PROBLEM SOLVING TOOLS

SECTION 1: COLLECTING THE BATON

There are 30 problem solving tools in Tool CLC4.03.

They are sequential in helping to analyse and assess the problem, develop, test and apply the best solutions.

Bringing together your problem solving team…

Accelerating the effectiveness of individuals and teams working on:
Improved collaborative working within your organisation - Shared services - Multi-partner community safety
Alternative models of partnership - Blue-light integration - NHS transformation
Combined authorities partnerships - Health and social care programmes

Over 3,000 leaders and senior managers

have attended one or more facilitation or taught sessions in the SSA collaborative transformation programmes.

Over 500 public sector organisations

in local government, NHS, police, fire, housing, HE and FE are applying the SSA toolkits in their collaborative working.

Over 300 recognised practitioners and architects

SSA awards Collaborative Transformation Practitioner and Architect recognition, as part of the Postgraduate Certificate in Collaborative Transformation, in partnership with Canterbury Christ Church University and CIPFA

Over 200 online tools, templates and techniques

for use across the partners in collaborative transformation and shared services, which can accelerate the development time of the projects and deliver savings and outcomes more quickly.

The benefits of these tools to your collaboration projects and your partnerships

What are the benefits of these tools to you and your colleagues?

For your organisation: It gives confidence to leaders to know that all their employees have access to a range of tools for building collaborative advantage across their organisation.

For your partnerships: These tried and tested tools will help accelerate your collaborations, ensuring they are set on strong foundations from the outset, and will avoid the expensive pitfalls experienced in too many partnerships.

For staff and project teams: Your staff can apply over 200 tried and tested tools, templates and techniques in any collaborative settings and across many sectors (local and central government, fire, police, HE, FE, schools, health & social care, housing and third sector). This gives them the confidence to be successful in their role, no matter who the partners are.

In-house, taught sessions on applying the tools can be arranged.

**Enquire about sessions for your department, or team, by emailing
Dominic.Wallace@sharedservicearchitects.co.uk
…or phone Dominic on 0333 939 8909**

These are pathway seminars to the Postgraduate Certificate in Collaborative Transformation at Canterbury Christ Church University

sharedservicearchitecture

Tool: CLA4.03

30 TOOLS AND APPLICATIONS (TAPPs) FOR COMMUNITY LED PROBLEM SOLVING AND IDEAS GENERATION

You can find a fully detailed explanation of how to apply a number of the ideas and problem solving tools in this section in your copy of the *Shared Service Architect's Innovation Toolbox.* We indicate where this applies under the relevant tools.

If you do not have a copy, the Innovation Toolbox is a collaboration between Shared Service Architecture Ltd and Victor Newman, Visiting Professor in Rapid Innovation.

It can be purchased through the Shared Service Architect's website: www.sharedservicearchitects.co.uk.

Victor Newman provides workshops in rapid innovation techniques in collaborative working and can be contacted directly at **knowledgeworks@aol.com**.

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Tool: CLA4.03

TOOLS AND APPLICATIONS (TAPPs) FOR PROBLEM SOLVING AND IDEAS GENERATION

This self-contained toolkit provides 30 tools and techniques to help teams and communities solve problems and incubate new ideas and ways of working.

Perhaps the central reason for engaging citizens and users in the co-design process is that they are best placed to articulate their needs and the kind of solutions that will work best locally.

People dealing with the realities of life are natural problem solvers and great at generating new ideas. Moreover, when people have a direct involvement in the co-creation of something new and better they are more likely to support it when implemented. The end result of working with the intended audience is a more effective solution to the problem/challenge.

Getting the community actively involved in the co-design of better public services can also be a stimulant for public sector organisations to change. By actively engaging citizens in the design process, this can help create a community mandate for change and a spur to public sector transformation[1]. Co-design can be a way for the public sector to make sure their services deliver what the public wants and needs.

This suite of tools is best used in conjunction with the *'Collaborative Incubator'* method of community engagement. It fits neatly into the 'Incubator' where teams are formed, ideas incubated and formulated into solutions.

For example, Huntingdonshire District Council[2], together with their local strategic partners, decided to adopt a common approach to community engagement and participation.

Creating the brand 'Huntingdonshire Matters' and adopting the Collaborative Incubator model (see tool CLA8.01 for more details), the partners together set out to engage the wider community in a process whereby they identified the challenges they wanted to address, formed self–selecting groups to generate ideas and presented them back to the partners for action.

They successfully used the problem-solving framework and 30 tools to great effect.

How to use this tool:

This problem-solving toolkit can be used to tap into the enterprising talents, ideas and energies found within your organisation, together with your partners and across your local communities. Use with tools CLW6.04, CLB6.03 and CLA8.01.

Step 1 – Collecting the baton: The first step happens when the group of participants meet for the first time. They agree house rules, learn about one another, discover who's missing and who they would like to invite, agree to adopt a common approach to problem solving, agree meeting dates and roles/responsibilities.

Step 2 – Defining the problem: Next, the group set about refining their understanding of the challenge, looking at the root causes and finally deciding on their own re-definition of the problem statement.

Step 3 – Envisaging the solution: The group set about creating a vision base on what success would look like and craft a goal statement.

Step 4 – Solution generation: The fun part, where the group let their imaginations and creativity run wild, dream up wacky and wild ideas and reverse engineer them into workable new solutions.

Step 5 – Test and select: Here the group pick the best ideas to take forward.

Step 6 – Action planning: Some basic action planning, outlining the case for implementation.

Step 7 – Passing the baton: How to hand over to the next stage or group who will take over and deliver.

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[1] We explore the inter-organisational aspects of this type of transformation in book 2 (Collaborative Leadership Between Organisations).

[2] www.huntingdonshirematters.co.uk

Collaborative Team: Problem Solving Framework

Collecting the baton

A1 - Who's who?
A2 - House rules
A3 - Meeting dates
A4 - Who's missing?
A5 - Roles/chair

Team development check list

What's the real problem ?

B1 - Re-phrasing the problem
B2 - Chunking (rule of 3)
B3 - Multiple perspectives
B4 - Using effective language

Re-phrase the problem

Possible causes

B5 - Challenge assumptions
B6 - Know/don't know
B7 - Fishbone
B8 - Five whys
B9 - Who's done it before?
B10 - Process mapping

Gather data

Ranking causes

B11 - Pareto (80:20 rule)
B12 - TPN total-partial-none
B13 - Ranking

Analysis data

What's our goal?

C1 - Ship logic
C2 - Spiral of despair
C3 - What will success look like?

Goal statement

Possible solutions

D1 - Creative silence brainstorming
D2 - Move-test-break
D3 - WIBWF

Innovate

Select solutions

E1 - Paired comparisons
E2 - Prioritisation Matrix
E3 - End story
E4 - What could possibly go wrong?
E5 - Test solution with goal (TPN)

New Ideas

Innovate

4 Generate solutions

New ideas

5 Test and select

6 Action plan

Activity	Responsibility	Date

7 Passing the baton

Prepare elevator pitch

Sign-off implementation
monitor team

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1 Collecting the baton

Theme (team name)

Start date

Finish date

Team members

Team support
Champion
Subject Area Expert
Architect/Facilitator

Meeting dates

Team development

Team development checklist

2 Re-defining the problem

Re-phrase the problem
Gather data
Analysis data

Description

3 Envisaging the solution

What's our goal?

Goal statement

STEP 1 - COLLECTING THE BATON

Collaborative Team: Problem Solving Framework

1 Collecting the baton

Start date _____
Finish date _____

Theme (team name) _____

Team members

Team development

Team development checklist

Team support

Champion
Subject area expert

Meeting dates

Collecting the baton
A1 - Who's who?
A2 - House rules
A3 - Meeting dates
A4 - Who's missing?
A5 - Roles/chair

Team development checklist

Tool: CLA4.03

STEP I
COLLECTING THE BATON

A1

Collecting the baton
A1 - Who's who?
A2 - House rules
A3 - Meeting dates
A4 - Who's missing?
A5 - Roles/chair

Team development checklist

How can this technique support your collaborative leadership across communities?

Who's who?

It is important the group members get to know one another and build up an open and trusted dialogue.

Timing: 10 minutes

Material: Pen, paper, flip chart, group members' contact list

Briefing: Explain that you will facilitate an ice-breaking session so that you can all get to know one another quickly. Explain that it will be fun.

Activities:

1. Traditional approach: Ask group members to introduce themselves, their role and their *best hopes* for the group. If group is large, ask them to do this on their tables and share best hopes with others in a plenary session at the end.
2. First or worst: Have each member tell the group their first or worst job in turn. This easy-to-use icebreaker works well and allows team members to spark conversation with each other and to have some fun commenting on the jobs that they have each done.

