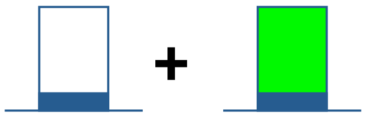
Here a sequence of hats is set up in advance and the thinker(s) goes through one hat after the other. This enables a subject to be covered quickly and effectively. Also useful where there is disagreement and no useful thinking is being done.

Some example sequences and their uses are shown overleaf.

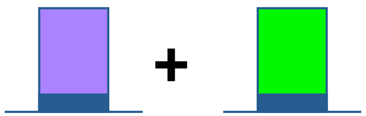
# Examples of using the Six Hats in sequences



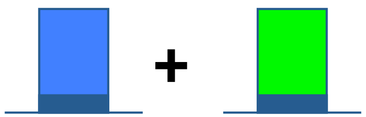
Yellow / Purple / Red
For quick assessment of an idea



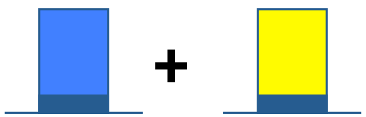
White / Green
To generate ideas



Purple / Green
To improve an existing idea



Blue / Green
To summarize and spell out the alternatives



Blue / Yellow
To see if the thinking has had any benefits

# Benefits of using the Six Hats

### Power

The intelligence, experience and knowledge of all the members of the group are fully used. Everyone is looking and working in the same direction.

### Time saving

Subjects can be fully explored more quickly when everyone is thinking in the same direction. Where points of view are at odds, they are laid out alongside each other rather than argued out. Later on, if it is essential to decide between the two, a decision is made. Time savings of 50% or more are commonplace.

### Removal of Ego

Confrontational and adversarial thinking exacerbate the ego problem. Six Hats thinking removes it. With the Six Hats method you exert your ego by performing well as a thinker under each of the hats. The Six Hats method provides neutral and objective exploration of a subject — argument does not.

### One thing at a time

With the Six Hats method, we try to do only one thing at a time. There is a time when we look for danger (purple hat). There is a time when we seek new ideas (green hat). There is a time when we focus on information (white hat). We do not try to do everything at the same time.

# Tools & Activities

Brainstorming

Brownpaper Technique

Day In the Life Of (DILO)

Fishbone Analysis &
Five Whys

Force-field Analysis

Prioritisation Matrix

Problem Solving/Team
Building (PSTB)

Six Hats

**Stakeholder Mapping**

SWOT

# Stakeholder Mapping

## What is it?

- A powerful stakeholder alignment tool that allows the team to quickly and visually assess their stakeholders' impact on the success of a change program.
- A tool to develop strategies that increase stakeholder support.
- A different way of looking at stakeholders.
- A means of focusing stakeholder discussions.

## When would you use it?

- Any time you would like to identify ways to align stakeholders and maximize commitment and support for implementation.

# Are there any rules?

- Never print or leave your map lying about – there are legal ramifications for maintaining information about individuals.
- Also, be aware that the data in your stakeholder map represents your perceptions about other people – and they may not necessarily agree with you! So it is wise to keep this sensitive information very confidential.

