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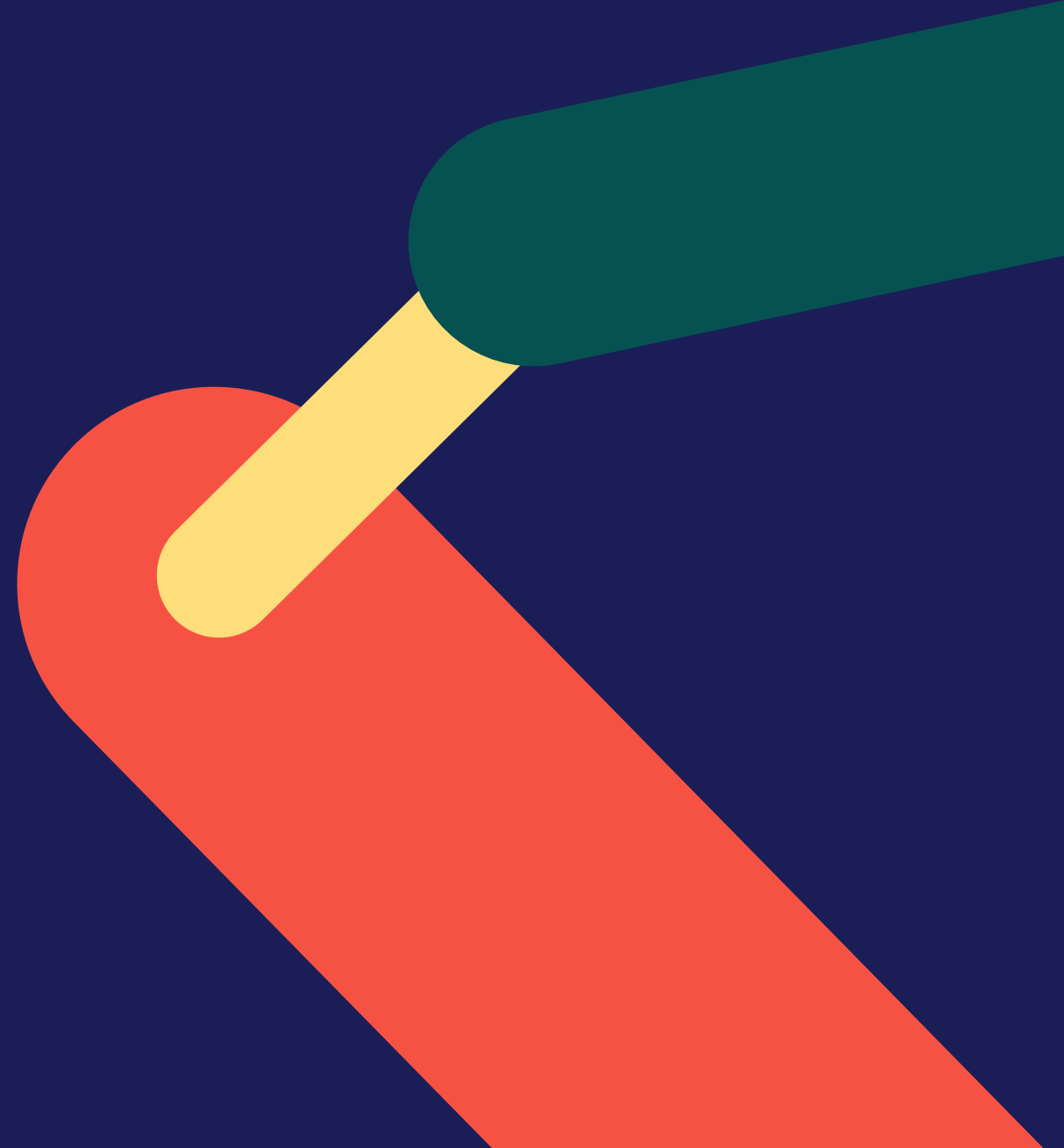
Designed & delivered by:

The PSC

An Introduction to Strategic Thinking

Day One

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Welcome!

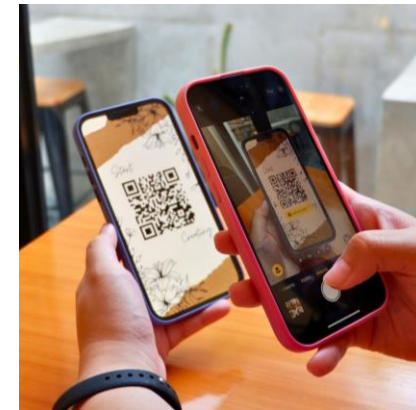
PRE-COURSE SURVEY

Before we get started, please complete the following form to rate your confidence with different elements of project work.

- **Link to pre-course survey:** <https://forms.office.com/e/9siz3NGKj4>
- **Name of this course:** An Introduction to Strategic Thinking
- **You can also follow the QR code** below to access the form:



You can scan the QR code with a **mobile device camera** to access the form



Who are you? (30 seconds each)

INTRODUCTIONS

- What's your name?
- What's your role?
- What are your objectives for this programme?
- What's your secret passion?

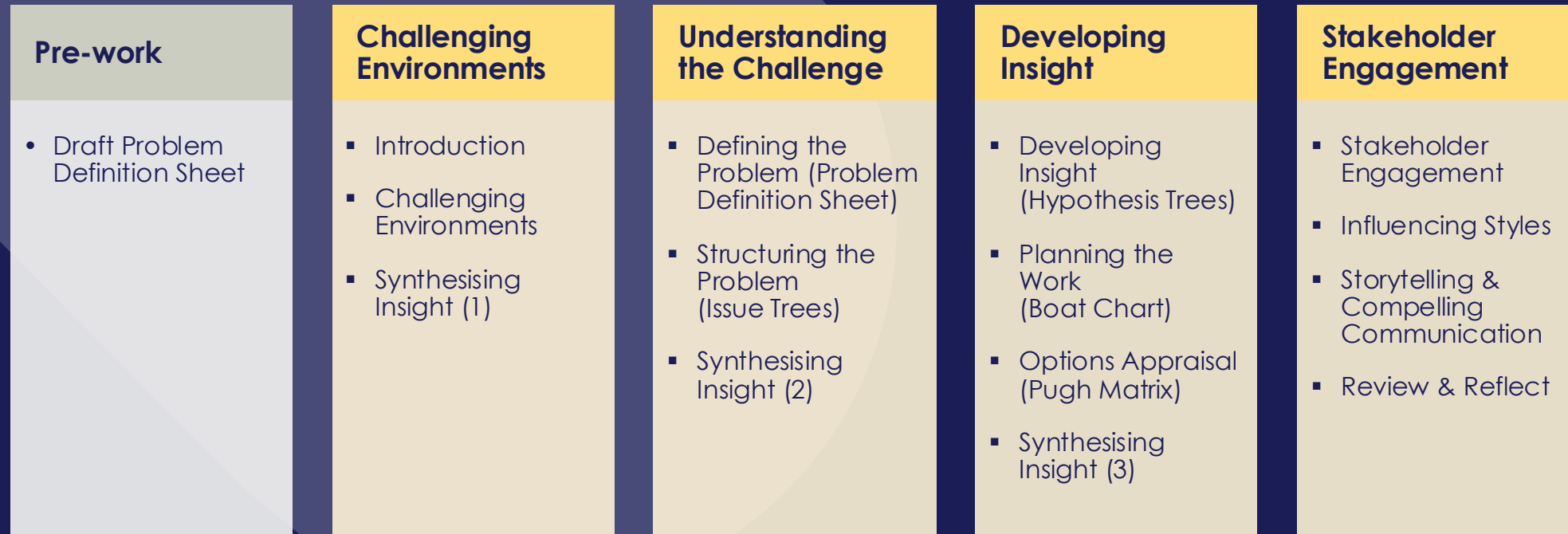
An Introduction to Strategic Thinking

PROGRAMME AIMS

- This programme is intended for staff who need to apply a **strategic mindset** to their role and business area
- We will introduce a **toolkit** for strategic thinking to help you:
 - Understand **complex/challenging environments** and adapt strategic thinking appropriately
 - Apply structured approaches to **define and breakdown** complex problems
 - Synthesise **clear and simple insight for senior decision makers** and stakeholders
 - Build confidence in **communicating, influencing and collaborating** with those audiences
- You will leave with an awareness of these tools and will have had some opportunity to practise their application
- Further practice is key to making them a part of your problem-solving armoury

You can download all course materials and tool templates at:
<https://thepsc.co.uk/capability-building/course/an-introduction-to-strategic-thinking>

The Strategic Thinking Programme



Today's agenda

DAY ONE

Section	Time
Introductions	09:30
Challenging environments Tool 1: Synthesising Insight – SCQA	10:00
<i>Break</i>	11:15
Understanding the Challenge Tool 2: Problem Definition Sheet	11:30
<i>Break</i>	12:30
Understanding the Challenge Tool 3: Issue Trees	13:30
<i>Break</i>	14:45
Developing insight Tool 4: Hypothesis Trees	15:00
Summary and close	16:15

Challenging Environments

COMPLEXITY

SIMULATION

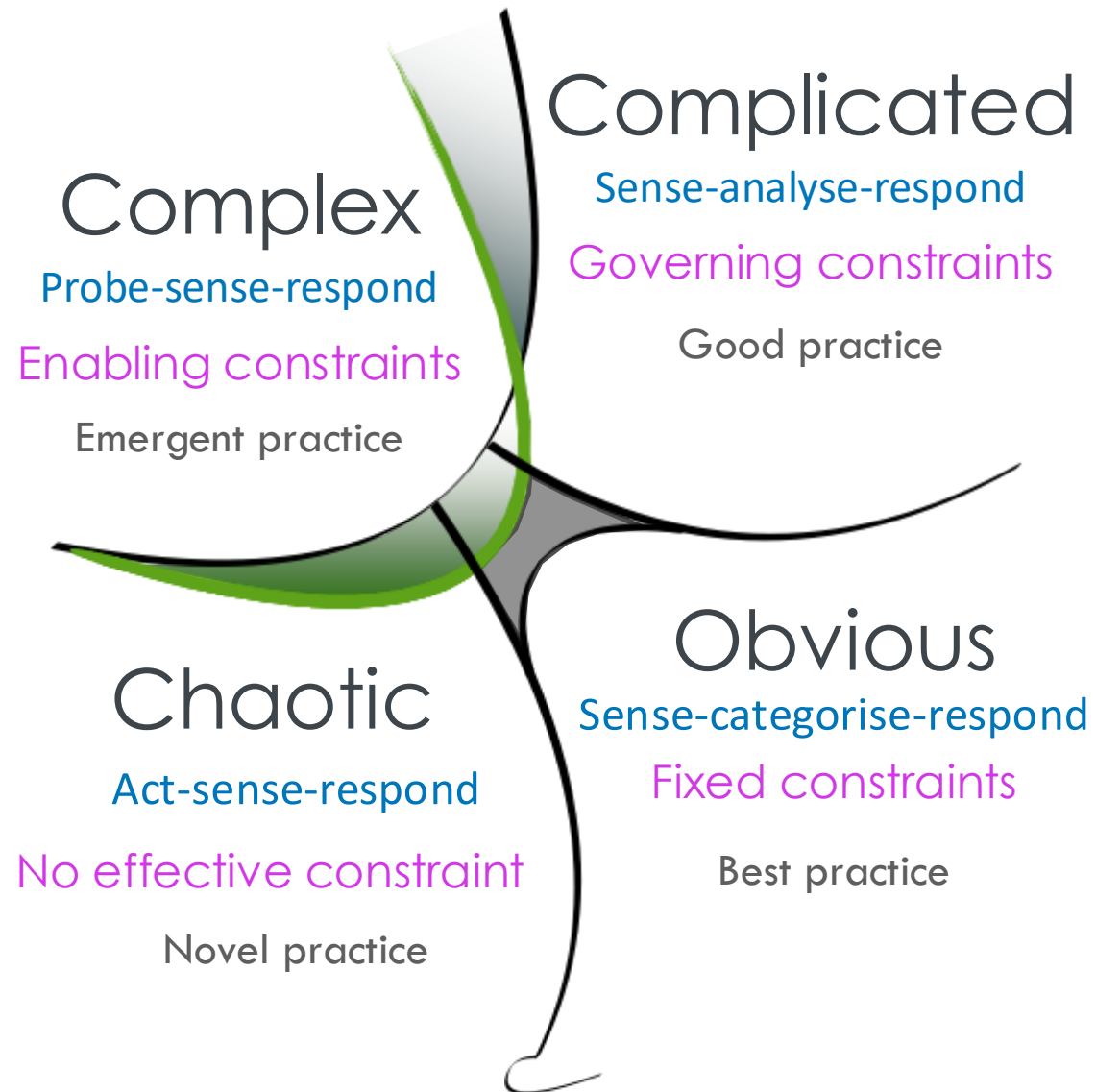
- 1. Recite the English alphabet in order**, each person giving one letter at a time, going round the group in order
- 2. Tell a 26-word story together**, one word at a time (again, going round the group in order), with each word beginning with the next letter of the alphabet. The theme of the story is 'Our team day out'.
- 3. Tell a 3-minute story together**, one word at a time (again, going round the group in order)

After each exercise, discuss:

- **How it felt**, as individuals and as a group
- **What you noticed** about the approach (such as the nature of the 'rules' /level of flexibility) and **what happened** (e.g. with planning, communication, outcome)
- **How this is relevant to your work**

Snowdon's Cynefin model identifies 4 decision-making domains to help make sense of the environment

Crucially, Cynefin challenges us to not treat every problem as if it simply needs more analysis.



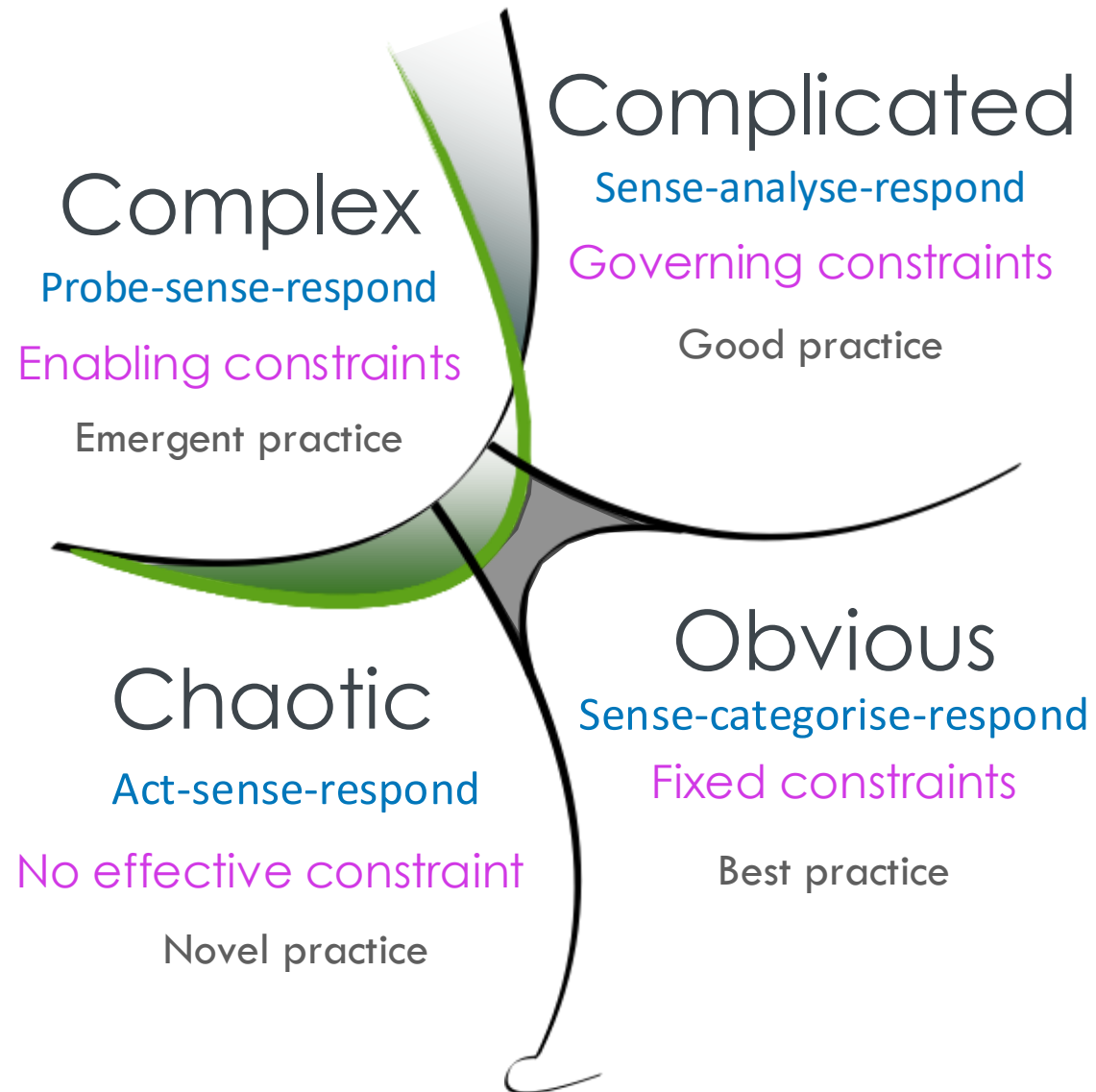
Selected features of systems thinking

“What else is going on beyond the immediate project environment / organisational context in front of us?”

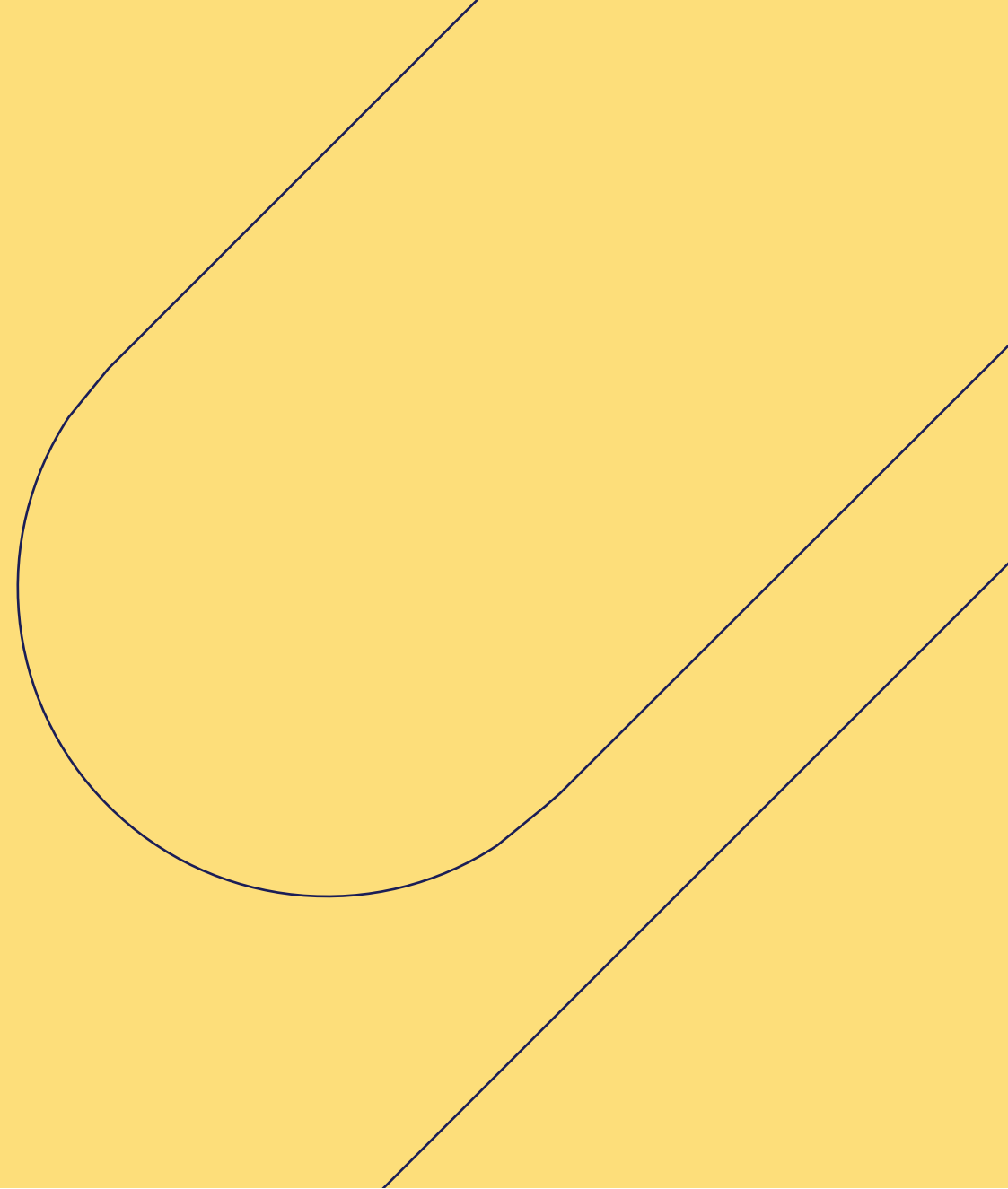
- Holistic view – the whole is more than the sum of its parts
- Emergence – system-level properties emerge from the interaction and interdependence of system components
- Sub-systems and sub-cultures
- Equifinality – different starting conditions or pathways can lead to the same outcome within a system
- Non-linearity – defined inputs can lead to surprising or disproportionate outcomes (hence the need for feedback loops)
- Feedback loops – positive & negative feedback results in self-adaptation of system behaviour over time
- Importance of boundary-spanning people & ideas

As more and more 21st century work moves into the “complex” and “chaotic” domains, adopting elements of systems thinking can be a helpful way to navigate these environments

**Plenary discussion:
consider scenarios in
your own
environment that fit
into the 4 decision-
making domains**



Synthesising insight (1)



Synthesising strategic insight via a storytelling tool – such as SCQA – can be a powerful way to collectively build understanding of the job to be done in challenging environments

SCQA TOOL

Situation	• How it used to be....
Complication	• What's changed is....
Question	• Question to be resolved
Outcome	• Desired outcome
Answer	• Your current working answer

SCQA has many uses:

- a daily check
- a conversation in a queue
- an email structure
- executive summary
- presentation introduction

To increase clarity on what needs to happen, consider adding an 'Outcome' element after the Question

To start familiarising yourself with the SCQA tool, take 5 minutes to write your favourite fairytale in SCQA format.

We'll ask for a couple of volunteers to share with the group

Situation	• How it used to be....
Complication	• What's changed is....
Question	• Question to be resolved
Outcome	• Desired outcome
Answer	• Your current working answer

Take 10 minutes individually for your project to write one sentence for each of the elements

We'll ask for a couple of volunteers to share with the group

Situation	• How it used to be....
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Understanding the Challenge: Problem definition sheets (PDS)

The Problem* Definition Sheet ('PDS')

- A Problem Definition Sheet sets out on a single page the question to be addressed and the important parameters of the project.
- They are helpful in ensuring everyone starts from the same understanding and agreement.
- A Problem Definition Sheet is most useful in **Complicated** and **Complex** environments: it may be disproportionate for **Obvious** problems, and unrealistic in the initial response to **Chaotic** situations.

The problem statement needs to show the underlying question, and not a solution for it.

1. Basic question to be resolved

2. Stakeholders, decision makers and project resourcing	3. Desired outputs and outcomes
4. Scope of the work (in/out)	5. Outline timings and milestones
6. Context/ background	7. Constraints and risks/ dependencies/ interfaces

The Problem Definition Sheet sets out your project on a page

PROBLEM DEFINITION SHEET (GUIDANCE)

Integrating AI

Record an internal kick-off meeting where you discuss each of these themes, and use your LLM of choice to turn the transcription into a first draft PDS for you to then refine

1. Basic question to be resolved

Be as specific as possible and, within this, as succinct as possible. The question should be time bound and refer to a specific organisation, department, or process. Describe the underlying question that the project is aiming to answer, so you can use it to shape your analysis and test your hypotheses.

2. Stakeholders, decision makers and project resourcing

- Who are the project lead, sponsor and project mentors?
- What type of **project governance** is needed to monitor quality, decide on plans and provide external challenge, for example, a project board or steering group?
- Who are the **key stakeholders** with whom you must engage? Where do you expect the most support for this project to come from?
- Who are your **delivery partners** (e.g. information team)?
- Who has **lived experience** of the question/problem to be resolved?

4. Scope of the work

- What's **included** within the project and what's not?
- If it is **out of scope**, is it being reviewed elsewhere?

6. Context / background

Why is the work being done now?

3. Desired outputs and outcomes

- What **outputs** are required?
- What are the **outcomes** (quantitative or qualitative) that will ultimately show the project has been successful? If final success of work won't manifest in short-/medium- term, what interim outcomes can be used to evaluate success?

5. Outline timings and milestones

- When are the project steering groups or **end of phase reviews**?
- When are the **key deliverables due**?

7. Constraints and risks / dependencies / interfaces

- Outline the key likely **risks / constraints** to the project and any interaction with other projects or work.

Here's a draft PDS for a Ministry of Justice question – what can you learn?

PROJECT: ADDRESSING PRISON OVERCROWDING

1. Basic question to be resolved

How can the Ministry of Justice reduce prison occupancy to 90% of usable operational capacity by March 2028?

2. Stakeholders, decision makers and project resourcing

- Project sponsor: MoJ / HMPPS senior leadership
- Key decision makers: Lord Chancellor / Justice Ministers, HMPPS Executive Team
- Key stakeholders: prison governors, probation leadership, judiciary, Parole Board, HM Inspectorate of Prisons
- Delivery partners: MoJ analysts, HMPPS operational teams, prison estate / capacity planning teams, legal and policy teams

4. Scope of the work

In scope:

- Options to reduce prison occupancy in the short and medium term
- Demand-side levers: sentencing, remand, recall, release, community alternatives
- Supply-side levers: additional capacity, estate management, more effective use of existing places

Out of scope:

- Fundamental redesign of the criminal justice system
- Long-term prison estate reform beyond the timeframe of this project
- Broader social drivers of offending, except where directly relevant

6. Context / background

- Prisons in England and Wales are operating at around 98% occupancy.
- This is above the 95% level at which HMPPS says it can run the estate efficiently.
- Overcrowding affects safety, staffing, access to services, rehabilitation and wider system performance.
- For this project, the target is to reduce occupancy to 90% to ease current pressures and provide headroom for future demand.

3. Desired outputs and outcomes

Outputs:

- Set of evidence-based recommendations for reducing occupancy
- Support to implementation planning once recommendations are agreed

Outcomes:

- Qualitative: high-level of confidence from senior stakeholders and experts that recommendations are sound
- Quantitative:
 - Final: 10% reduction in prison occupancy by March 2028
 - Interim: 5% reduction in prison occupancy by March 2027

5. Outline timings and milestones

- Evidence-based recommendations – August 2026
- Wave 1 initiatives – September 2026
- Wave 2 initiatives – March 2027
- Wave 3 initiatives – September 2027

7. Constraints and risks / dependencies / interfaces

- Public protection risk: some occupancy-reduction options may be seen as increasing risk
- Political sensitivity: sentencing, release and prison-building decisions are highly contentious
- Legal / policy constraints: some options may depend on legislation, judicial practice or parole decisions
- Delivery risk: short-term measures may relieve pressure temporarily without fixing the underlying demand-capacity gap

Best practice tips for writing an effective basic question

Your basic question is the **north star** for the project. It shapes your analysis, keeps the team focused, and helps you judge whether the work has actually answered the problem.

Worked example

How can the Ministry of Justice build more prisons?

1. Keep it problem-focused and, where possible, solution-agnostic

A good basic question should describe the **problem to solve**, not lock you into one answer too early.

- **Why?** It keeps your thinking open until you have evidence.
- **Weaker:** *How can the Ministry of Justice build more prisons?*
- **Stronger:** *How can the Ministry of Justice **reduce prison occupancy**?*

2. Make it time-bound

A good basic question should make clear **when** success is needed by.

- **Why?** It creates a clear end-point and makes the project feel real and deliverable.
- **Weaker:** *How can the Ministry of Justice reduce prison occupancy?*
- **Stronger:** *How can the Ministry of Justice reduce prison occupancy **by March 2028**?*

3. Be specific

A good basic question should be precise about the **organisation, issue and measure of success**.

- **Why?** It helps everyone understand exactly what the project is trying to achieve.
- **Weaker:** *How can the Ministry of Justice reduce prison occupancy by March 2028?*
- **Stronger:** *How can the Ministry of Justice reduce prison occupancy **to 90% of usable capacity** by March 2028?*

Final polished version

How can the Ministry of Justice reduce prison occupancy to 90% of usable capacity by March 2028?

Individually or in small groups, spend 15 minutes having a go at writing basic questions

20 minutes

ACTIVITY: WRITING EFFECTIVE BASIC QUESTIONS

Task 1: Improve a weak basic question

- **Project context:** The Department for Education has been asked to advise ministers on rising pressure in the Special Educational Needs and Disabilities (SEND) system. Parents, schools and MPs are especially concerned about children waiting beyond the statutory 20-week deadline for an Education, Health and Care Plan decision which is the responsibility of local authorities. Some officials want to focus on a national digital tracker, while others argue the bigger constraint is educational psychologist capacity or variation between local authorities. Ministers want the work to support visible improvement before the 2028 summer recess; an internal steer suggests marginal gains will not be enough, and that the overdue cohort may need to fall by about half.
- **Weak draft question – to be improved:** *How can the Department for Education improve the SEND system by rolling out better national support for local authorities?*

Tips for effective basic questions

1. Keep it problem-focused and, where possible, solution-agnostic

2. Make it time-bound

3. Be specific

Task 2: Draft a basic question for this project

- **Project context:** The Home Office is reviewing how to improve asylum system performance as part of planning for 27/28. Ministers face pressure on the undecided caseload, hotel use, accommodation costs and the long waits experienced by applicants. Teams are debating whether to prioritise older cases, recruit more caseworkers, change triage rules, improve interview scheduling or invest in digital workflow tools. Operational leaders argue that the most useful measure is the share of initial asylum decisions made within six months, with senior officials suggesting that “around four in five” by financial year-end would be stretching but credible. Any options will need to improve timeliness without increasing errors, appeals or rework.