Networking: Networking is about doing what your mother told you to never do - talk to strangers. It's like playing host at someone else's party. At a real level, it's about learning about other people and finding the links that you have with them. Since, as Plato said, *'You can learn more by observing someone in an hour of play than in a lifetime of work'*, invite group members to play the networking game. Explain the basic skills of networking:

- Shaking hands
- Introducing yourself
- Smile
- Look the other person in the eye
- Place your name tag on the right.

Activity: In the next two minutes, shake hands with as many people in the room as you can, say hello, and introduce yourself. There is only one catch: *no two handshake/introduction combos can be alike.* It's time to get creative . . . Go.

At the end of the ice-breaker ask all members to complete the group members contact list

Tool: CLA4.03

A2

House rules:

House rules are the guidelines drawn up by the group, which set out the behaviours that everyone commits to and is entitled to experience as part of the team.

Timing: 10 minutes

Material: Pens, paper, flip chart, group members' contact list

Briefing: Explain the importance of guidelines around confidentiality

Activity:

- Ask each person to jot down on a piece of paper the behaviours that members of the group should be entitled to, from each other.
- Ask each to read out the top two on their list, write up on flipchart, where duplicates, put a tick against the first one.
- Create a composite list and ask delegates to sign–up to it.

Example house rules:

- We agree to keep all meetings confidential
- We agree to meet deadlines we set as a group

A3

Meeting dates:

The collaborative process to develop new ideas will take over at least four meetings.

Briefing: It will be the responsibility of the facilitator to organise the meeting and venues.

Timing: Allow a minimum of 2 hours for each meeting. Be prepared for meetings lasting longer (up to a maximum of 3 hours) if you are facilitating your first group or that the membership exceed 10. Allow at least a fortnight between meetings to all delegates to prepare materials.

Meeting Cycle	Activities	Outcomes
1. Collecting the baton	- Ice breaker - Finalising team membership - House rules - Planning - Problem statement - Subject Area Expert (SAE) brief	- Team established - Problem statement agreed - Meeting dates agreed - Roles agreed - SAE brief to gather data
2. Possible causes	- Re-phrase the problem - Gather data - Analyse data	- Defined challenge - Root causes identified
3. Envisaging the future/generating ideas	- Vision - Ideas generation and selection	- Goal statement - Preferred ideas
4. Passing the baton	Prepare presentation and elevator pitch	Ideas presented and passed back to stakeholders/community

A4

Who's missing?:

When volunteer groups are formed they are often incomplete. Key individuals are missing.

Timing: 10 minutes

Material: Pen, paper, flip chart,

Briefing: Explain that diverse groups are more effective. This task is all about securing the best mix of knowledge, experience and perspectives within the group

Activity:

- Ask each person to jot down on a piece of paper the 'ideal' mix knowledge, experiences and perspectives sought by the group.
- Create a composite list
- Ask team members to put a tick against areas where they feel they contribute, knowledge, skills, and perspectives.
- Look for what's missing
- Ask the group to name people from their own networks who could plug these gaps.
- Agree on who will invite them to join.

A5

Roles

The facilitator

- To provide independent impartial facilitation for the self-determined problem-solving groups
- To provide the link and connection between the group and the stakeholder champion
- To provide the group with any logistical support and material necessary to undertake the task
- To arrange meetings and maintain communication across the group

Subject Area Expert

1. To provide the self-determined groups with access to knowledge, know-how and networks that will support the problem-solving work undertaken by the group
2. Acting on behalf of the group, seek out and collect data and information that will support the group
3. To help the group interpret data
4. To help the group develop an effective language (provided agreed definitions for key words and terms)

Champion

1. To provide strategic support to the facilitator and group
2. To be the point of leverage between the self-determined group and the stakeholders
3. To resolve partnership issues hindering the progress of the self-determined group
4. To ensure that the baton is effectively passed back to the stakeholder

STEP 2 - RE-DEFINING THE PROBLEM
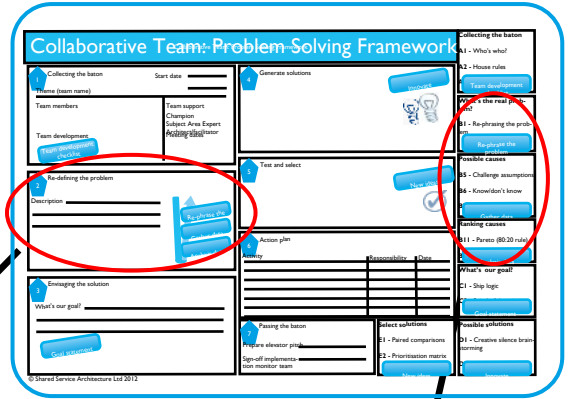
2 Re-defining the problem

Description

Re-phrase the problem

Gather data

Analysis data

What's the real problem?
B1 - Re-phrasing the problem
B2 - Chunking (rule of 3)
B3 - Multiple perspectives
B4 - Using effective language

Re-phrase the problem

Possible causes
B5 - Challenge assumptions
B6 - Know/don't know
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B11 - Pareto (80:20 rule)
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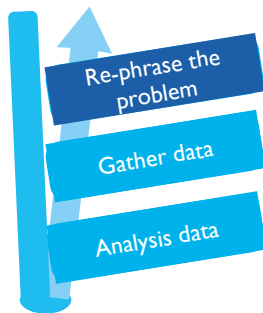**B13** - Ranking

Analysis data

STEP 2
RE-DEFINING THE PROBLEM

B1

What's the real problem?
B1 - Re-phrasing the problem
B2 - Chunking (rule of 3)
B3 - Multiple perspectives
B4 - Using effective language

Re-phrase the problem

Re-phrase the problem

Gather data

Analysis data

How can this technique support your collaborative leadership across communities?

Re-phrasing the problem:

It is crucial for the self-determined problem-solving group to take ownership of the problem challenge set.

Timing: 15 minutes

Material: Pen, paper, flip chart,

Briefing: How might the group better define the problem? This task will help the group better understand the nature of the problem by seeking other team members' perspectives on it.

Activity:

- Ask the group to buddy up working together to create their own definition of the problem.
- Hand out tips for crafting a problem statement.
- Give 5 minutes for them to discuss, 10 minutes to share thoughts.
- Capture all the written definitions created (using the tips for crafting a problem statement) so that they can be referred to and refined by the group when they meet again.

Tips for crafting a problem statement

It may seem like stating the obvious but if the problem is ill defined from the outset the solution is unlikely to work. Here are some simple tips for crafting a problem statement:

1. Expect a multitude of different solutions to the problem and not just the one silver bullet. Consider starting your problem statement with *'In what ways might we?'*, rather than *'How can we?'*

2. Make the problem statement a positive one. For example, instead of defining the problem as *'How can we help people quit smoking?'*, try *'In what ways can we help people live longer?'*

3. Frame your problem statement in the form of a question. Questions are very powerful and they evoke a response.
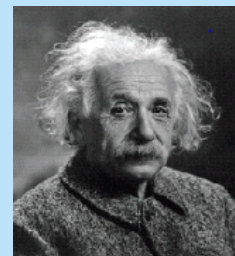
Spending time on defining the problem will yield a better outcome.

Einstein has been quoted as saying: 'If I had an hour to save the world, I would spend 59 minutes defining the problem and one minute finding a solution.

Tool: CLA4.03

B2

Chunking (rule of three)

The rule of three is derived from combining the Pareto Principle, Field-Marshall Montgomery and the work of Max Atkinson who noted the power of simplifying big issues into 3-part focused statements eg President Lincoln's '*Government of the people, by the people, and for the people*'

Timing: 20 minutes

Material: post-it notes, flip chart, marker pens

Briefing: To scope the problem into three (chunked) statements

Activity:

- Ask each person to jot down the challenges (one per post-it note) and put them up on the flip-chart.
- Ask delegates to cluster them into three groups, parking those challenges that don't fit to one side.
- Create a narrative that connects the three statements.
- Use this to refine the group's focus on the problem.

You can find a full explanation of how to apply this tool in your Shared Service Architect's Innovation Toolbox

B3

Multiple perspectives

Seeing the problem/challenge from different perspectives will help the group secure a deeper understanding and appreciation of the challenge:

Material: post-it notes, flip chart, market pens

Briefing: To identify different perspectives on the challenge.

Activity:

- Ask the group to identify useful diverse perspectives in the challenge (young people, police, doctors, families etc).
- If group members represent these perspectives, ask them to share.
- If not, ask group members to assume the roles and guess what their perspectives might be.
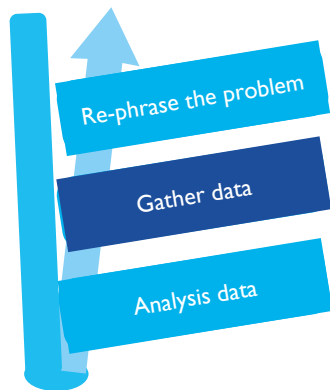- Ask the SAE if these perspectives can be captured.

