National Remodelling Team (NRT)

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Remodelling Resources

Section 6 – Remodelling Tools

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NCSL

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Module overview

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Purpose

- The remodelling tools module contains descriptions of a number of tools that may provide valuable help to schools involved in remodelling; the tools are offered in addition to those that a school may already use effectively
- The tools help teams to work more effectively; they create inclusion and build commitment
- Each tool is described clearly and succinctly so that schools are able to use them readily without the need for training

Audience

- Remodelling tools will be experienced by everyone who is actively involved in remodelling in schools - SCTs, Remodelling Consultants, LEA Remodelling Advisers etc

Remodelling tools summary

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Tool/technique	What is it?	When would you use it?					Why would you use it?
		Mobili-sation	Discover	Deepen	Develop	Deliver	
Brainstorming	A technique to capture free flowing ideas from a group.	✓	✓	✓	✓		To generate wide-ranging ideas in a group.
SWOT	A framework for structuring an organisation's strengths, weaknesses, opportunities and threats.		✓				To identify and focus upon areas.
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 the school to understand the processes impacted by potential issues. It is also a good technique to gain team by-in involvement.
Fishbone Analysis and Five Whys	Techniques to help understand the root causes of issues.			✓			To understand underlying causes.
DILO	A technique to map a "Day In the Life Of" a role in the school.			✓	✓		To understand how roles impact varies.
Force-field Analysis	A "View" of change in an organisation which maps forces pushing towards change and forces restraining change.				✓		To identify the most effective ways to bring about change.
Prioritisation Matrix	A technique for helping to prioritise options.		✓	✓	✓		To prioritise options.
PSTB	Problem Solving/Team Building – a structured approach to problem solving.			✓	✓		To take an issue and develop an action plan.
Stakeholder Mapping	A tool to identify the change project's stakeholders and increase their support.	✓	✓	✓	✓	✓	To identify ways to align stakeholders.

Remodelling tools – contents

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Brainstorming

Brownpaper Technique

Day In the Life Of (DILO)

Fishbone Analysis and Five Whys

Force-field Analysis

Prioritisation Matrix

Problem Solving/Team Building (PSTB)

Stakeholder Mapping

SWOT

Brainstorming

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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

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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

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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

How is it run?

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- Pre-work
  - Think about who should be invited – SCT or others?
  - 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

How is it run?

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- The session itself ...
  - The facilitator should run and control the process and should capture ideas with no judgements and contribute few ideas themselves
  - The facilitator should clearly state the problem or issue and ensure everyone understands
  - The process/structure should be clearly explained
  - If there is a time limit, this should be explained
  - The group should then be encouraged to start contributing ideas
  - The scribe should note ALL ideas as given – no judgements should be made
- After the brainstorming time ...
  - Any points of clarification can be requested
  - The group can examine the ideas one by one and either expand, combine or eliminate some
  - Ideas can then be grouped if they are saying the same thing
  - 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
  - The final results should be distributed

How is it run?

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- What are the outputs?
  - A wide variety of ideas in a short space of time
  - If required, a visible output eg a series of flipcharts then summarised into typed or graphical format
- Brainstorming can 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*

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Brownpaper technique

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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 focus for the brownpaper exercise may be chosen by the SCT based on the broad findings presented in the Discover stage

The brownpaper technique can be applied to a variety of processes and in a variety of situations

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- 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 SCT 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 and the remodelling process as a whole
- 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

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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 brownpaper is signed off by the SCT as an accurate picture of the process or activities under review

The brownpaper technique process

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- 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 (eg rework loops, time lags, multiple approvals). Get sign-off by appropriate members of the SCT and school staff

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

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(Steps 1 and 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 us to gain a good understanding of either the parts or whole of a process under review and identify issues and opportunities

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- 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

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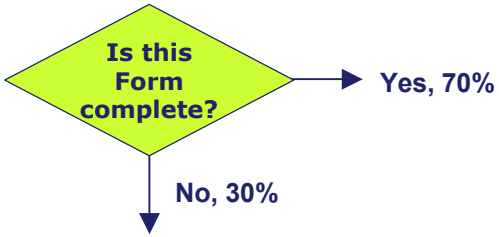
The major part of the process flowchart are the flowcharting symbols and a defined colour scheme:

- 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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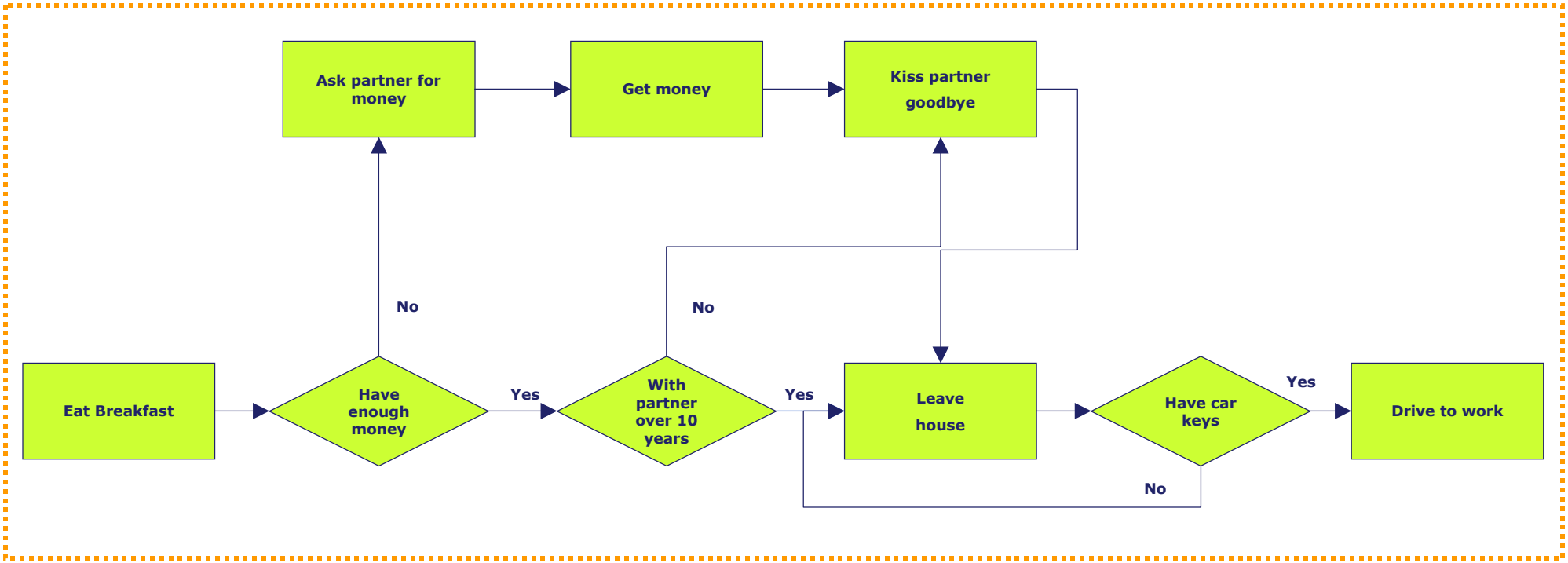

An example of a simple "swim lane" process flowchart

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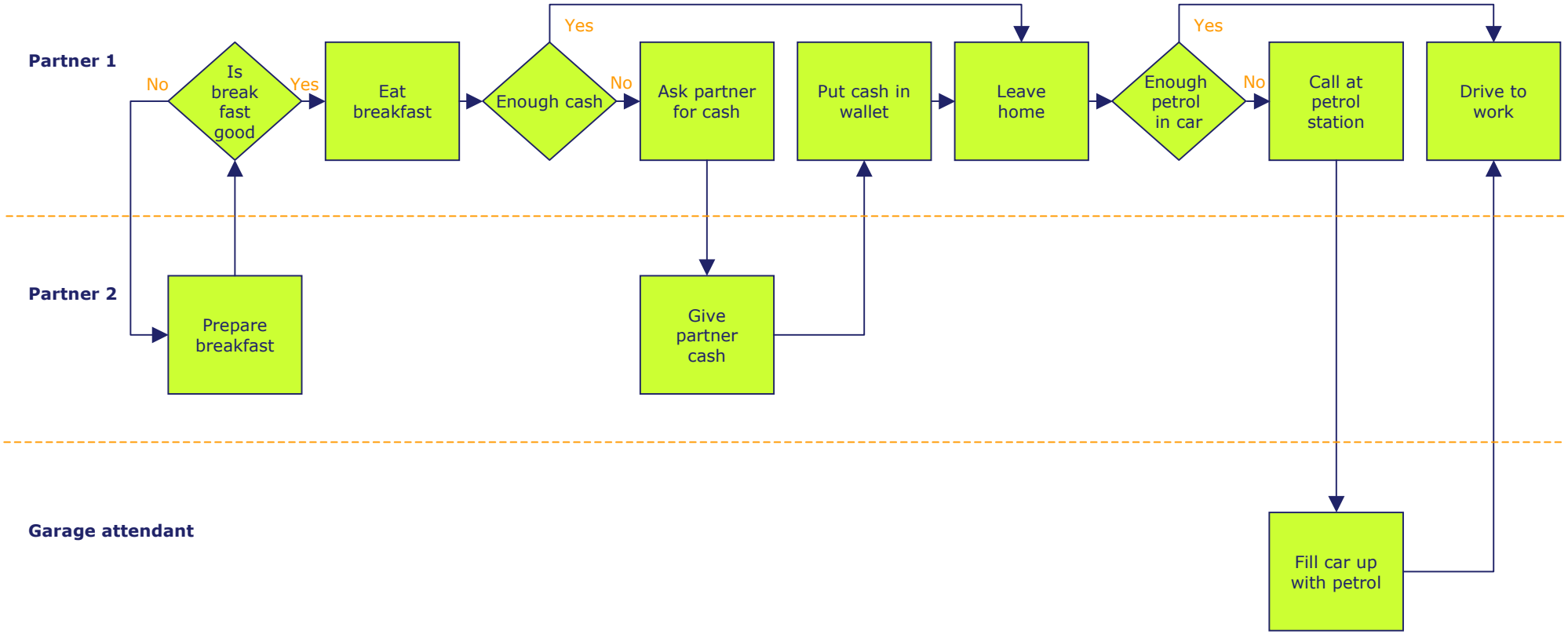