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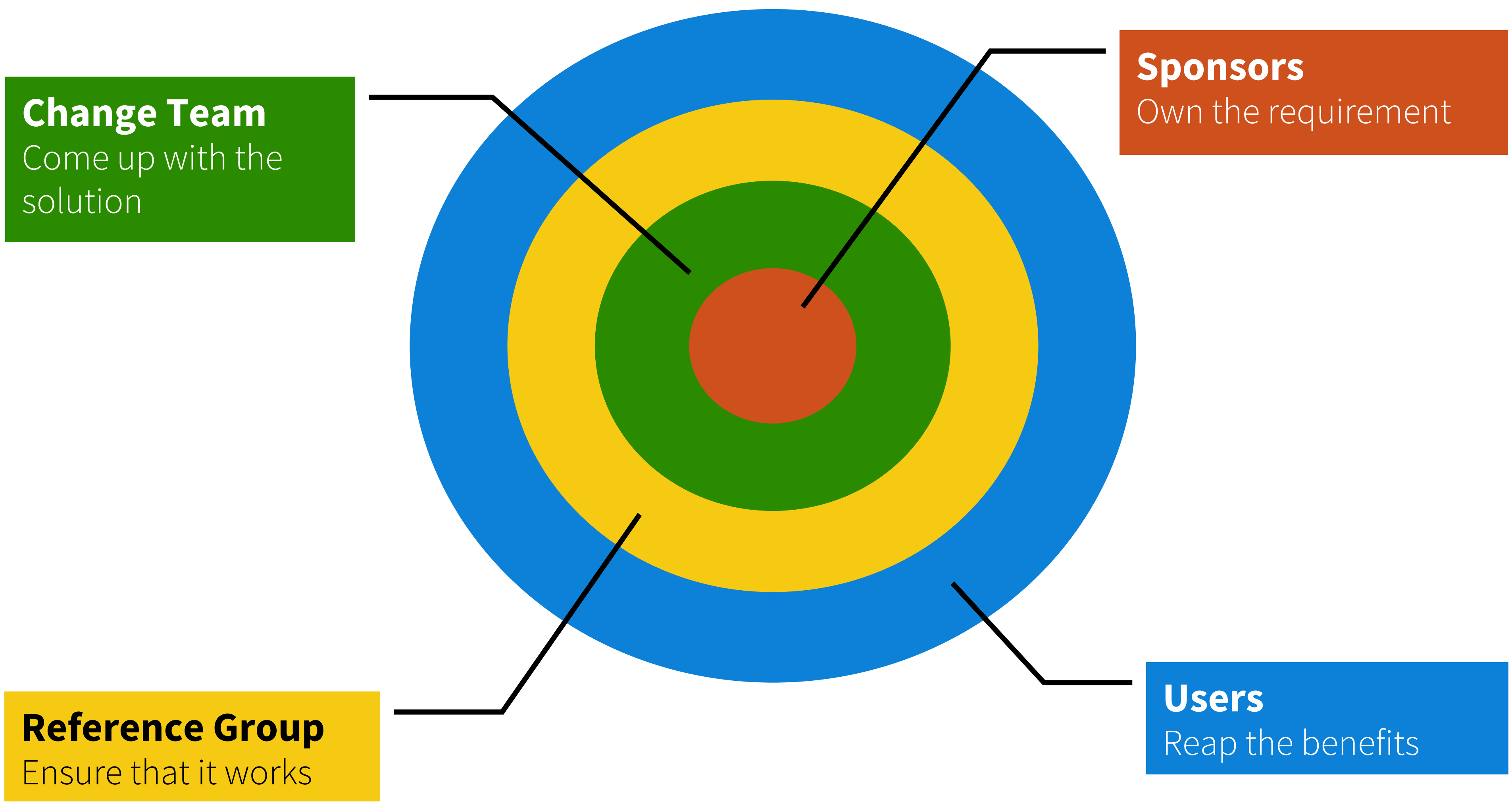
# How would you define “Stakeholders”?

- Typically you can think of stakeholders as ‘Anyone who has a stake in the change initiative’ although this can be a bit broad.
- A more workable definition might be: ‘Anyone who can make, or break, your change project’.
- This group of more specific stakeholders can be segmented into four major groups – Sponsors, Change Teams, Reference Groups and Users.

# What are the different types of “Stakeholders”?

- Sponsors (or project owners) are often those who initiate change by mobilizing the resources needed and charging people with the responsibility for getting it done. Sponsors own the requirement for change – and if the requirement changes they must direct the change project accordingly.
- Change Teams are those charged with the responsibility for executing the change and ensuring it happens. The change team is responsible for coming up with the solution to the change requirement.
- Reference Groups include those people that change teams must refer to in order to arrive at the right solution. They ensure that the change will work.
- Users are a broad group of people who benefit from the change solution. (Note: The Reference Group and some of the Change Team may also be classed as Users. This is often a good idea).