Tool: CLA4.03

B4

Possible causes

B5 - Challenge assumptions
B6 - Know/don't know
B7 - Fishbone
B8 - Five whys
B9 - Who's done it before?
B10 - Process mapping

Gather data

Re-phrase the problem

Gather data

Analysis data

Using effective language

We say the same words, but do they mean the same thing?

Material: pen and paper, flip chart, marker pens

Timing: 10 minutes

Briefing: To develop a common language for the group to use

Activity:

- Ask each person to jot down the key words they use when describing the challenge they face.
- Create a list of words.
  Split the group into two and ask each group to define the words.
- Share the results and note where differences appear. These differences in interpretation may sound insignificant now but might cause major problems in the implementation phase.
- Ask the SAE to create a glossary of key terms and definitions.

B5

Challenge assumptions

Often the assumptions we make become barriers to innovation and new ways of working.

Material: pen and paper

Timing: 20 minutes

Briefing: Are our assumptions proven or are we accepting them without examination?

Activity:

- Ask the SAE to list any assumptions used to determine current approach to given problem.
- Ask delegates to list the assumptions.
- Create an assumption chart and task the SAE to challenge the assumptions.
- SAE to bring findings back to next meeting.
- Re-calibrate challenge in light of revised assumptions.

Tool: CLA4.03

B5

Assumptions Validation Table

What assumption is being made?	Is it a proven fact or is it an untested assumption?	Who has made the assumption and on what evidence was the assumption made?	What could be done to validate the assumption?
That the service can be sold to other public sector organisations to regain the initial investment by partners	This is an untested assumption	Principal Peter Lawrence has proposed the assumption based on the case study of the East Colleges' partnership	• Firstly talk to the East College partnership to establish their success to date • Obtain written expressions of interest from potential purchases
That the police will be unwilling to give control of their youth crime prevention budget over to the schools	This is an untested assumption	Peter Daily reports that the Deputy Chief Constable'…*said as much at a meeting last year*.'	Ask the Chief Constable for his views
That we cannot just give the shared service to a mutual formed by our staff. It has to go to tender	This is based on EU procurement law	Sue Alling from the council's procurement team	Obtain the legal ruling that covers this issue

B6

Know/don't know

A simple technique used to gather information

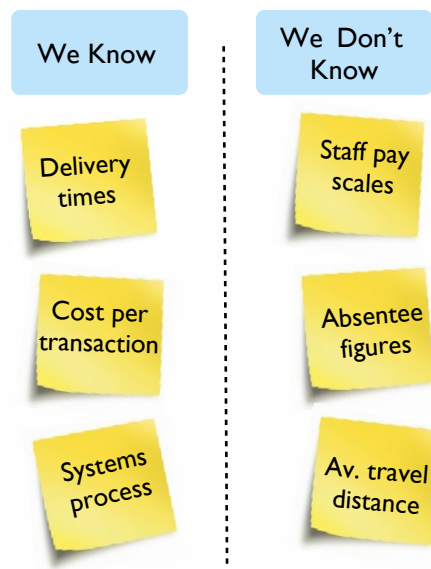Material: post-it notes, Sharpie pens, flip chart and marker pens

Timing: 20 minutes

Briefing: So what do we/don't we know about our challenge?

Activity:

The Know/Don't Know Technique (KDK)

In its simplest form, KDK involves using Creative Silence to brainstorm everything that your group either KNOW, or DON'T KNOW by:

1. Identifying what they *'KNOW'* about the problem (using yellow post-its) and grouping them into themes

2. Next identifying what they *'DON'T KNOW'*…

3. Then, organise and task the team to work on each 'DON'T KNOW' question, until they are all unpacked, resolved and moved into the 'KNOW' side of your technique.

We Know	We Don't Know
Delivery times	Staff pay scales
Cost per transaction	Absentee figures
Systems process	Av. travel distance

You can find a full explanation of how to apply this tool in your Shared Service Architect's Innovation Toolbox
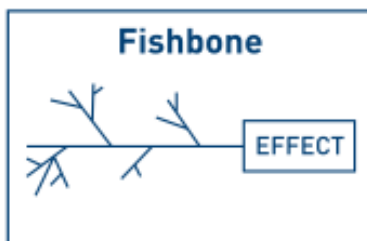
B7

Fishbone

Two simple techniques used to focus on the problems' root causes

Material: post-it notes, Sharpie pens, flip chart and marker pens

Timing: 20 minutes

Briefing: Let us explore the root and branch causes of our problem.

Fishbone: This approach is sometimes called a 'cause and effect diagram'.

Step 1 – what are the causes?

- Establish the problem or effect
- Identify the major categories of cause (eg people, processes, equipment, materials)
- Brainstorm each subdivision of the cause in sequence
- Analyse the possible causes
- Highlight the most likely, try to eliminate the least likely
- Decide on your data collection actions

Step 2 – look for root causes

- Brainstorming possible causes
- Don't brainstorm solutions (just causes)
- Build subsidiary 'bones'
- Ask how?
- Try and be negative (how could we deliberately create this problem)

Step 3 - Analysing the Fishbone

- Look for duplicates and eliminate them
- Look for items in the wrong place and move
- Look for links and common threads across different categories. These could indicate root causes
- Highlight the most likely causes
- Eliminate the least likely – only if data backs this up
- Decide on data to collect

B8

Five whys

Material: post-it notes, Sharpie pens, flip chart and marker pens

Timing: 20 minutes

### Applying the 'five whys'

Applying the *'five whys'* is a great tool for attempting to identify the root causes in play, in a situation.

It involves using the child's question *'Why?'* up to five times, to construct a Cause-and-Effect Model that tracks all the way back to what appears to be the Root Cause. The *'five whys'* can be an appropriate way for groups to come to terms with their prejudices and myths about the sources of problems.

Essentially, you start with a problem-symptom (ie something that you don't want to happen, that keeps happening and which you want to understand more deeply in order to take action) and using post-its, you construct a chain of logic that often (if you have the right people in the room) can lead to identification of a root cause of the problem-symptom.

You may experience disappointment the first time, as it may show how little you understand about where a problem really comes from. You must be willing to build the model and let it 'cook' in people's minds to develop insights.

You will probably have to walk the process itself, and talk to those involved in delivering and receiving the process to develop a reasonably-populated Cause-and-Effect Model based upon the *'five whys'*.
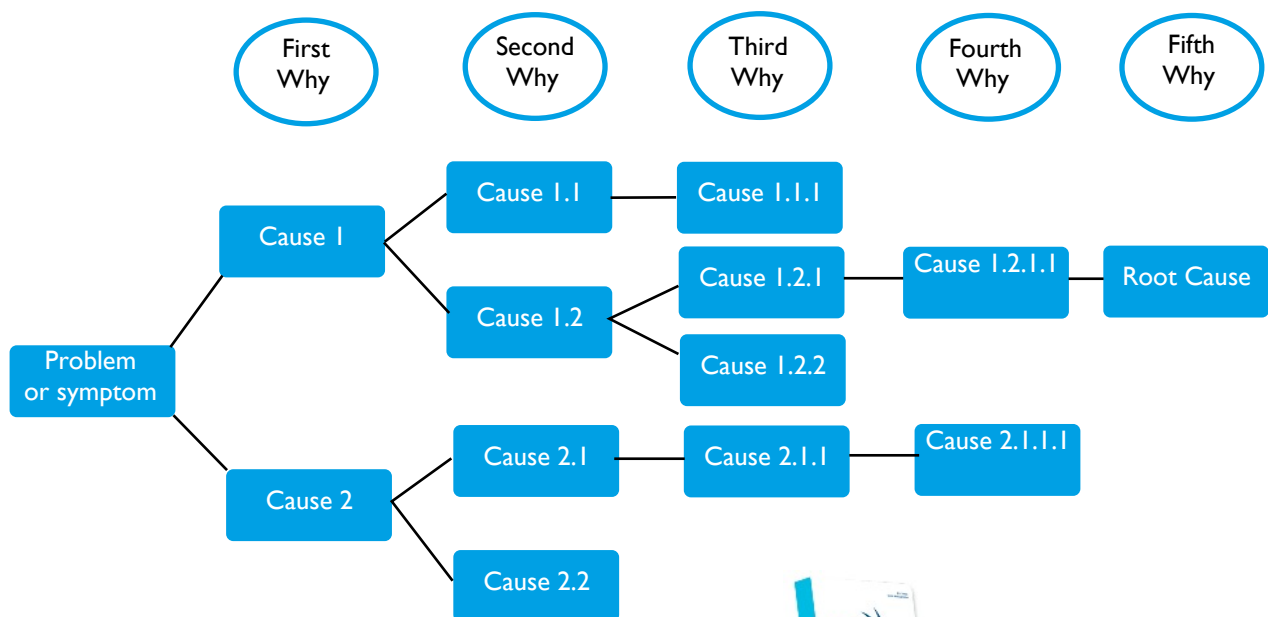
You can find a full explanation of how to apply this tool in your Shared Service Architect's Innovation Toolbox

B9

Who's done this before?