Task 3: Draft a basic question for something you are working on currently, or have worked on in the past

Today's agenda (rough timings)

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Introductions	09:30
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Understanding the Challenge: Issue Trees

You can use an issue tree to disaggregate your question into effective workstreams

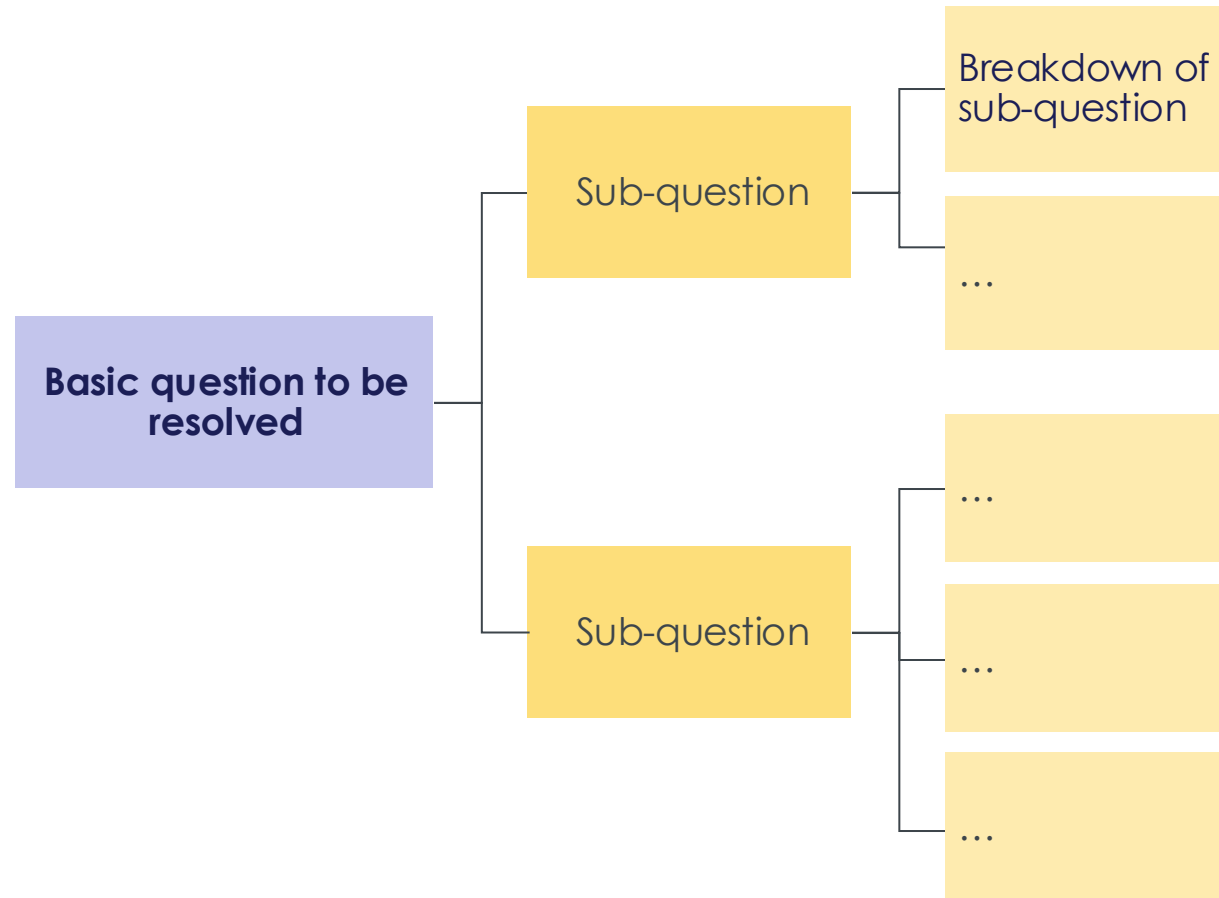
ISSUE TREES - INTRODUCTION

Why are issue trees important?

Once you've written the problem statement, the next step is to break the problem down into manageable chunks. The issue tree helps you to:

1. Break the work down into clear, separate workstreams
2. Give you confidence that you've looked at the full extent of the project

An issue tree is particularly useful for **Complicated** environments, where the problem can be broken down upfront into the key questions that need answering.



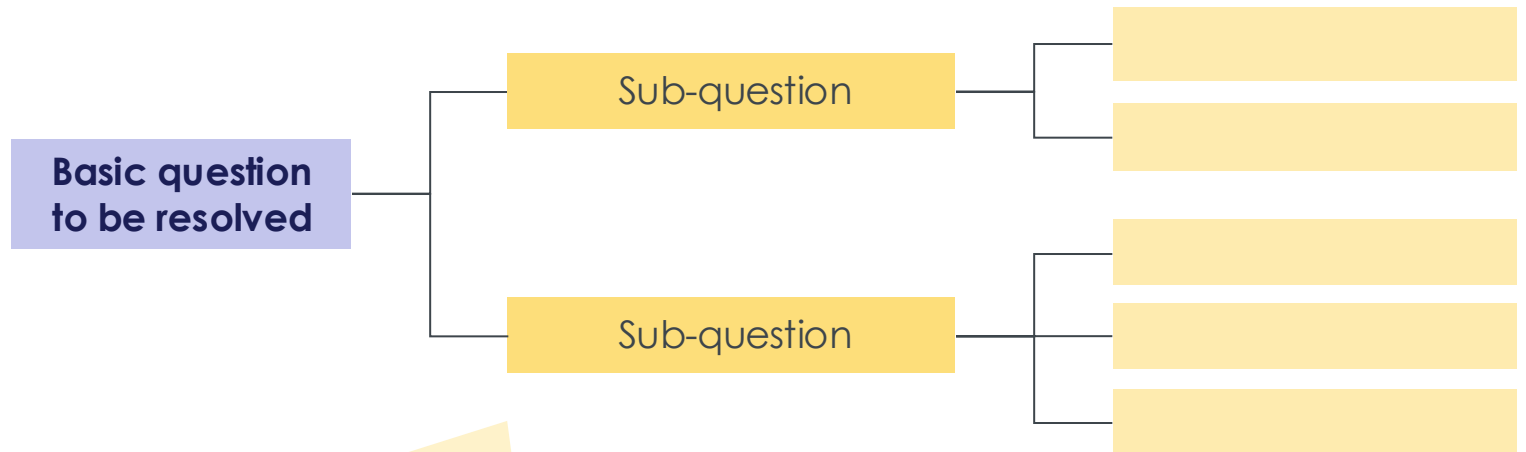
An issue tree sets out the ‘basic question to be solved’, and breaks it out into increasingly more specific questions

HOW ISSUE TREES WORK

An Issue Tree sets out the ‘basic question to be resolved’, and breaks it down into increasingly more specific questions.

The right-hand side of an Issue Tree shows a set of areas of potential experiments / solutions / analyses / workstreams

An Issue Tree works by setting out the ‘basic question to be resolved’ on the left-hand side of the page, then breaking out this question into increasingly more specific questions as you go from left to right



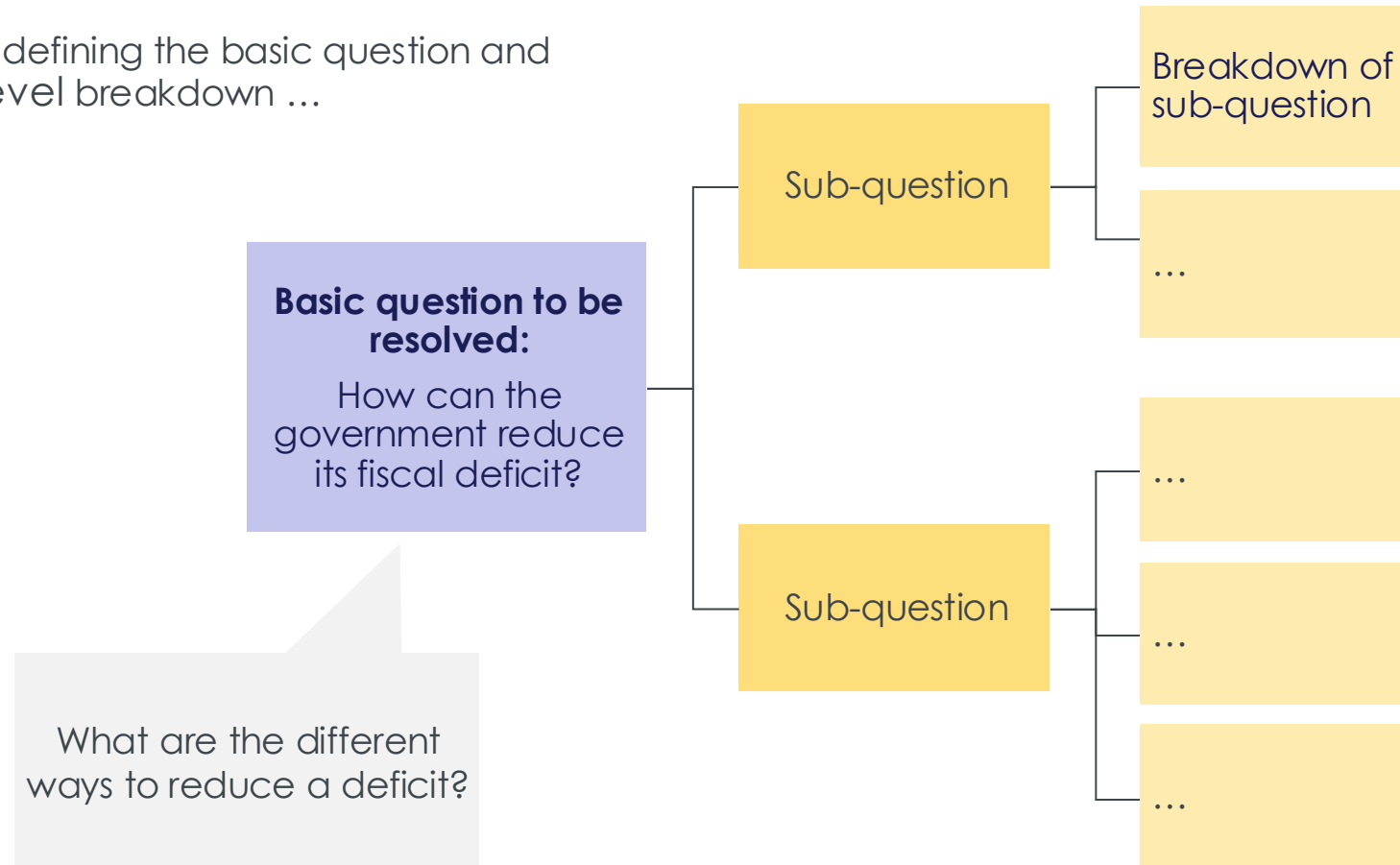
Good Issue Trees have questions at each level (vertical cut through the Tree) which:

- a) can be answered without reference to other questions in the same level (**M**utually **E**xclusive questions)
- b) when taken together, add up to the question to the left (**C**ollectively **E**xhaustive questions)

Start your issue tree by defining the basic question, and think about your first level breakdown

ISSUE TREE EXAMPLE (FISCAL DEFICIT)

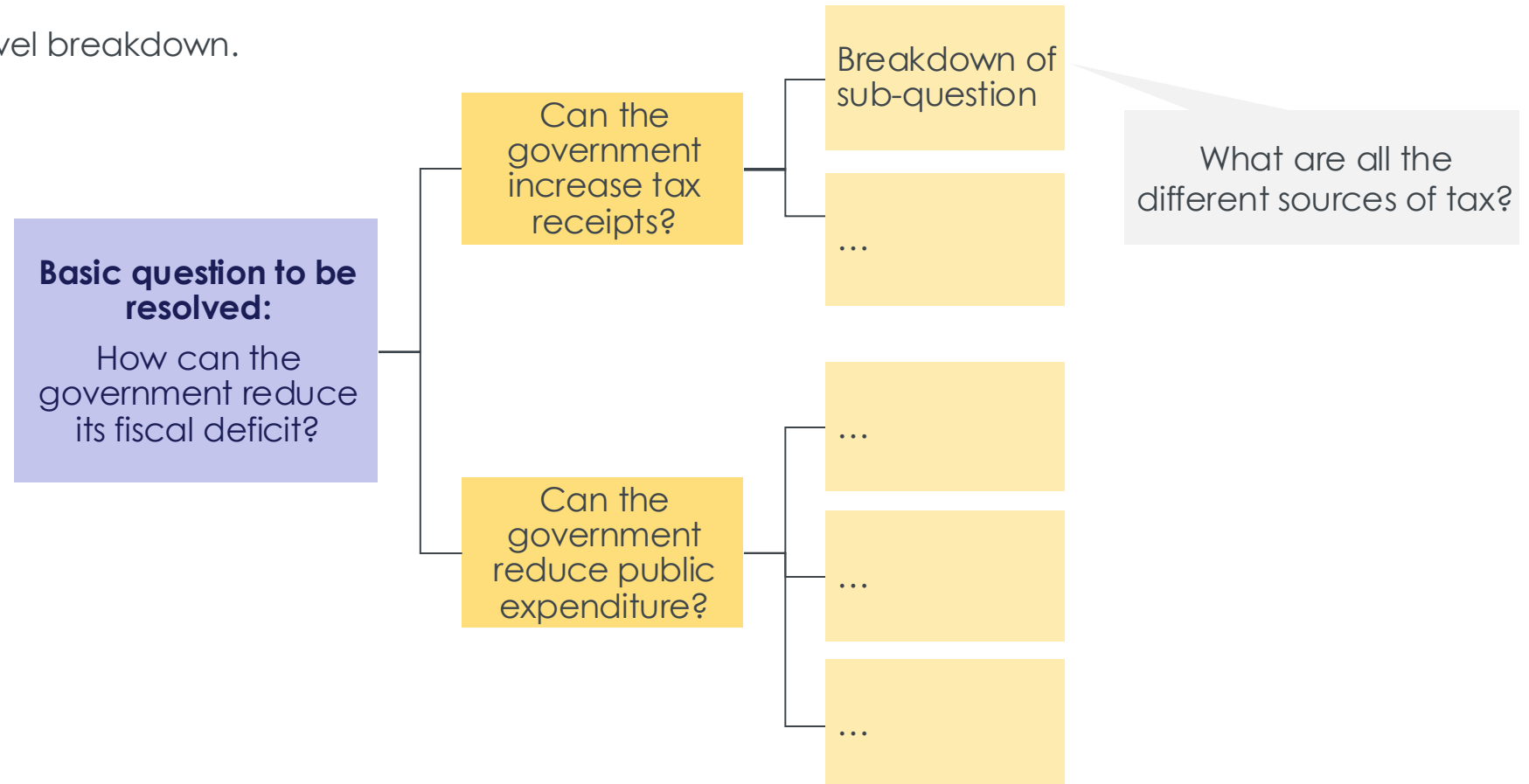
Start your Issue Tree by defining the basic question and think about your first-level breakdown ...



Then work through your second level breakdown

ISSUE TREE EXAMPLE (FISCAL DEFICIT)

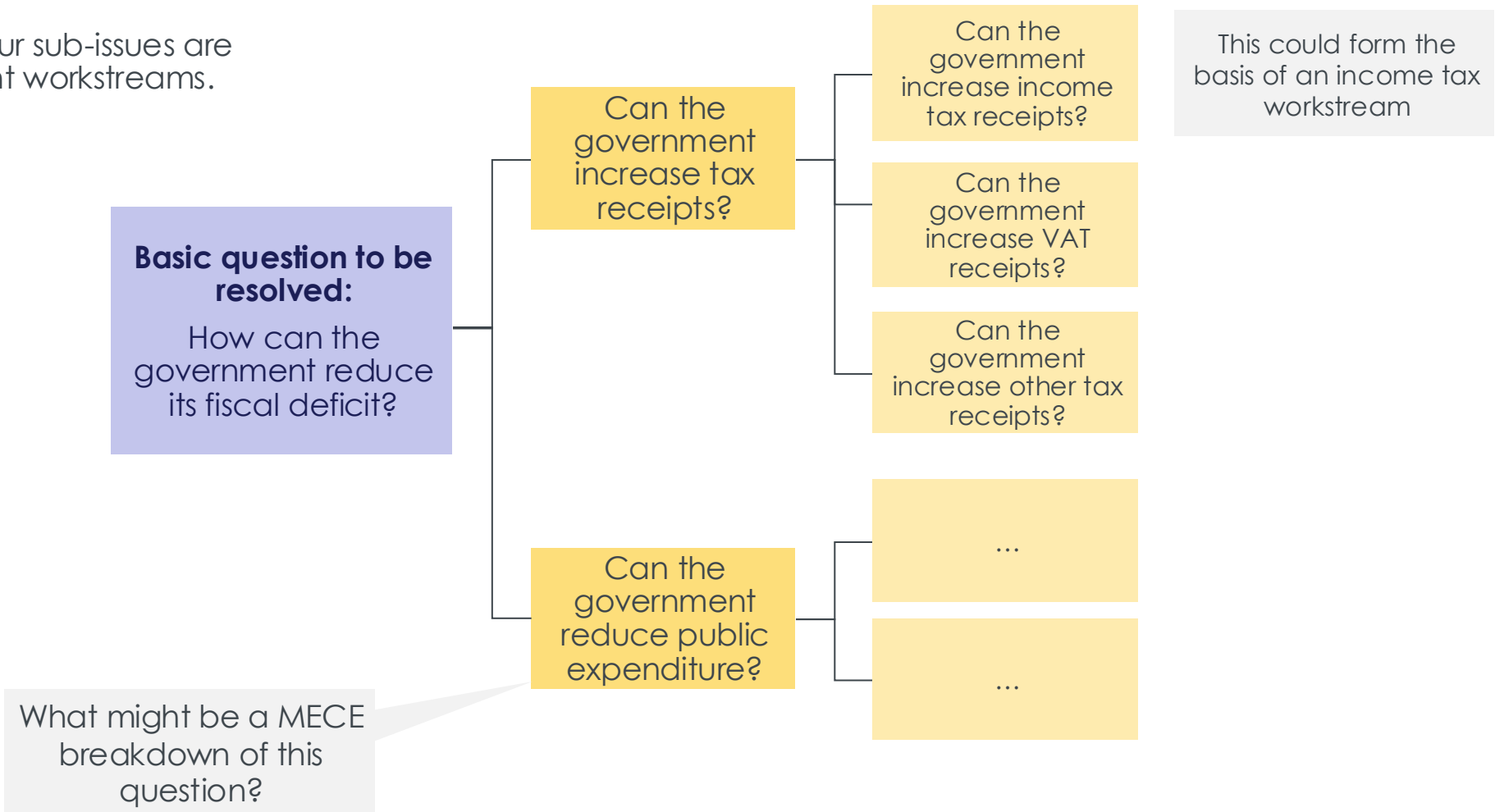
...then work through your second-level breakdown.



Stop breaking down when your sub-issues are sufficient to drive independent workstreams

ISSUE TREE EXAMPLE (FISCAL DEFICIT)

Stop breaking down when your sub-issues are sufficient to drive independent workstreams.



What happens if an issue tree is not MECE?

MECE ISSUE TREES

Implications if not

**Mutually
Exclusive**

- Workstreams become tangled together, with minor changes to one part of the answer affecting other parts of the problem solving

**Collectively
Exhaustive**

- Important analyses may be missed

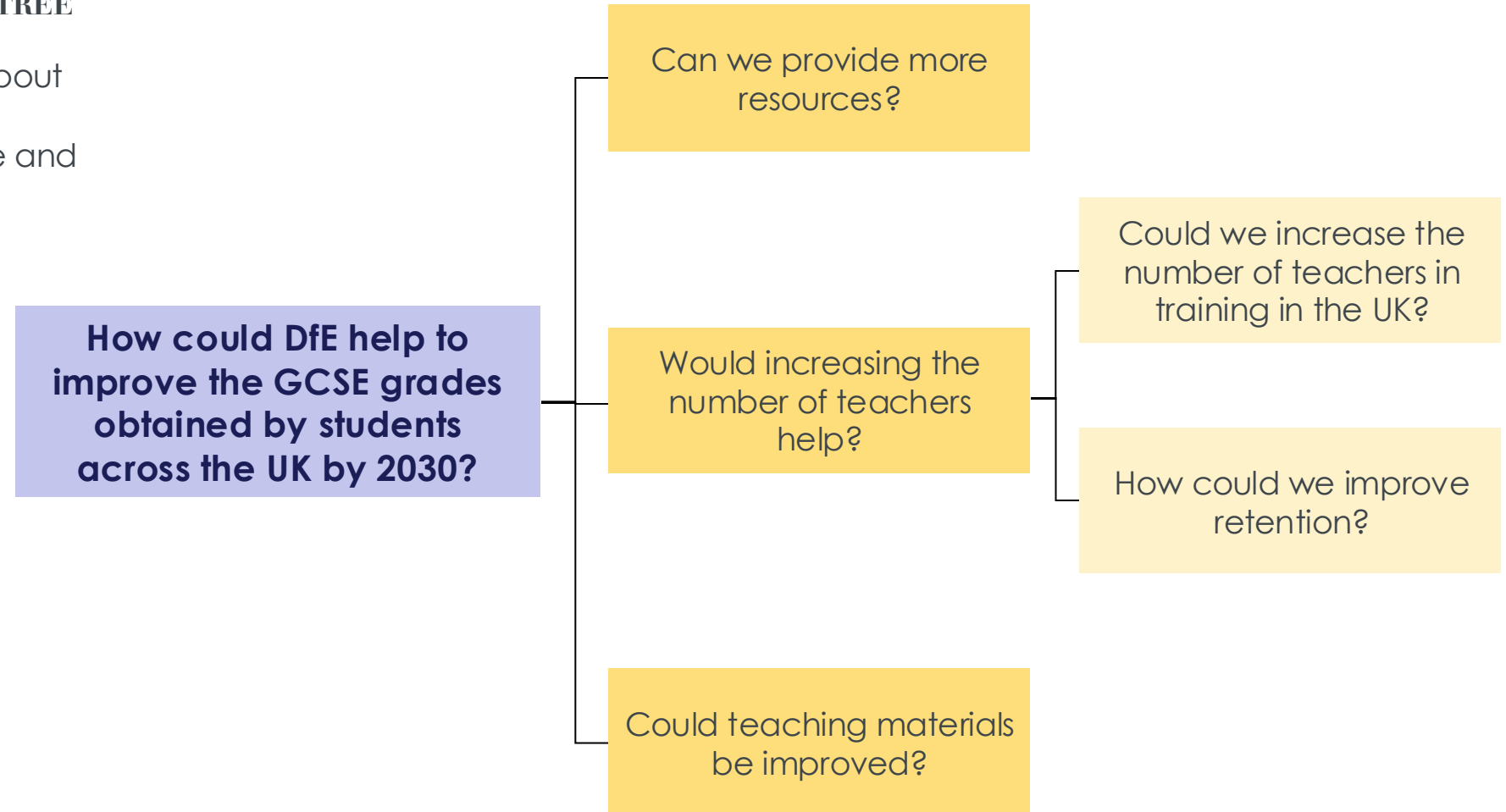
Conversely, a MECE issue tree implies that:

- All the questions at the right hand side collectively add up to the 'basic problem to be solved', without overlapping
- You have reached the right level of disaggregation when the questions are specific enough to assign resources to them

What's weak/ineffective about this tree? Is it MECE?

WORKED EXAMPLE: A WEAK ISSUE TREE

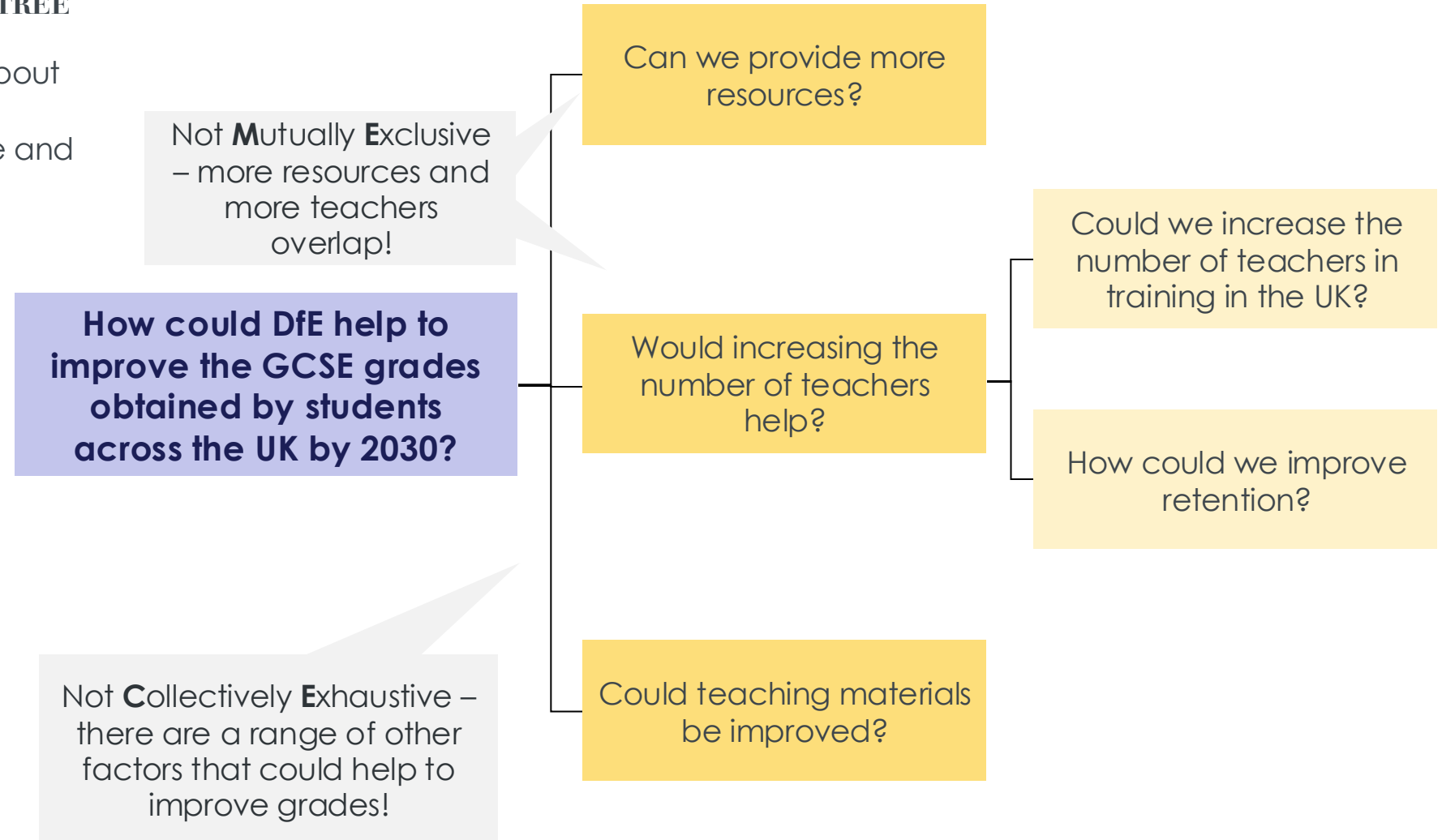
- What is weak or ineffective about this Tree?
- Is it 'MECE' (Mutually Exclusive and Collectively Exhaustive)?



What's weak/ineffective about this tree? Is it MECE?