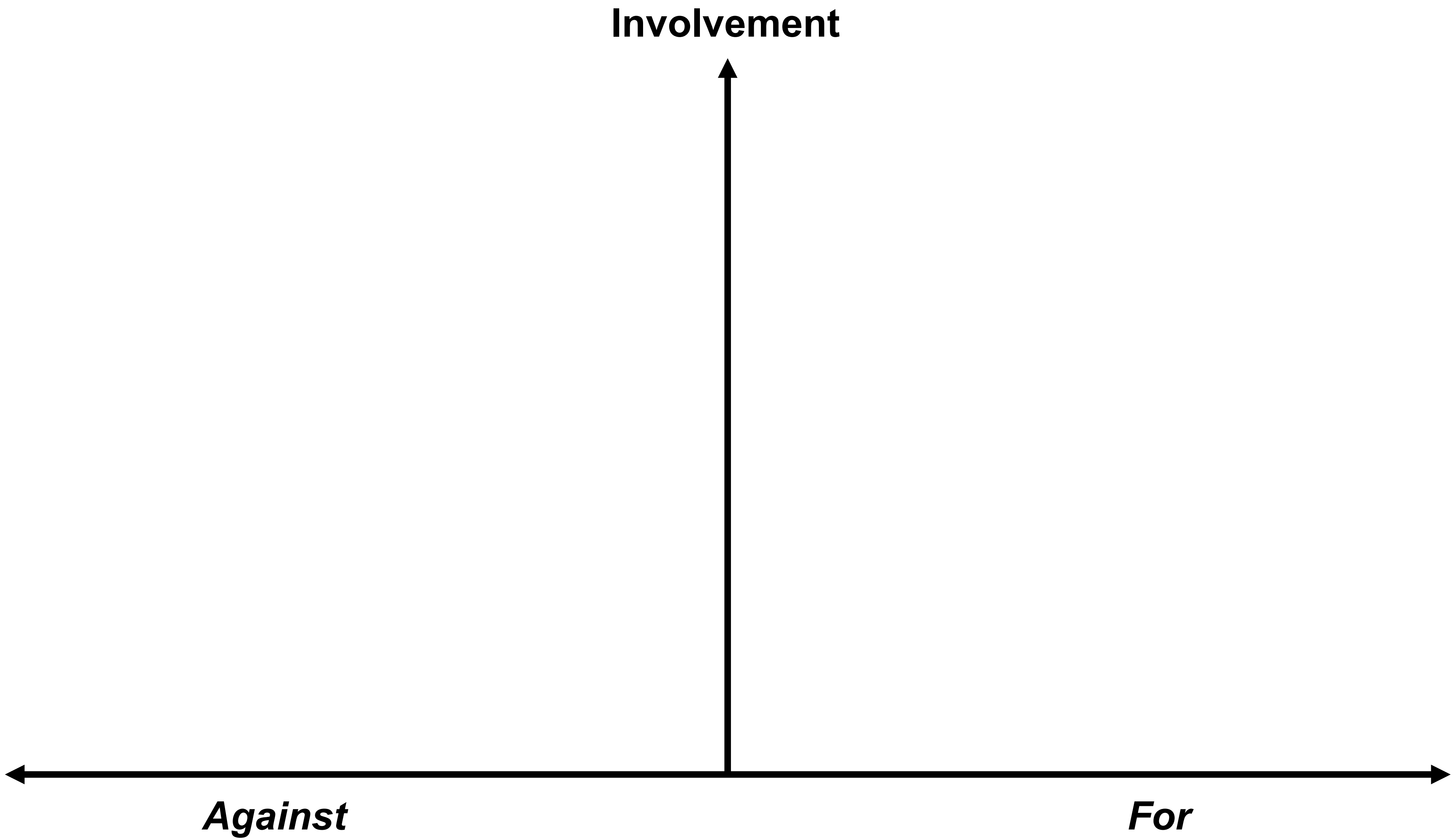
# Who typically gets involved?



# Stakeholder Mapping Process

1. Draw the stakeholder map with two axes:
   - The X axis represents the spectrum of dispositions toward your change project; from Against at one extreme – to For at the other.
   - The Y axis represents the spectrum of involvement from high at the top to none at the bottom.

Note that the Y axis intercepts at the mid-point of the X axis. This represents a position on the X axis equivalent to a neutral disposition – neither for, nor against, the change (see next slide).