The final brownpaper will look something like this

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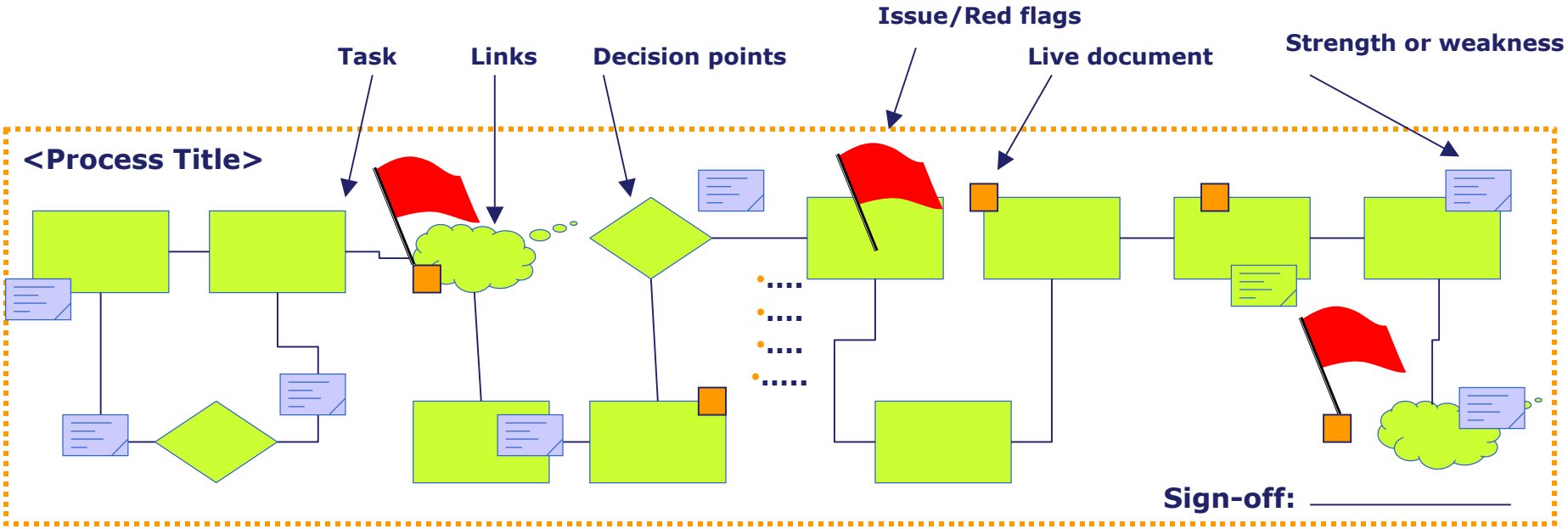

Strengths

- ....
- ....
- ....
- .....

Issues/Flags

- ....
- ....
- ....
- .....

Opportunities

- ....
- ....
- ....
- .....

Summaries of strengths, issues and opportunities

The brownpaper should be augmented by real examples

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- Actual school 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
- The SCT 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 the Leadership Team to show the findings from the brownpaper have authority amongst school staff

Advice and hints for developing brownpapers

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- **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 on-line 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

A school example of a process flowchart – "arranging cover for sickness"

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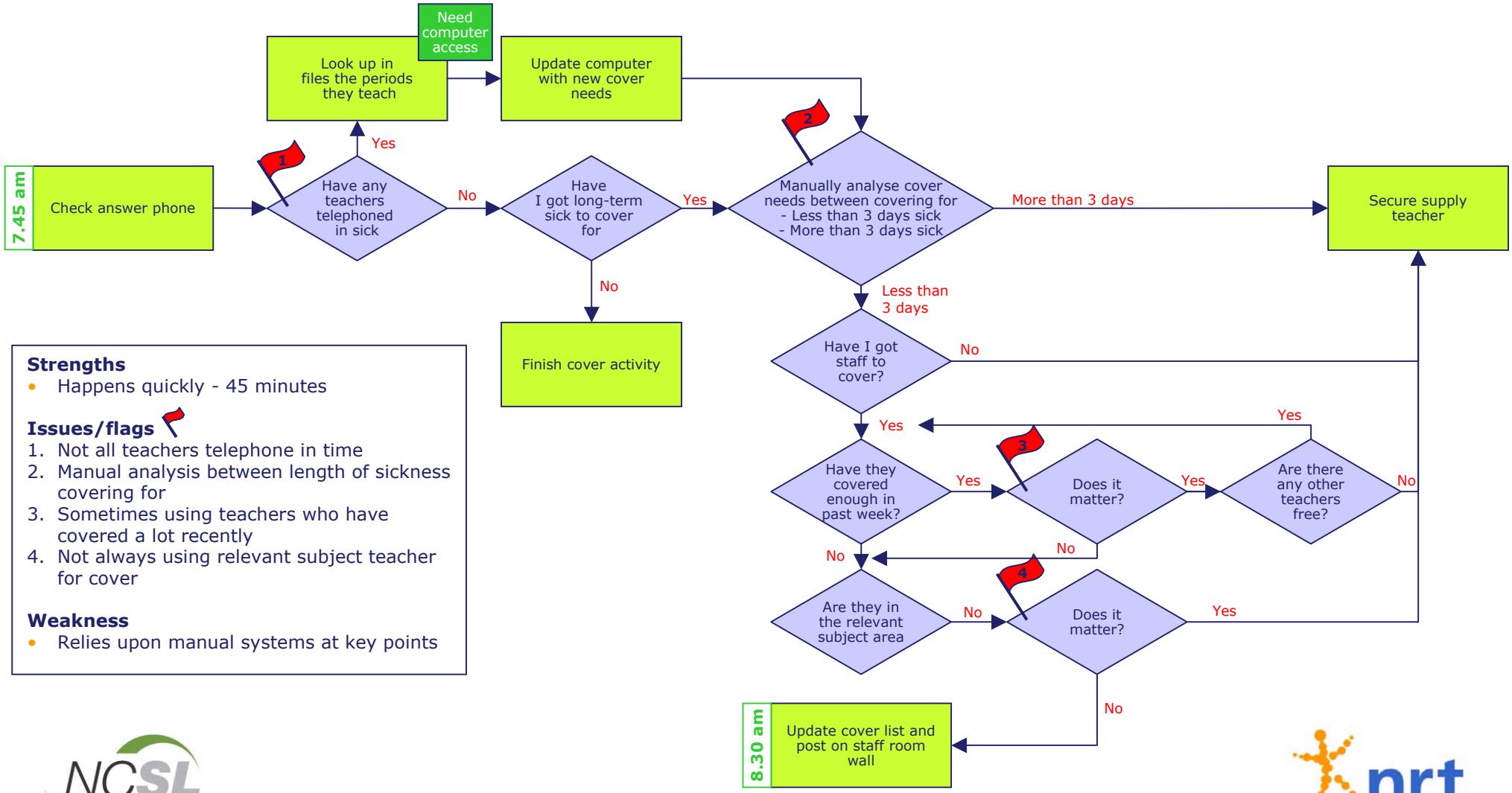

Strengths

- Happens quickly - 45 minutes

Issues/flags

1. Not all teachers telephone in time
2. Manual analysis between length of sickness covering for
3. Sometimes using teachers who have covered a lot recently
4. Not always using relevant subject teacher for cover

Weakness

- Relies upon manual systems at key points

School example of a "swim lane" process flowchart

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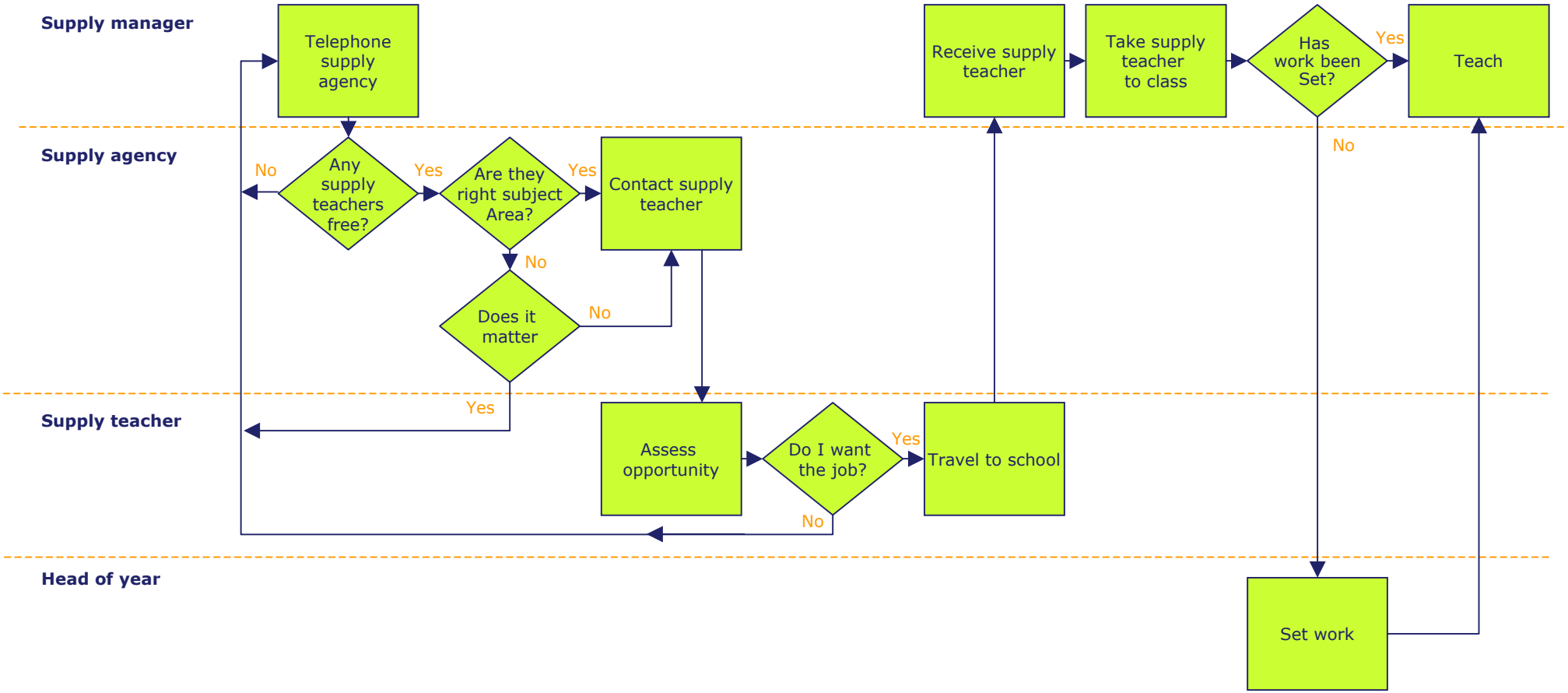
Agreeing a new supply teacher to cover short term sickness



Examples of brownpaper opportunities to look for

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- **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

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Brainstorming

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Day In the Life Of (DILO)

Fishbone Analysis and Five Whys

Force-field Analysis

Prioritisation Matrix

Problem Solving/Team Building (PSTB)

Stakeholder Mapping

SWOT

Day In the Life Of (DILO)

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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

- It documents the entire set of activities for a member of staff/role holder
- It provides a high-touch way of showing the extent of someone's role
- It highlights the major areas of work and where the greatest volumes of work are created
- A DILO 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

DILO

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When would you use it?