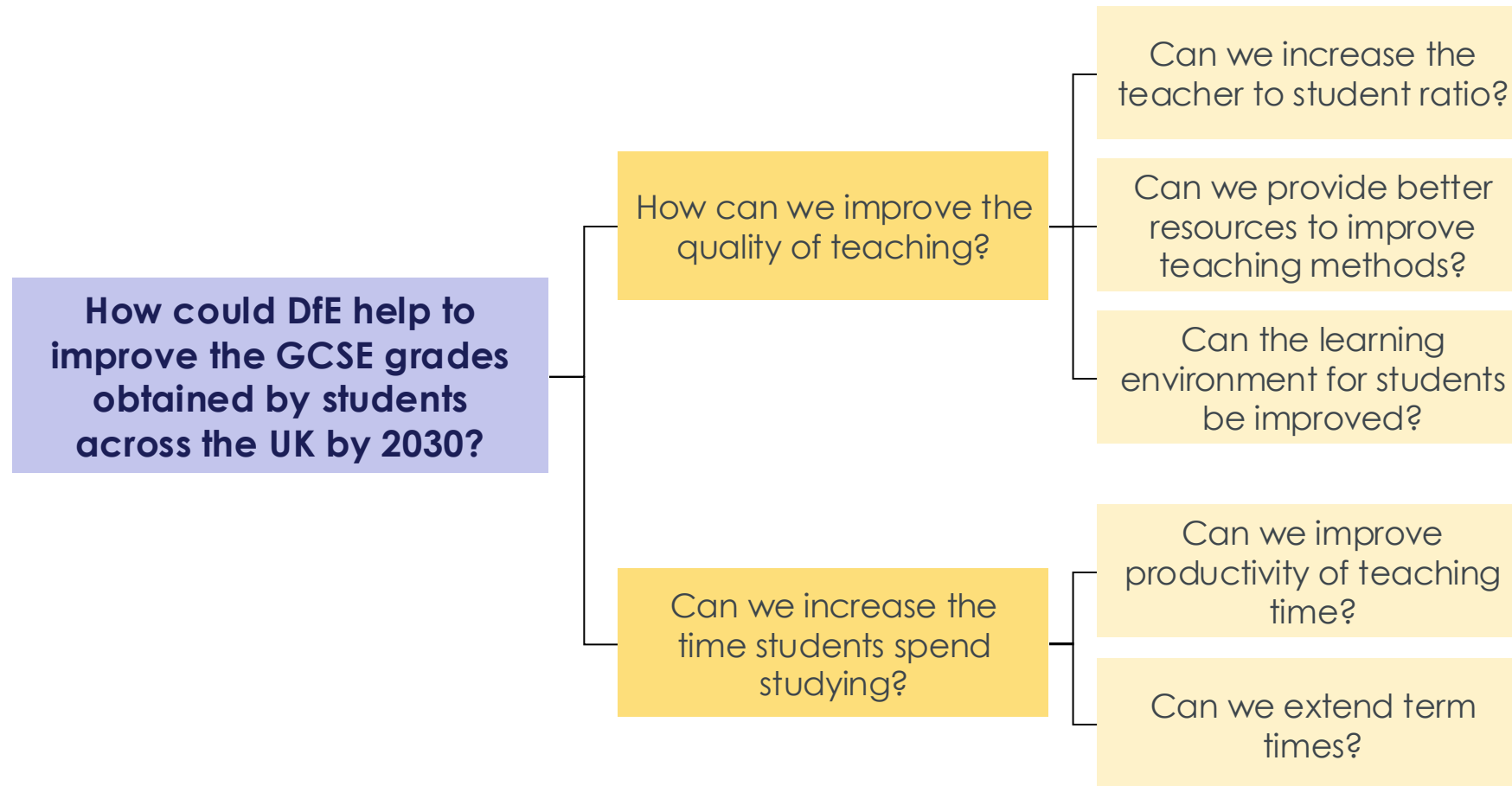
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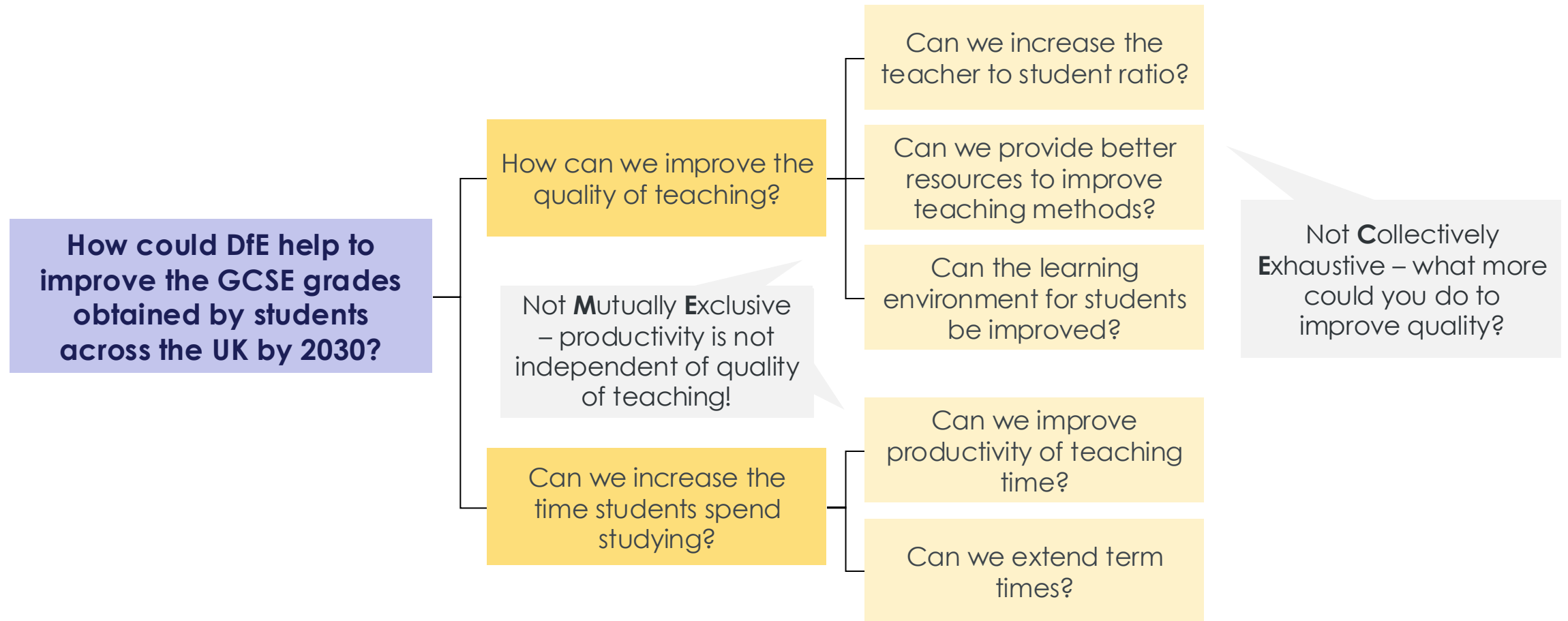
Is this one stronger / more effective? Why?

WORKED EXAMPLE: A STRONG ISSUE TREE



Is this one stronger / more effective? Why?

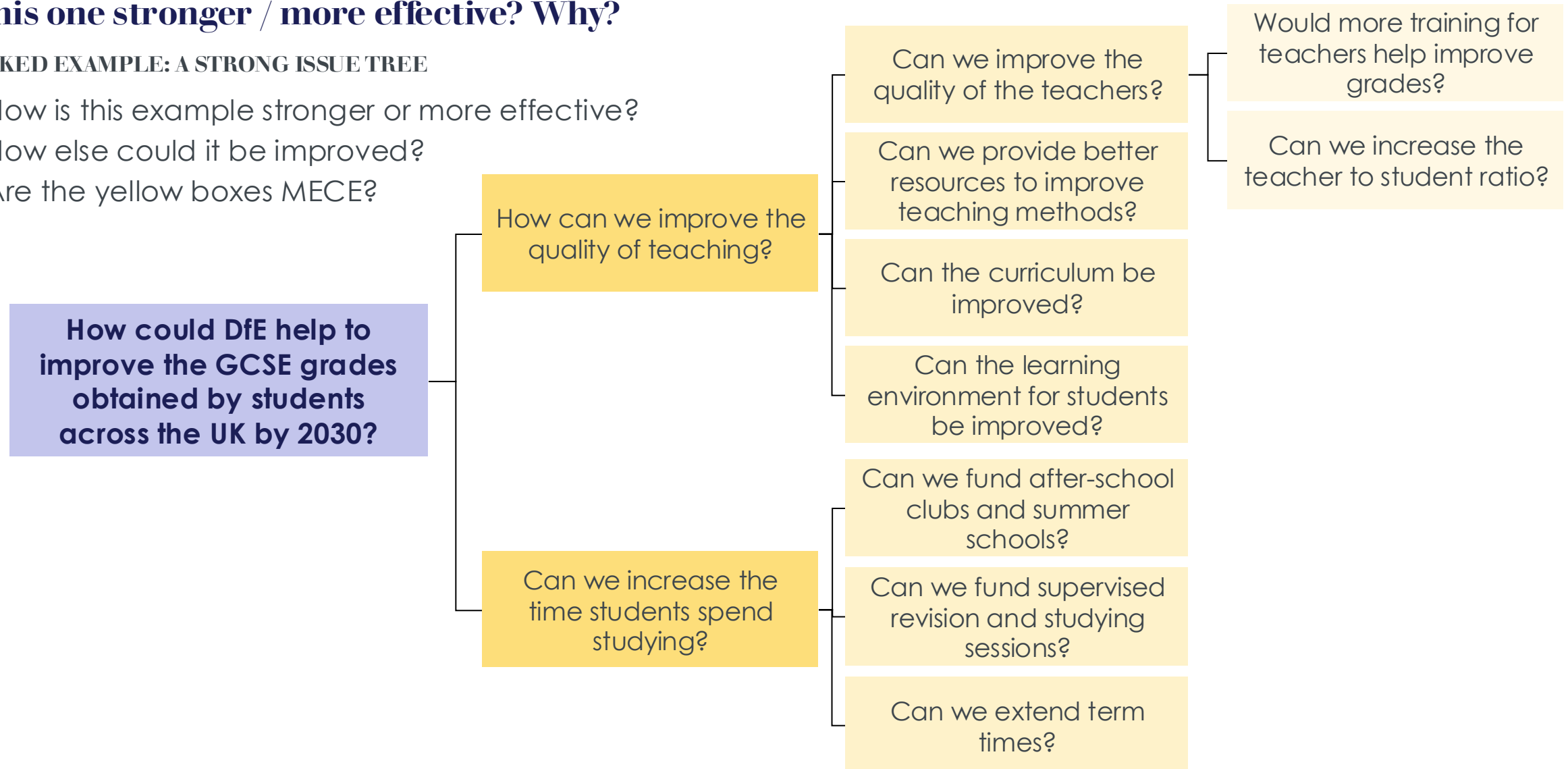
WORKED EXAMPLE: A STRONG ISSUE TREE



Is this one stronger / more effective? Why?

WORKED EXAMPLE: A STRONG ISSUE TREE

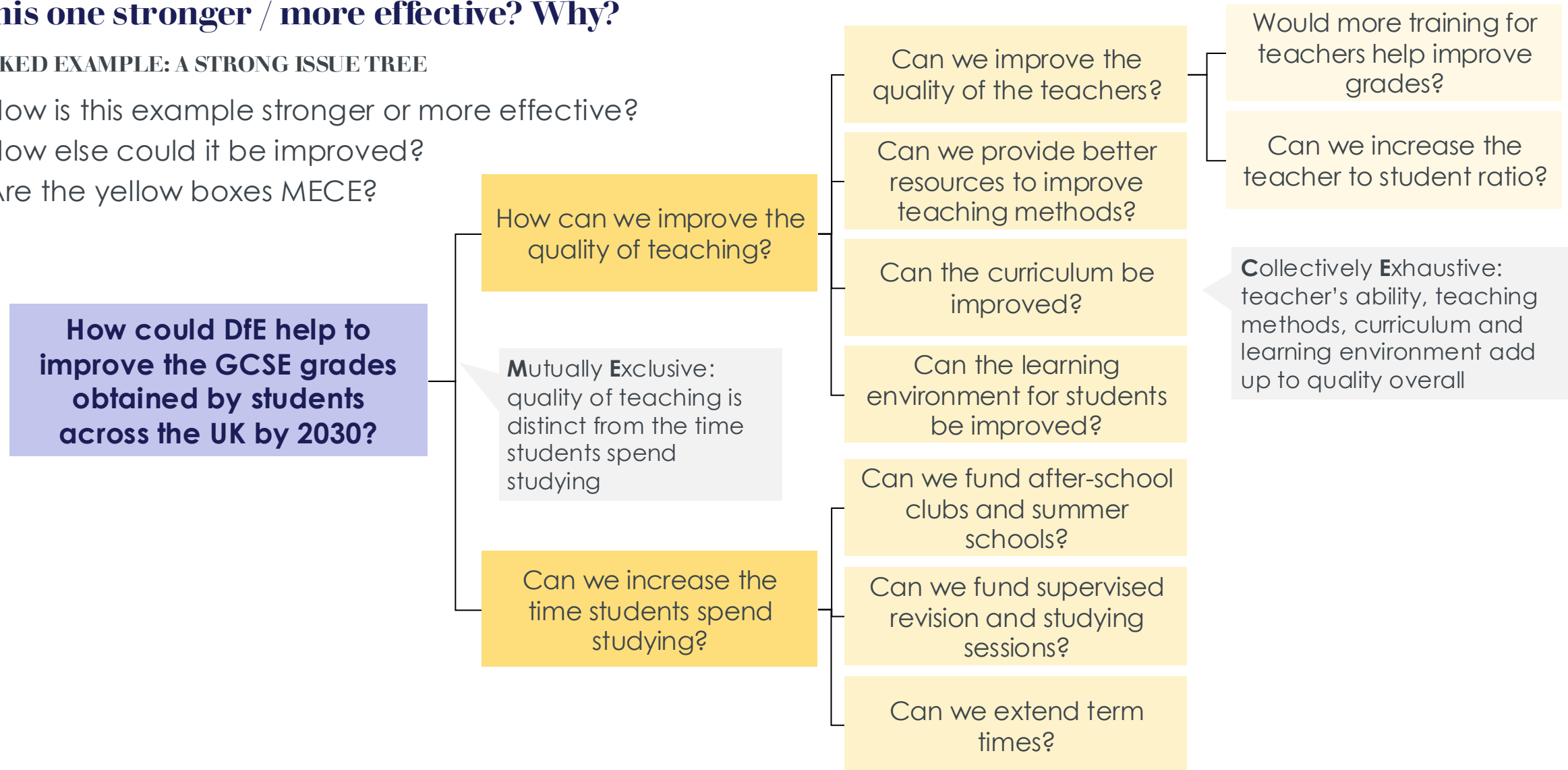
- How is this example stronger or more effective?
- How else could it be improved?
- Are the yellow boxes MECE?



Is this one stronger / more effective? Why?

WORKED EXAMPLE: A STRONG ISSUE TREE

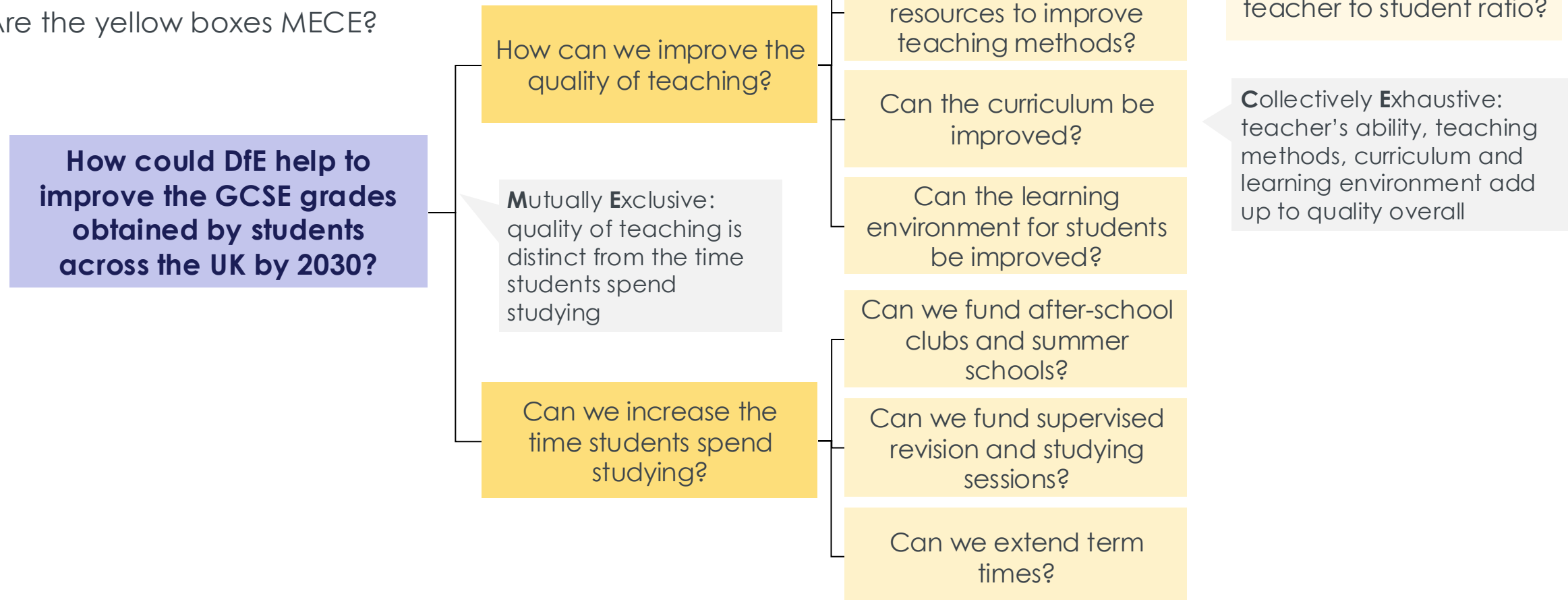
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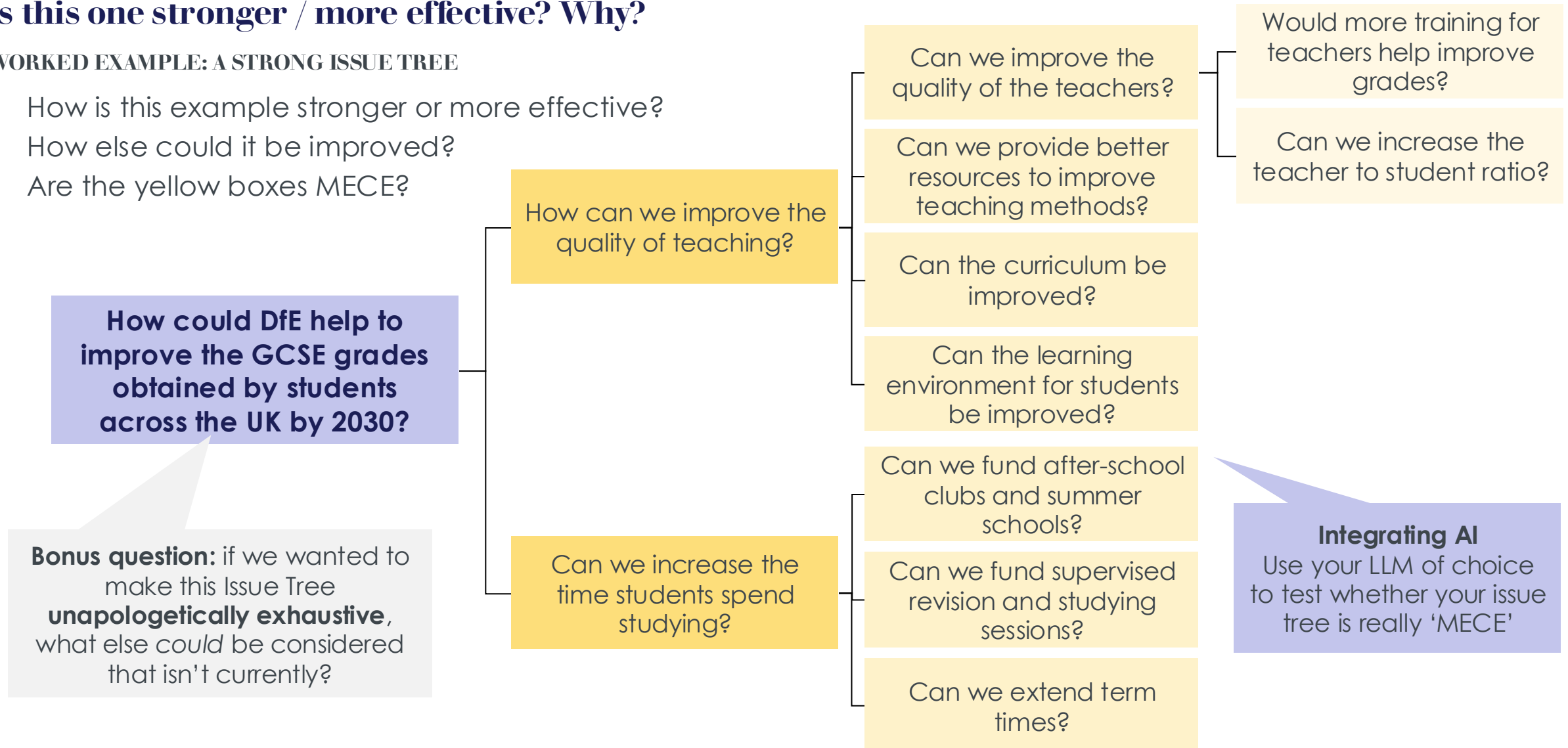
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WORKED EXAMPLE: A STRONG ISSUE TREE

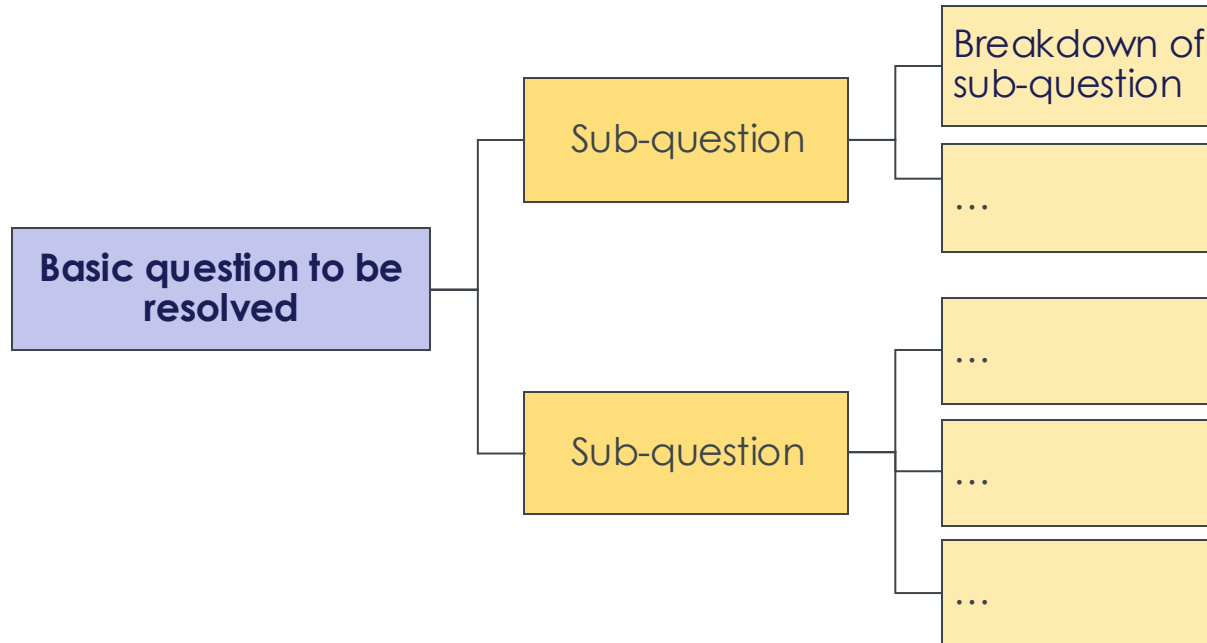
- How is this example stronger or more effective?
- How else could it be improved?
- Are the yellow boxes MECE?



Individually or in small groups, spend 20 minutes preparing an Issue Tree based on your own project or using one of the example questions

ACTIVITY: ISSUE TREE

20 minutes



1. Get to **individual tasks or workstreams** – experiments, qualitative and/or quantitative analysis, or research
2. Check that each level is **Mutually Exclusive & Collectively Exhaustive**
3. Keep **iterating**
4. There's **no right answer**

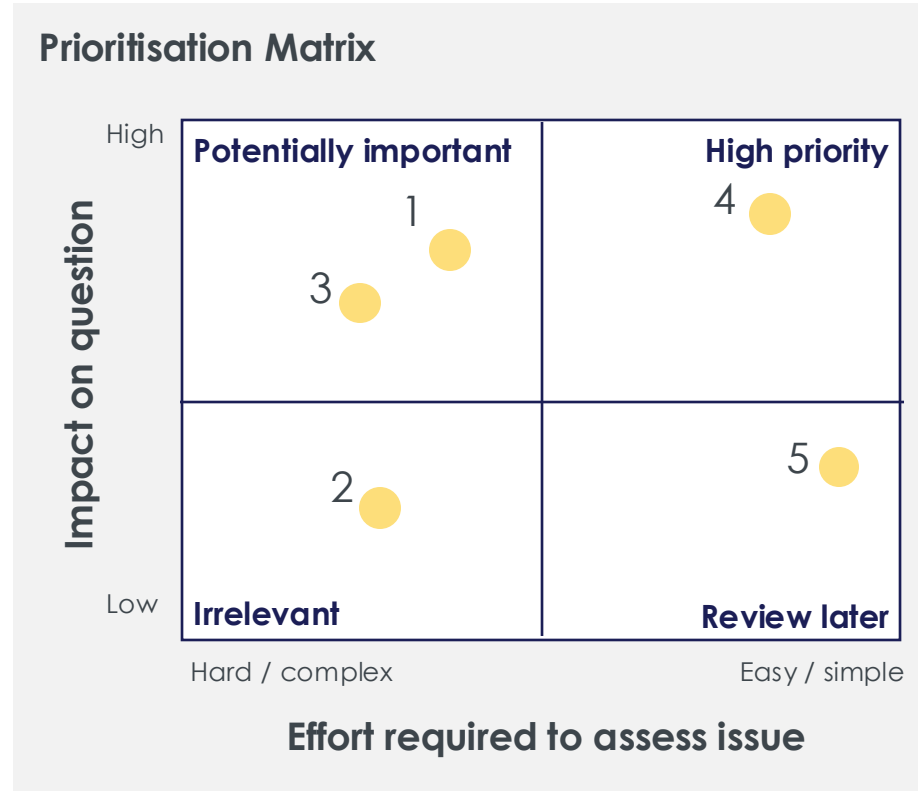
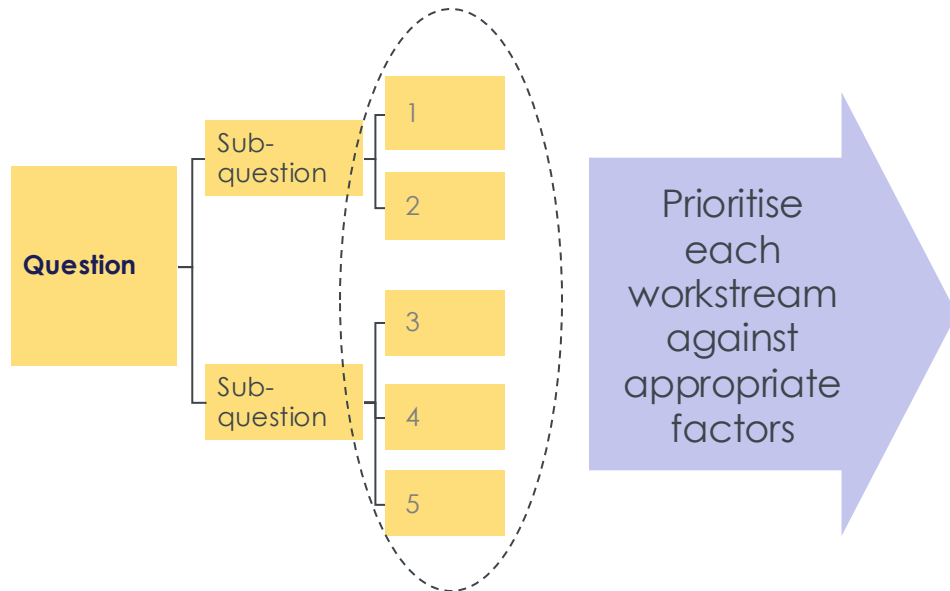
We will wrap up with sharing for 5 minutes as a whole group.

Example questions

- How can the Ministry of Justice reduce prison occupancy by 10% by December 2027?
- How can the Home Office ensure 80% of all passport applications are processed within one month by March 2028?
- How can Sunny South NHS Trust eliminate its >52 week waiting list by January 2027?

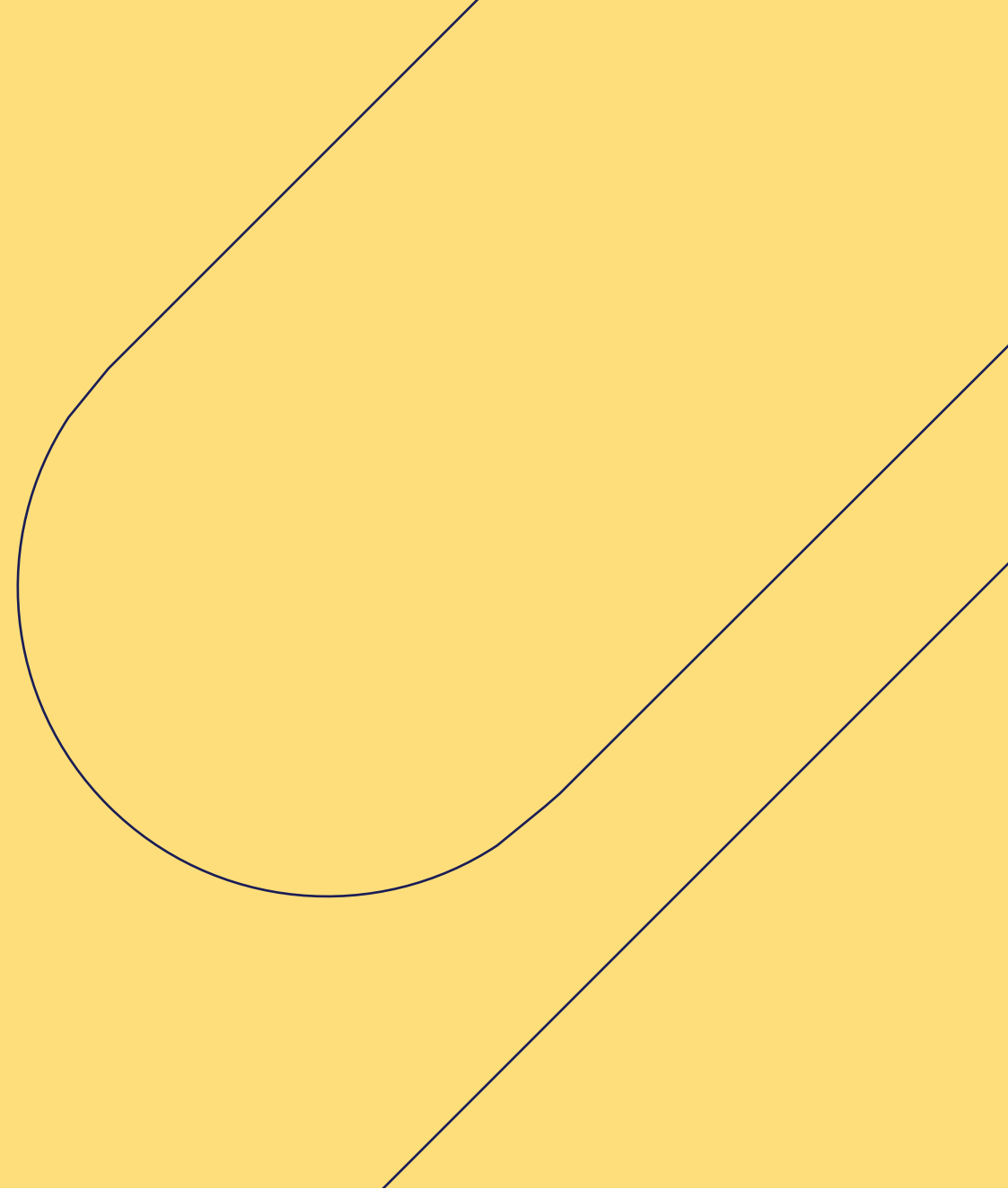
Depending on the complexity of your issue tree – and the capacity of your team – you may need to prioritise your workstreams

WORKSTREAM PRIORITISATION



- Use simple tests – don't do the project at this stage!
- Focus time on the simplest work that's likely to get to a 'good enough' answer that meets your success criteria
- Prioritise ruthlessly – be clear on what you're NOT doing, whether it's entire potential workstreams, or limiting the scope / activity within a workstream

Synthesising insight (2)



Where does SCQA relate to the tools we've just learnt – PDS and Issue Trees?