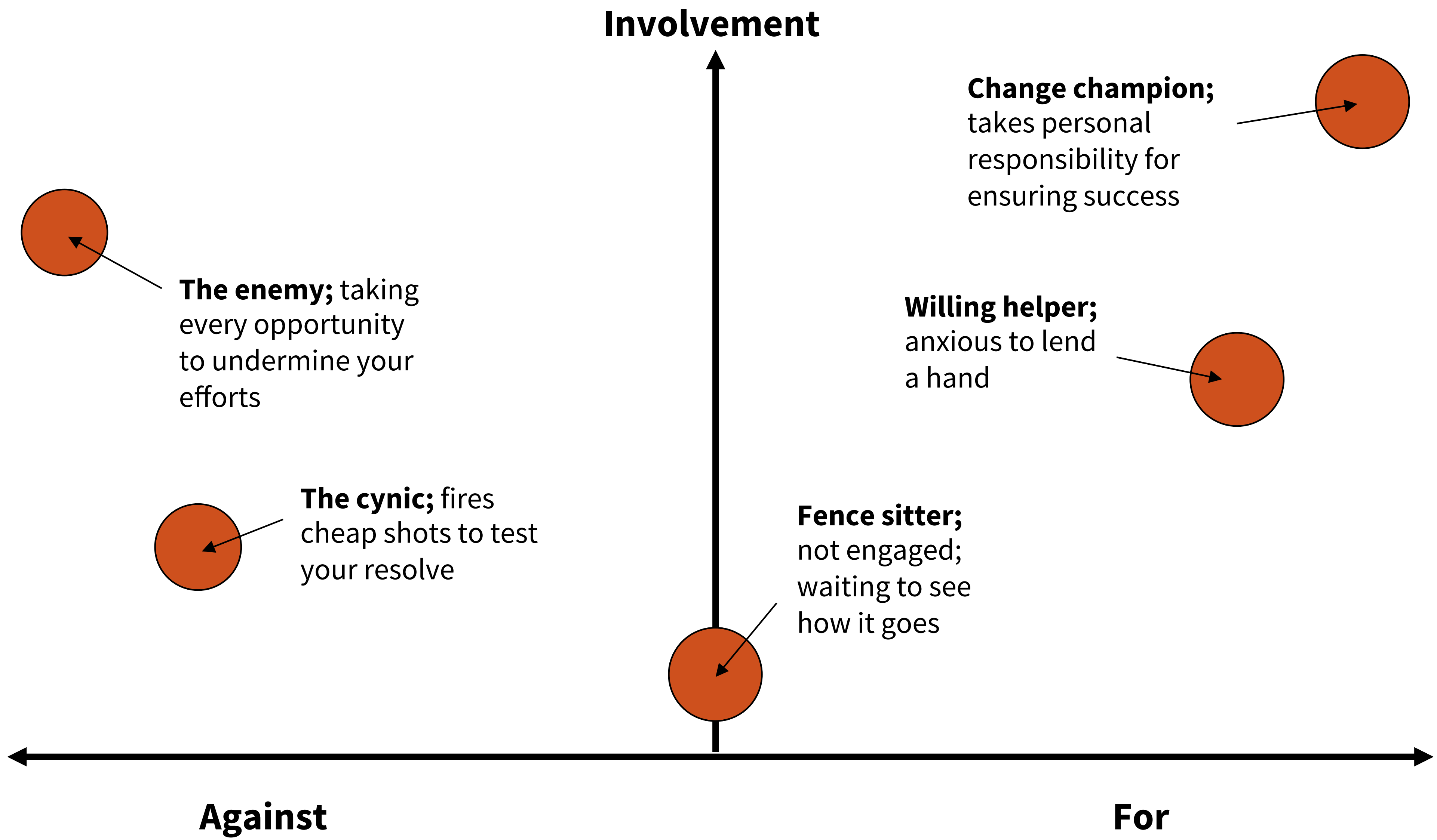

WorkshopBank

# Stakeholder Mapping Process

2. The group discusses each stakeholder in turn determining their location on the map by rating their relative disposition towards your project and the degree to which they are actively involved in it (use the Example Dispositions slide to help you decide where each should sit).

3. Note: Two stakeholders may both be actively involved, but have quite opposing dispositions towards your project: one actively undermining it while the other is actively promoting it.