- During the Deepen phase to help identify roles/people impacting the main issue. It can be used to deepen the school's understanding of the work/life balance issue
- During the Develop phase to show future roles/groups of roles as they might be

Are there any rules?

- Workload analysis should be completed as honestly as possible

The DILO technique can be applied to a variety of roles and states

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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 both advisers (if present) and SCT 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
- The DILO technique can be one of the most powerful and important techniques to build momentum in a project because it looks at the roles in the school

DILO – sample of workload analysis template

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

Sample output of a "Week In the Life Of" (WILO)

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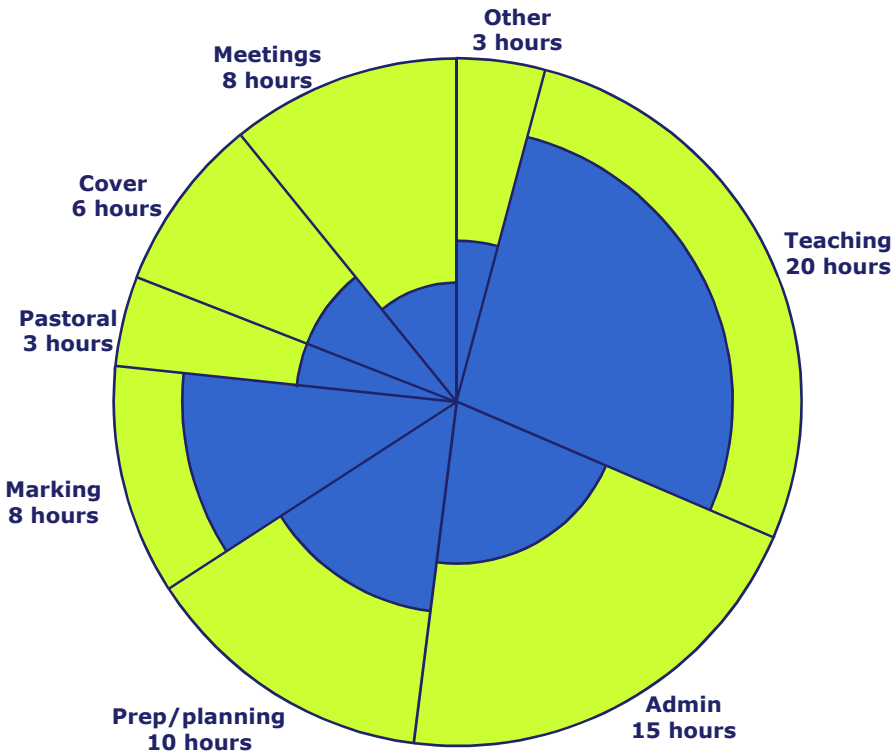

Key observations

-
-
-
-
-

Opportunities

-
-
-
-
-

Issues

-
-
-
-
-

Effectiveness rating

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Fishbone Analysis and Five Whys

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- These techniques will assist teams to understand the causes of problems or issues
- They encourage teams to find the root of the problem or issue
- Without such analysis, teams can often move into “fix it” mode before they really understand a problem or issue. Often this means they 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

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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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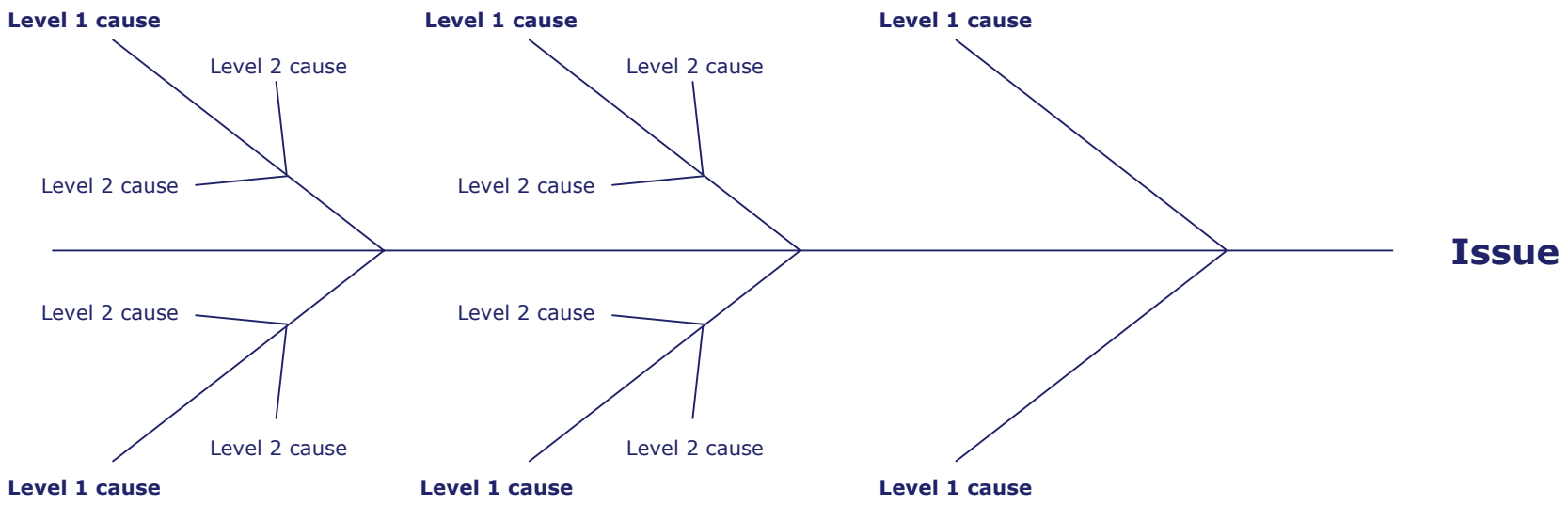

Fishbone Analysis

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When would you use it?

- Usually in the Deepen stage of the process to identify root causes of issues and problem areas
- On any of the school's issues

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

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- 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
- A straight line is drawn to the left (like the backbone of a fish)
- 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
- Branches can be placed on each stem for further breakdowns of each cause
- 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"
- When the diagram is completed, the group can begin to analyse the stems and branches to identify the real problems or issues that need to be solved

Fishbone Analysis - example

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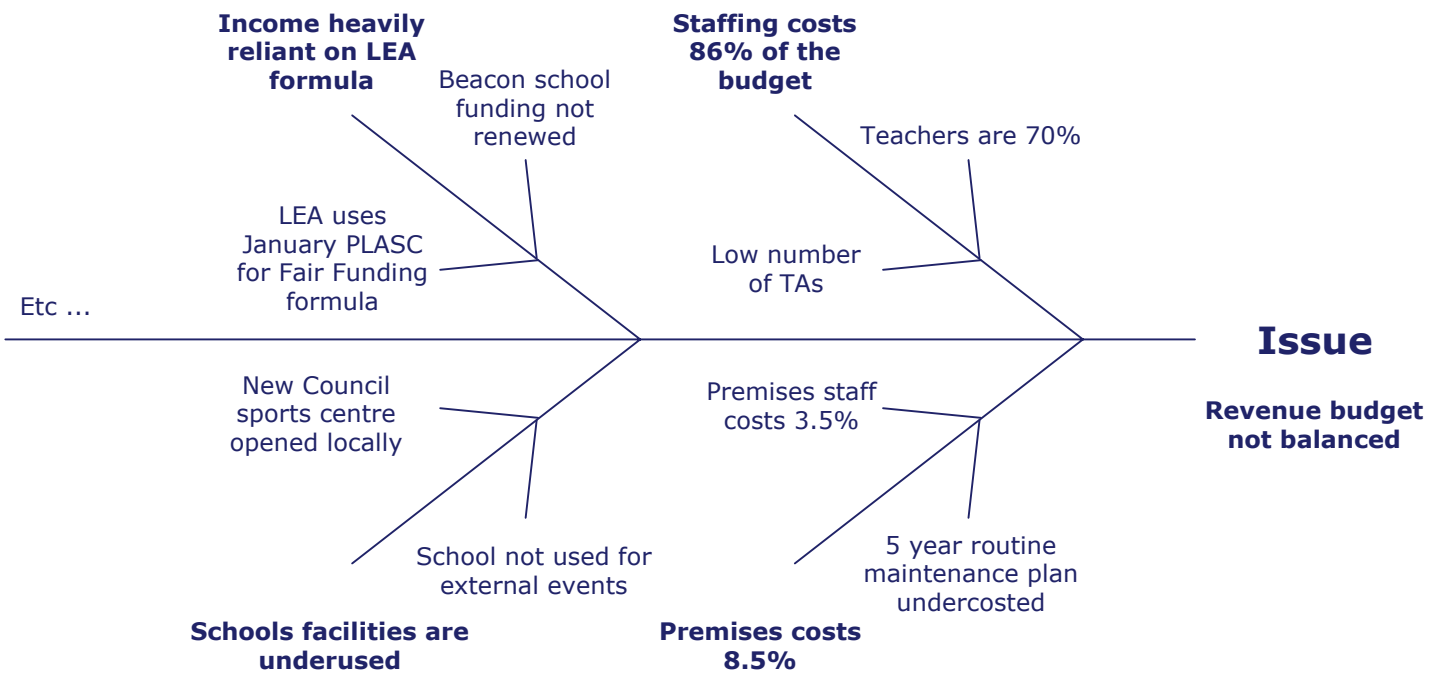

Fishbone analysis is useful for a number of reasons:

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- It encourages the 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 the 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

The Five Whys

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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?