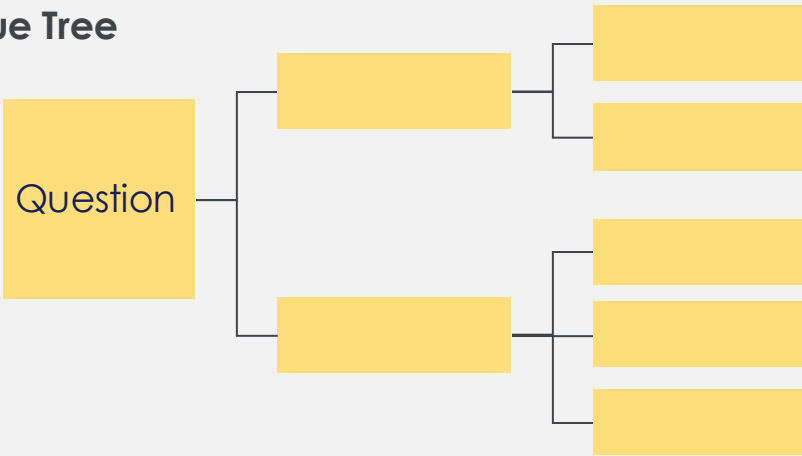
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PDS

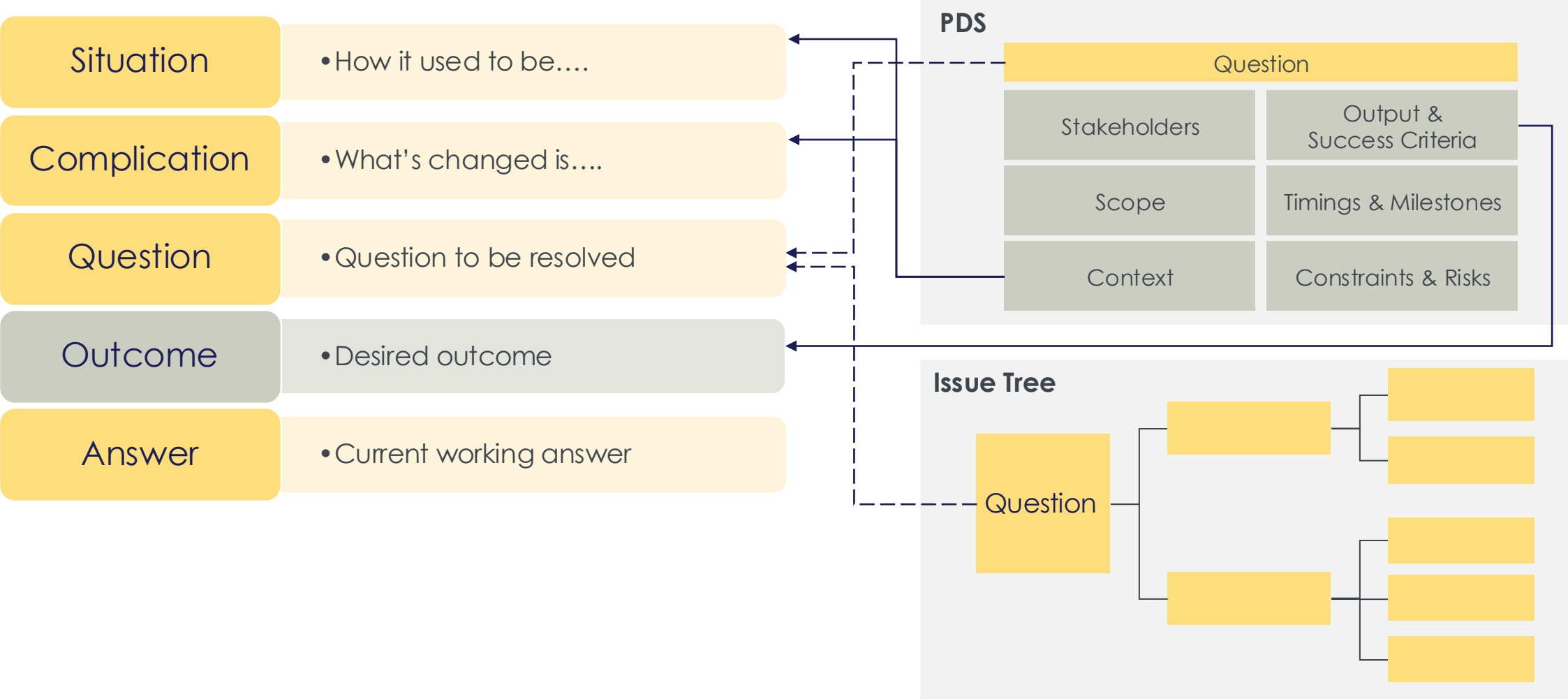
Question	
Stakeholders	Output & Success Criteria
Scope	Timings & Milestones
Context	Constraints & Risks

Issue Tree



Where does SCQA relate to the tools we've just learnt – PDS and Issue Trees?

SCQA TOOL



Today's agenda

DAY ONE

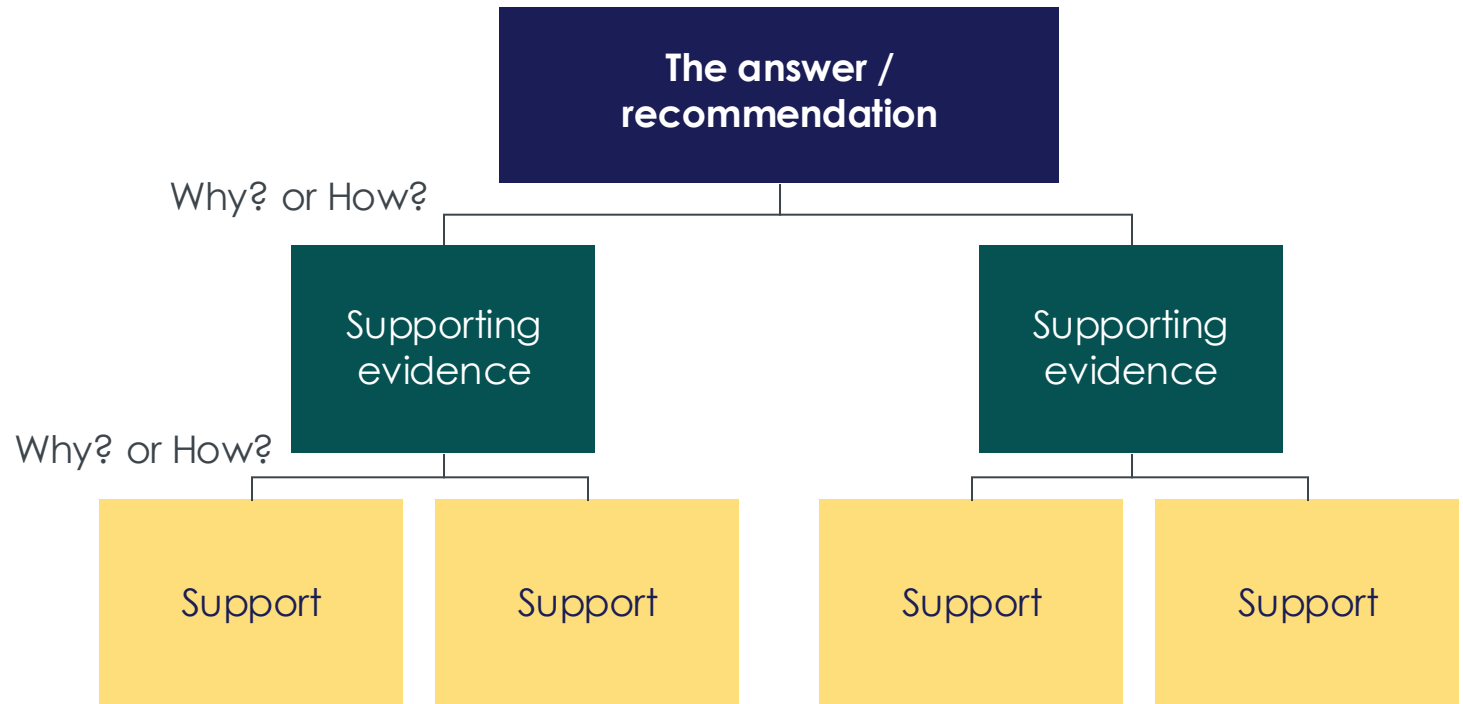
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Developing Insight: Hypothesis Trees

Hypothesis Trees help us order our thinking by proposing a likely answer to a question and laying out the supporting evidence

HYPOTHESIS TREES – INTRODUCTION

- Hypothesis trees are used to **help organise our thoughts** into answers or recommendations, and to lay out the **supporting evidence** for that answer
- They are especially useful when you have an **emerging hypothesis** but **incomplete or ambiguous evidence**
- The hypothesis tree helps you work out **what would need to be true to prove your hypothesis** – and exposes the **gaps in your logic** that need further work
- Hypothesis trees are particularly useful in **Complex** environments because they turn uncertainty into testable assumptions.



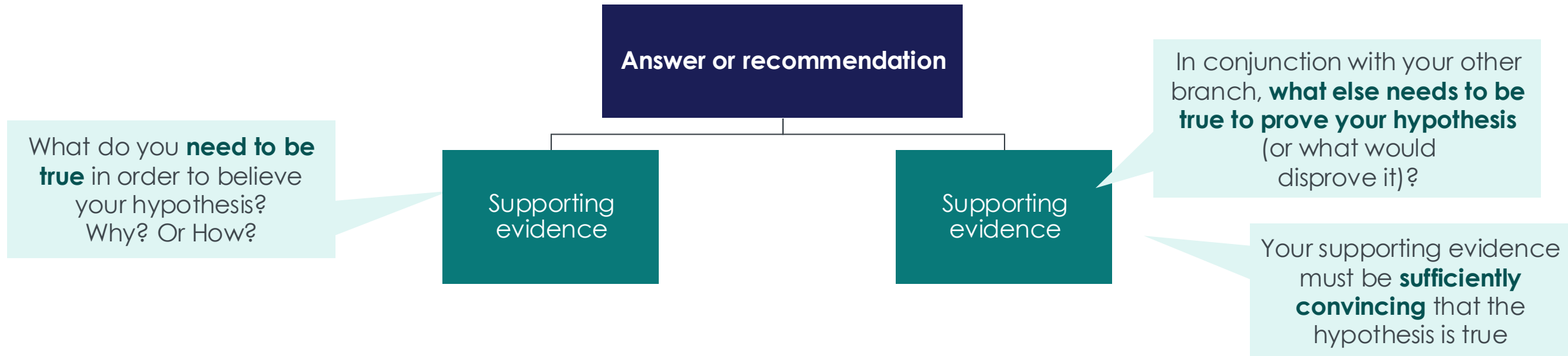
We develop a Hypothesis Tree by asking “Why do we believe this?” at each level until it’s self-evident or it is a statement you can test

DEVELOPING A HYPOTHESIS TREE



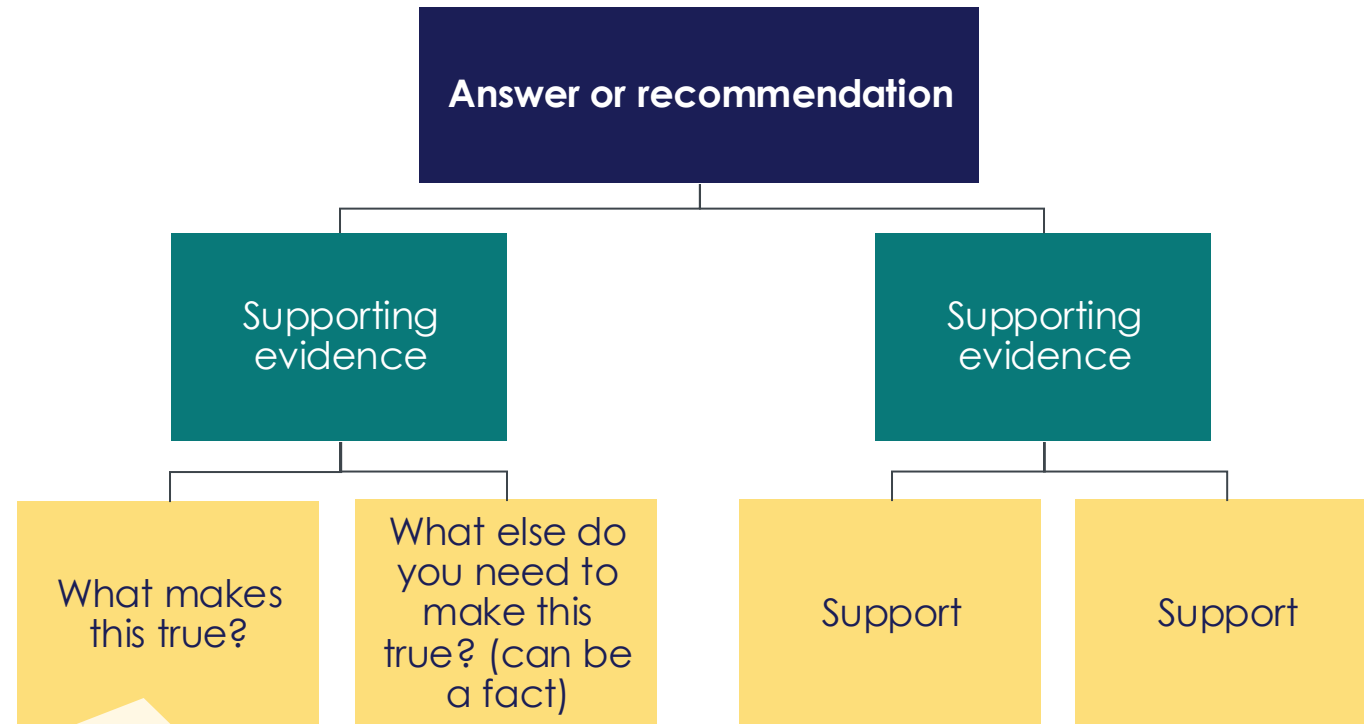
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DEVELOPING A HYPOTHESIS TREE



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DEVELOPING A HYPOTHESIS TREE

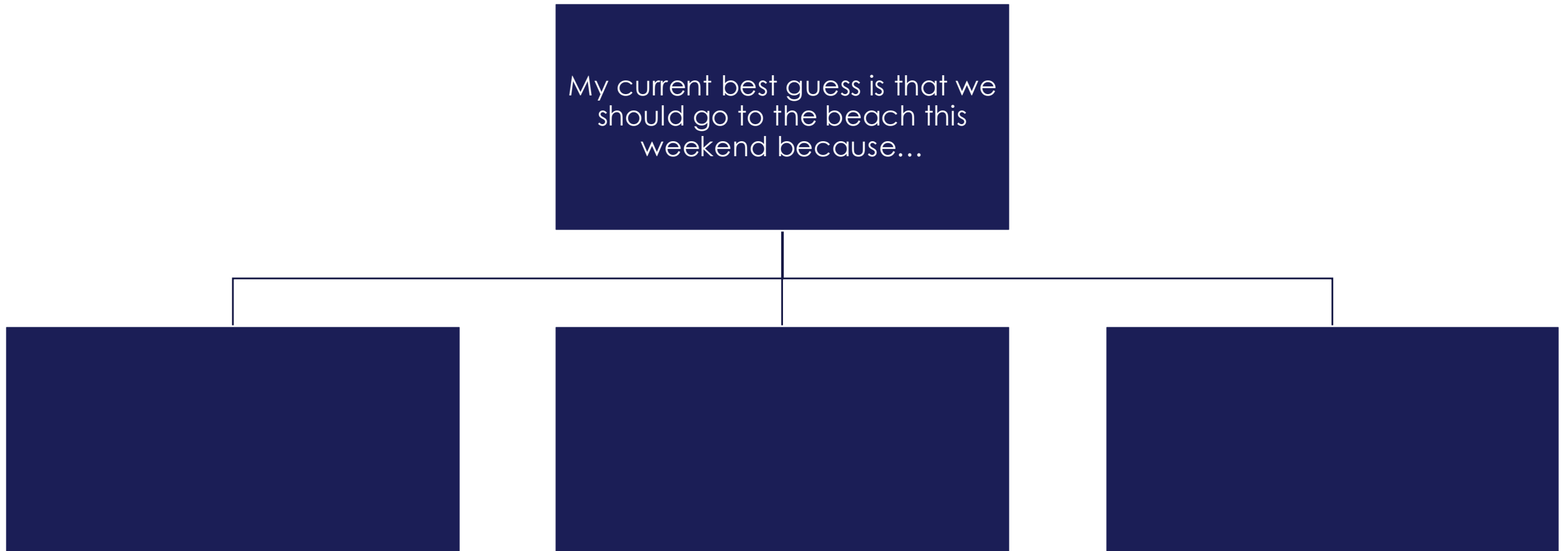


You know you've reached your lowest level when you are either **stating facts** that are self-evident, not opinion / drawn conclusions, or points which you are **planning to test** through your work

- Ideas at **any level** in the pyramid must always be a '**summary hypothesis**' based on the ideas grouped below
- Ideas in each grouping must always be the **same kind of idea**
- Ideas in each grouping must always be **logically ordered**

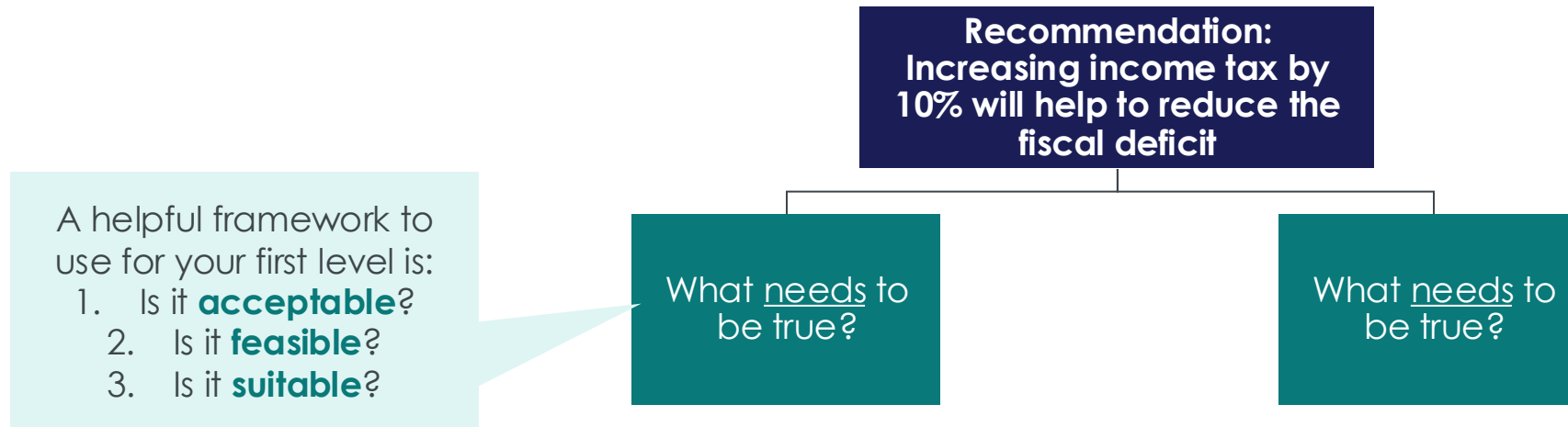
Question: what should we do this weekend?

LIVE EXAMPLE



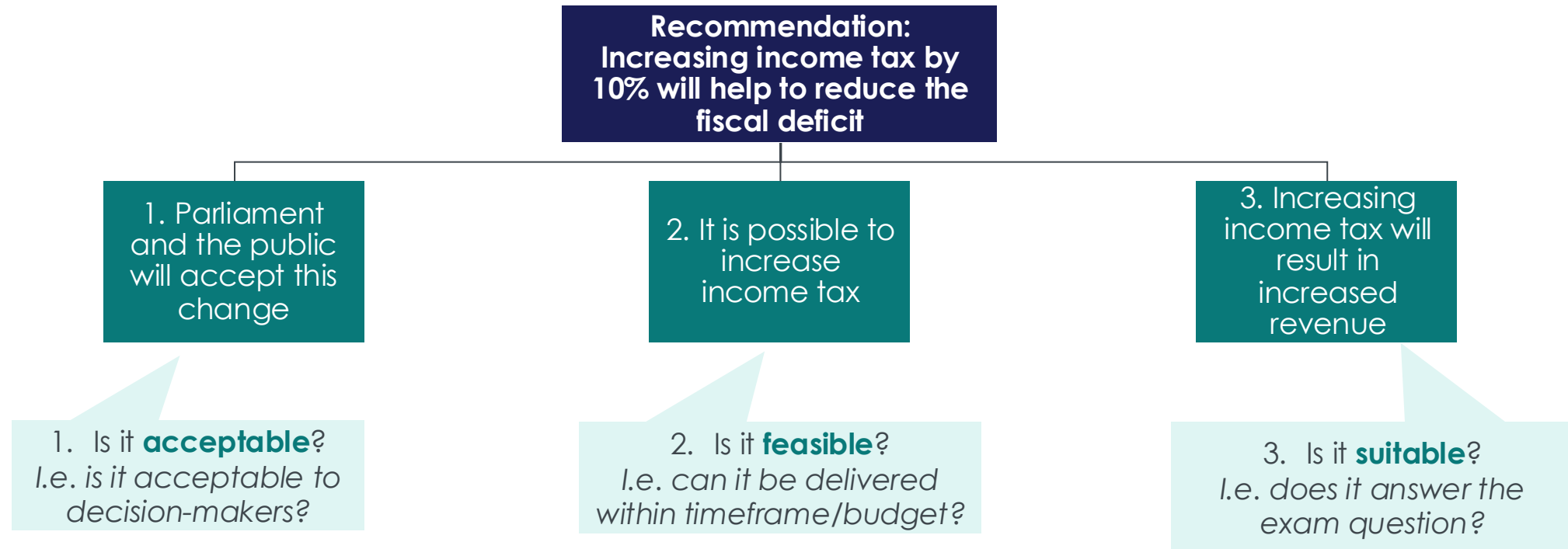
Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



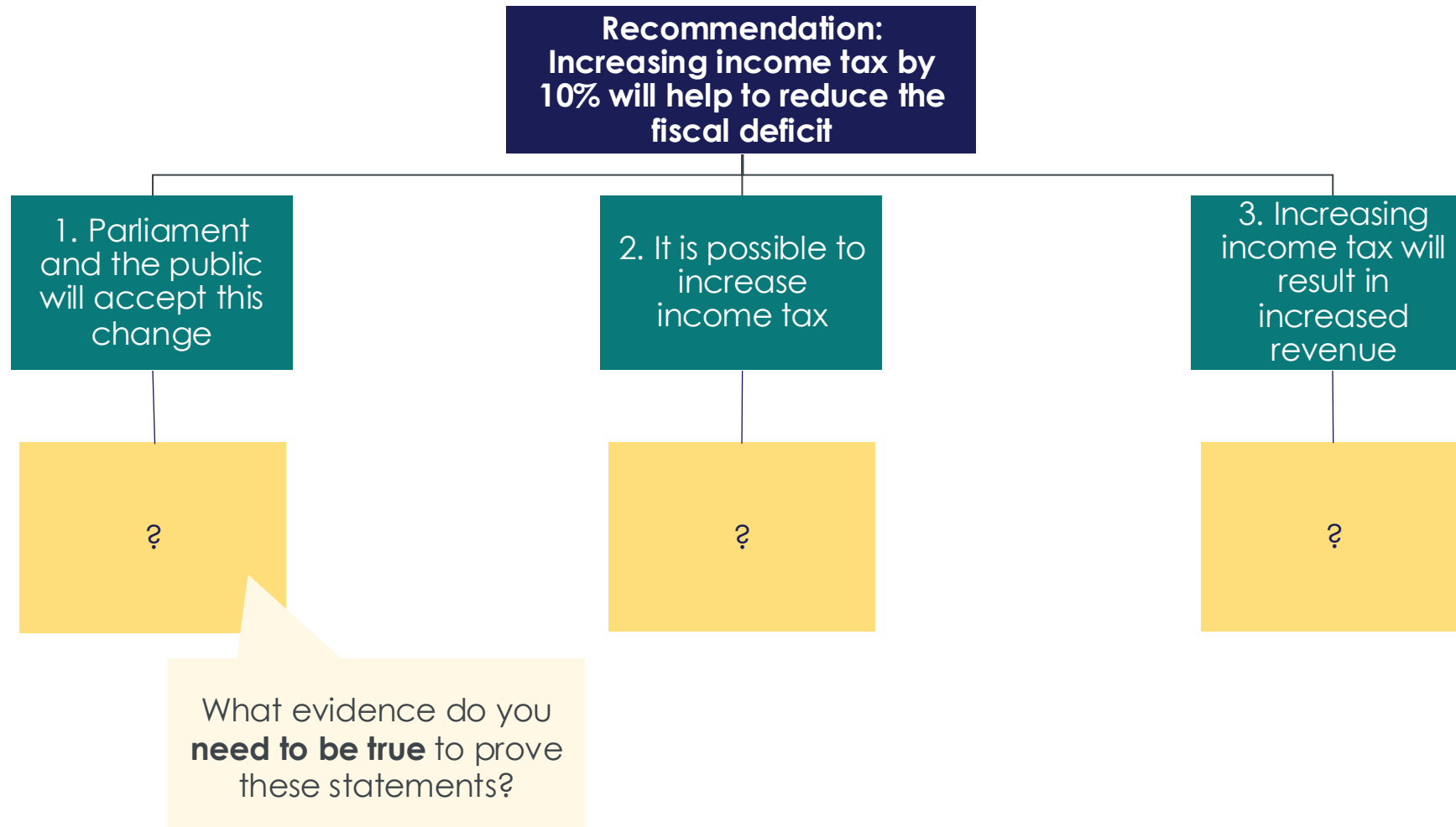
Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



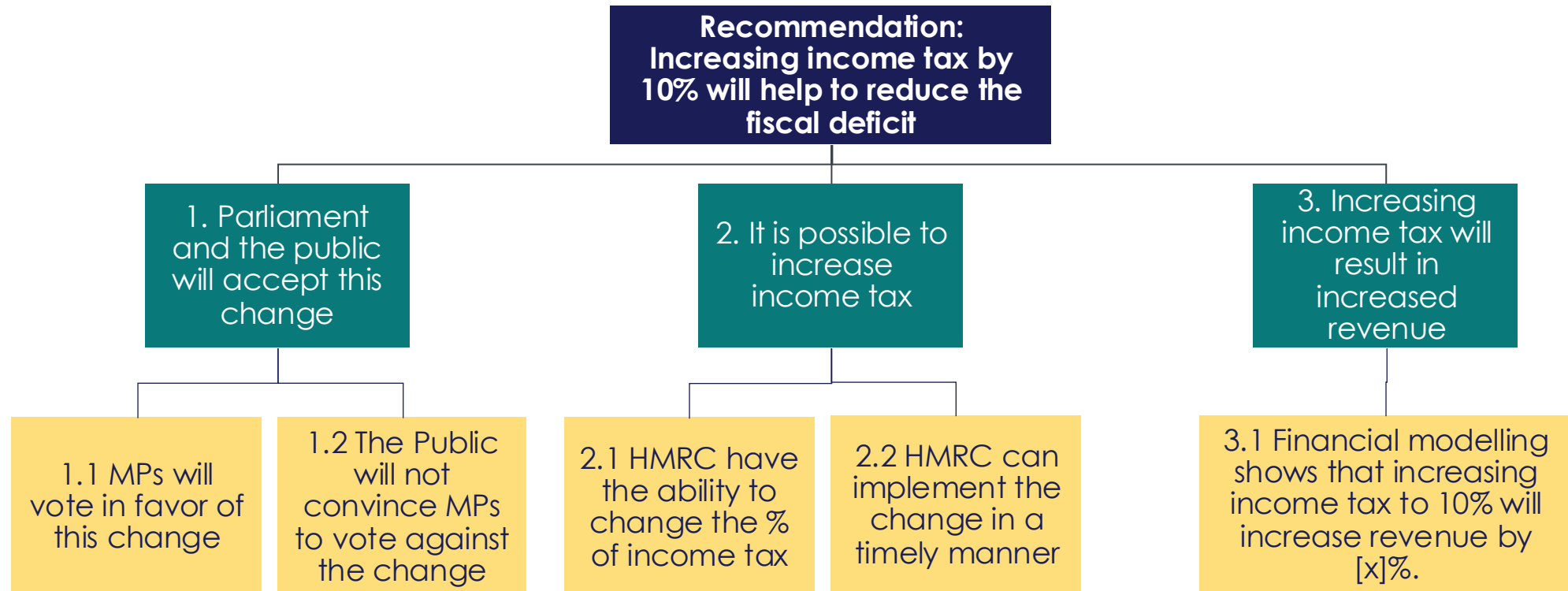
Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