You want be the first to confront this problem? So see and learn from others.
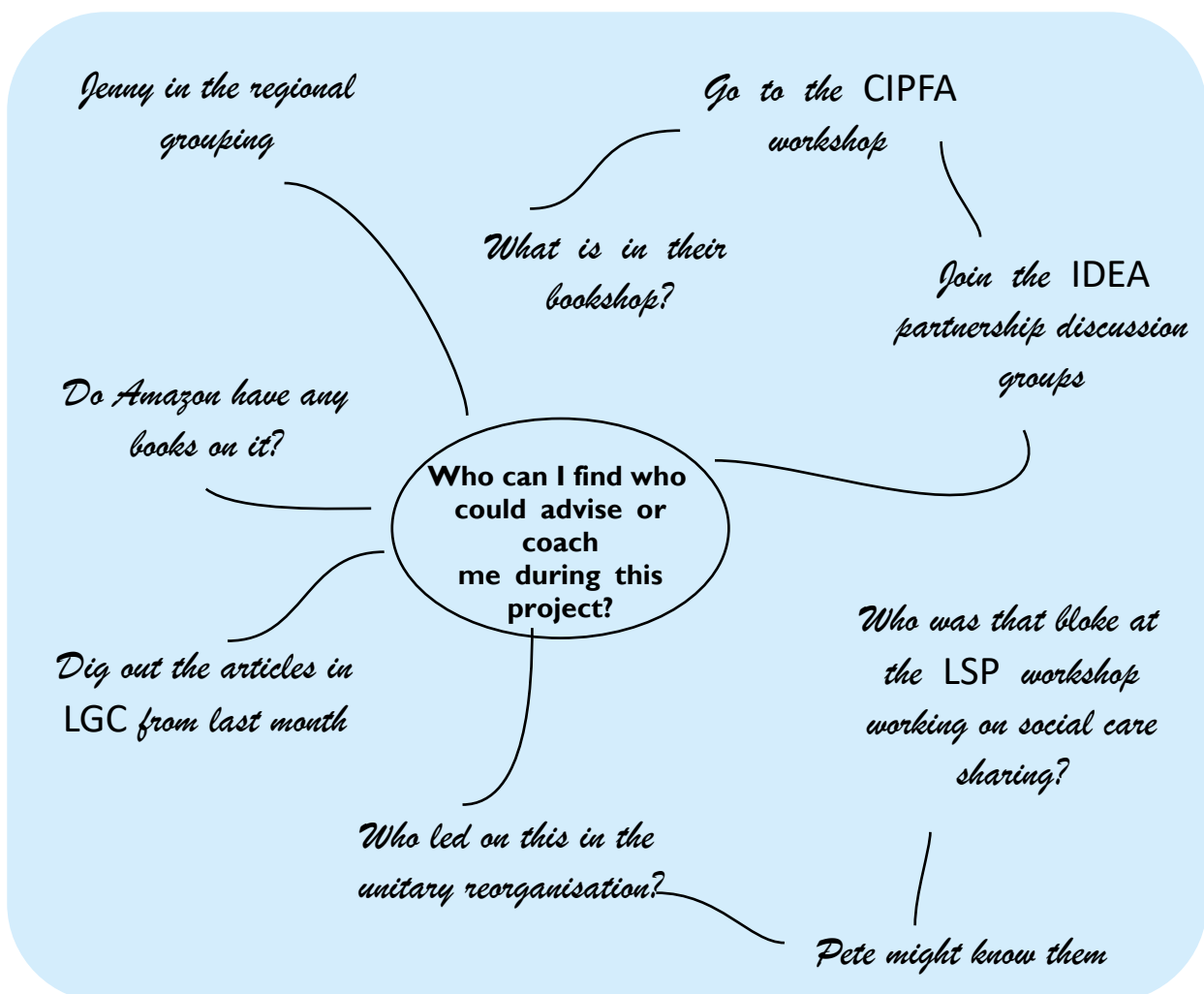
Material: post-it notes, Sharpie pens, flip chart and marker pens

Timing: 20 minutes

Briefing: Who do we know that's involved in this field or might help us?

Activity:

- Create a mind-map listing all the sources of knowledge and key contacts.
- Ask the SAE to make contact and where possible arrange for a meeting/visit to learn the lessons from others.

Jenny in the regional grouping

Go to the CIPFA workshop

What is in their bookshop?

Join the IDEA partnership discussion groups

Do Amazon have any books on it?

Who can I find who could advise or coach me during this project?

Dig out the articles in LGC from last month

Who was that bloke at the LSP workshop working on social care sharing?

Who led on this in the unitary reorganisation?

Pete might know them

B10

Process mapping

A simple approach to drawing the flow or journey of a problem

Material: flipchart and marker pens

Timing: 20 minutes

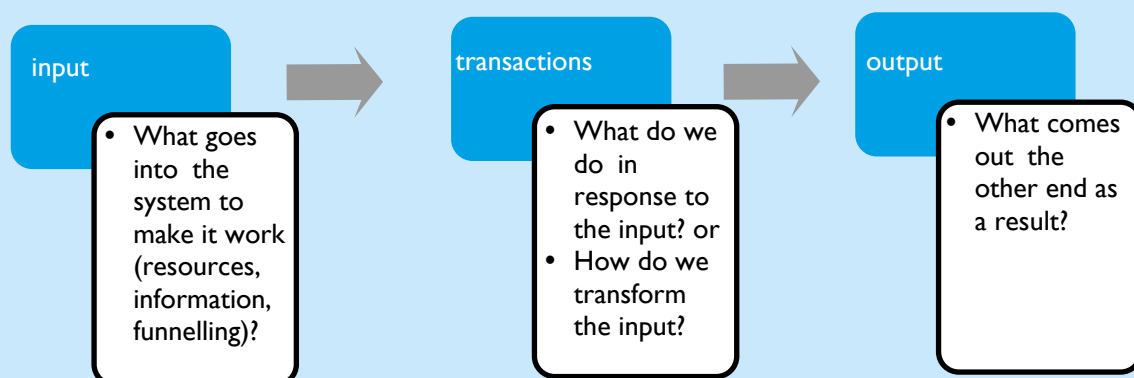Briefing: What's the customer's experience? Let's map what actually happens.

Activity:

- Ask the group to map the process and draw a picture of the process under investigation.
- Don't worry about using flowcharts and symbols. Tel them to draw it as they want.
- Ask the group to list the possible problems at each step of the process.

Building a model of the current situation

Constructing a model of the situation, that integrates what you know about the problem and where the problem comes from, is a great way of connecting data and explaining the key issues to your sponsors, leaders and any teams you devolve actions to.

Many problems can begin to be understood using the kind of *simple systems thinking* displayed in the diagram below:

input	transactions	output

- What goes into the system to make it work (resources, information, funnelling)?

- What do we do in response to the input? or
- How do we transform the input?

- What comes out the other end as a result?

Another approach is to use post-its to map the flow of actions within an existing process, to identify bottlenecks, dead time, duplication, redundancy, critical paths and major dependencies. This can be a great opportunity to apply lean thinking to current processes or even to dramatically simplify current complexity.

A basic working prototype can also act as a model to manage expectations in your customers and explain to devolved teams where their work will impact on a larger activity. Working together to build a prototype out of cardboard, post-its, brown paper or from elements of technology you have begged, borrowed or acquired is a great way of building shared understanding of problems and where they come from.
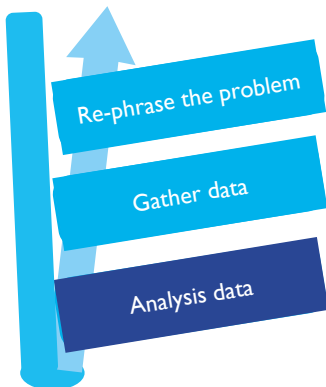
B11

Ranking causes

B11 - Pareto (80:20 rule)

B12 - TPN total-partial-none

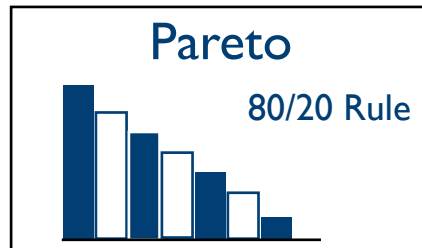**B13 -** Ranking

Analysis data

Re-phrase the problem

Gather data

Analysis data

Pareto

The Pareto principle (also known as the 80/20 rule) is a useful technique to identify the relative importance of problem causes.