- The Deepen phase 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

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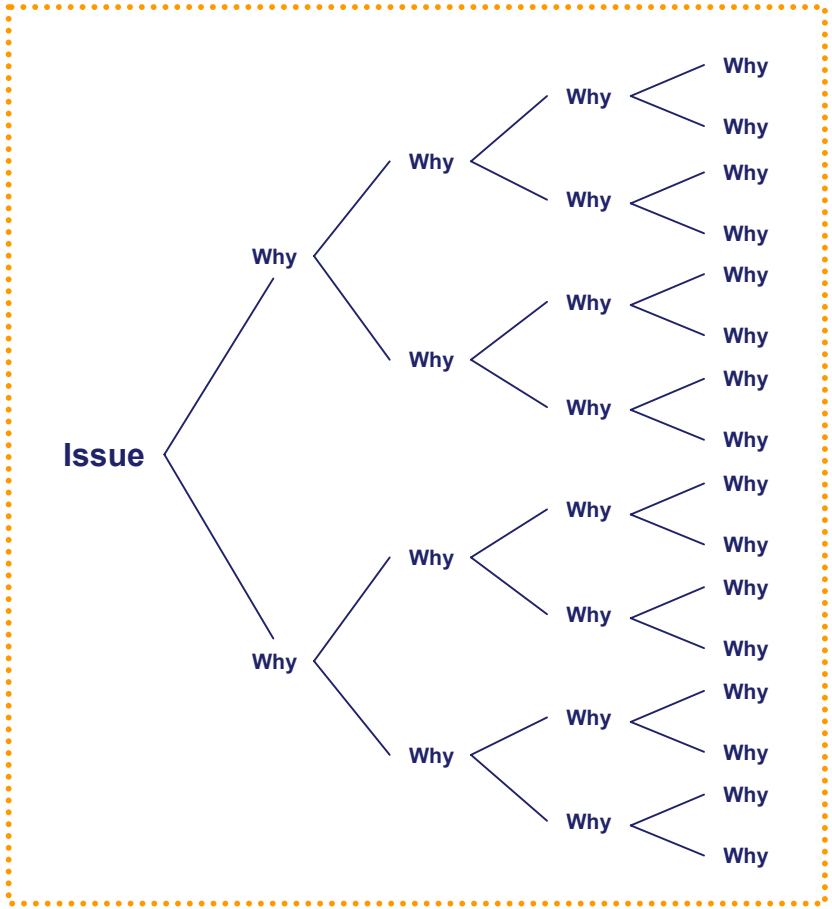
- The tool is best used with a number of people – between 6 and 10 is ideal
- The tool is best used in conjunction with the idea generation/brainstorming technique
- Clearly define the issue to be tackled and state it on the left side of the paper
- Complete the diagram by moving from left to right. Move from the problem/issue statement by asking the group the question "why?"
- Capture the responses – this can be done by using Post-Its
- 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"



An example analysis

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- Revenue budget not balanced
  - Costs too high
    - Staffing costs 86% of the budget.
      - Teachers are 70%
        - Staffing very stable
        - Large number of management points
      - Low number of TAs
        - Teachers used to support pupils with SEN.
        - Historic.
    - Premises costs 8.5%
      - Premises staff costs 3.5%
        - Employ own cleaning staff at high rates.
        - Cleaners local people with strong connection to school.
      - 5 year routine maintenance plan undercosted.
        - Have allowed some queue jumping.
        - Plan still has 3 years to run.
  - Income too low
    - Income heavily reliant on LEA formula.
      - Beacon school funding not renewed
        - School decided not to reapply 2 years ago.
        - Co-ordinator's salary now in main school budget.
      - LEA uses January PLASC for Fair Funding formula.
        - Roll drop in January
        - Knock-on impact in other areas e.g. FSM, SEN
    - Schools facilities are underused
      - New Council sports centre opened locally
        - Greater variety of facilities available.
        - LEA cut back on community use of school.
      - School not used for external events.
        - Health and safety issues.
        - Governing body have stopped s/keeper overtime.

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Force-field analysis

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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 organisation towards change; the restraining forces push against change
- Force-field analysis helps to understand the balance of driving forces and restraining forces in respect of a particular change. Based on this understanding a group can identify appropriate restraining forces to remove or decrease and identify appropriate driving forces to increase

Force-field analysis

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When would you use it?

- Usually in the Develop stage of the process to identify the most effective ways to bring about change
- The results of an analysis would translate into implementation actions for the school
- Works well as a team exercise but can also be a useful tool for individual planning. Useful in analysing outcomes of SWOT exercise

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 - method

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The following steps describe one way of constructing a force-field analysis ...

1. Make a brief but clear statement about what you regard as the problem or issue
2. State where you want to be - the goal, aim or outcome you are seeking
3. Identify and list all those elements that are: Driving forces and Restraining forces
4. Give each force a score on a scale of 1 to 4 where 1 is a weak force and 4 a strong force
5. Total up each column and you have a rough and ready idea of which set of forces you perceive do/will prevail
6. Analyse each of the forces. How influential/strong are they and have you any control over them? What are the connections between the forces, e.g. if you influenced one would it affect another?
7. Rank those that you can influence in order of importance. Identify practical actions that you could take which will build on driving forces and reduce resisting forces
8. Develop a detailed action plan with target dates. Remembering that making small steps on a number of fronts is usually more effective in the long-run than trying to achieve too much in a short space of time

Force-field analysis - sample worksheet format

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Issue / Problem

Outcome Sought / Aim

Driving Forces		Restraining Forces	
1		*1*	
2		*2*	
3		*3*	
12		*12*	
Total		*Total*	

Rating
Each force is given a 1-4 rating; 1=low, 4=high

What a force-field analysis looks like

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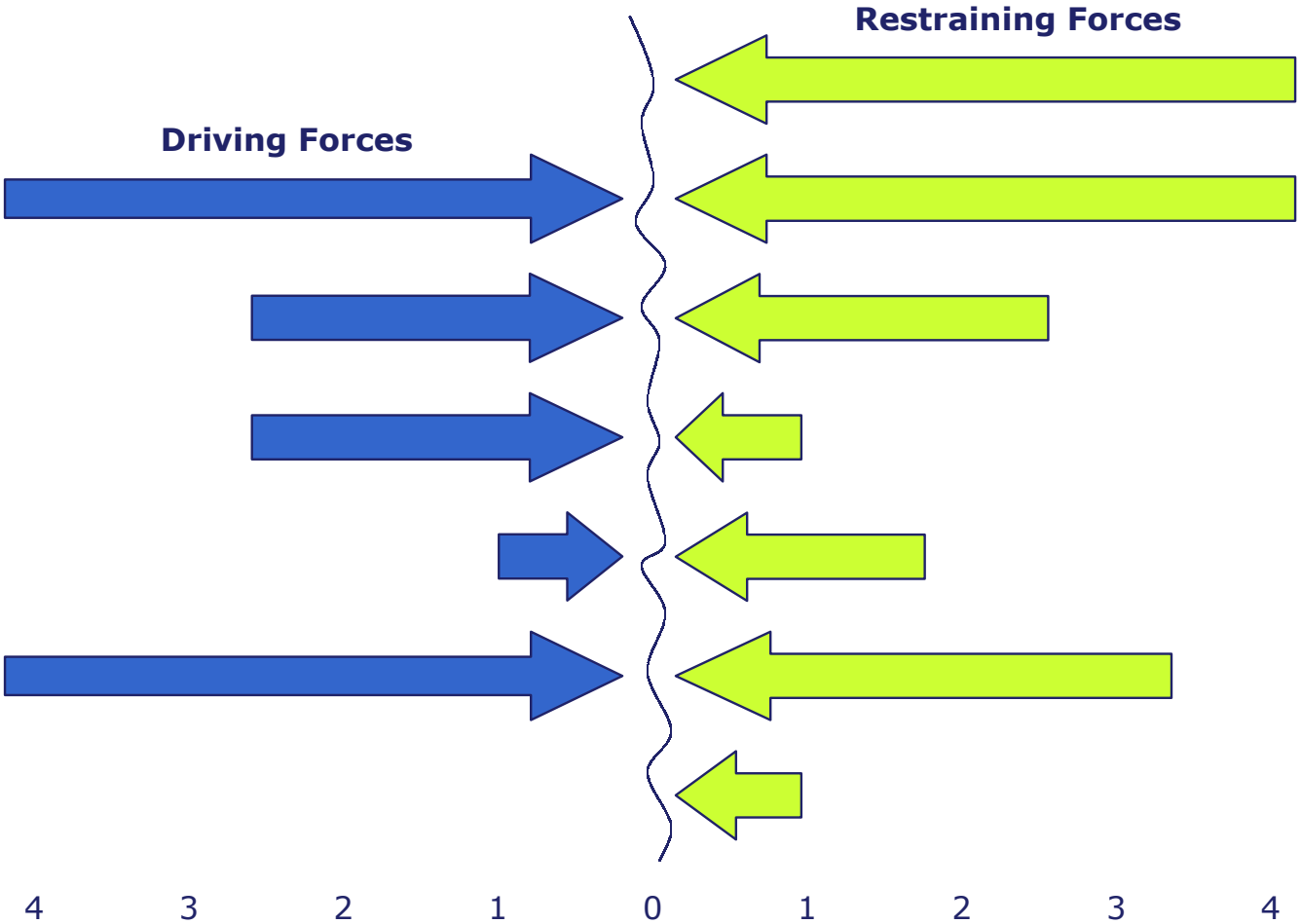