Illustrative example: Reducing fiscal deficit

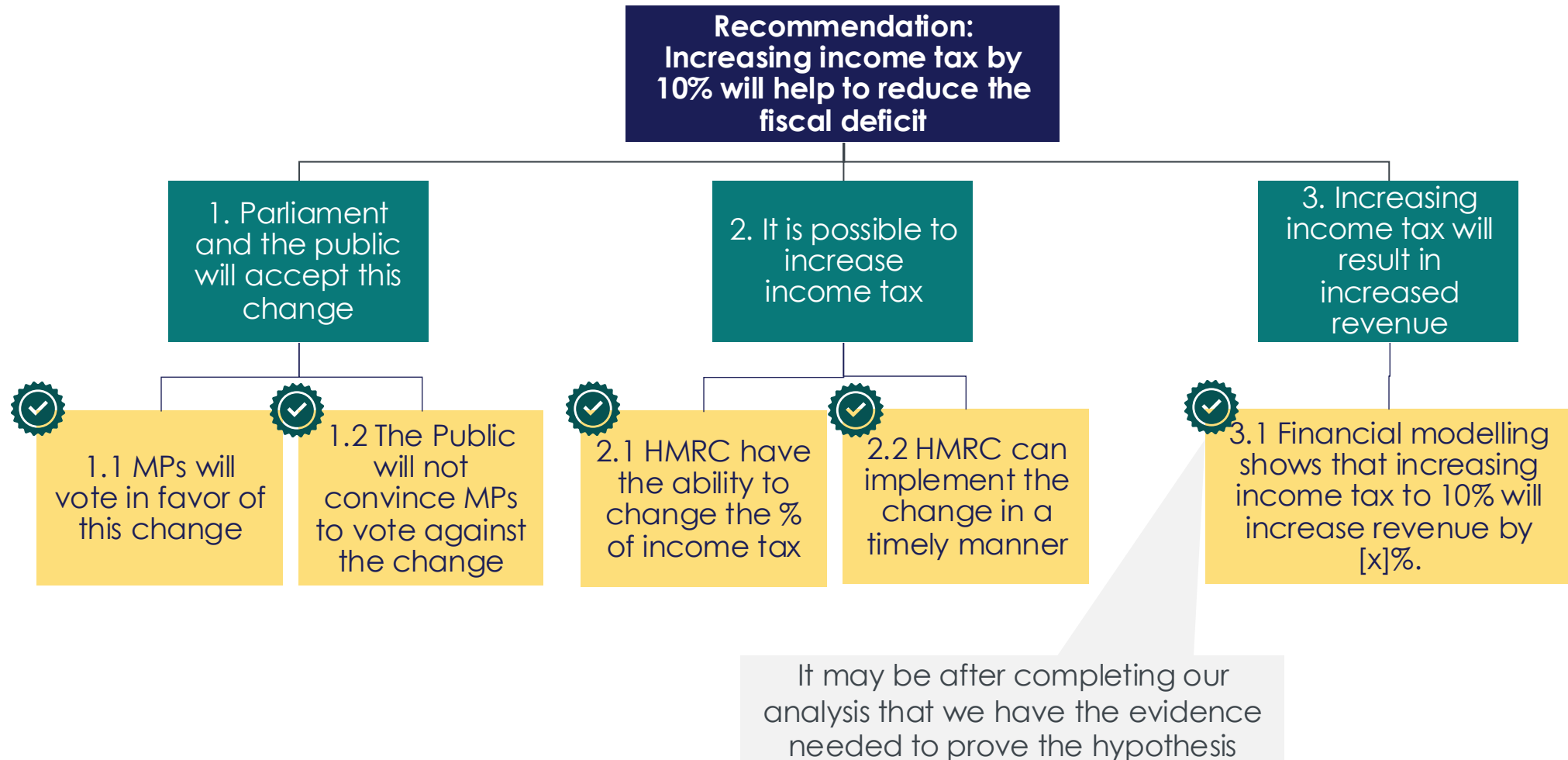
DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



You would now need to answer: **Are these statements true?**
You would now go away and complete the required analysis to
either prove or disprove the statements

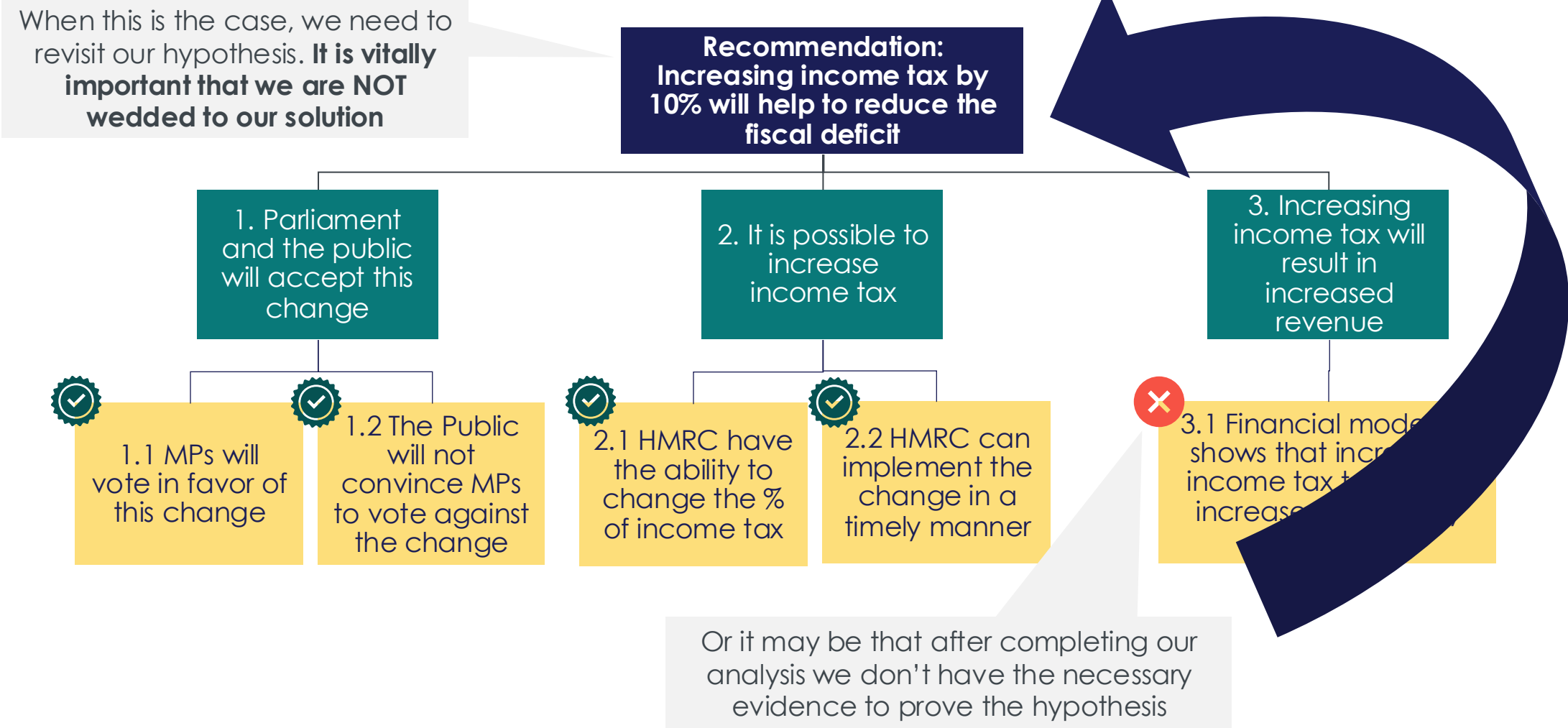
Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



Illustrative example: Reducing fiscal deficit

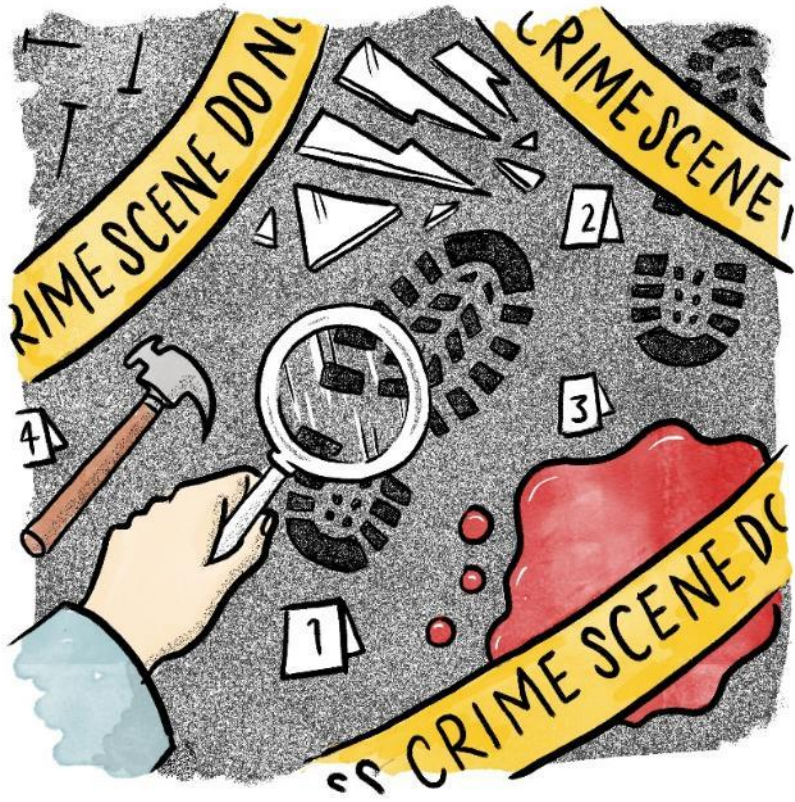
DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



Hypothesis testing is common in many professions

HYPOTHESIS TESTING EXAMPLES

Hypothesis testing in criminal justice

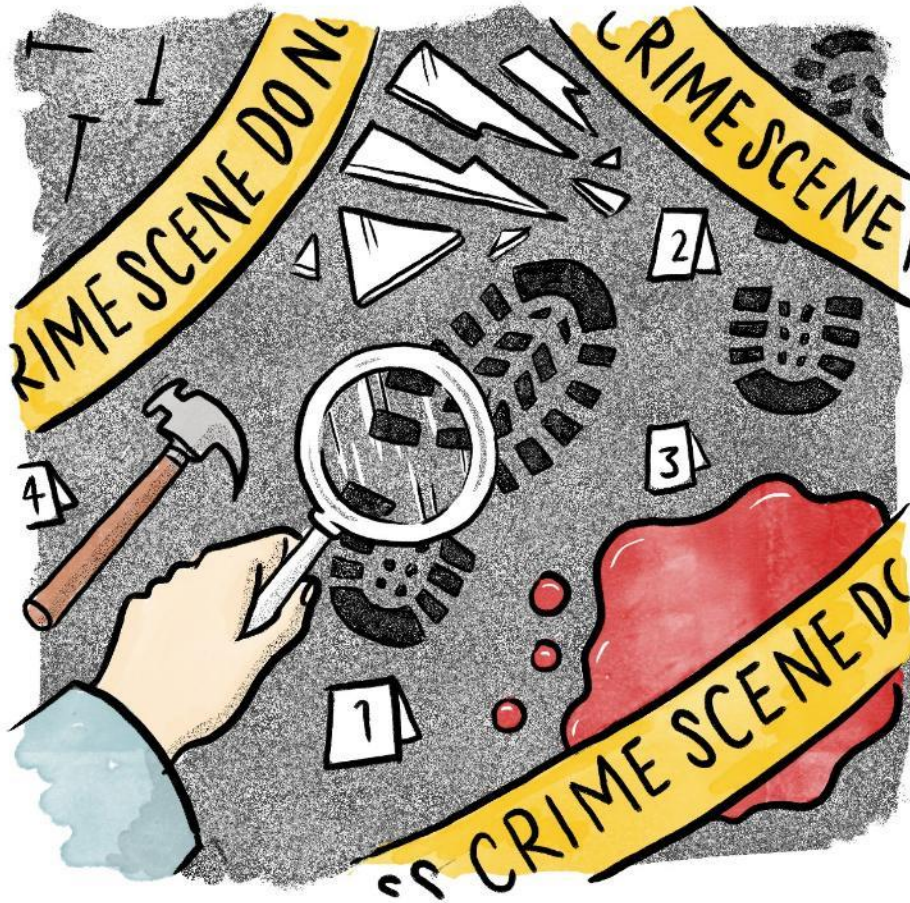


Hypothesis testing and medical diagnosis



How do criminal investigators use exhaustive vs hypothesis based processes?

EXAMPLE 1: HYPOTHESIS TESTING AND CRIMINAL JUSTICE



When investigating a crime, what steps do investigators take that are exhaustive, for example, not hypothesis-based)?

What steps do investigators take that are **hypothesis-based**?

Once hypotheses are formed, **how are these tested** in the criminal justice system?

How do GPs diagnose their patient's illness?

EXAMPLE 2: HYPOTHESIS TESTING AND MEDICAL DIAGNOSIS



A 50-year-old man sees this advert (left) and visits his GP, stating that he has a cough that he has had for more than 3 weeks, and that he is worried that it is not getting better

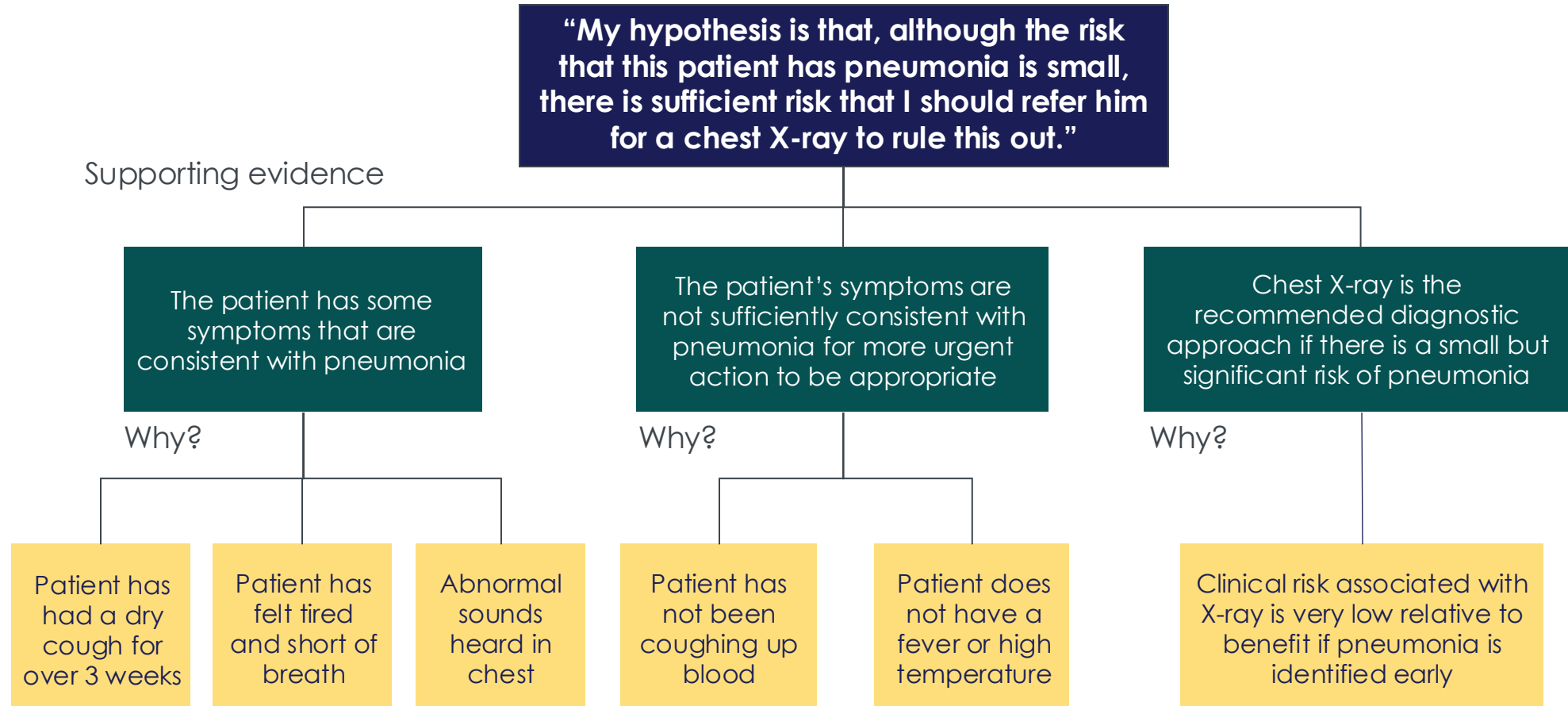
How might the GP **diagnose the cause** of the problem?

What hypotheses might the GP test, and how might they **test these**?



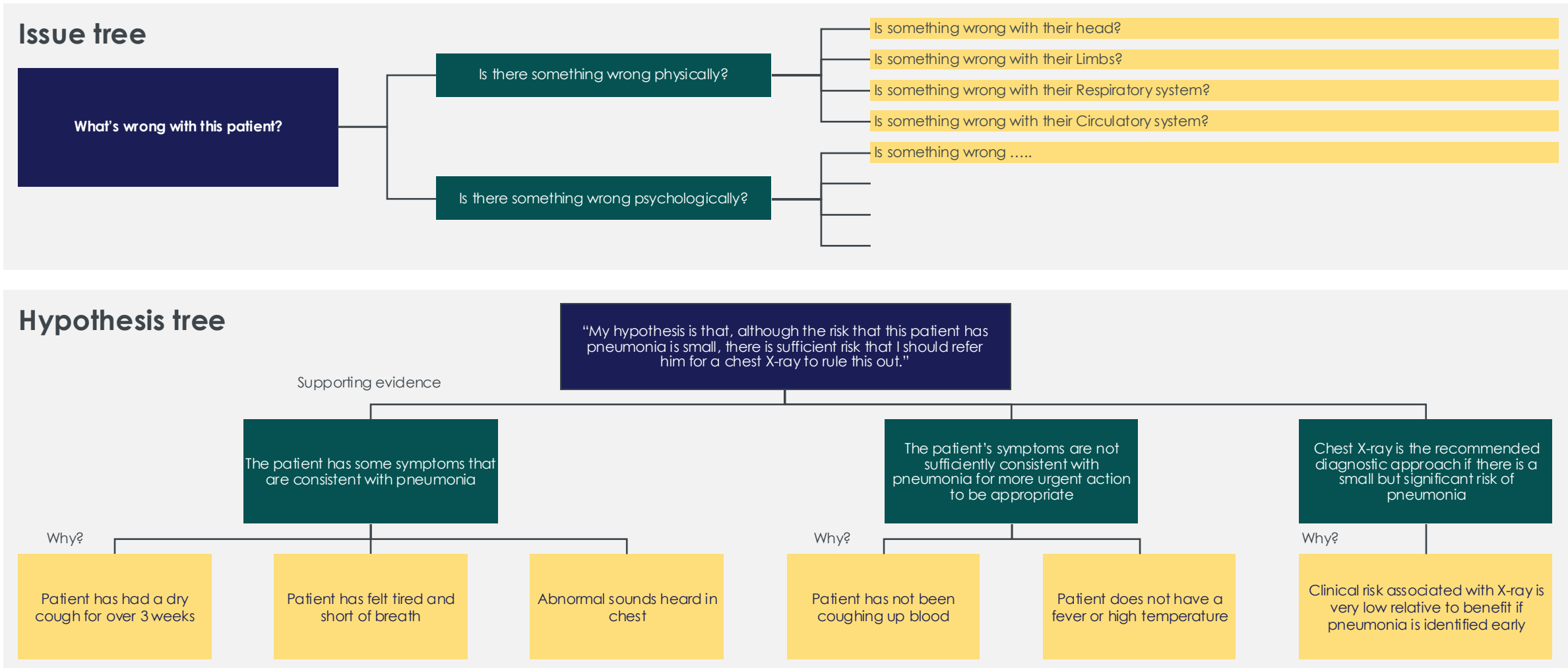
The GP can use a Hypothesis Tree to rule out an unlikely (but serious) diagnosis

HYPOTHESIS EXAMPLE: MEDICAL DIAGNOSIS RISK



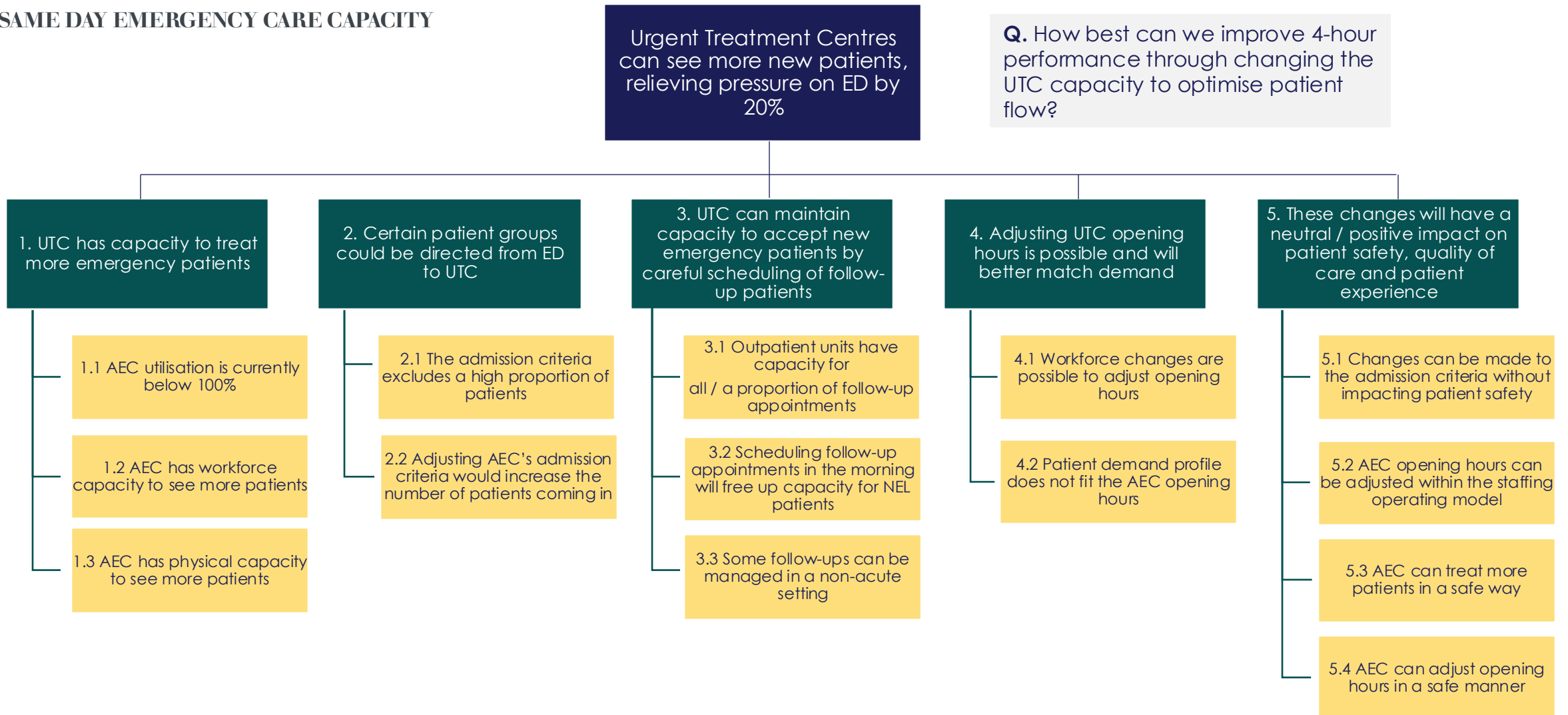
Using purely an issue tree on its own would take more time and effort than using a hypothesis based approach

ISSUE VS HYPOTHESIS TREES: MEDICAL EXAMPLE



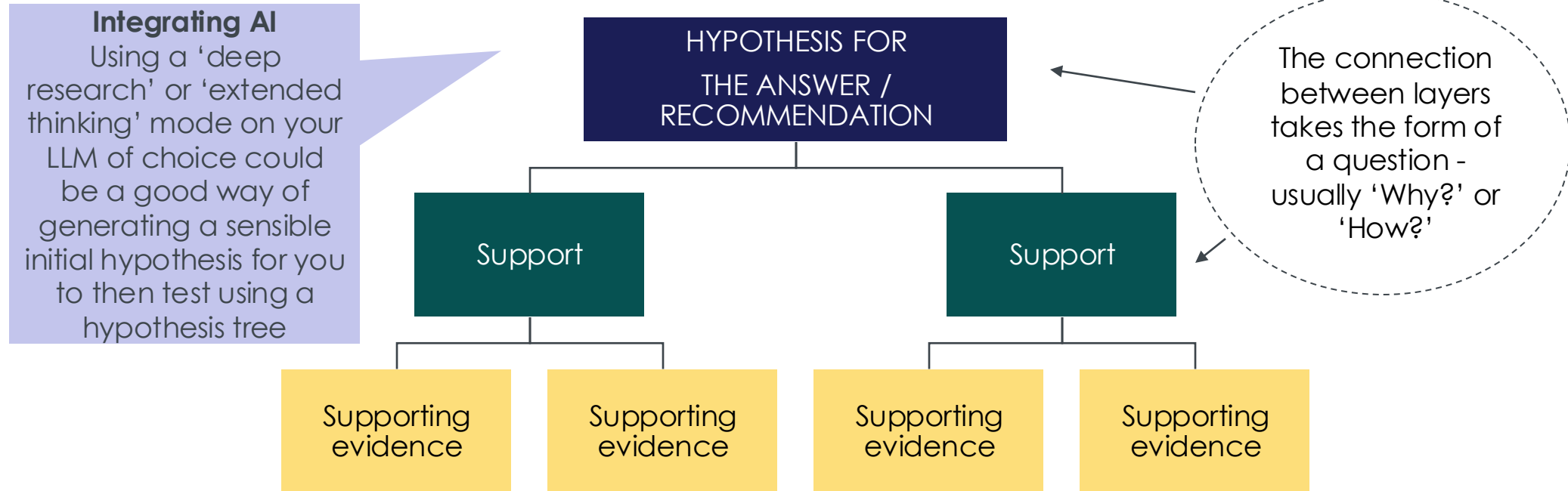
Hypothesis Trees can structure and support answers to strategic and policy questions

SAME DAY EMERGENCY CARE CAPACITY



Recap: How to structure a hypothesis tree

HYPOTHESIS TREES - INTRODUCTION

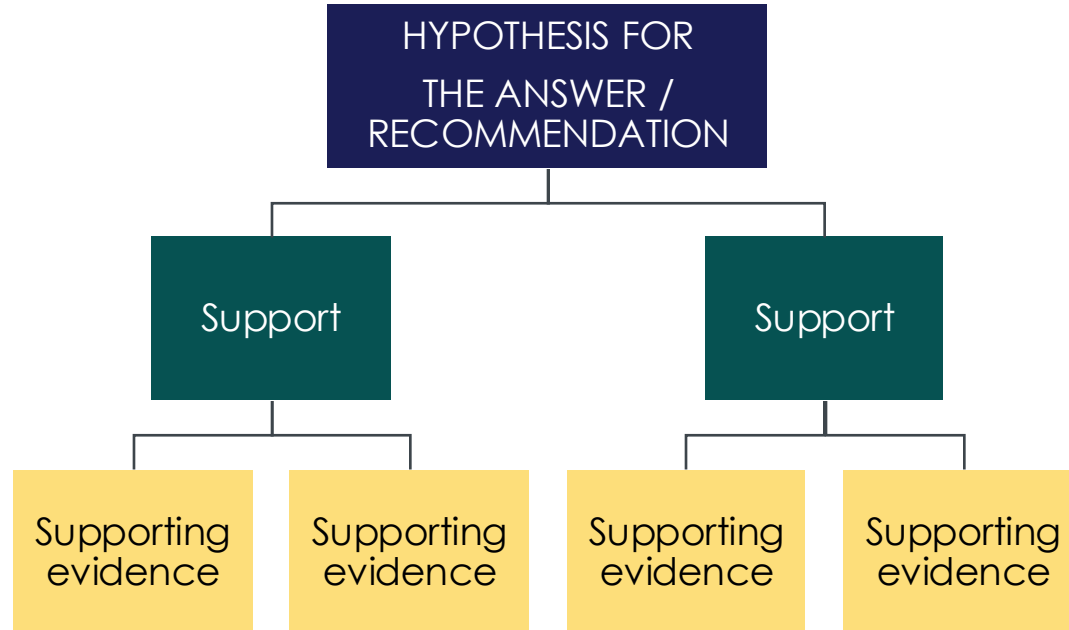


1. Ideas at any level in the pyramid must always be summaries of the ideas grouped below
2. Ideas in each grouping must always be the same kind of idea
3. Ideas in each grouping must always be logically ordered

Individually or in small groups, spend 20 minutes preparing a Hypothesis Tree based on your own project or in-response to one of our example questions

ACTIVITY: HYPOTHESIS TREE

20 minutes



1. You can start **top down** by proposing a solution and assembling facts to support it.
2. Or you work **bottom up** by grouping facts and asking: "What does this mean for my question?"
3. At the early stages in a project, a Hypothesis Tree is simply to guide analysis more efficiently than randomly seeking data. **It does not have to be correct.** Being able to disprove a hypothesis and move on is a success.