Pareto
80/20 Rule

Material: flip chart and marker pens

Timing: (It depends on whether data is available)

Activity: (Use in conjunction with process map, fishbone or five whys)

- To display relative importance of causes
- To choose a start-point for problem solving
- To compare 'before' & 'after'
- To breakdown broad causes into components
- To compare data over different time period

B12

TPN

This technique is used when determining the extent to which the causes or solutions are controllable.

TPN

T = Total

P = Partial

N = None

IDENTIFY THE PROBLEM CAUSES AT EACH STEP IN THE PROCESS
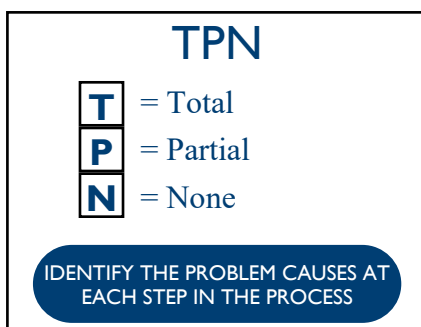
Material: flip chart and marker pens

Timing: 20 minutes

Brief: It is crucial to determine whether a cause or a potential solution is controllable to the problem-solver.

Activity: (Use in conjunction with process map, fishbone or five whys)

- Ask the group to look at all the important causes and determine whether they are outside their control or not.
- Link with challenge assumptions tool.
- Ask the group to place greater emphasis on areas that are controllable.

B13

Ranking

A simple process by which the group itself ranks causes by order of importance

Material: flip chart and marker pens

Timing: 20 minutes

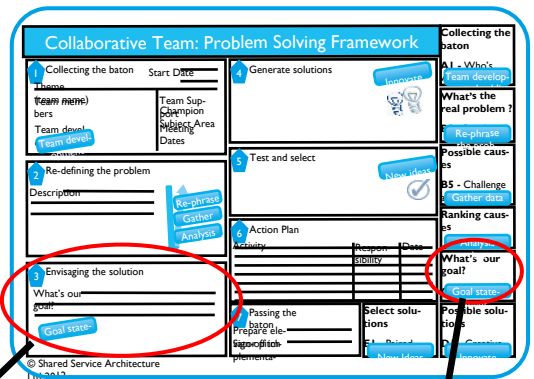Activity: (Use in conjunction with process map, fishbone or five whys)

- Create a list of all causes on a flip chart
- Ask group members to vote on the three most important ones (use five-bar gate to score)
- Rank in order of importance

Next re-calibrate your challenge description based on the ranking

Re-phrase the problem

Gather data

Analysis Data
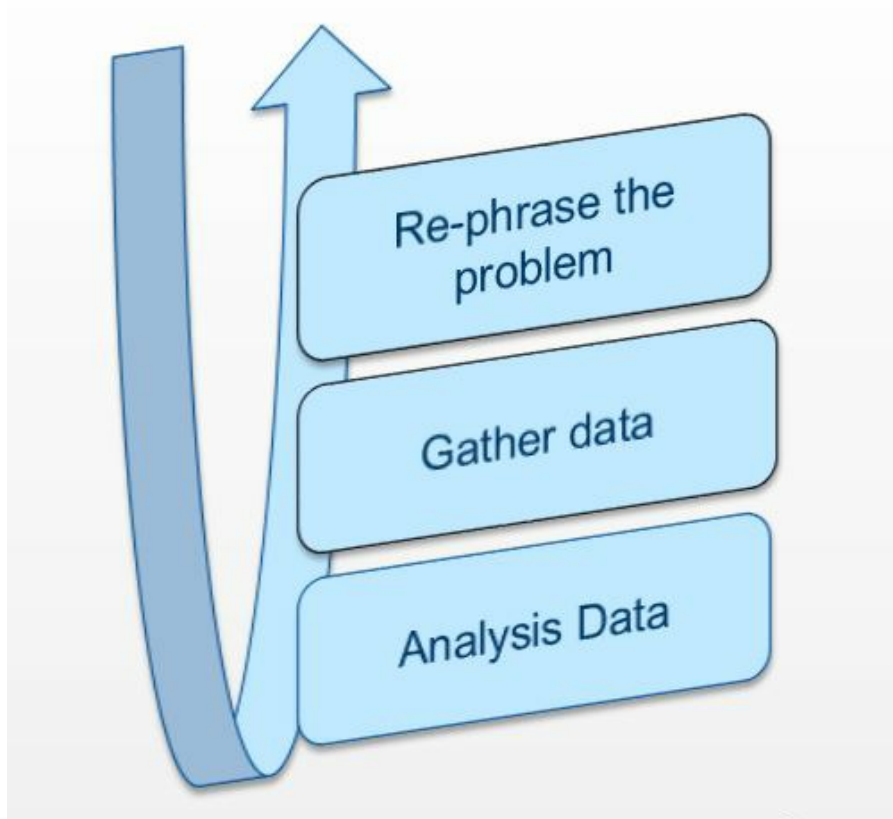
Re-calibrating our challenge

STEP 3 - ENVISAGING THE SOLUTION

Collaborative Team: Problem Solving Framework

(framework diagram)

3 Envisaging the solution

What's our goal? _____

_____

_____

Goal statement

What's our goal?
C1 - Ship logic
C2 - Spiral of despair
C3 - What will success look like?

Goal statement

Tool: CLA4.03

STEP 3
ENVISAGING THE SOLUTION

C1

What's our goal?
C1 - Ship logic
C2 - Spiral of despair
C3 - What will success look like?

> Goal statement

Ship logic

What do you do when your environment changes or when one or more of the key variables and assumptions on which you plan your strategy disappears or becomes irrelevant?

Material: pre-prepared flip chart and marker pens

Timing: 20 minutes

Activity: (Use in conjunction with process map, fishbone or five whys)

- Using a prepared flip chart, ask team members to prioritise their top three challenges using the ship logic analogy.
- Seek consensus as to scale and ambition of the solution – is it incremental or radical?

Ship logic crisis analogy	Explanation	Your top 3 challenges
1. What do you need to do if the ship is sinking fast? *How do you stop it getting worse?*	Do the obvious and take immediate action	
2. What do you need to do if the ship is sinking slowly? *How do you prevent it happening again?*	Do things better, improve	
3. How can you make the ship go faster? *How do we change performance?*	Do things differently	
4. How do you change the rules for the way we operate? Do we need a ship anyway? How do we do something new?	Do something radically different	

You can find a full explanation of how to apply this tool in your ***Shared Service Architect's Innovation Toolbox***
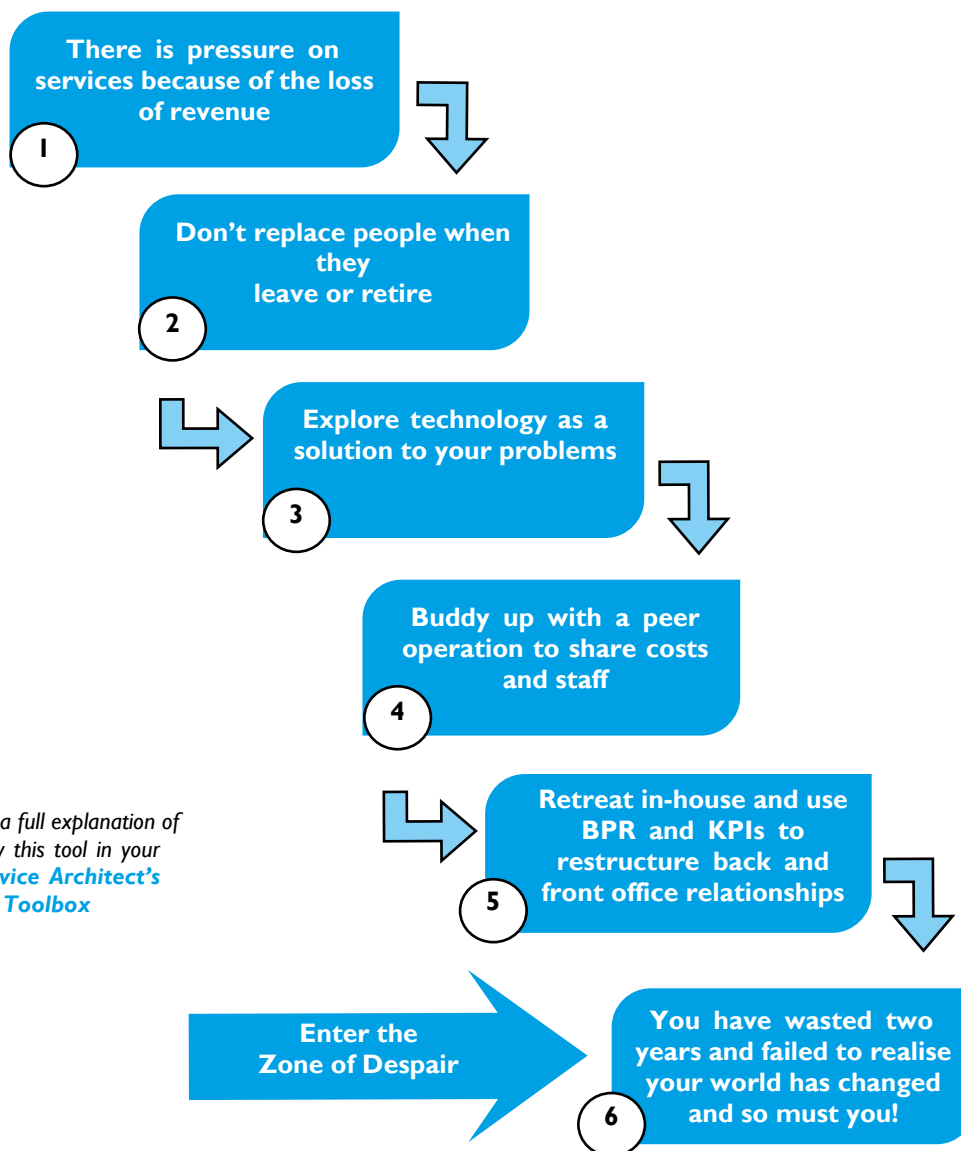
C2