# Example dispositions

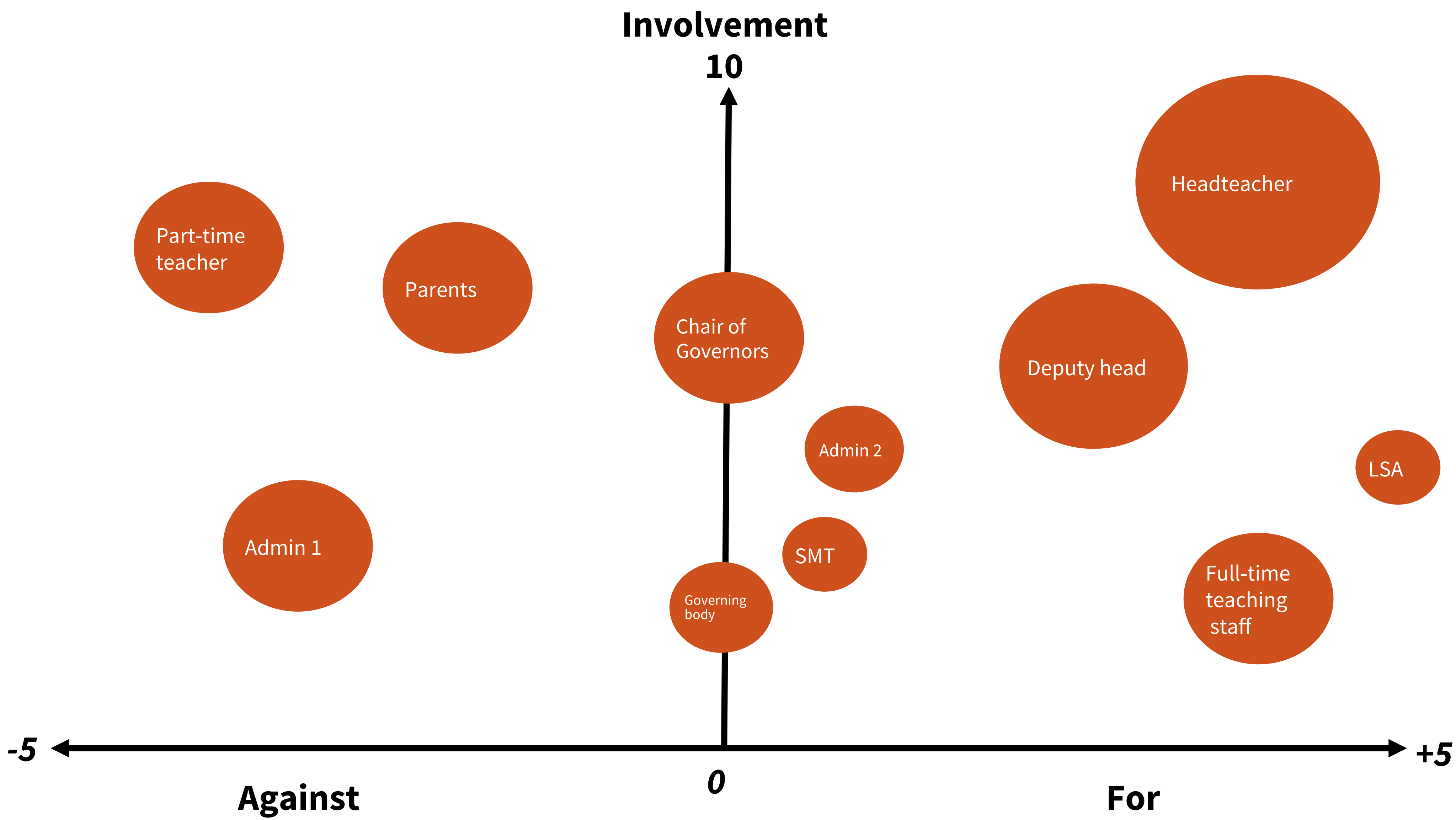


# Stakeholder Mapping Process

3. This worked example illustrates some typical stakeholder disposition towards a school change initiative. Ideally you would want everyone to be at the top right-hand corner – actively involved and championing your project! But this example shows a broad landscape of diverging dispositions that is more typical.