Schools example of force-field analysis

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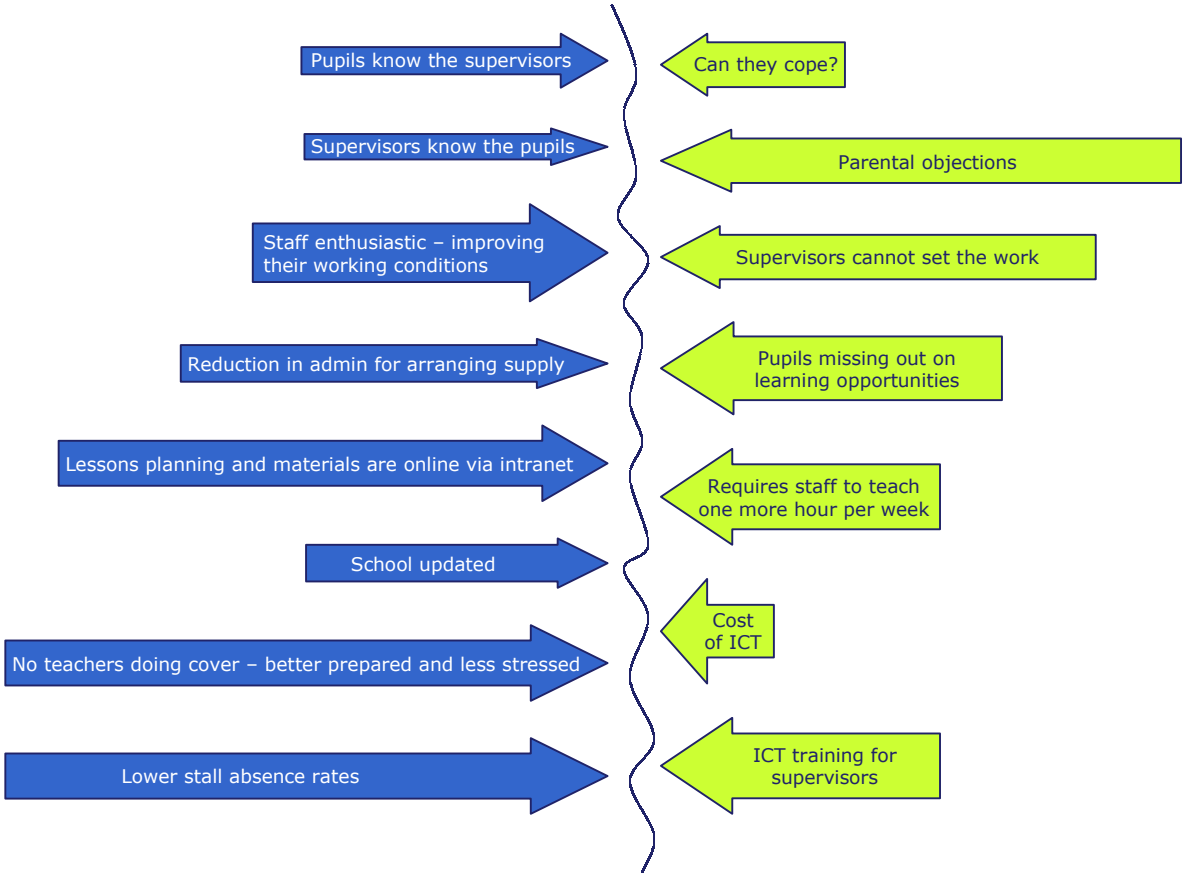
Employing study supervisors to undertake cover



+ve impact **Driving forces** **Restraining forces** *-ve impact*

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Stakeholder Mapping

SWOT

Prioritisation matrix

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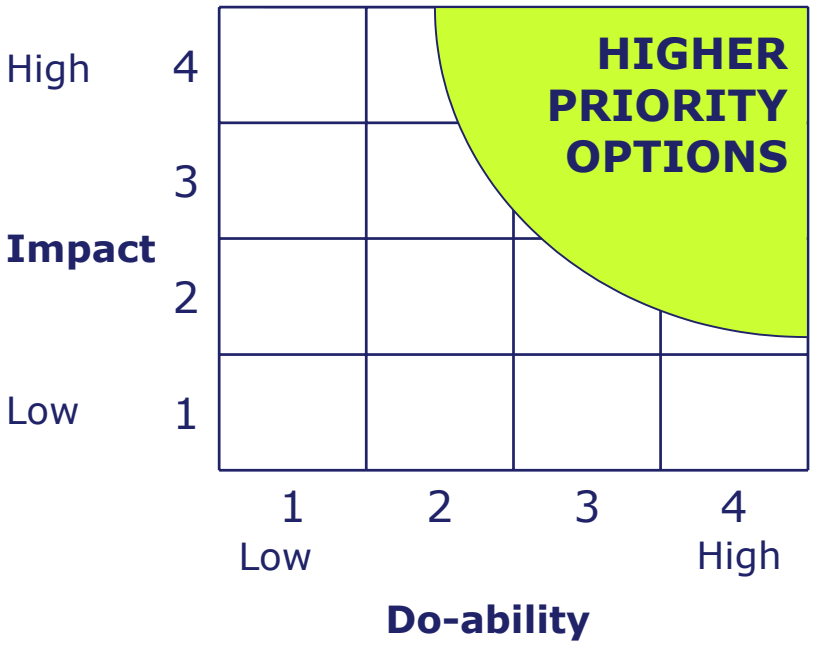
What is it?

- 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

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When would you use it?

- During the Deepen and Develop phases

Are there any rules?

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

Prioritisation matrix

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How is the tool used?

- List on a flipchart the options under consideration
- Explain the two aspects being evaluated ie impact and "do-ability"
- Define what you mean by impact so everyone is working from the same understanding
- 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 of the school – (see example later)
- 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
- Make sure that everyone is OK with the score before proceeding
- Plot each score on prioritisation matrix drawn on a flipchart or brownpaper
- To ensure the results are "calibrated", the final results can be challenged ie does option 5 have more or less impact than option 7 etc

School example

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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

School example

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	Do-ability score	Impact score
	1 - 4	1 - 4
1. Recruit and train additional staff	1	3
2. Segregate classes	3	1
3. Segregate year groups	3	1
4. Shorten lunch break	3	3
5. Stagger lunch break	2	2
6. Abandon lunch break	3	4
7. Allow pupils out of school	4	1
8. Allow pupils home with permission from parents	3	1
9. Close school at lunch	3	1
10. Provide lunch time clubs	2	3

Prioritisation matrix – school example

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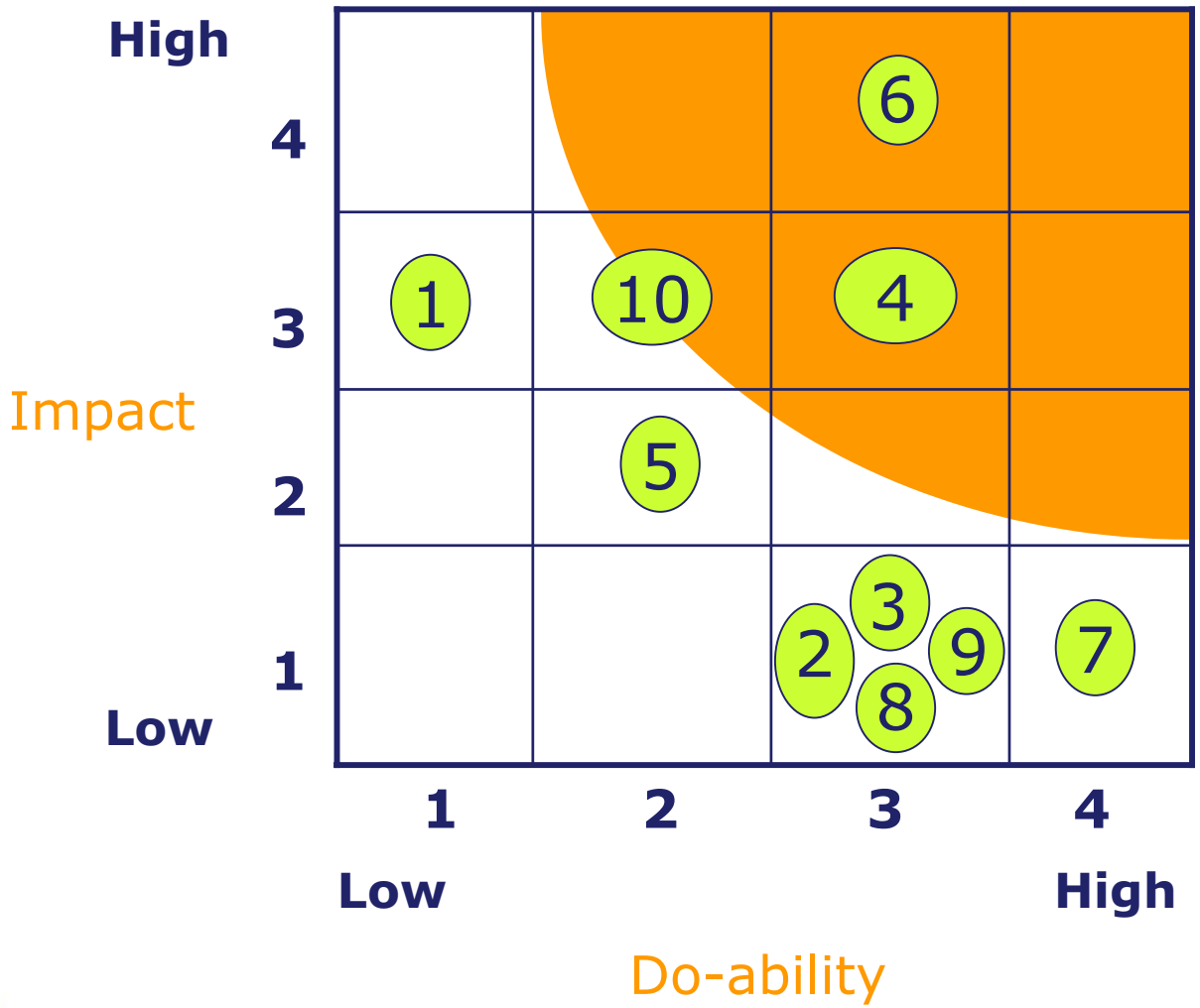

Therefore higher priority options are:

6. Abandoning the lunch break
4. Shortening the lunch break
10. Providing lunch clubs

Scoring may involve weighting a number of factors that may comprise do-ability and/or impact

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

EXAMPLE: Factors that comprise "Do-ability"

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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Stakeholder Mapping

SWOT

Problem Solving/Team Building (PSTB)

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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

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Are there any rules?