Spiral of despair

It is sometimes difficult to grasp the nettle of innovation when the focus is on salami-slicing efficiency exercises

Material: pre-prepared flip chart and marker pens

Timing: One hour 30 minutes

Activity: (use only with public sector partners)

- Prepare six flip charts
- Ask the group to review each of the six steps in turn, asking them to shout out, based on their experience, awareness and cynicism, predictions of what might happen when each step is taken.
- When all six steps are discussed, split the group into three teams (min of three in each) and ask them to discuss what their recommendations might be for the challenge/project as a result of predicting the six stages of the spiral of despair.

1 There is pressure on services because of the loss of revenue

2 Don't replace people when they leave or retire

3 Explore technology as a solution to your problems

4 Buddy up with a peer operation to share costs and staff

5 Retreat in-house and use BPR and KPIs to restructure back and front office relationships

Enter the Zone of Despair

6 You have wasted two years and failed to realise your world has changed and so must you!

You can find a full explanation of how to apply this tool in your Shared Service Architect's Innovation Toolbox

C3

What will success look like?

A tool to create a goal statement that will provide a vision for what success will look like if we get it right.

Material: pre-prepared flip chart and marker pens, post-it notes, Sharpie pens
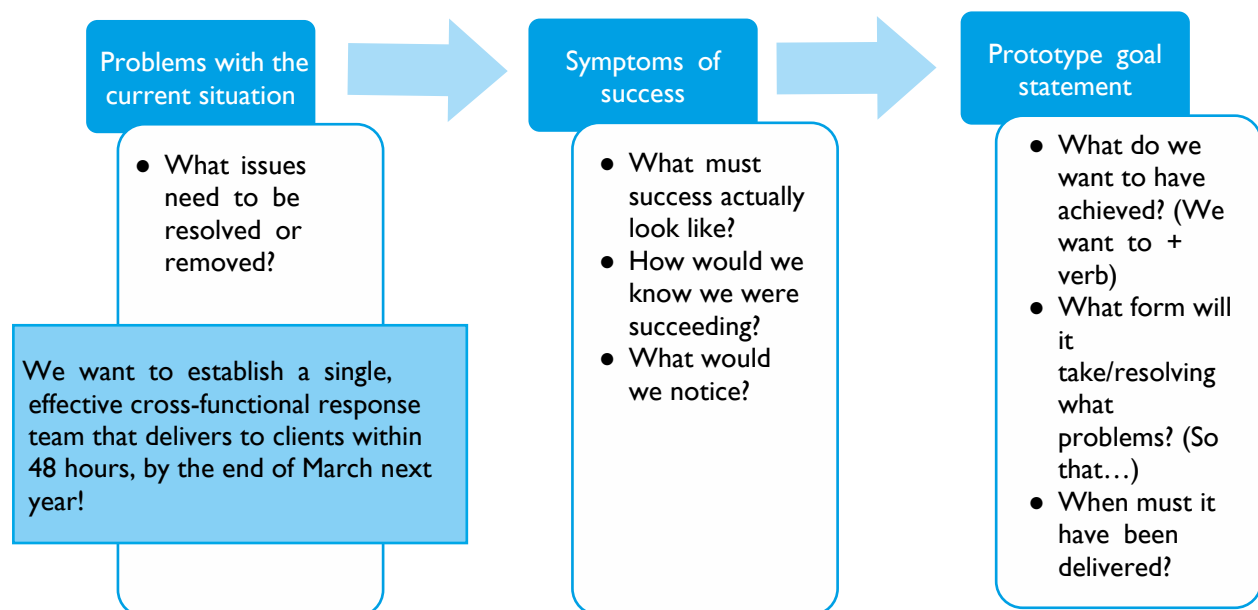
Timing: 30 minutes

Activity:
- Ask the group to identify the problems with the current situation-problem (use the results from the chunking - rule of three - tool).
- Invite team to brainstorm what the 'symptoms of success would look like' or 'how will we know if we have succeeded?', writing their ideas on post-it notes.
- Ask the team to form small groups (of three), each tasked to draft their own goal statement.
- Share goal statements and pick best or combine to form the best one.

Note: the important thing to do when crafting a goal statement is to focus your team on outcomes, asking them:

- What do we want to achieve?
- What form will it take? (so that), and
- When must it have been delivered? (by when)

The more specific and clear the goal statement is, the easier it will be for the group to focus on the solutions to make it happen.

Problems with the current situation	Symptoms of success	Prototype goal statement
• What issues need to be resolved or removed?	• What must success actually look like? • How would we know we were succeeding? • What would we notice?	• What do we want to have achieved? (We want to + verb) • What form will it take/resolving what problems? (So that…) • When must it have been delivered?

We want to establish a single, effective cross-functional response team that delivers to clients within 48 hours, by the end of March next year!

STEP 4 - GENERATE SOLUTIONS

Collaborative Team: Problem Solving Framework

4 Generate solutions

Innovate

Possible solutions
D1 - Creative silence brainstorming
D2 - Move-test-break
D3 - WIBWF

Innovate

Tool: CLA4.03

STEP 4
GENERATE SOLUTIONS

D1

Possible solutions

D1 - Creative silence brainstorming

D2 - Move-test-break

D3 - WIBWF

Innovate

Creative silence brainstorming

A more successful approach to generating ideas
'The fact that people have stopped speaking does not mean that they have stopped thinking' Nancy Kline

Weaknesses of traditional brainstorming:

- Facilitators bottleneck (where the appointed facilitator at the flip-chart unconsciously acts as a filter, inadvertently censoring and blocking ideas)
- Cues/confidence and convergence (less confident individuals will wait for cues as to what is acceptable to the group before contributing)
- Problem recognition and participants' fixed repertoire (those who think they recognise the problem and believe that they have an existing repertoire of solutions tend to impose these on the group and ignore a deeper understanding of the problem and its alternatives)
- Creative limits (under the above conditions, groups tend to limit their ideas to just three themes)

Material: post-it notes, Sharpie pens, flip chart and marker pens

Time: 10-minute cycles

Activity:

- You're going to give me five minutes of creative silence to write my ideas down (so we don't distract or influence one another)
- I have to write down each idea on a separate post-it note, using a medium black felt pen, in large and legible writing
- One idea per post-it note: writing each idea in whole sentences (not just a phrase or single word)
- We together harvest and edit the post-it notes = CGSM
    - o C = identify families of ideas with a common theme
    - o G = remove duplicates
    - o S = Special - identify key features that require special care or attention.
    - o M = Missing – look for gaps in the existing collection of ideas. Invite an additional wave of creative silence brainstorming to fill these, and so on…..

You can find a full explanation of how to apply this tool in your
Shared Service Architect's Innovation Toolbox

D1

Creative Silence Brainstorming

1. You're going to give me 5 minutes of Creative Silence to write my ideas down (so we don't distract or influence each other)

2. I have to write down each idea on a separate post-it note, with a medium black felt pen, in large and legible writing

4. When 5 minutes are up, we will each share just 3 ideas at a time, until they are all up on a flip chart or whiteboard!