4. Note that in addition to the disposition of each stakeholder we have added one further dimension: the degree to which each stakeholder can influence the change is reflected in the size of the circle used to denote that stakeholder. This dimension reflects one aspect of the underlying political situation.

**Key:** Size of circle = degree of influence on change



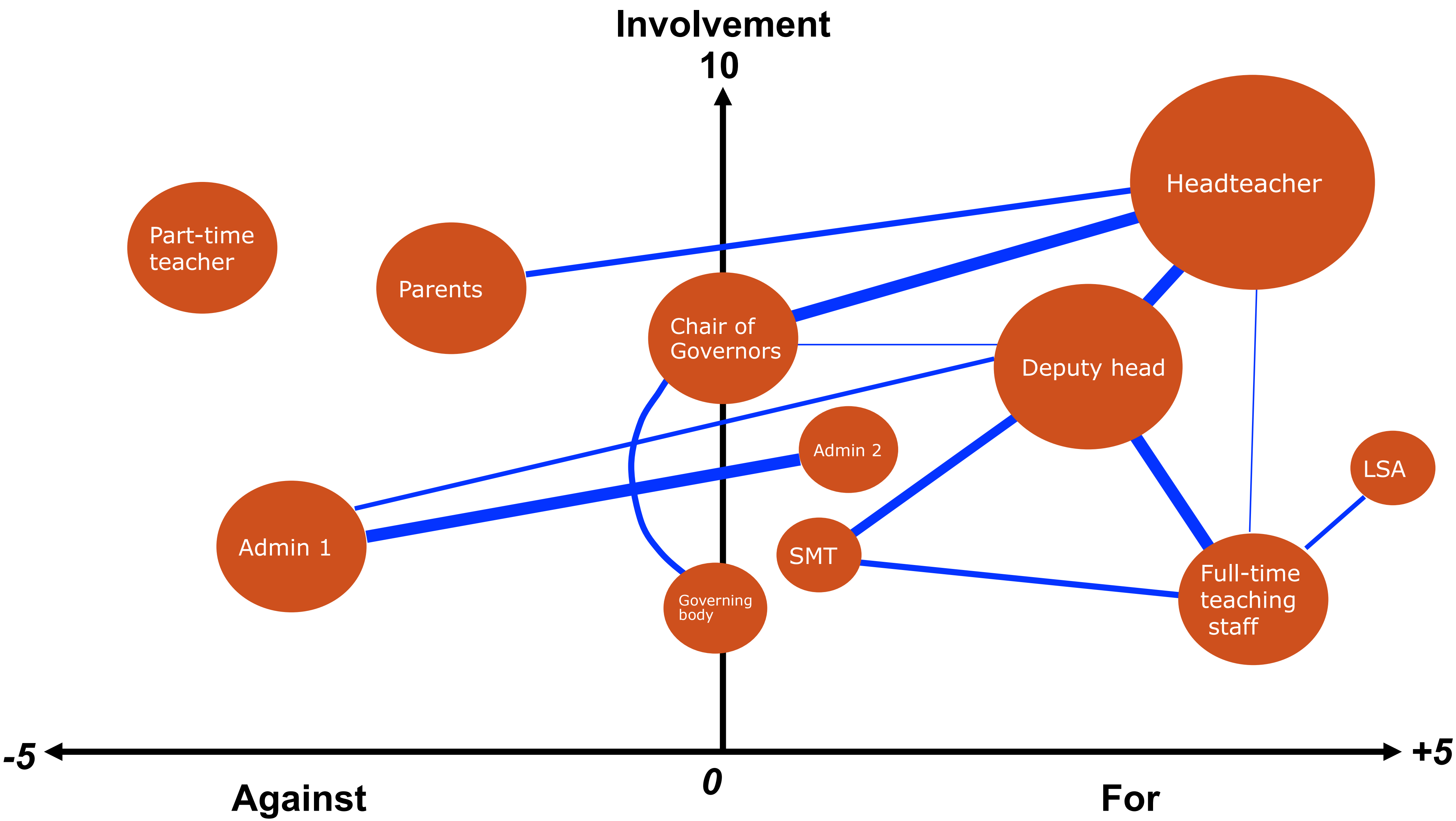
# Stakeholder Mapping Process

5. The last step in the mapping exercise is to add a final dimension: this is the relationships that exist between stakeholders.