- Not rules per se – just good team behaviour that needs to be emphasised
- Headlining ie 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 (eg 30, 45 or 60 mins)
- Remember who owns the problem
- Clear roles and responsibilities (see later)

How is the tool used?

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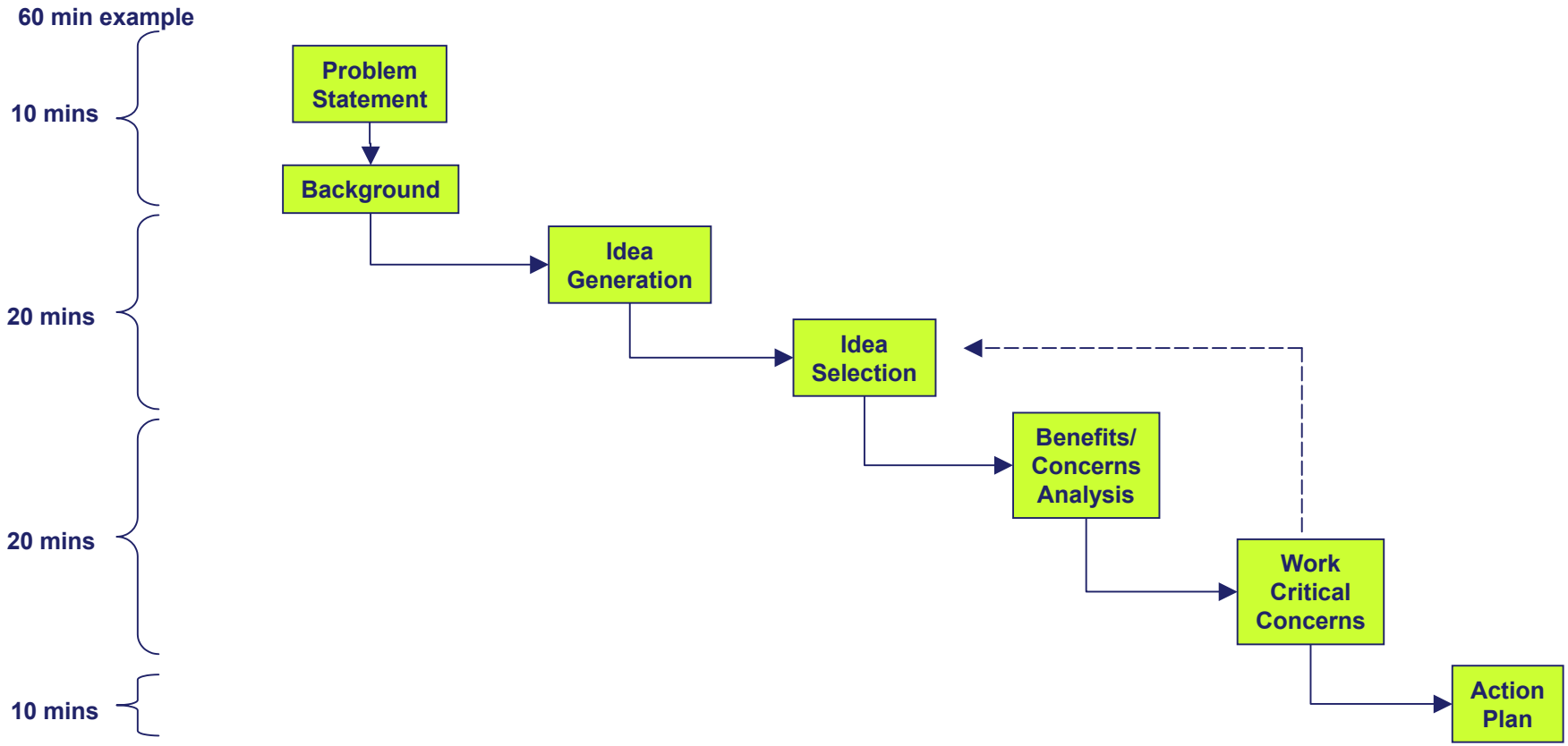
The process has 7 steps for the team to work through



Roles, responsibilities and rules

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Step 1: The problem statement

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

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- 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

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Stakeholder Mapping

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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 programme
- 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?

- Usually in the Develop and Deliver stages of the process to identify ways to align stakeholders and maximise commitment and support for implementation

Stakeholder maps take the form of "bubble charts"

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- **X-axis represents a rating of the stakeholder's support for the change programme**
  - A scale of -5 to +5 usually works well, where 0 represents neutrality
- **Y-axis represents a rating of the stakeholder's involvement with the change programme**
  - A scale of 0 to 5 usually works well, where 0 represents neutrality
- **The bubble size corresponds to the relative influence the stakeholder has in the organisation**
  - High, medium and low are sufficient for this categorisation
- **Lines are used to link stakeholders together to reflect their relationships**
  - The thickness of the line represents the strength of the relationship ***(thick=strong)***

An example stakeholder map showing support for a planned organisational change

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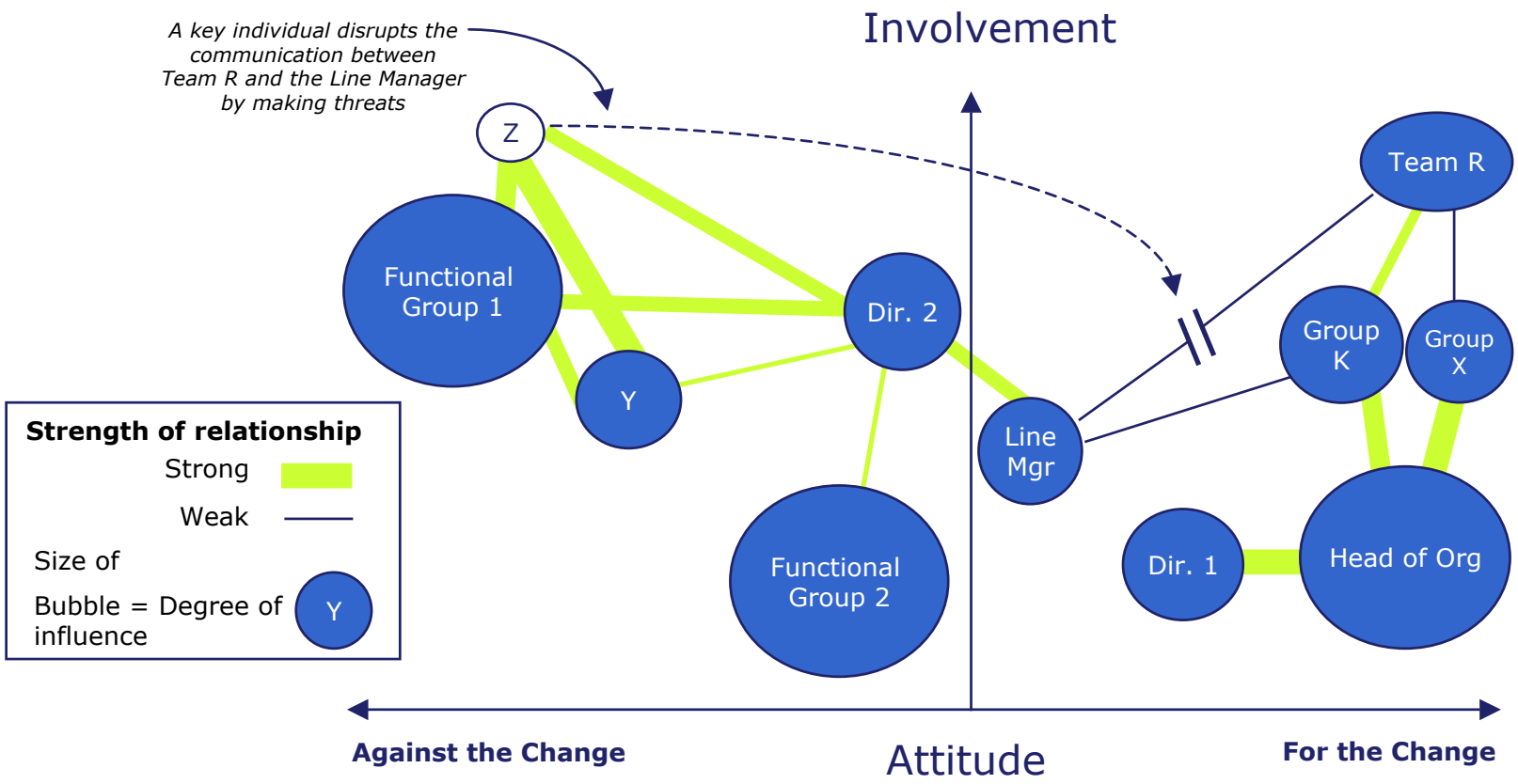
Attitudes, influence, and levels of involvement in the project can be mapped



This tool should be used regularly to manage your way through making change happen

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- **At critical points in a change process**
  - Kick-off new activities or projects
  - Prior to recommendations about action
  - Prior to implementation
  - Periodically to make sure you keep everyone on track
- **At all levels**
  - With the leadership team
  - With working groups

Recommendation: review your stakeholder map on a monthly basis

Some useful ground rules …

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- This process is a very powerful tool but if misinterpreted could be damaging to progress
- Every stakeholder mapping session should be confidential to the SCT
- Avoid sending these documents via email

Here are some questions to use to identify stakeholders

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- Who is working in areas we are having an impact on?
- Who makes (or can make) decisions?
- Who needs to change their job, attitude, behaviour, day-to-day routine, etc?
- Who is driving the changes?
- Who will win if we succeed?
- Who will lose?
- Who controls resources we need and/or need access to?
- Who influences the major players?
- Who can help us succeed?
- Who can block progress OR prevent sustainability?