3. One idea per post-it: writing each idea in whole sentences (not just a phrase or single word)

5. Finally, we harvest and edit the post-its = CGSM

   C = identify families of ideas with a common theme
   G = Garden - remove duplicates
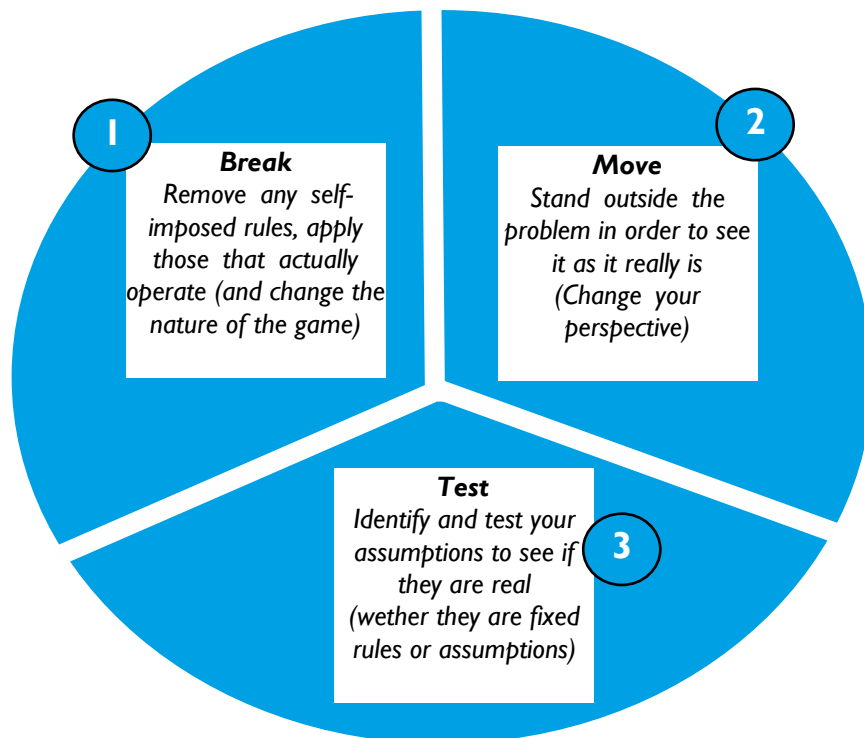   S = Special - Identify key features that require special care or attention
   M = Missing – Look for gaps in the existing collection of ideas.

Invite an additional wave of Creative Silence brainstorming to fill these, and so on.
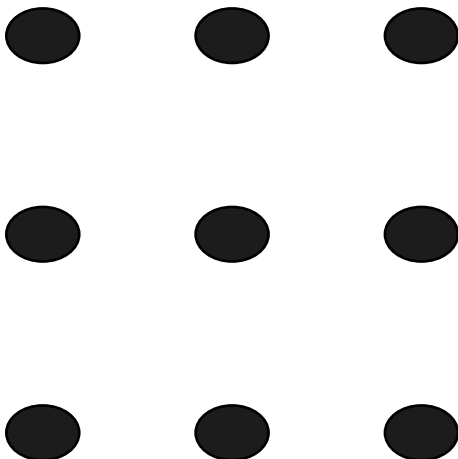
D2

Break-Move-Test

The essence of innovative thinking:

To innovate, why don't you consider breaking a rule, moving your perspective and then testing the result? You'll be pleasantly surprised by the results:

1

Break
Remove any self-imposed rules, apply those that actually operate (and change the nature of the game)

2

Move
Stand outside the problem in order to see it as it really is (Change your perspective)

Test
Identify and test your assumptions to see if they are real (wether they are fixed rules or assumptions)

3

Have a go at Break-Move-Test…

Can you join up all the dots with 4 consecutive straight lines?

What kind of assumptions do you find yourself making when you try to solve this problem?

You can find a full explanation of how to apply this tool in your
Shared Service Architect's Innovation Toolbox

D3

WIBWI

asks the question, '*If you had a magic wand and absolutely no constraints, what kind of new service or system would you wish for?*'

You will be asking your group, without offering any comment on what you may perceive as their bizarre answers, how they personally would design and construct a new service:

- 'If they had a magic wand and could do anything they liked, and ...'
- 'If they had super-powers and could transform the world, and ...'
- 'If they had unlimited resources to invest, and...'

It's almost offering them the '*What would you do if you won the Lottery?*' question. You will be amazed at how this 'freedom to dream' brings out major innovations.

Offering people these three releases from their current assumptions galvanises their innovative juices. The result is that their thinking moves from '*We can't do that because...*' to '*Well in that case, I would...*'.

Material: pre-prepared flip charts blue-tacked to the wall (three A1 charts horizontally placed), marker pens, post-it notes and Sharpie pens

Timing: 30 minutes

Activity:

- Set the scene by explaining to the group that this task is all about setting yourself free (dream the impossible dream!),
- Using your magic wand/super-powers, use creative brainstorming to come up with your wildest and wackiest ideas to solve our problem and achieve our goal statement.
- Place your idea on the wall-chart along the predictable-wacky continuum

WIBWI -Wouldn't it be wonderful if...

- You are only as good as your dreams
  - Our expectations frame our reality and our choices
  - If you only dream one sort of dream, if you expect the same sort of stuff, then that's all you will ever get
- This is all about
  - Setting yourself free
  - Working with a wider range of possibilities
  - Playing in your unconscious 'mind-field'
  - Changing direction and expectations
  - Preparing your mind to innovate

You can find a full explanation of how to apply this tool in your **Shared Service Architect's Innovation Toolbox**

D3

WIBWI:

Yes and...

uses the simplest of spoken enablers to power and sustain innovative creativity in a group you are leading. It compliments WIBWI and builds on the 'Lotto-winning' exercise.

The enabler is simply: 'YES, And...'.

Its power is in its gentleness and confident encouragement. In those two words, you have told the innovator that their idea is OK to explore. That it will not be crushed with the 'weapon of NO!'. Their idea has been well received by the leader/facilitator of the group and you want to hear more.

More than that, it galvanises the innovator to look deep inside themselves and explore amazing, batty, crazy, outrageous ways of delivering, or getting as close as possible to delivering a better, different and fundamentally new innovative style of service.

These two linked techniques are about deliberately releasing your innovation group from 'legacy thinking' to explore radical innovation and derive practical ideas for your current situation.

In doing this you will transport their innovation confidence to a place where there are no negatives and anything is possible.

Material: pre-prepared flip charts blue-tacked to the wall (three A1 charts horizontally placed), marker pens, post-it notes and Sharpie pens

Timing: 30 minutes
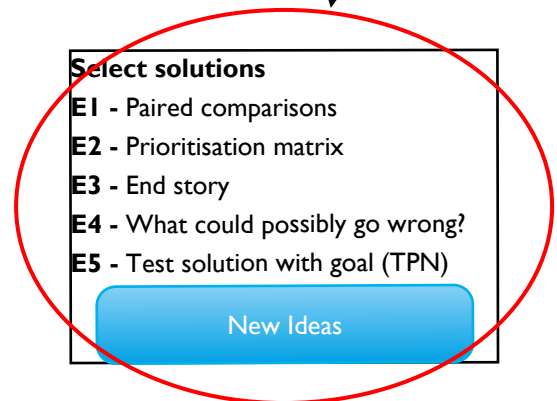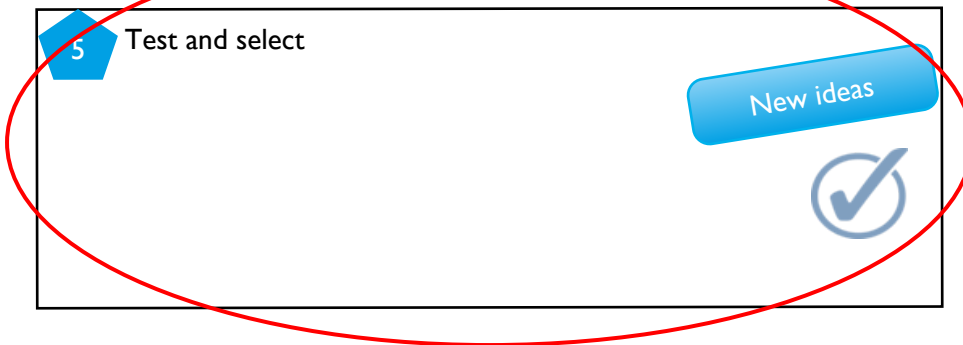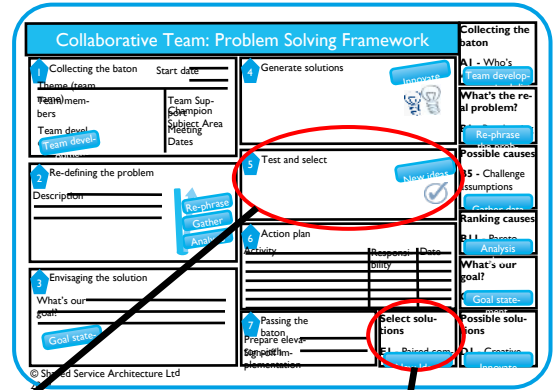
Move into WIBWI mode of thinking
- If you had a magic wand and could do anything you liked...
- If you had superpowers and could transform the world...
- If you had unlimited resources to invest...