We will wrap up with sharing for 5 minutes as a whole group.

Example questions

- How can the Ministry of Justice reduce prison occupancy by 10% by December 2027?
- How can the Home Office ensure 80% of all passport applications are processed within one month by March 2028?
- How can Sunny South NHS Trust eliminate its >52 week waiting list by January 2027?

Hypothesis Trees are used throughout the problem-solving cycle and they become more certain as more analysis is completed

HYPOTHESIS TREES THROUGHOUT THE PROBLEM-SOLVING CYCLE

Early planning and setup

During problem-solving

Final recommendations

Purpose:

- Guide analysis more efficiently than randomly seeking data
- Disprove some hypotheses and develop new ideas to test
- Synthesise your findings and communicate to stakeholders

Usage:

- Structure your project workstreams, by understanding what an answer might look like
- Make sure the project analyses test the supporting arguments
- Communicate why previous ideas have been disproved
- Scope additional analyses needed to test new ideas
- Bring together your findings into a structure recommendation based on robust analysis

Evolution:

- Trees do NOT have to be correct at this stage – they are only designed to give you an efficient way to analyse information
- Being able to disprove a hypothesis and move on is a success
- Your tree is becoming more confirmed at this stage
- Your tree is now confirmed and is designed to make your supporting evidence transparent

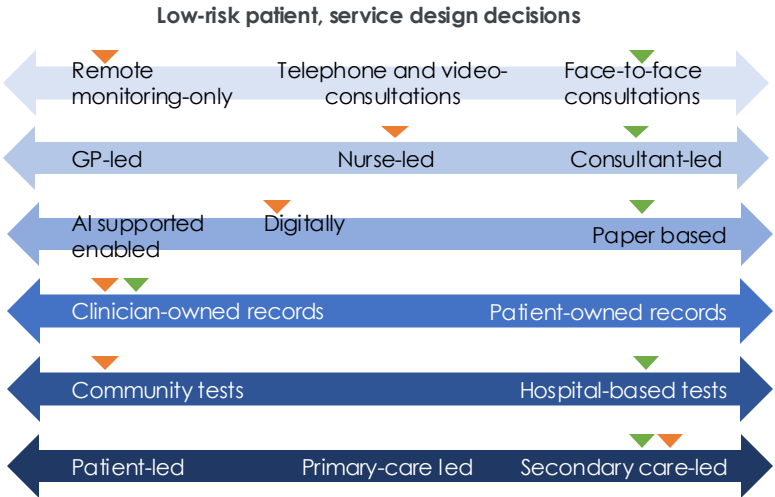
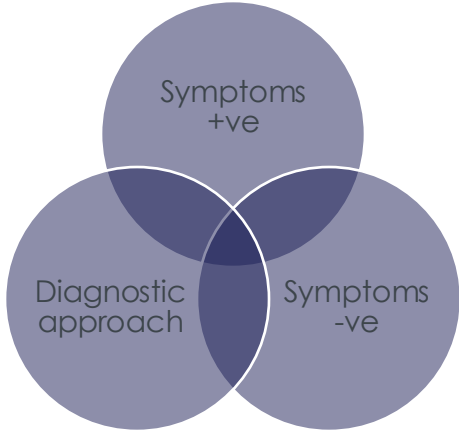
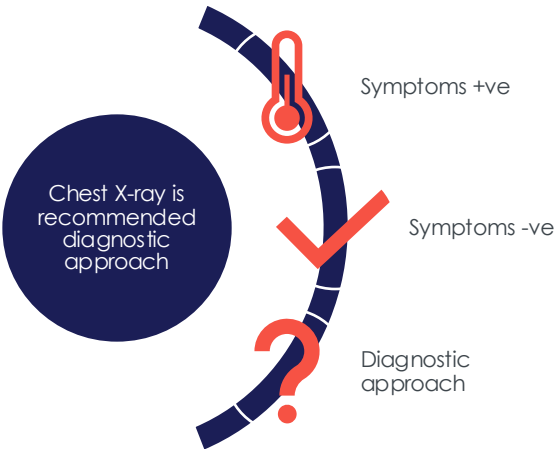
Whilst the concept of a Hypothesis Tree is a pyramid structure for communicating with others, they can be simple dot-dash lists, visual-lists or fully visual diagrams with varying levels of detail

HIDDEN HYPOTHESIS TREES

My hypothesis is that, although the risk that this patient has asthma is small, there is sufficient risk that I should refer him for a chest X-ray to rule this out.

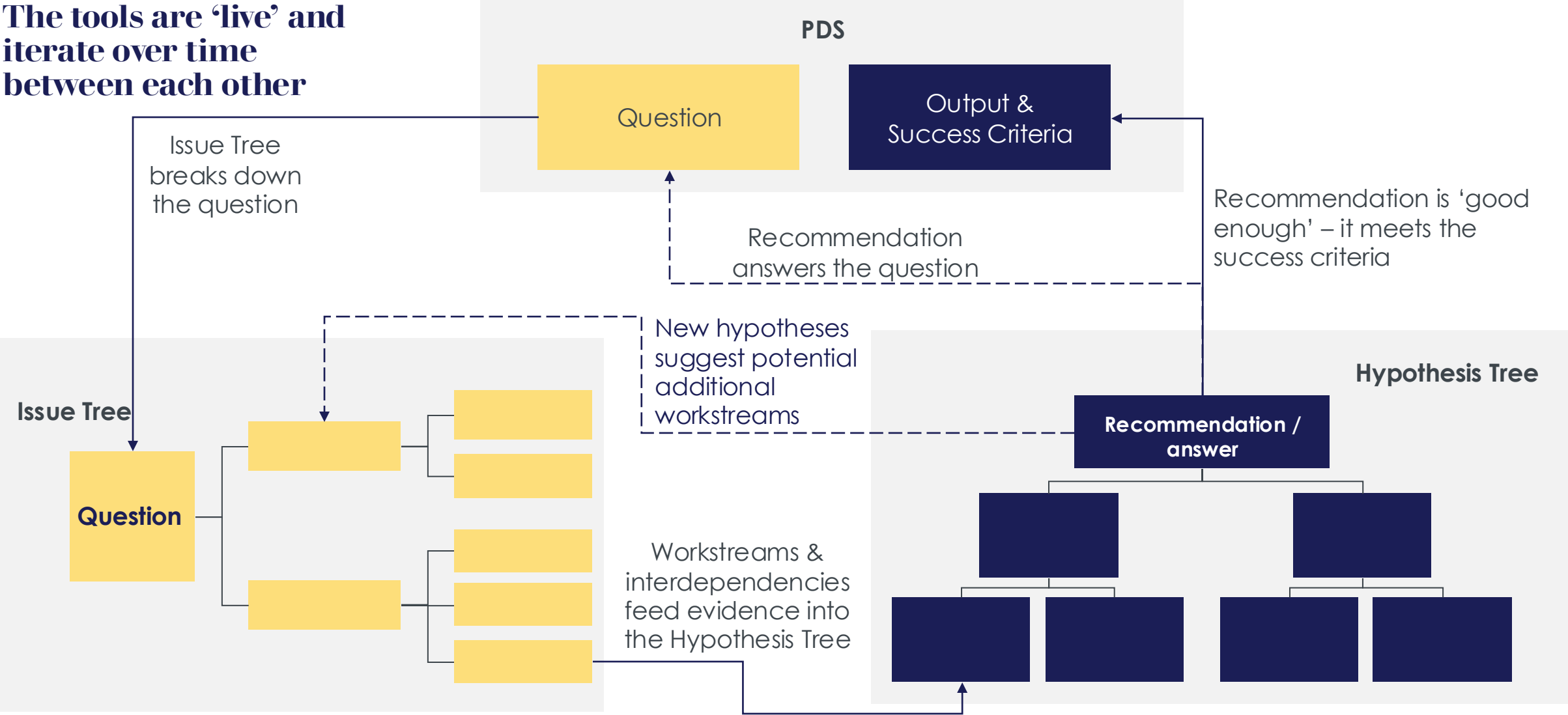
- The patient has some symptoms that are consistent with asthma
 - Patient has had cough for more than 3 weeks
 - Patient says that he has recently lost weight
 - Patient's age (50) elevates the risk
- The patient's symptoms are not sufficiently consistent with asthma for more urgent action to be appropriate
 - Patient has not been coughing up blood
 - Patient has recently had a respiratory infection
- Chest X-ray is the recommended diagnostic approach if there is a small but significant risk of asthma
 - Clinical risk associated with X-ray is very low relative to benefit if asthma is identified

My hypothesis is that, although the risk that this patient has asthma is small, there is sufficient risk that I should refer him for a chest X-ray to rule this out.	The patient has some symptoms that are consistent with asthma	▪ Patient has had cough for more than 3 weeks ▪ Patient says that he has recently lost weight ▪ Patient's age (50) elevates the risk
	The patient's symptoms are not sufficiently consistent with asthma for more urgent action to be appropriate	▪ Patient has not been coughing up blood ▪ Patient has recently had a respiratory infection
	Chest X-ray is the recommended diagnostic approach if there is a small but significant risk of asthma	▪ Clinical risk associated with X-ray is very low relative to benefit if asthma is identified



The Problem Solving cycle

The tools are ‘live’ and iterate over time between each other



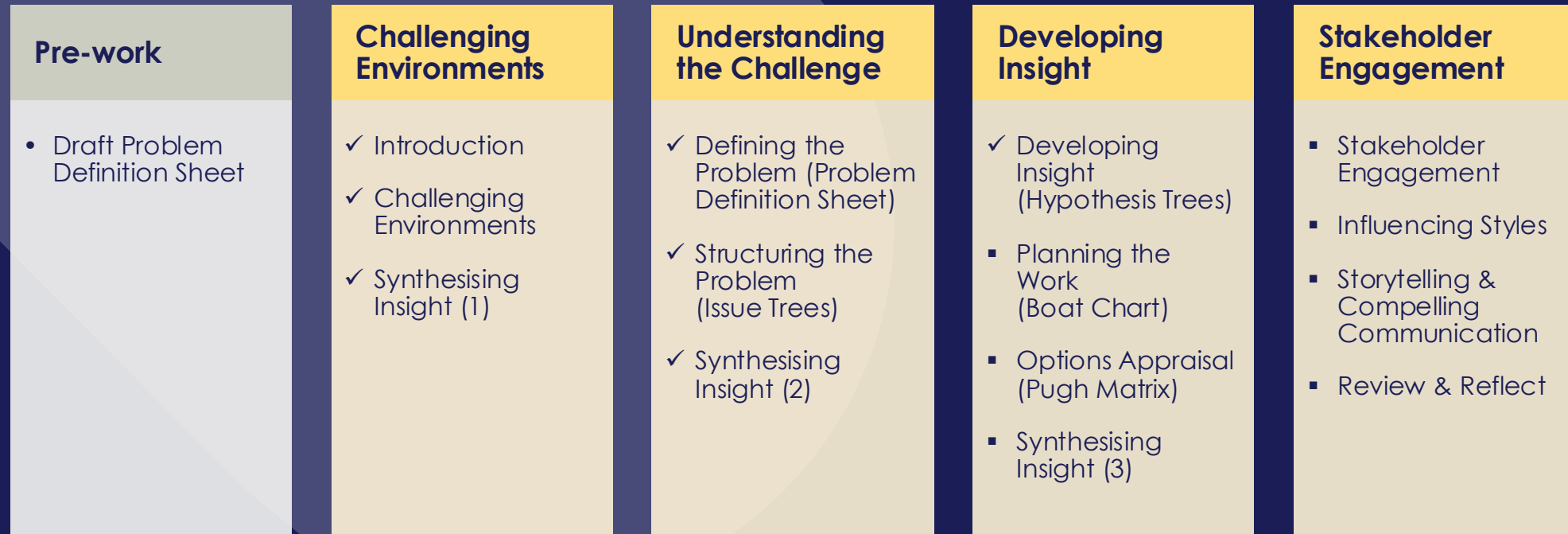
PROBLEM SOLVING CYCLE

Today's agenda

DAY ONE

Section	Time
Introductions	09:30
Challenging environments Tool 1: Synthesising Insight – SCQA	10:00
<i>Break</i>	11:15
Understanding the Challenge Tool 2: Problem Definition Sheet	11:30
<i>Break</i>	12:45
Understanding the Challenge Tool 3: Issue Trees	13:45
<i>Break</i>	14:45
Developing insight Tool 4: Hypothesis Trees	15:00
Summary and close	16:15

The Strategic Thinking Programme



Before you go home....

END OF DAY ONE TASKS

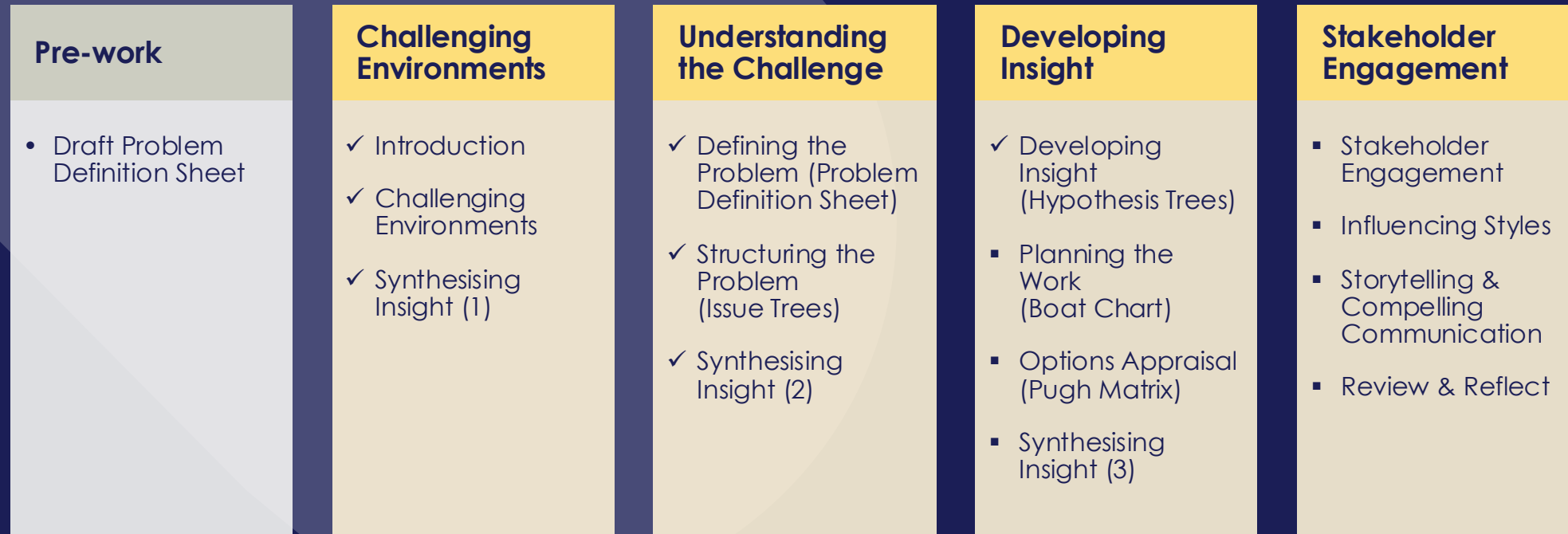
Please share

- One memorable tool or insight from today's training
- One outstanding question, tool, or area you would like to revisit during Day Two

Day 2

introduction & teach back

The Strategic Thinking Programme



What we covered on Day One

Section
Introductions
Challenging environments Tool 1: Synthesising Insight – SCQA
<i>Break</i>
Understanding the Challenge Tool 2: Problem Definition Sheet
<i>Break</i>
Understanding the Challenge Tool 3: Issue Trees
<i>Break</i>
Developing insight Tool 4: Hypothesis Trees
Summary and close

5 mins, in pairs

Select a topic that you think you need to revise, your partner should spend two minutes explaining it back to you

Day Two agenda (rough timings)

Section	Time
Introduction to day	09:30
Developing Insight Tool 5: Boat Chart Workplan	09:50
Break	11:00
Developing Insight Tool 6: Options Appraisals	11:15
Break	12:35
Stakeholder Engagement Tool 7: Stakeholder Prioritisation Matrix	13:35
Break	14:50
Influencing Tool 8: Influence Model	15:05
Storytelling & Compelling Communication	15:55
Review & Reflect	16:20

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Developing Insight: Boat Charts

You will need to decide whether a waterfall- or agile-style delivery approach will best meet your needs before planning

WATERFALL-STYLE DELIVERY

- Work is **planned in detail upfront**
- Delivery happens in **clear, sequential stages**
- Plans are relatively stable, with change managed through formal controls
- Progress is tracked against the agreed plan and milestones
- Best suited to **well-understood problems** where requirements are unlikely to change.

AGILE-STYLE DELIVERY

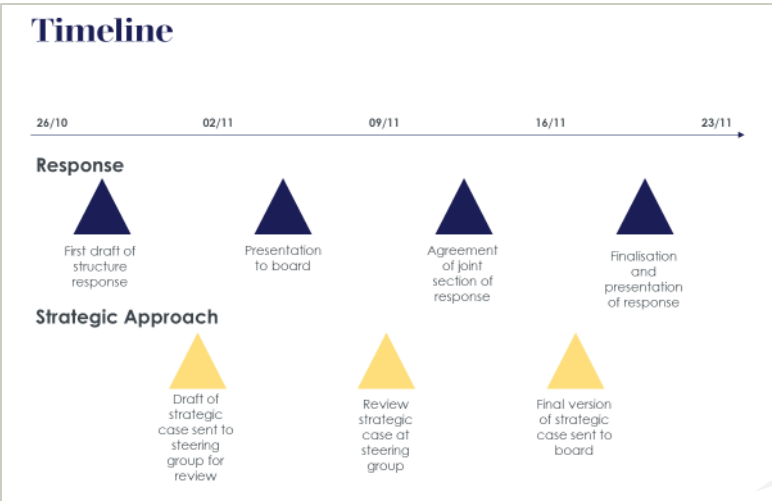
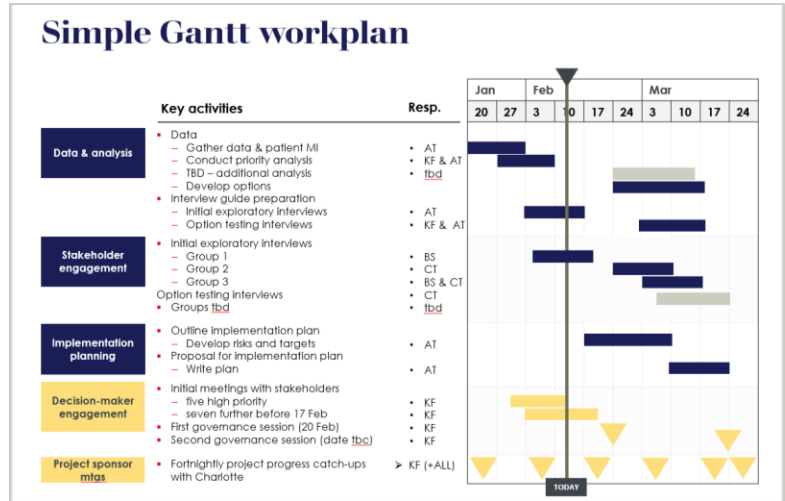
- Work is planned at a **high level** initially
- Detail is added iteratively – **in the open** – as delivery progresses
- Work is delivered in **short cycles**, with frequent review and adjustment
- Plans are expected to change as learning emerges
- Best suited to **complex or uncertain problems** where early feedback is valuable

A boat chart – or project plan on a page – is often a sufficiently detailed workplan for agile-style projects, and a useful project summary for waterfall-style projects

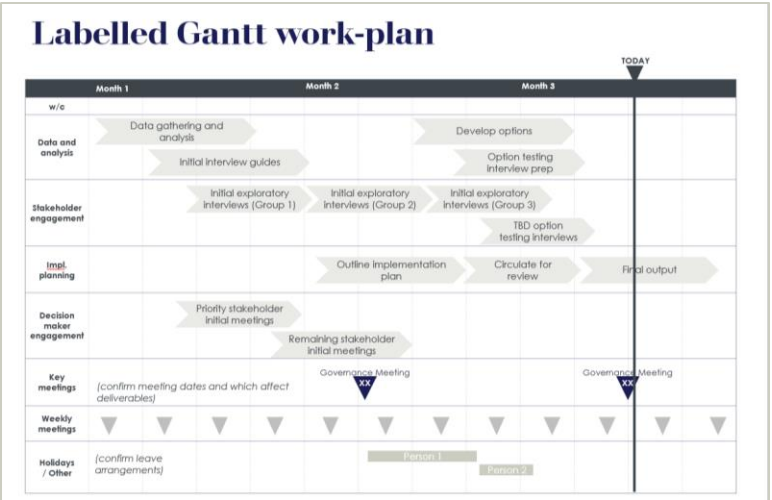
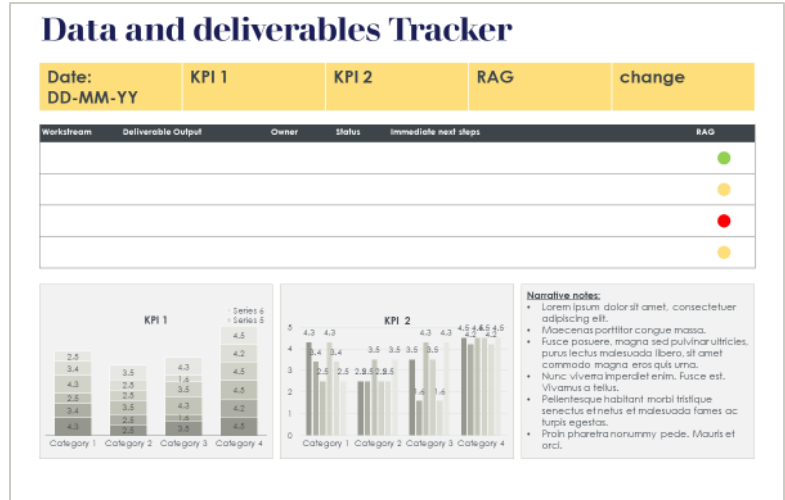
EXAMPLE ‘BOAT CHART’ PROJECT WORKPLAN

	September	October	November	December	January	
	Stage 1: Set-Up		Stage 2: Diagnosis and Option Development		Stage 3: Option Development and Review	Stage 4: Recommendations and Report Development
Estimated Duration	1-2 weeks		~1.5 months		~1 month	2-3 weeks
Key activities	- Understand context - Establish team working relationships - Identify key stakeholders - Put in data requests - Set up interviews / fieldwork		- Conduct interviews with key stakeholder groups (see separate slide for initial list) - Gather data and patient MI - Determine analytical priorities and conduct analyses		- Collate and review findings - Conduct follow-up interviews as appropriate	- Share recommendations - Work with Steering Group to: - Influence key decision-makers - Develop outline action plan for implementation
Key meetings	- First Steering Group meeting - Kick off working team meeting		- Workshop to test and improve initial findings (October 21) - Steering Group (first week of November)		- Workshop to develop options (early November) - Steering Groups (first week December)	- Final Steering Group (last week December) - Workshop improve options and agree recommendations (second week December)
End products	- List of interviewees / fieldwork - Interview guides - Data request		Initial findings report diagnosing strategic challenges		- Emerging recommendations report, including: - Interim list of options, with associated financial impact - SWOT analysis / risk assessment of delivering each option	Final report
TIP: Start from the bottom right, then work up and across!						

More detailed workplans may be required for the different stages of your project if using a waterfall-style approach, but not always



Regardless of whether you are applying a waterfall- or agile-style approach, **aim to use the minimum / simplest format necessary for planning and monitoring your project work**



Individually or in small groups, spend 20 minutes preparing a Boat Chart workplan for your project

ACTIVITY: BOAT CHART

20 minutes

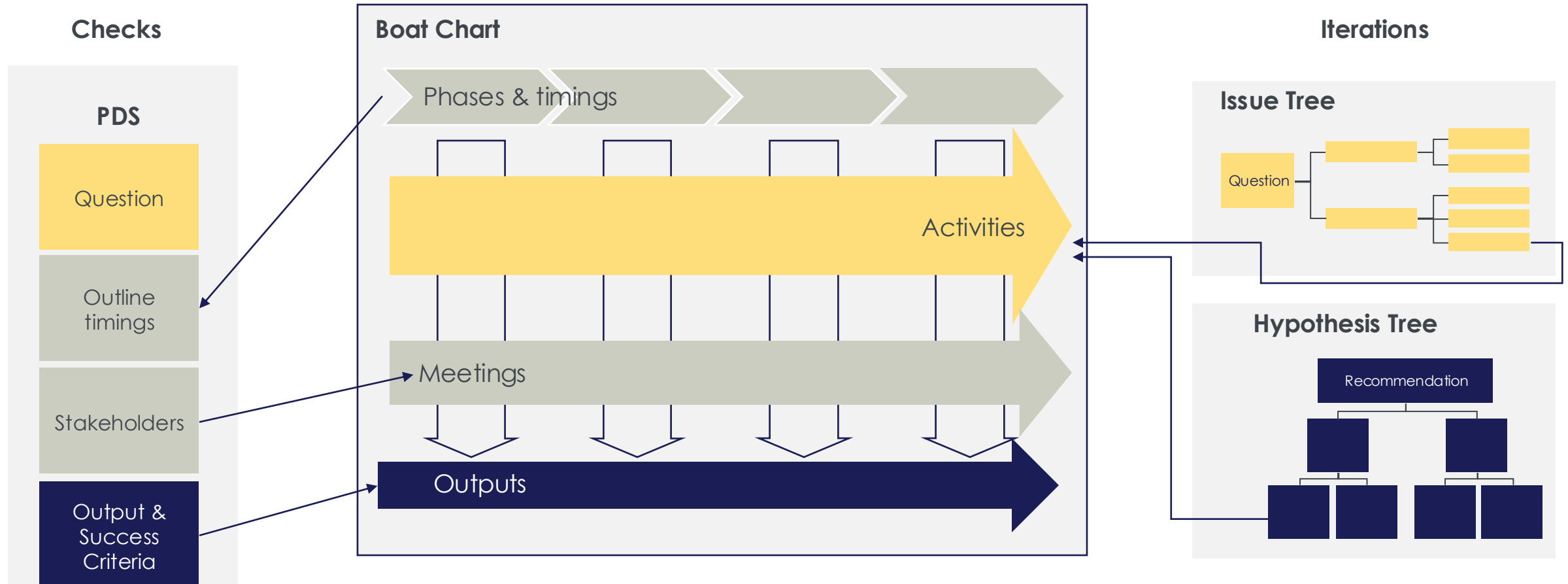
	September	October	November	December	January	
	Stage 1: Set-Up		Stage 2: Diagnosis and Option Development		Stage 3: Option Development and Review	Stage 4: Recommendations and Report Development
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Remember to work (or at least check) from right to left and bottom to top.

We will wrap up with sharing for 5 minutes as a whole group.

To plan to solve your problem, check your plan against your PDS, and iterate it with your tree(s) as you evolve your hypothesis – so you focus on the most useful activities

THE PLANNING CYCLE



Day Two agenda (rough timings)

Section	Time
Introduction to day	09:30
Developing Insight Tool 5: Boat Chart Workplan	09:50
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Influencing Tool 8: Influence Model	15:05
Storytelling & Compelling Communication	15:55
Review & Reflect	16:20

Developing Insight: Options Appraisal

Why do we need an options appraisal?

OPTIONS APPRAISAL USE

- When teams **face several plausible options**, they need a structured way to compare them.
- An options appraisal provides a **consistent way to compare options** by:
 - agreeing the **criteria** that matter most
 - applying those criteria **consistently across all options**
 - making **trade-offs** explicit
 - bringing together **different types of evidence**, including both quantitative and qualitative evidence
 - helping teams explain **clearly and transparently** why one option is preferred over another
- Without an options appraisal, teams risk:
 - comparing options inconsistently
 - focusing on the loudest or most familiar option rather than the strongest one
 - overlooking important trade-offs, risks or constraints



Step 1. Agree (with key decision makers) which options should be taken forward

QUESTION: HOW SHOULD OLDTOWN UNIVERSITY SPEND ITS ADDITIONAL FUNDING?

Criteria	Weighting	Option A. Increased tutor salary	Option B. Increased contact hours	Option C. New student bar	Option D. Digital learning system	Option E. Marketing Campaign

Step 2. Develop objective criteria to compare options

QUESTION: HOW SHOULD OLDTOWN UNIVERSITY SPEND ITS ADDITIONAL FUNDING?

Criteria	Weighting	Option A. Increased tutor salary	Option B. Increased contact hours	Option C. New student bar	Option D. Digital learning system	Option E. Marketing Campaign
Tutor satisfaction						
Student satisfaction						
Increase in students						
Environmental impact						
Speed of change						

Also agreed with key decision makers

Step 3. Agree weighting for each of the criteria – not all criteria are created equal

QUESTION: HOW SHOULD OLDTOWN UNIVERSITY SPEND ITS ADDITIONAL FUNDING?

Criteria	Weighting	Option A. Increased tutor salary	Option B. Increased contact hours	Option C. New student bar	Option D. Digital learning system	Option E. Marketing Campaign
Tutor satisfaction	25%					
Student satisfaction	20%					
Increase in students	30%					
Environmental impact	15%					
Speed of change	10%					
Overall Benefit						

Weighting adds up to 100%
across the criteria

Step 4. Assess each option against the criteria – this is where the lion’s share of the work happens!

QUESTION: HOW SHOULD OLDTOWN UNIVERSITY SPEND ITS ADDITIONAL FUNDING?