6. Draw lines that connect two stakeholders in your map where a relationship currently exists.  The thickness of the line can indicate your rating of the relative strength of that relationship – the closer the relationship, the thicker the line. This represents another aspect of the underlying political situation and is helpful to know.

7. In the effort to shift dispositions to a more favorable situation you might want to exploit the relationship that exists, say, between a strong supporter of your project and someone else who remains skeptical or even cynical.

**Key:** Thickness of line = strength of relationship



# Stakeholder Mapping Secret Sauce

- It is wise to know how each of the broad groups of stakeholders is disposed towards your change project, e.g. are they actively supportive, or unsure, skeptical or even against the change? Stakeholder mapping illustrates these dispositions – so that you can determine what action you need to take in order to shift unfavorable dispositions more positively.
- The size of the circle is important dimension to the success of change. You want the most influential stakeholders on the right of your map and migrating to the top so if they’re not you need to work out a way to get them there.

# Stakeholder Mapping Secret Sauce

- Note that a relationship can be negative as well as positive. The assumption can be that all relationships are positive ones. If you think it is relevant, you might want to illustrate a negative relationship by a broken line.
- Be careful, because stakeholder maps can contain the identities of individuals. There are legal ramifications for maintaining information about individuals.

# Tools & Activities

Brainstorming

Brownpaper Technique

Day In the Life Of (DILO)

Fishbone Analysis &
Five Whys

Force-field Analysis

Prioritisation Matrix

Problem Solving/Team Building (PSTB)

Six Hats

Stakeholder Mapping

**SWOT**

# When would you use it?

- It is a good activity to use early in a project or program to highlight what currently works and what doesn’t so you get an accurate feel of the situation before moving on.
- It can also be used operationally as part of a quarterly team / organization review process.
- You can also use it as a good icebreaker to bring your Participants together and achieve some quick shared understanding of the landscape.

# SWOT Process

1. The Facilitator agrees the scope of the SWOT with the Participants being careful to also define what's out-of-scope for the exercise as well as what's in-scope, e.g.
    - 'the merger between our two companies / departments'.
    - 'our transformation from a "command and control culture" to a more collaborative, people-focused leadership approach'.
2. The Facilitator asks the Participants to brainstorm all the Strengths they can see and write each one on a single post-it and stick it in the appropriate quadrant. Or on a flipchart if you prefer.
3. Repeat step 2 for each of the other aspects Weaknesses, Opportunities and Threats.
4. Once each aspect has been covered, the Facilitator asks the Participants to identify any links , e.g. there may be a strength that links with an opportunity (good) or a weakness that is linked to a threat (not so good).
5. On a new piece of flipchart paper create an Action Plan looking to:
    - Turn Weaknesses into a Strengths (e.g. something 'small' could be redefined as being 'nimble' instead).
    - Turn Threats into Opportunities.
6. Agree how the outputs are to be published to wider stakeholder groups (e.g. the board or a project sponsor).

# Questions to help stimulate your conversation

## Strengths

- What do you know works well?
- What do you do better than others?
- What do others outside view as your strengths?
- How do you achieve your success currently?

## Weaknesses

- What doesn't work so well?
- What could you improve?
- What should you stop doing?
- What do others outside do badly that you also do?

## Opportunities

- What are you not doing yet but could easily see yourself doing with the right momentum?
- Are there any of your strengths that could represent a new opportunity for you?
- Are there any changes in political policy on the horizon that could help you?

## Threats

- What is your competition doing much better than you?
- Are you lacking resources (people and/or money) meaning your progress is inhibited?
- Are there any regulatory issues that could stop or hinder progress?
- Are any weaknesses a real threat to your organization / project?

| | |
|---|---|
| Strengths | Weaknesses |
| Opportunities | Threats |

# SWOT Secret Sauce

- Consider all possibilities – this is where brainstorming works well with this tool e.g. there will be many INTERNAL opportunities as well as EXTERNAL.
- All statements added to the chart should be confirmable and universally accepted to be seen as valid.
- Consider using the Prioritization Matrix if you end up with a long list in any of the categories so you focus on the ones most likely to have the greatest impact.