- THEN WHAT MIGHT YOU DO?

Creative silence brainstorming: grouping and naming, (if appropriate) and/ or
- Arrange ideas in a continuum
- From wackiest/ wildest to predictable
- Identify the three wackiest!
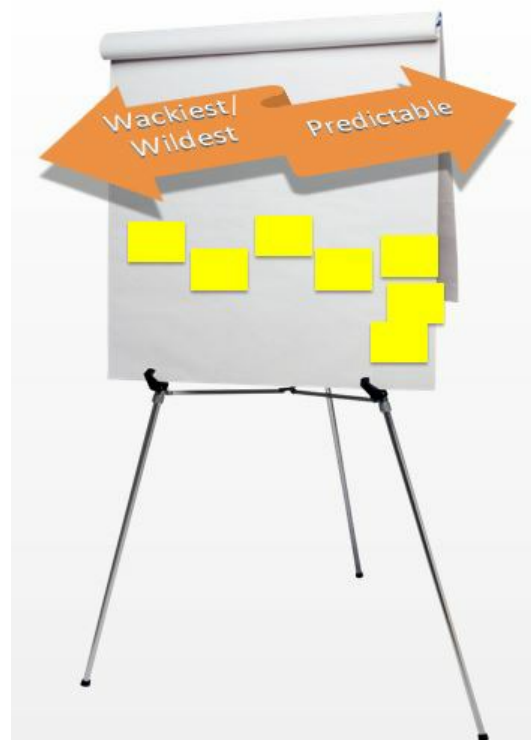
STEP 5 - SELECT SOLUTIONS

Select solutions

**E1 -** Paired comparisons

E2 - Prioritisation matrix

E3 - End story

E4 - What could possibly go wrong?

E5 - Test solution with goal (TPN)

New Ideas

STEP 5
TEST AND SELECT SOLUTIONS

E1

Select solutions?
E1 - Paired comparisons
E2 - Prioritisation matrix
E3 - End story
E4 - What could possibly go wrong?
E5 - Test solution with goal (TPN)

New Ideas

Paired comparisons

A simple approach where a set of success criteria is determined and the group score the ideas to find the best fit (as seen on *Top Gear*!)
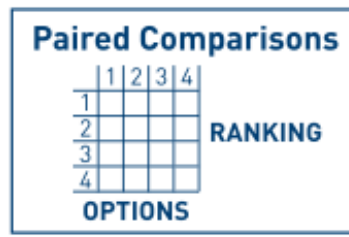
Material: pre-prepared flip chart and marker pens

Timing: 30 minutes

Activity:

- Ask team members to develop a set of success criteria (ie important features, benefits, accessibility, ease of use etc).
- Using a binary scoring mechanism (0 for nil or partial fit and 1 for fit), rank the ideas.
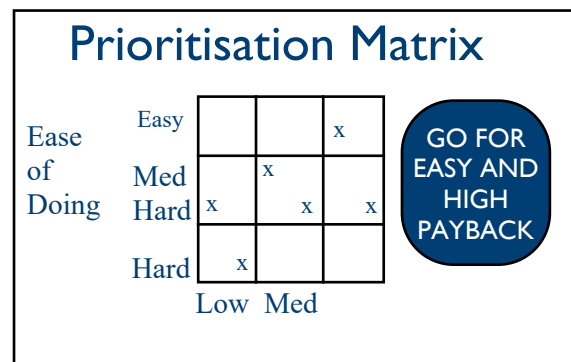- Select winner(s).

E2

Prioritisation matrix

Again a simple tool to help choose best ideas

Material: pre-prepared flip chart and marker pens

Timing: 10 minutes

Activity:

- Ask team members to write the name of each idea on a post-it note.
- Team to collectively decide on where to position the idea on the prioritisation matrix.
- Go for the ideas that are easy to implement and give the highest payback.

E3

End story

Similar to a project initiation document (PID) the end story is a summary story or elevator pitch for the idea chosen.

Material: pre-prepared flip chart and marker pens

Timing: 10 minutes

Activity
- Ask team members to form small groups, each owning one of the chosen ideas.
- Task the group with developing an 'end story' for their idea, details the ideas name, objectives, listing the anticipated benefits and outlining its scope and urgency.

Select solutions
- Paired comparisons
- Prioritisation matrix
- **End story**
- What could possibly go wrong?
- Test solution with goal (TPN)

Building the Case

CREATE AN END STATEMENT

Idea 1:	(Put the idea title here)
What are the objectives of this idea?	Put here the outcomes of your diagnosis work and the chunking of vital challenges in Step 2
What are the anticipated benefits?	List here the benefits developed in Step 3
What is the outline scope and urgency for the work?	Set out the scope of the benefits to be delivered, name the partners required for the collaboration to work and set a nominal, realistic date for the benefits to start being realised

You can find a full explanation of how to apply this tool in your Shared Service Architect's Innovation Toolbox

E4

What could possibly go wrong?

A simple tool to reverse engineer the problems into positive actions and a risk register

Material: pre-prepared flip chart and marker-pens, post-it notes and Sharpie pens

Timing: 20 minutes

Activity
- Prepare two flip charts, one titled *Poisons* and the other *Antidotes.*
- Ask the team to write down on post-it notes (creative silence brainstorm) three reasons why the project might fail and place them on the *Poisons* flip chart.
- Ask the team to cluster poisons into themes and pick top three.
- Now ask them on the second flip chart to develop *antidotes* for each poison. The *antidotes* must be action statements (do this by when).
- Use the *Poisons* and *Antidotes* to create a risk register that can be acted on when you pass the baton to the next group who will work on the project.

POISON	ANTIDOTE
• Managers won't pool budgets	Talk to the leadership of the organisations
• Claim data cannot be shared	Test this assumption with CIOs on what can be shared
• Refusal by public to travel	

STEPS 6 & 7 -
ACTION PLAN & PASSING THE BATON
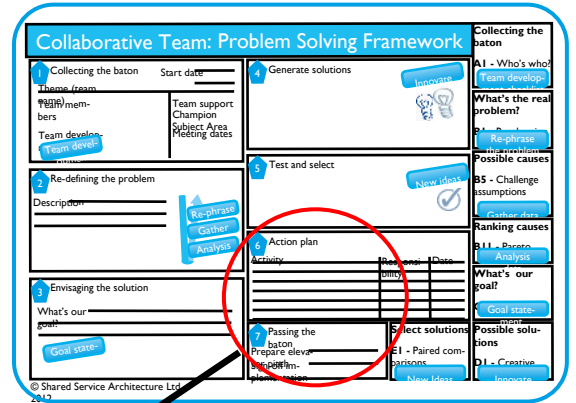
Collaborative Team: Problem Solving Framework

6	Action plan

Activity	Responsibility	Date

7	Passing the baton

Prepare elevator pitch _____

Sign-off implementation _____

STEP 6
CREATE AN ACTION PLAN

F1

Decide as a group:

1. What are the next steps (there may be several) for this project?

2. Who needs to take responsibility for each step, to ensure it is delivered?

3. When do they have to have completed the steps?

Once the decisions have been made transfer them to a version of the table below...

6 Action plan

Next Steps Required	Responsibility	Delivery Date

STEP 7
PASSING THE BATON

F2

At the beginning of this activity, you received the baton to take on the work you have done using these tools. But you may not be the appropriate group to carry it forward to the next steps.

In Step 6 you identified the next steps, and who those steps (the batons) have to be passed to.

Passing the batons requires you to prepare an 'Elevator Pitch' (a brief but high impact description of the outcomes of the project and next steps) and an official passing of the baton, through signing off the work you have completed. Use these three prompts below to prepare your baton passing activity.

7 Passing the baton

Who will prepare the elevator pitch & deliver it? _____

When and how will we pass each baton? _____

How will we monitor future progress? _____

Tool: CLB4.03

USER LOG

Project & date tool used	What was the desired outcome of using this tool?	What actually happened?	What would you do differently next time?