Criteria	Weighting	Option A. Increased tutor salary	Option B. Increased contact hours	Option C. New student bar	Option D. Digital learning system	Option E. Marketing Campaign
Tutor satisfaction	25%	3	2	-2	0	0
Student satisfaction	20%	2	3	3	2	-1
Increase in students	30%	0	2	3	1	3
Environmental impact	15%	0	0	-2	-1	-1
Speed of change	10%	3	3	0	1	2
Overall Benefit						

Use a simple scoring system to capture relative difference e.g. - - to ++ or -2 to +2

Step 5. Add up the weighted scores to compare the options

QUESTION: HOW SHOULD OLDTOWN ICB SPEND ITS ADDITIONAL FUNDING?

This visualisation is called a 'Pugh matrix'

Criteria	Weighting	Option A. Increased tutor salary	Option B. Increased contact hours	Option C. New student bar	Option D. Digital learning system	Option E. Marketing Campaign
Tutor satisfaction	25%	3	2	-2	0	0
Student satisfaction	20%	2	3	3	2	-1
Increase in students	30%	0	2	3	1	3
Environmental impact	15%	0	0	-2	-1	-1
Speed of change	10%	3	3	0	1	2
Overall Benefit		1.45	2	0.7	0.7	0.8

Try using the "SUMPRODUCT" function on excel to help you

Playing around with weighting can SIGNIFICANTLY change the outcome of an options appraisal

QUESTION: HOW SHOULD OLD TOWN ICB SPEND ITS ADDITIONAL FUNDING?

Criteria	Weighting	Option A. Increased tutor salary	Option B. Increased contact hours	Option C. New student bar	Option D. Digital learning system	Option E. Marketing Campaign
Tutor satisfaction	5%	3	2	-2	0	0
Student satisfaction	60%	2	3	3	2	-1
Increase in students	25%	0	2	3	1	3
Environmental impact	5%	0	0	-2	-1	-1
Speed of change	5%	3	3	0	1	2
Overall Benefit		1.5	2.55	2.35	1.45	0.2

Individually or in small groups, spend 20 minutes creating the structure of a Pugh matrix

ACTIVITY: PUGH MATRIX

20 minutes

Criteria	Weighting	Option A. Increased tutor salary	Option B. Increased contact hours	Option C. New student bar	Option D. Digital learning system	Option E. Marketing Campaign
Tutor satisfaction	25%	3	2	-2	0	0
Student satisfaction	20%	2	3	3	2	-1
Increase in students	30%	0	2	3	1	3
Environmental impact	15%	0	0	-2	-1	-1
Speed of change	10%	3	3	0	1	2
Overall Benefit		1.45	2	0.7	0.7	0.8

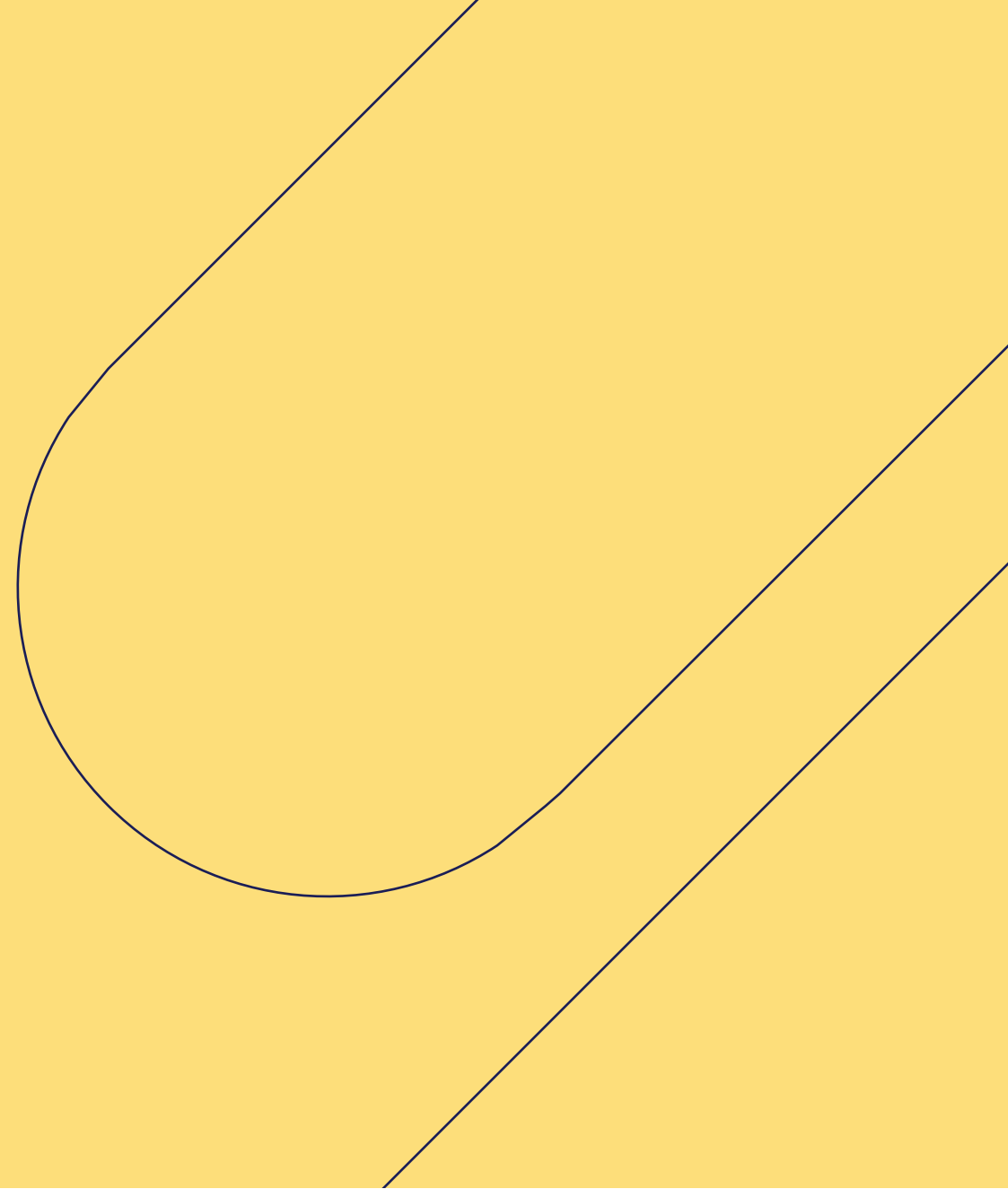
1. Either use an example question, or your own question
2. Start by agreeing a sensible list of **options**
3. Then agree a set of **criteria** that you could use to assess each option
4. Decide on **weighting** for the different criteria

We will wrap up with sharing for 5 minutes as a whole group.

Example questions:

1. How can the Ministry of Justice reduce prison occupancy by 10% by December 2027?
2. Where should we go on holiday this summer?

Synthesising insight (3)



Where does SCQA relate to the tools we've just learnt – Hypothesis Trees and Options analysis?

SCQA TOOL

Situation

•How it used to be.... (PDS)

Complication

•What's changed is.... (PDS)

Question

•Question to be resolved (PDS)

•Breakdown of the question (Issue Tree)

Outcome

•Desired outcome (PDS)