WIFM- "What's in it for me?" (Pros)

Identify what they will gain from the change being successful

Think of "gain" in terms of the following:

- Professional goals
- Security
- Political power
- Personal satisfaction
- Perception by others

WAMI- "What is against my interest?" (Cons)

Identify what they will lose if the change succeeds

Think of "loss" in terms of the following:

- Professional goals
- Security
- Political power
- Personal satisfaction
- Perception by others

Initial stakeholder assessment

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Name	Role	Involvement 0 - 5	Attitude -5 to +5	Influence H/M/L

Basic stakeholder framework

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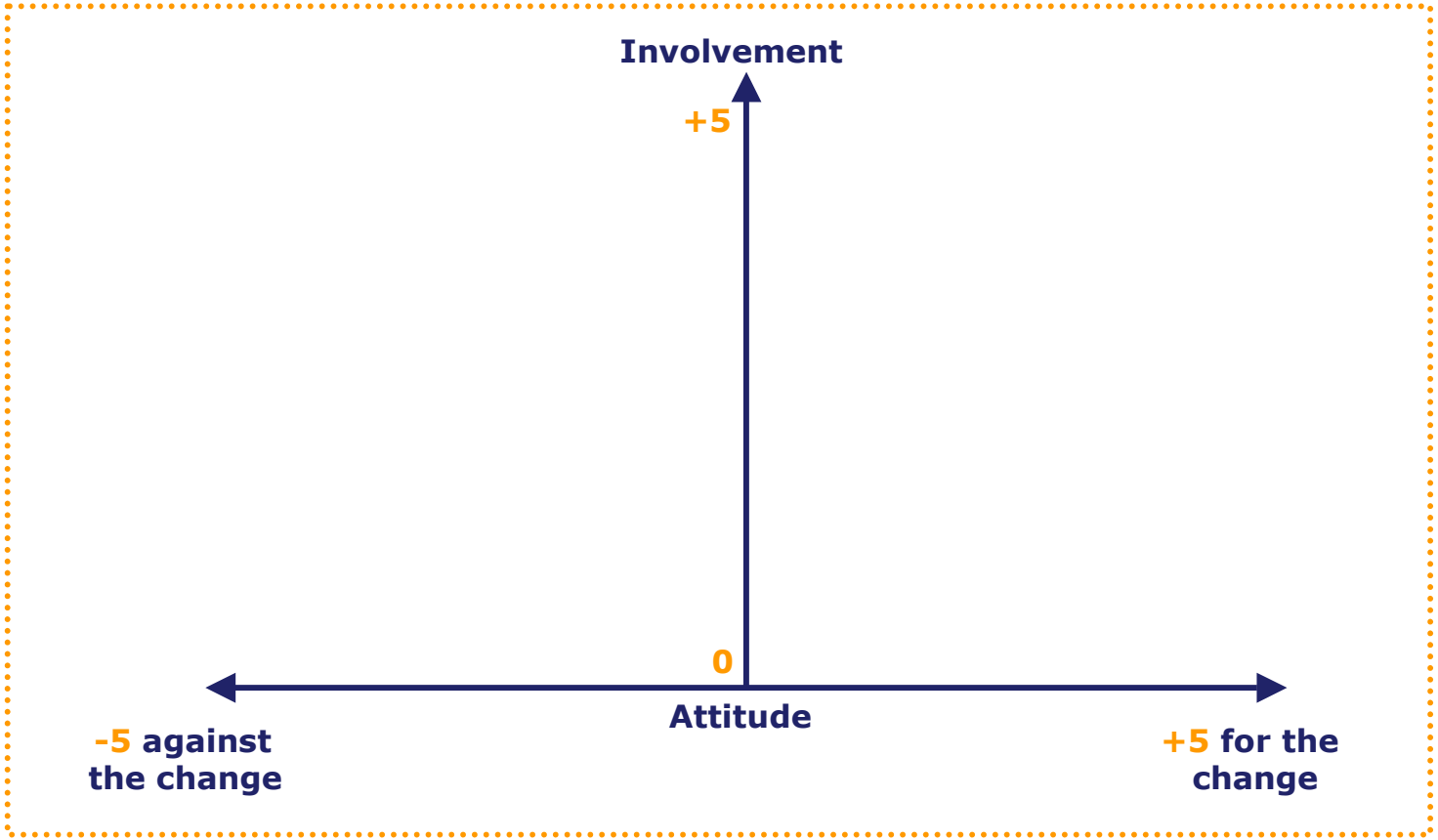

Initial map using information provided

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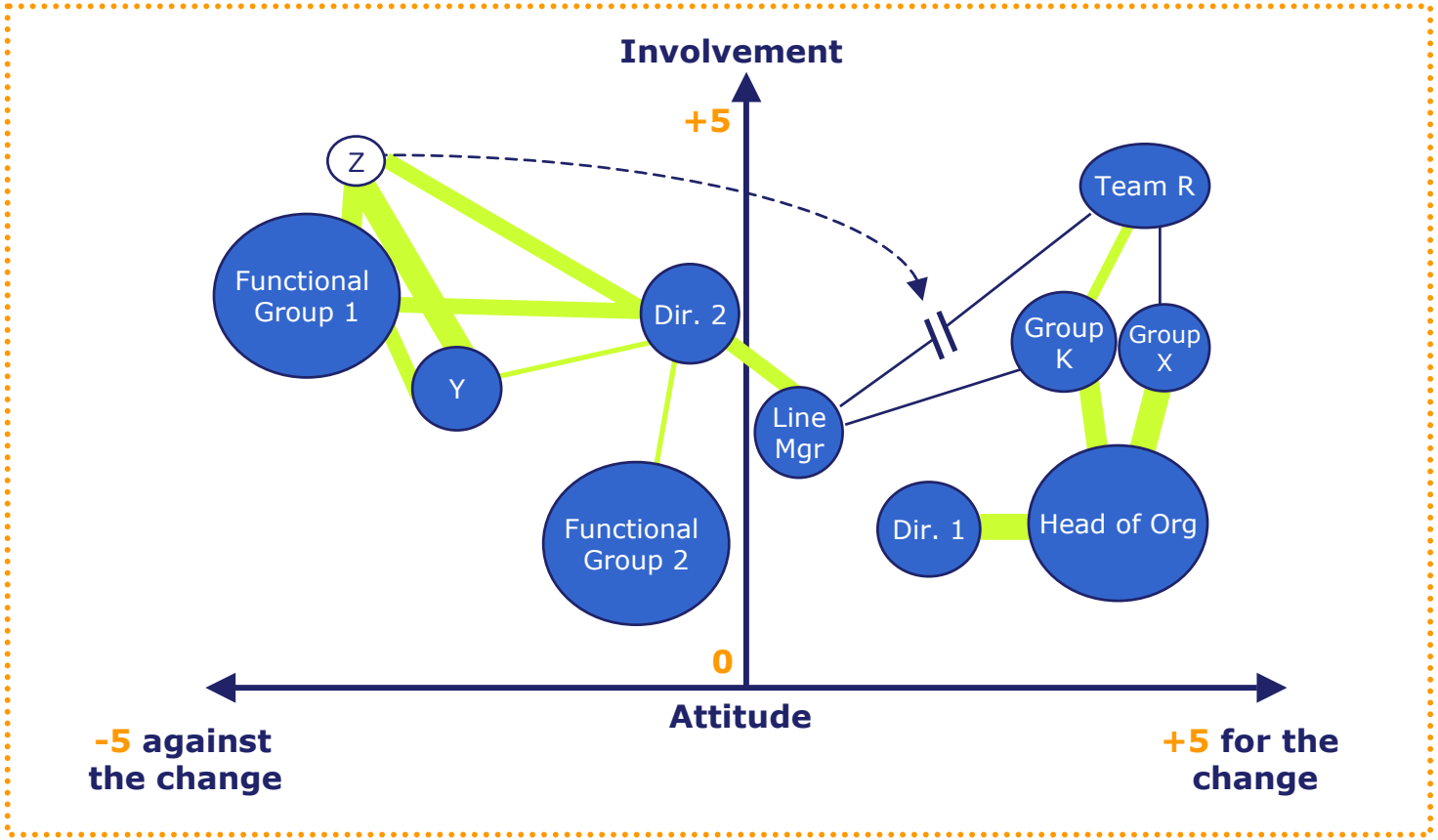

Example of a school stakeholder map – existing

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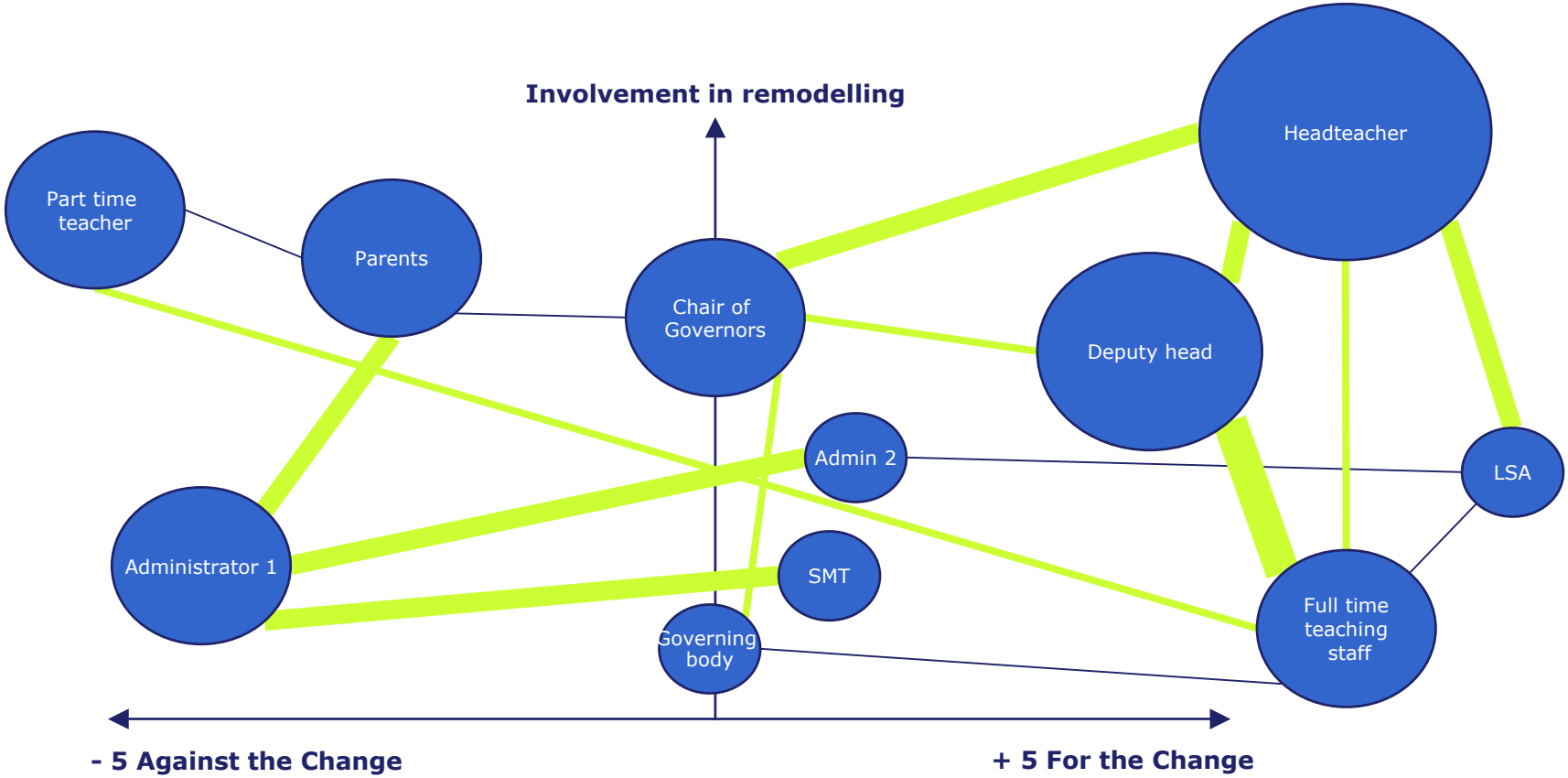

Key

Size of bubble - Degree of influence

SMT

Thickness of line = strength of relationship

Example of a school stakeholder map – target

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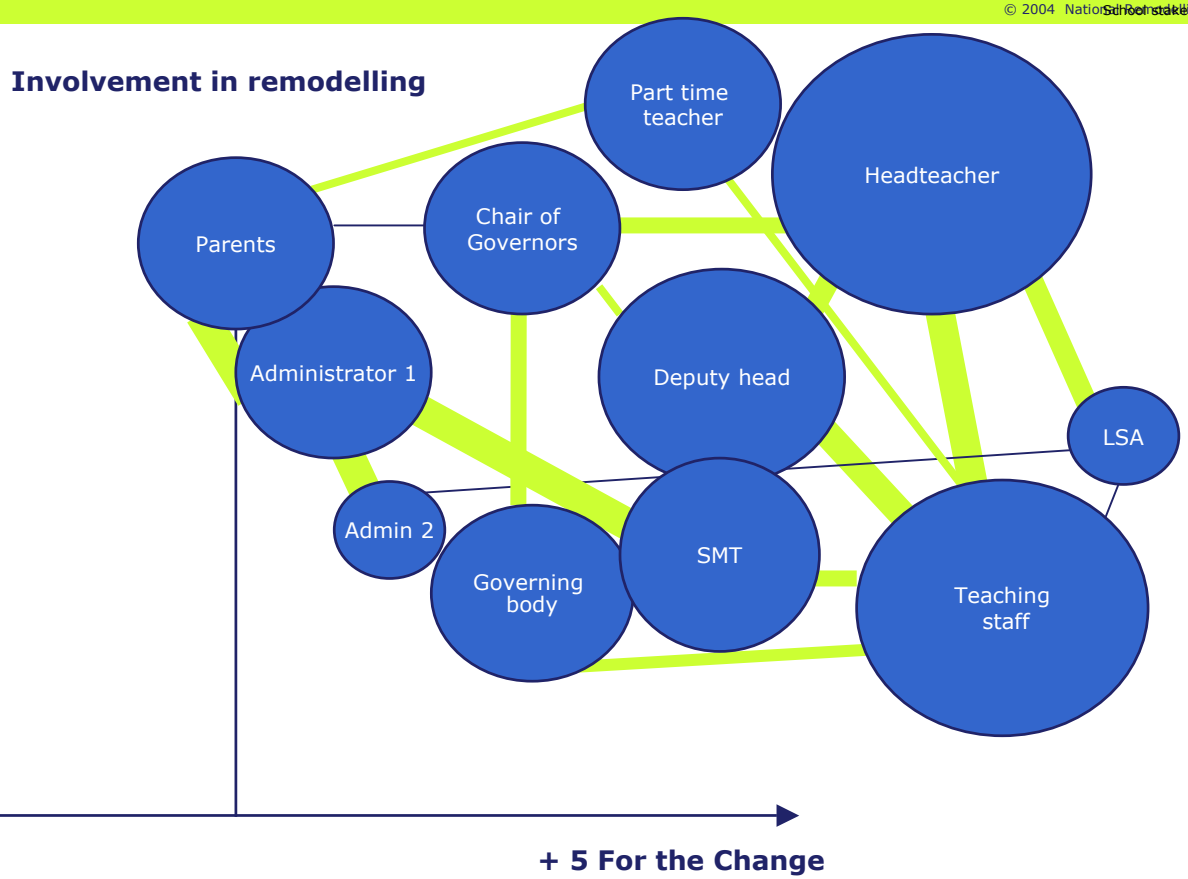
Significant target changes

- Administrator 1 becomes more involved and more "for" the change plus strength of relationships maintained (by involving in change team)
- Part-time teacher becomes more "for" the change
- Senior Management Team increases influence (size of bubble)
- Parents become more "for" the change
- Full-time teaching staff become more involved
- Governing body increase influence (size of bubble)
- Chair of Governors becomes more "for" the change
- Relationship between Head and teaching staff improves
- Relationship between SMT and Teaching Staff improves



Key

Size of bubble - Degree of influence

Thickness of line = strength of relationship

Based on the results of the map, the group should then select the alignment strategies they will use

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- There are a number of alignment strategies. They fall into three general groups
- **Strategies designed to increase involvement** are ideally used on stakeholders who are supportive and have large power bases to create a strong coalition of people in support of the change. Some examples are:
  - To become an ally, use a confidante approach
  - Education/training approach ie involve them and increase their knowledge of the change
- **Strategies designed to increase support** are used to win over neutral people or convert critical negative people into supporting positions. Some examples are:
  - Address their "What's In it For Me" attitudes
  - Quid pro quo ie swap benefits
- **Strategies designed to eliminate resistance** are used to reduce resistance to the programme by reducing the power base of resistors and moving critical resistors to the neutral position OR off the map entirely. An example is to use an isolation approach

Finally, you will need to record agreed strategies and actions, and identify someone to be responsible for each action

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Name	Role	Involvement rating	Attitude rating	Actions to take (including by when)	Responsibility

Mapping can take place throughout the process

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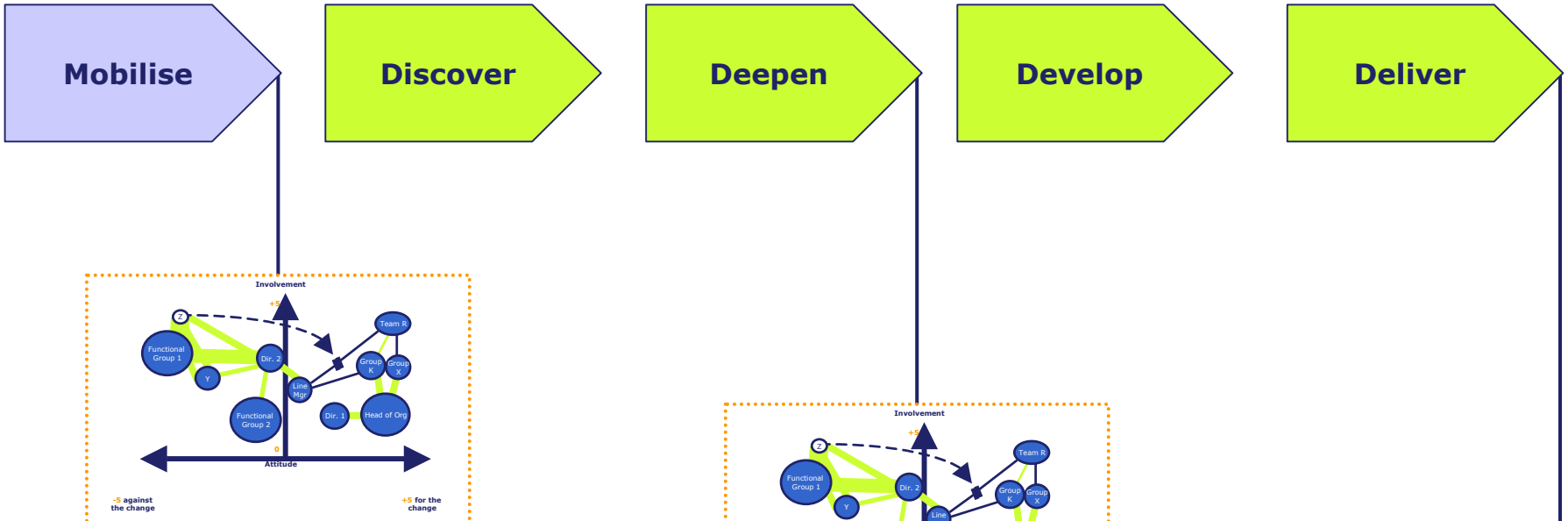

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SWOT

Strengths, Weaknesses, Opportunities and Threats (SWOT)

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What is it?

- A tool to enable an organisation to analyse itself and the environment surrounding it. Used effectively in conjunction with brainstorming

When would you use it?

- It could be used to great effect in the Discover stage to highlight what works and what doesn't work in school

Are there any rules?

- Consider all possibilities – this is where brainstorming works well with this tool eg there will be many INTERNAL opportunities as well as EXTERNAL

How is the tool used?

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- Usually by addressing each of the aspects (strengths, weaknesses, opportunities and threats) separately with the aid of a flipchart
- By brainstorming each aspect
- Once each aspect has been covered, links can start to be made eg there may be a strength that links with an opportunity (good) or a weakness that is linked to a threat (not so good)
- The outputs can be published to wider stakeholder groups eg governors?
- Actions plan developed to:
  - Turn a weakness into a strength (eg small → nimble)
  - Turn a threat into an opportunity

What are the outputs?

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- A map of the school's SWOTs usually in the form of a grid:

Strengths	Weaknesses
Opportunities	Threats