Answer

•Current working answer

Hypothesis Tree

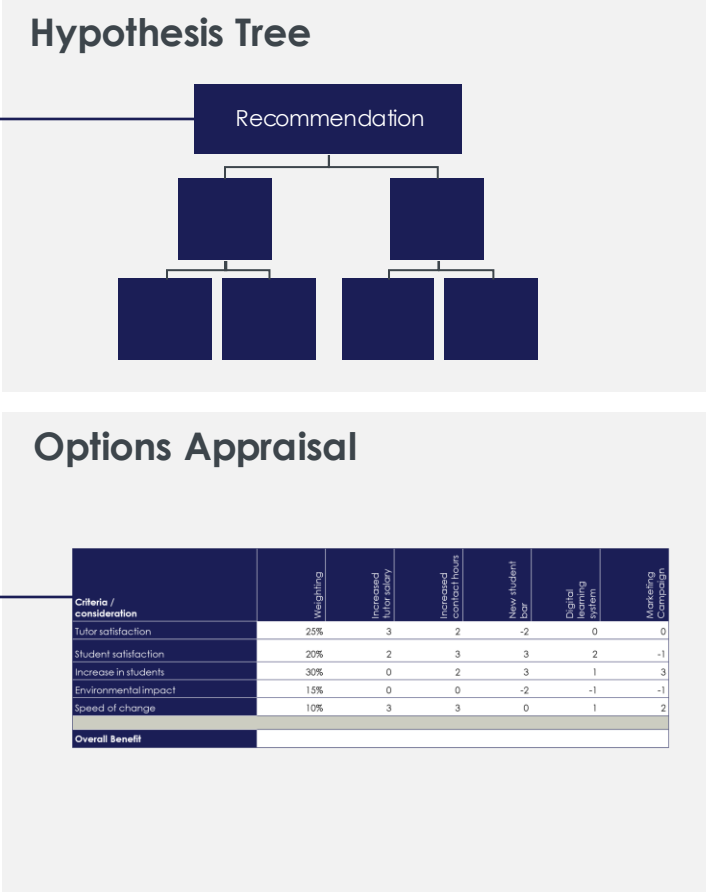
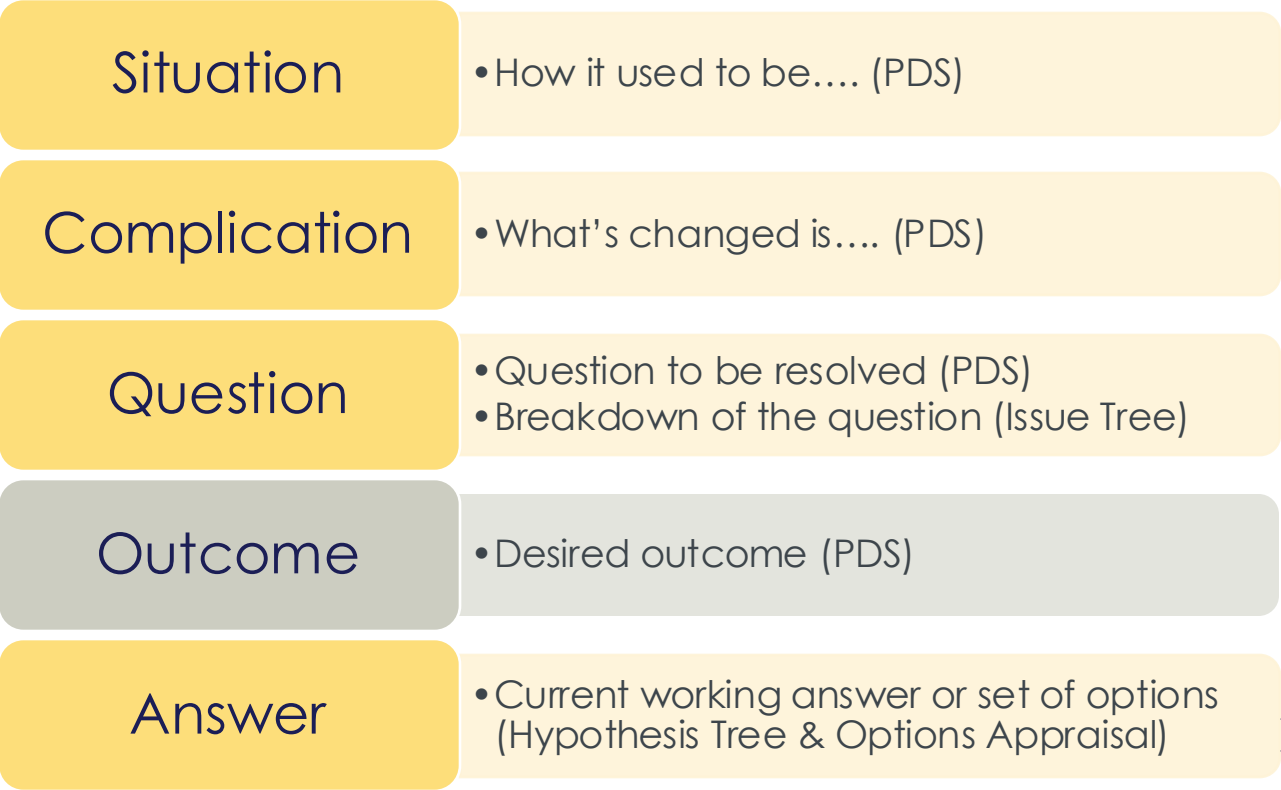
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graph TD; A[Recommendation] --> B[ ]; A --> C[ ]; B --> D[ ]; B --> E[ ]; C --> F[ ]; C --> G[ ]
```

Options Appraisal

Criteria / consideration	Weighting	Increased tutor salary	Increased contact hours	New student bar	Digital learning platform	Marketing Campaign
Tutor satisfaction	25%	3	2	-2	0	0
Student satisfaction	20%	2	3	3	2	-1
Increase in students	30%	0	2	3	1	3
Environmental impact	15%	0	0	-2	-1	-1
Speed of change	10%	3	3	0	1	2
Overall Benefit						

Where does SCQA relate to the tools we've just learnt – Hypothesis Trees and Options analysis?

SCQA TOOL



Now we're going to split into breakout groups to practise your SQCA-story, imagining that you've unexpectedly met a Board member in a queue, and they've asked what you're working on

- In your breakout groups:
- Spend 5 minutes individually preparing your '5 sentence story' – you could add 'what we're doing now' as a sixth if you wish (plan)
- In turns, role-play answering the question 'what are you working on?' from a senior leader
 - 1-2 mins to answer
 - 3-4 mins to debrief with your team
 - Repeat until everyone has had a turn – 20 mins for four people in a breakout
- In your breakout, reflect on the exercise
- Return to the main session ready to share a couple of reflections with everyone

Situation	•How it used to be.... (PDS)
Complication	•What's changed is.... (PDS)
Question	•Question to be resolved (PDS) •Breakdown of the question (Issue Tree)
Outcome	•Desired outcome (PDS)
Answer	•Current working answer or set of options (Hypothesis Tree & Options Appraisal)
Plan	•What we're doing now / going to do (Boat Chart Plan-on-a-Page)

Day Two agenda (rough timings)

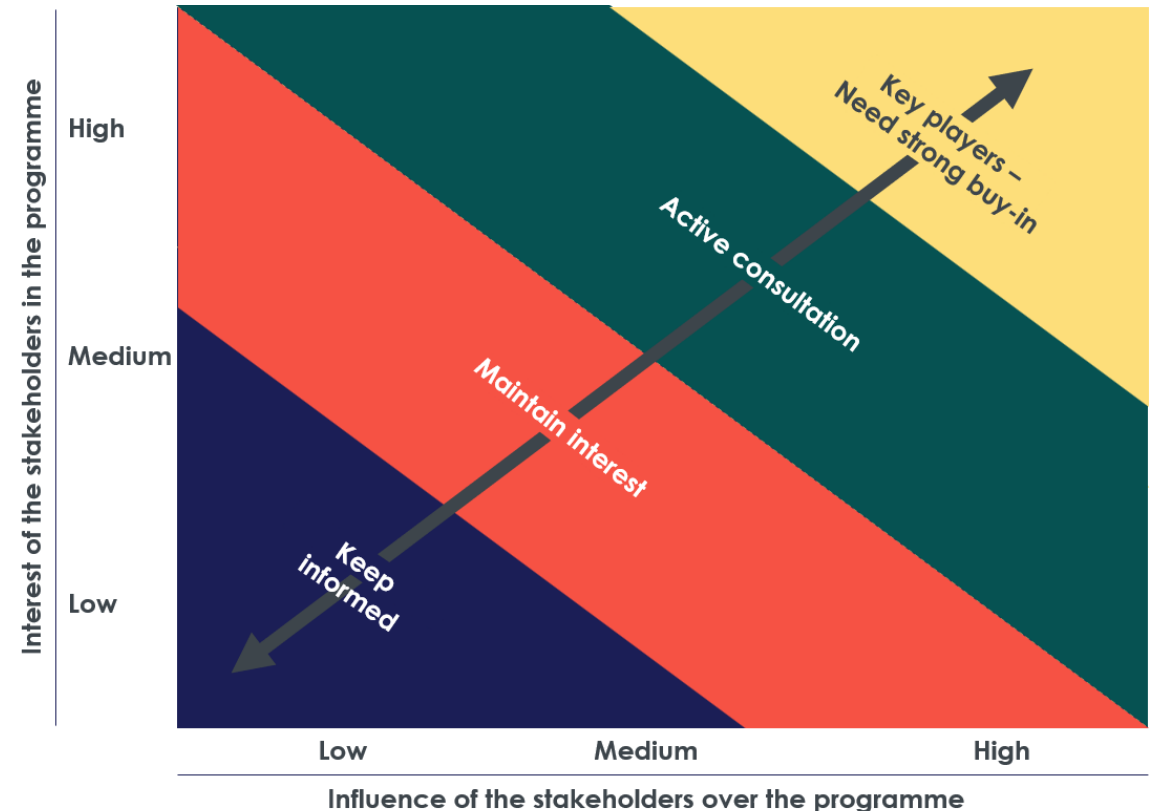
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Stakeholder Engagement: Prioritisation Matrix

An influence/interest matrix helps you prioritise who to engage – and how

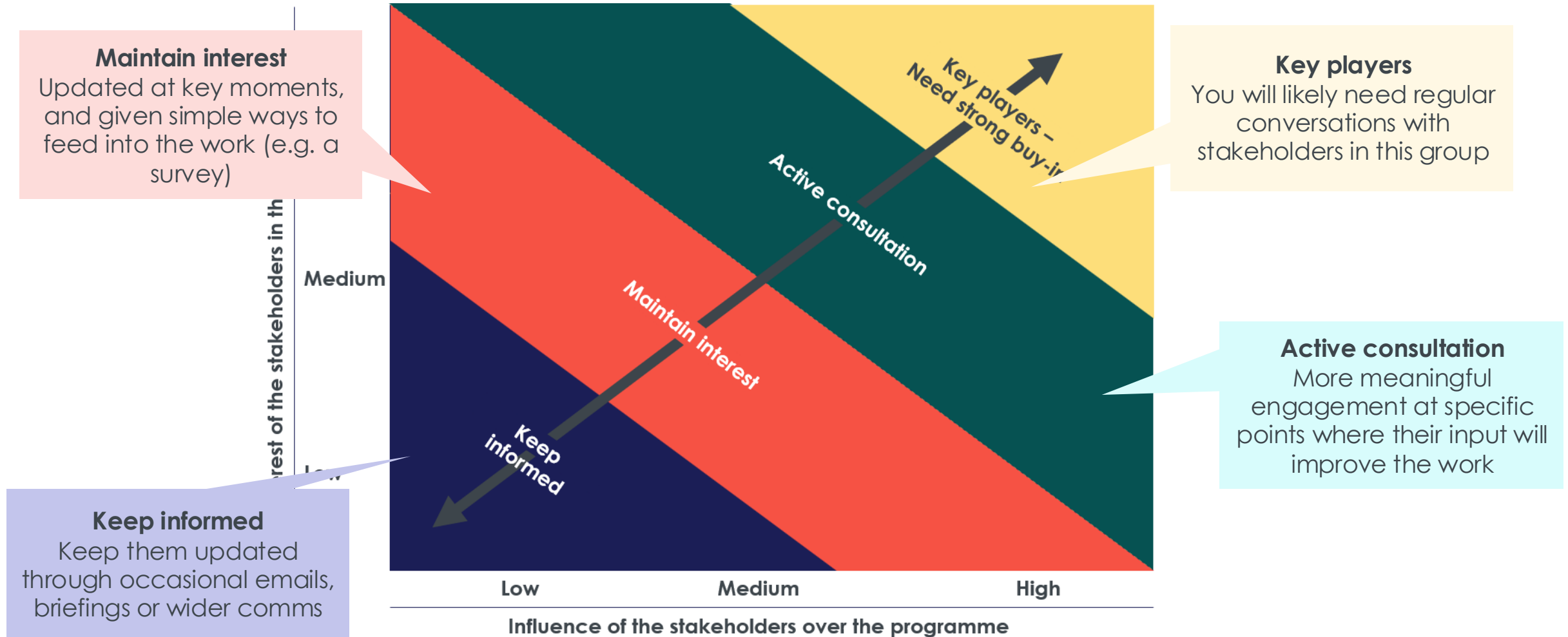
INFLUENCE/INTEREST MATRIX

- Even with the best will in the world, you will not have the time to engage every stakeholder in the same way. **You need a way to prioritise**
- A stakeholder prioritisation matrix can help you do just that:
 - **Step 1:** create a long-list of the people and groups involved in, affected by, or able to influence your work
 - **Step 2:** assess each stakeholder against two criteria:
 - **Influence over the work** – how much power do they have to shape decisions or delivery?
 - **Interest in the work** – how much do they care about the work?
 - **Step 3:** plot them on the matrix
- You can then tailor your engagement approach based on where each stakeholder sits



Where a stakeholder sits on the matrix should shape how you engage them

INFLUENCE/INTEREST MATRIX



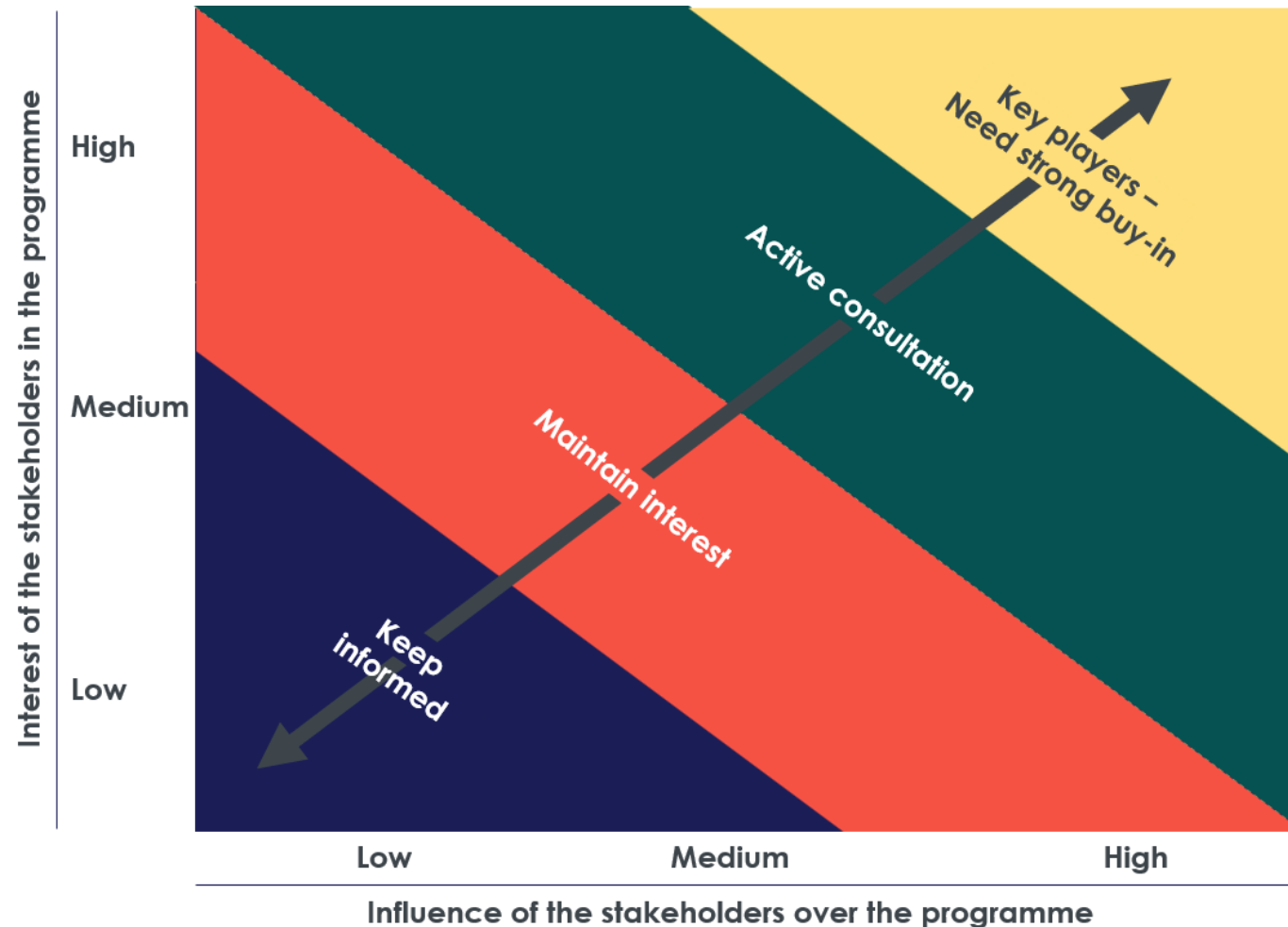
Then use a stakeholder engagement plan to translate the mapping on the matrix into a practical approach & next steps

TEMPLATE: STAKEHOLDER ENGAGEMENT PLAN

Name	Role	Engagement approach	Next steps	Forum invitations?		
				Programme board	Working group	Steering group
		Engagement approach should be proportional to position and category on the matrix	E.g. X to reach out directly			

Individually or in small groups, develop a matrix and plan for key stakeholders for your project or piece of work

ACTIVITY: PLANNING FOR STAKEHOLDER ENGAGEMENT



- Start by developing a list of stakeholders – these might be internal or external
- Then, use the matrix to sort and prioritise
- Complete the process by developing a brief plan for how you intend to engage each stakeholder / stakeholder group

We will wrap up with sharing for 5 minutes as a whole group.

20 minutes

Where you need to assign more formal programme governance roles & responsibilities to stakeholders, consider using a RACI framework

RACI FRAMEWORK

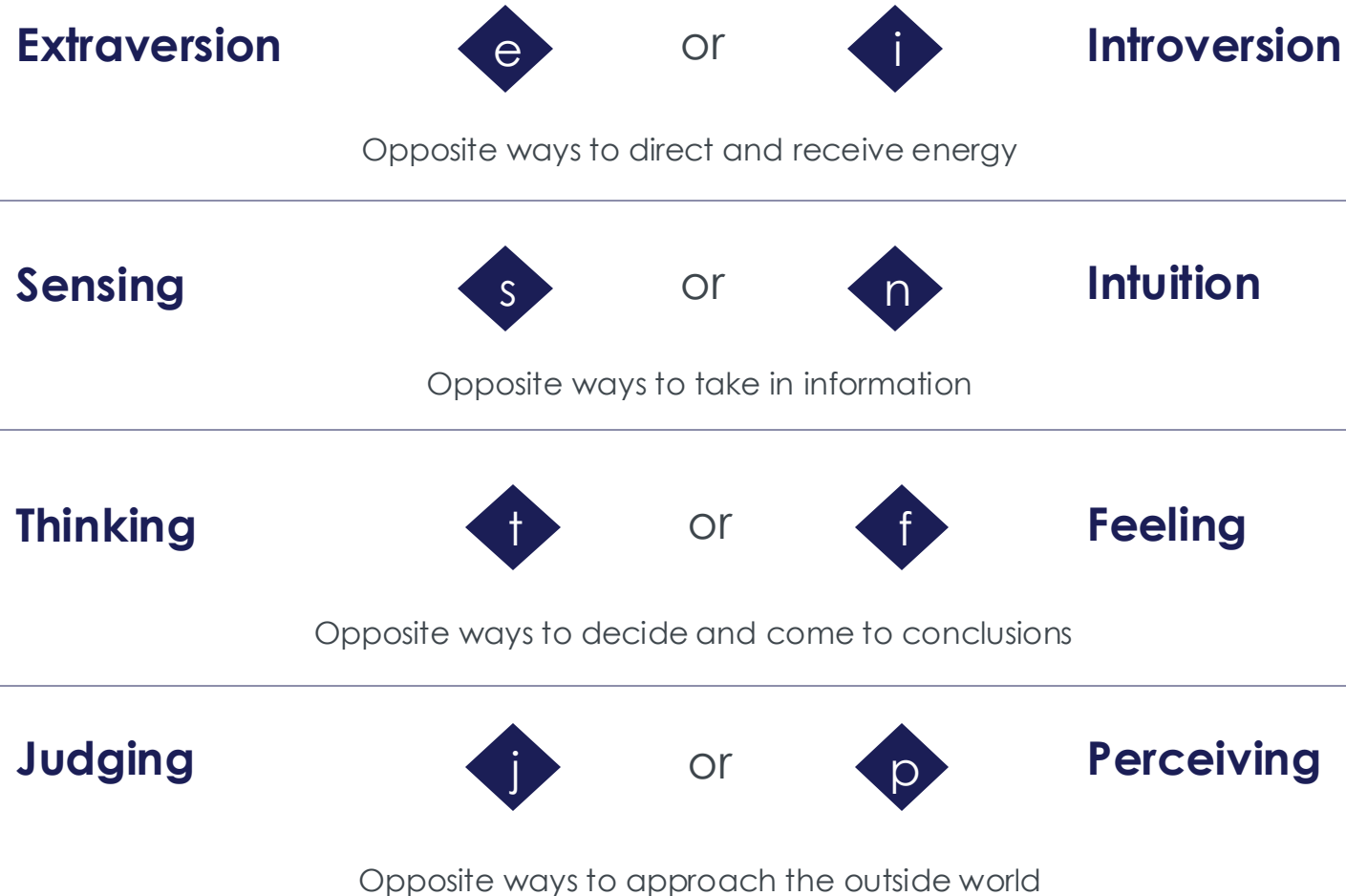
- RACI helps clarify *who does what* on a programme, helping to reduce ambiguity and streamline decision-making.

Responsible	Delivers the work and drives tasks forwards to completion
Accountable	Owens the outcome and signs off on the final decision or result
Consulted	Provides expert input and is engaged for feedback before action
Informed	Kept updated on progress and outcomes without needing direct involvement

- Be careful of assigning more than one stakeholder as Accountable
- In theory, an individual stakeholder could be both Responsible and Accountable – but there is a risk of conflating the two roles

Myers-Briggs personality types communicate people's preferences based on four aspects of their personality

MYERS-BRIGGS PREFERENCE PAIRS



What is your ideal workplace environment?

MYERS-BRIGGS TYPE INDICATOR – E/I EXERCISE

How would you describe your ideal workplace environment? What would it look like? What would it sound like? How many people would be there?

People have different preferences for how they direct and receive energy

MYERS-BRIGGS TYPE INDICATOR – E/I PREFERENCE PAIR

Extraversion



or



Introversion

Drawn to the outside world

Work out ideas by talking them through

Learn best through doing or discussing

Readily take initiative in work and relationships

Drawn to their inner world

Work out ideas by reflecting on them

Learn best by reflection, mental “practice”

Take initiative selectively – when the situation or issue is very important to them

Study this picture carefully for 15 seconds...

MYERS-BRIGGS TYPE INDICATOR – S/N EXERCISE



Source: https://commons.wikimedia.org/wiki/File:Going_to_Work_-_L_S_Lowry.jpg

People have different preferences for how they take in information

MYERS-BRIGGS TYPE INDICATOR – S/N PREFERENCE PAIR

Sensing

Oriented to present realities

Factual and concrete

Understand ideas and theories through practical applications

Trust experience

s

or

n

Intuition

Oriented to future possibilities

Imaginative and verbally creative

Want to clarify ideas and theories before putting them into practice

Trust inspiration

Which of these influencing approaches do you naturally gravitate towards?

MYERS-BRIGGS TYPE INDICATOR – T/F EXERCISE

Influencing approach	Example
Authority	The ICB CEO has told us that reconfiguration is the way forward.
Logic	The data from our model shows an opportunity to save the ICB £x million over 5 years if we reconfigure.
Examples	Here's how another ICB saved £x million from reconfiguration.
Consultation	What are the pros and cons of reconfiguration from your perspective?
Reciprocity	If you can send me ICB emergency department activity data over the last 5 years, I can use that as a baseline to model future scenarios.
Sociability	Let's talk through the political implications of reconfiguration over coffee.
Values	We're all ultimately focused on achieving the best care outcomes for patients at best value to the taxpayer.

People have different preferences for how they influence and come to conclusions

MYERS-BRIGGS TYPE INDICATOR T/F PREFERENCE PAIR

Thinking



or



Feeling

Use cause-and-effect reasoning

Strive for an objective understanding of truth

Can appear “tough-minded”

Fair – want everyone treated equally

Assess impact of decisions on people

Strive for harmony and positive interactions

Can appear “tender-hearted”

Fair – want everyone treated as an individual

The influencing approaches we discussed can be thought about on a Thinking-Feeling spectrum

MYERS-BRIGGS TYPE INDICATOR T/F PREFERENCE PAIR

MBTI preference	Influencing approach	Example
Thinking ↕ Feeling	Authority	The ICB CEO has told us that reconfiguration is the way forward.
	Logic	The data from our model shows an opportunity to save the ICB £x million over 5 years if we reconfigure.
	Examples	Here's how another ICB saved £x million from reconfiguration.
	Consultation	What are the pros and cons of reconfiguration from your perspective?
	Reciprocity	If you can send me ICB emergency department activity data over the last 5 years, I can use that as a baseline to model future scenarios.
	Sociability	Let's talk through the political implications of reconfiguration over coffee.
	Values	We're all ultimately focused on achieving the best care outcomes for patients at best value to the taxpayer.

Where would you place yourself on this spectrum?

MYERS-BRIGGS TYPE INDICATOR – J/P EXERCISE



People have different preferences for how they *approach the outside world*

MYERS-BRIGGS TYPE INDICATOR – J/P PREFERENCE PAIR

Judging



or



Perceiving

Scheduled

Make short and long-term plans

Like to have things decided

Try to avoid last-minute stress

Flexible

Open-ended

Like things loose and open to change

Find last-minute pressure energising

Understanding the stakeholder perspective

THE TRUST EQUATION

$$\text{Trust} = \frac{\text{Credibility} + \text{Reliability} + \text{Intimacy}}{\text{Self-orientation}}$$

Component	Definition	Risks of ignoring element
Credibility	Words: Credentials and honesty	People may be less willing to believe or buy into your claims and suggestions
Reliability	Actions: Promises kept	You may be seen as irresponsible or unable to deliver what someone needs
Intimacy	Emotions: Feel comfortable talking to you about the sensitive, personal issues connected to the surface issue	You may not be seen as “human”, and others may not feel comfortable sharing information with you
Self-orientation	Motives: Know that you care about serving our interests	You may be seen as manipulative, and others may doubt the intentions behind your claims and suggestions

Day Two agenda (rough timings)

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Introduction to day	09:30
Developing Insight Tool 5: Boat Chart Workplan	09:50
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Stakeholder Engagement: Influence Model

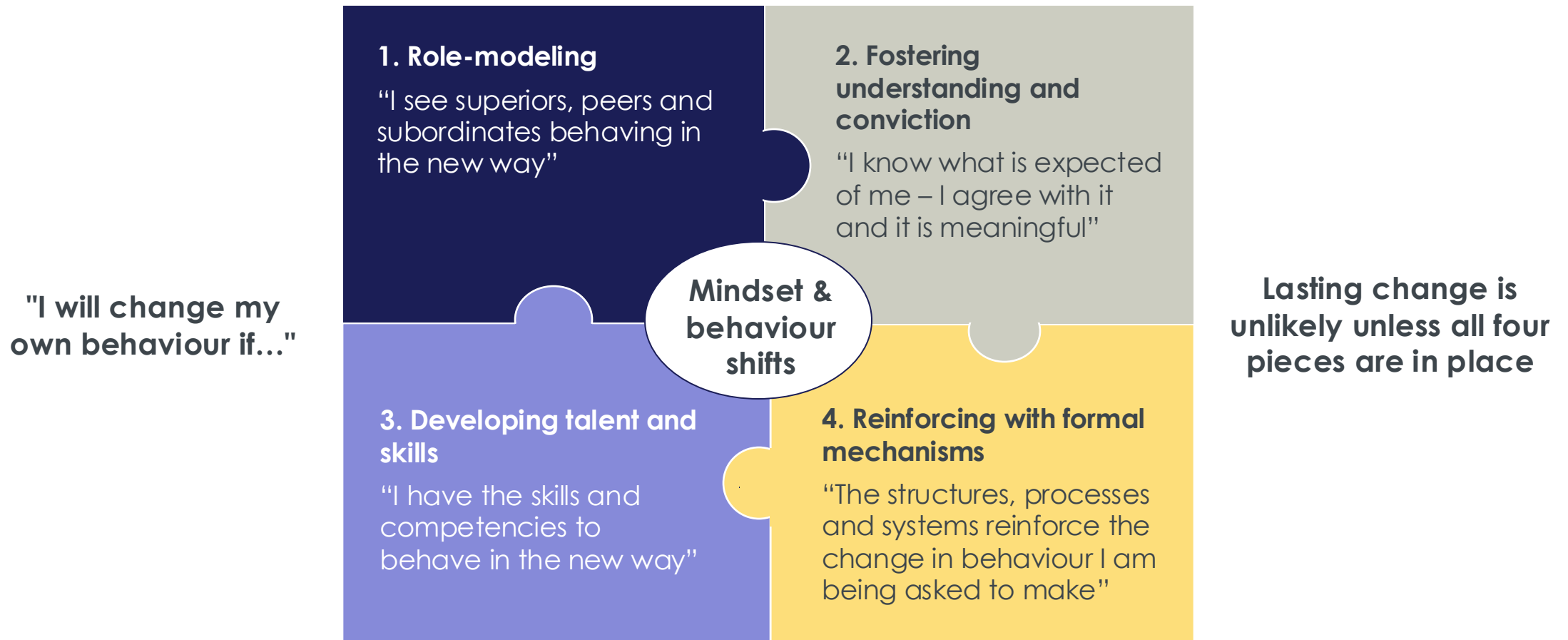
Think of a change management initiative that you have experienced which went really badly.

List out on separate post-it notes all the reasons why it went wrong.



The Influence Model gives four components that must be in place to shift mindsets and behaviours

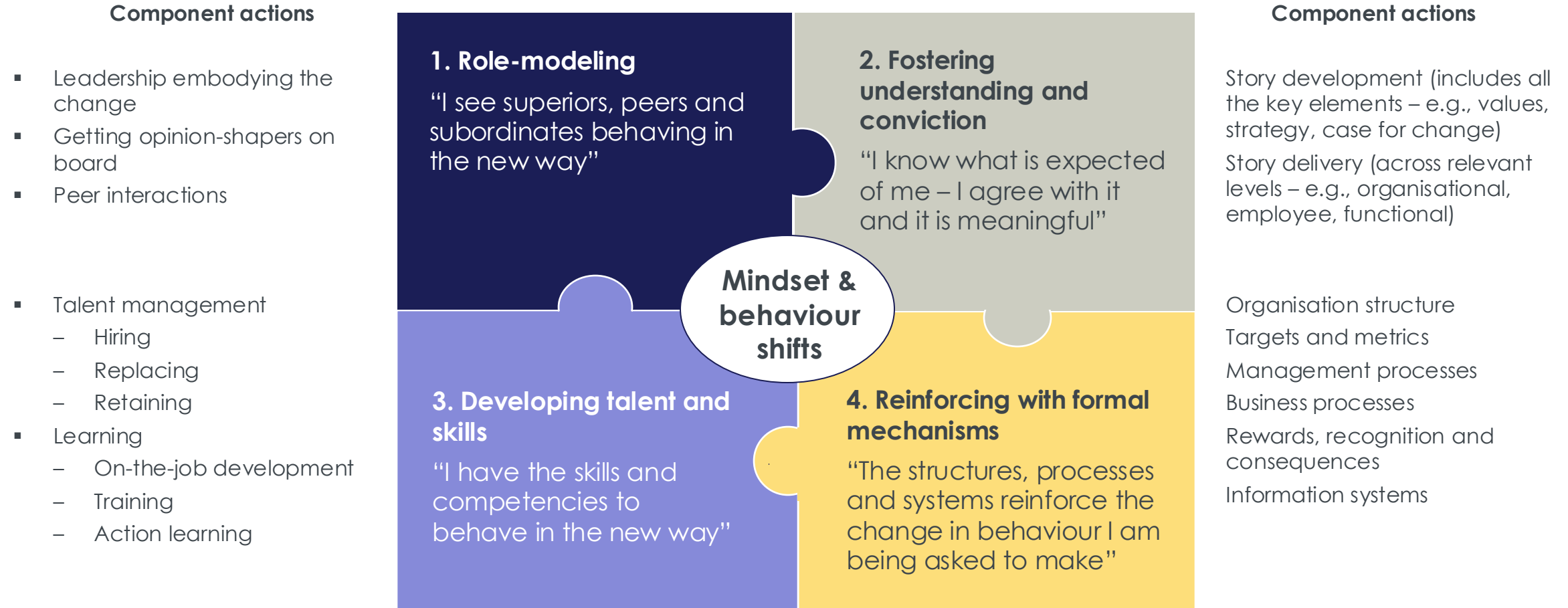
THE INFLUENCE MODEL: COMPONENTS OF EFFECTIVE CHANGE



Each component can be broken down into a number of more actionable categories

THE INFLUENCE MODEL: ACTIONS FOR CHANGING BEHAVIOUR

"I will change my own behaviour if..."



Now look back at all the reasons for the bad change management initiative that you thought about before.

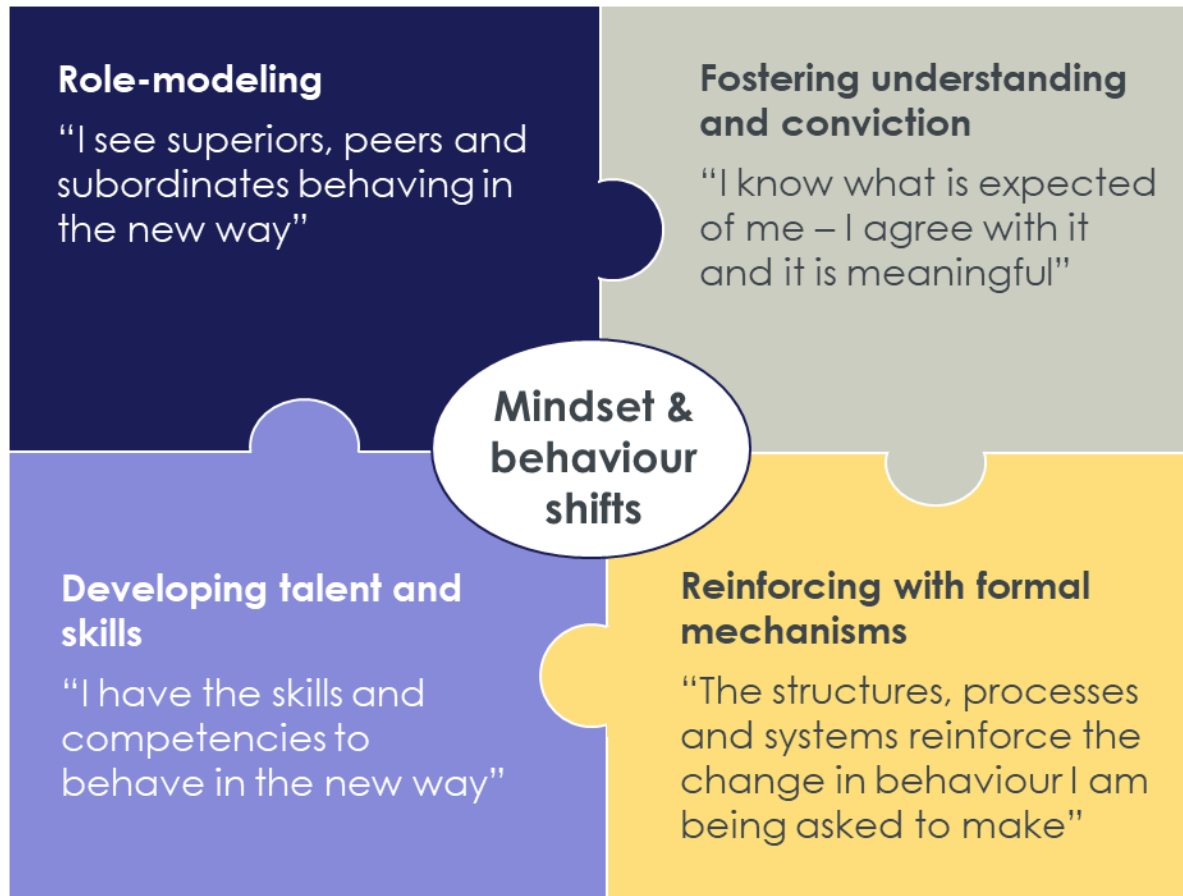
Try mapping them onto the four components of the Influence Model.



Individually or in small groups use the influence model to think about how you would encourage someone or a group of people to change their behaviour

20 minutes

ACTIVITY: INFLUENCE MODEL



Either use your own change examples – or pick one from below

We will wrap up with sharing for 5 minutes as a whole group.

Example questions:

1. How can your department influence the workforce to come into the office more frequently?
2. How can the NHS influence people to not go to A&E unnecessarily?
3. How can DEFRA influence people to recycle more?

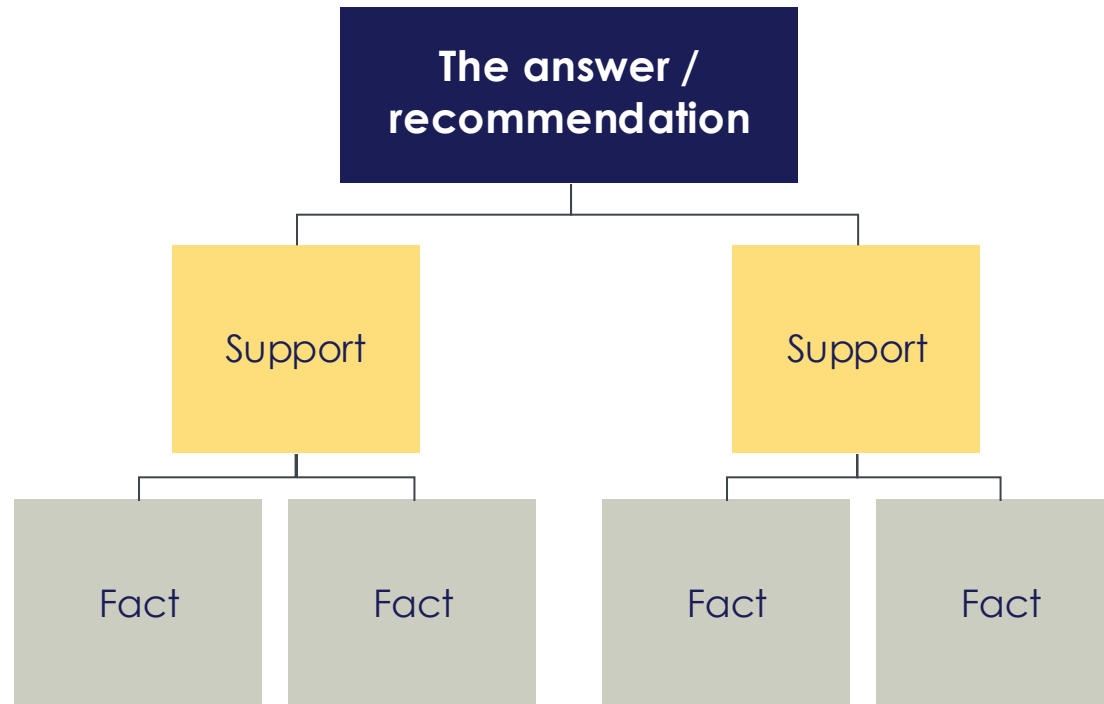
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Stakeholder Engagement: Storytelling & Compelling Communication

Storytelling

The Pyramid Principle starts with the key message and builds arguments top-down, which aligns with how audiences absorb and retain information



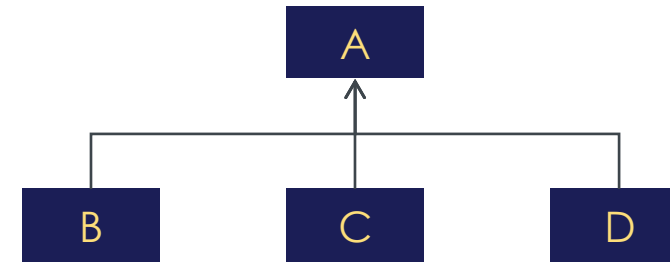
Deductive and inductive types of argument represent two very different ways of telling the same story

Deductive



- Step-by-step sequence
- Common for analysis
- Essential if context is needed for recommendation
- Risk of 'too long, didn't read'

Inductive



- Starts with the 'so what?'
- Common for capturing attention
- Useful to give different levels to different audiences
- Takes effort to do really well

Inductive sentences work well for ‘insight’ messages – they quickly grab the viewer’s attention, and make comprehension easier

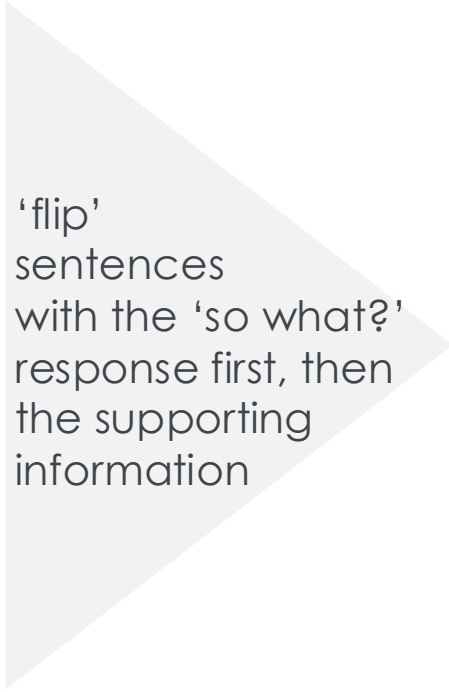
Deductive sentences

Where in the tropics could an English army doctor have seen much hardship and got his arm wounded? Clearly in **Afghanistan**

Although the risk that this patient has pneumonia is small, there is sufficient risk that I should **refer him** for a chest X-ray to rule this out.

The main barrier to setting up a self-administration programme is the **low number** of eligible patients.

Based on the lower costs, and better alignment with other strategic initiatives, the **centralised model option** is recommended, despite the lower responsiveness.



‘flip’
sentences
with the ‘so what?’
response first, then
the supporting
information

Inductive sentences – ‘insight messages’

Watson has just returned from **Afghanistan**, as he’s an English army doctor with an injured arm who has recently been to the tropics.

I should **refer him** for a chest X-ray to rule out pneumonia – although the risk that this patient has pneumonia is small it is sufficient to justify an x-ray.

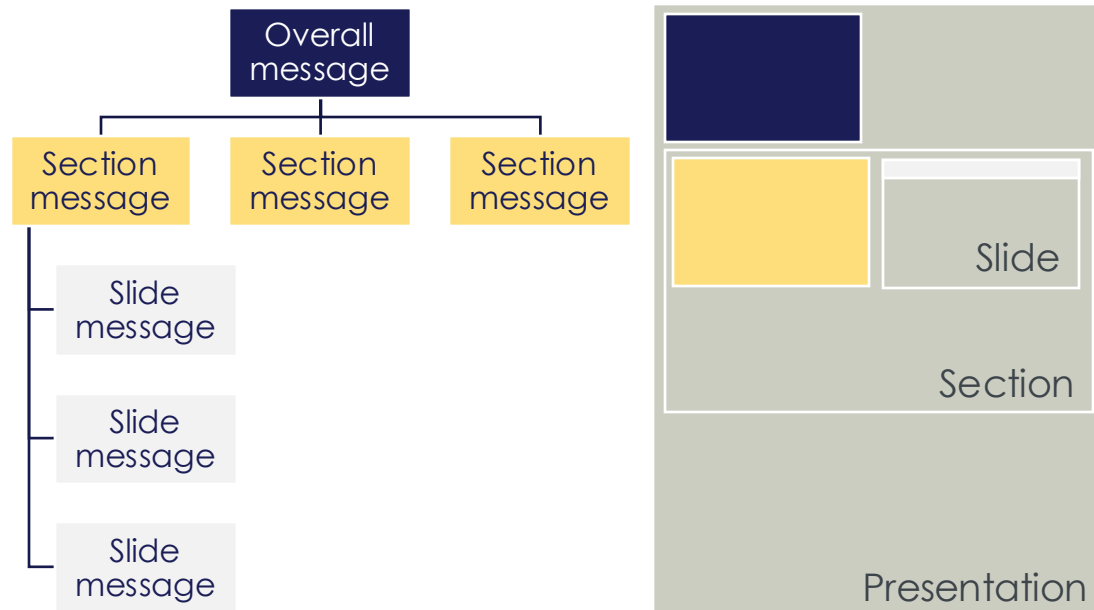
The **low number** of eligible patients is the main barrier to setting up a self-administration programme.

The **centralised model option** is recommended, based on the lower costs, and better alignment with other strategic initiatives, despite the lower responsiveness.

Start paragraphs, sections, chapters and documents with insight messages to quickly grab the reader's attention and make skim-reading easier

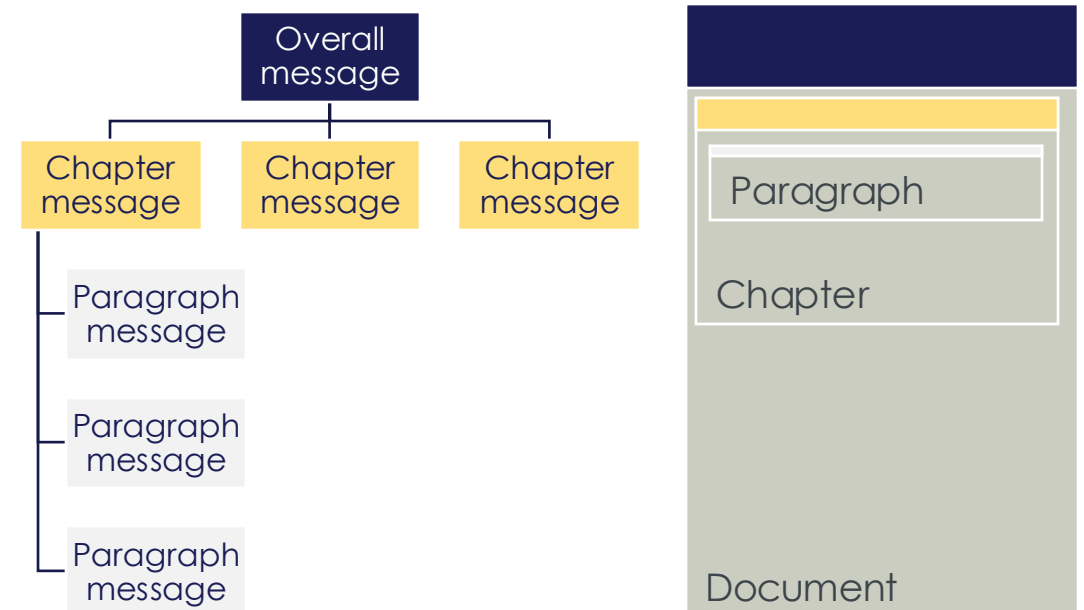
Presentation structure

1. Plan one message per slide, one slide per message
2. Start sections/chapters with their key insight(s)
3. Start the whole document with the key insight
4. If sending as pre-read, start with an executive summary. If only presenting 'live', then finish with one



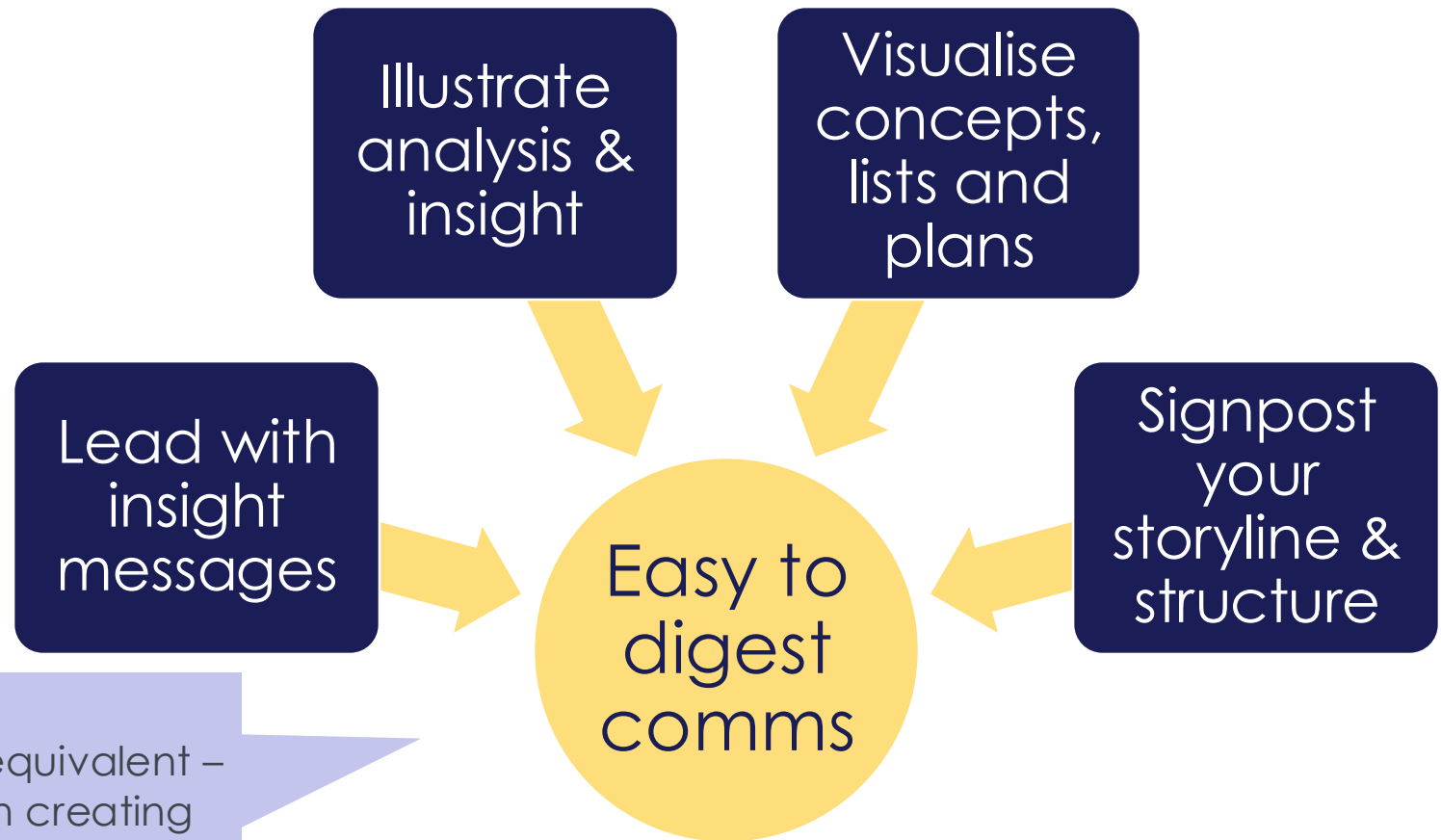
Written document structure

1. Start paragraphs with their key insight
2. Start sections/chapters with their key insight(s)
3. Start the whole document with the overall key insight
4. Start with an executive summary using SCQA



Compelling written & visual communication

Once your storyline is clear, you'll need to add text and illustrations depending on the format (more text in a document, more illustrations in a slide-pack)

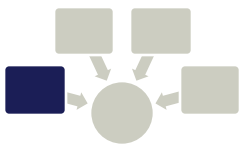


Integrating AI

LLMs with plugins for Microsoft – and equivalent – applications can save a lot of time in creating content, bearing in mind that you still need to be in the ‘driving seat’ for deciding what your storyline is, and what your ‘rules’ are for compelling communicating

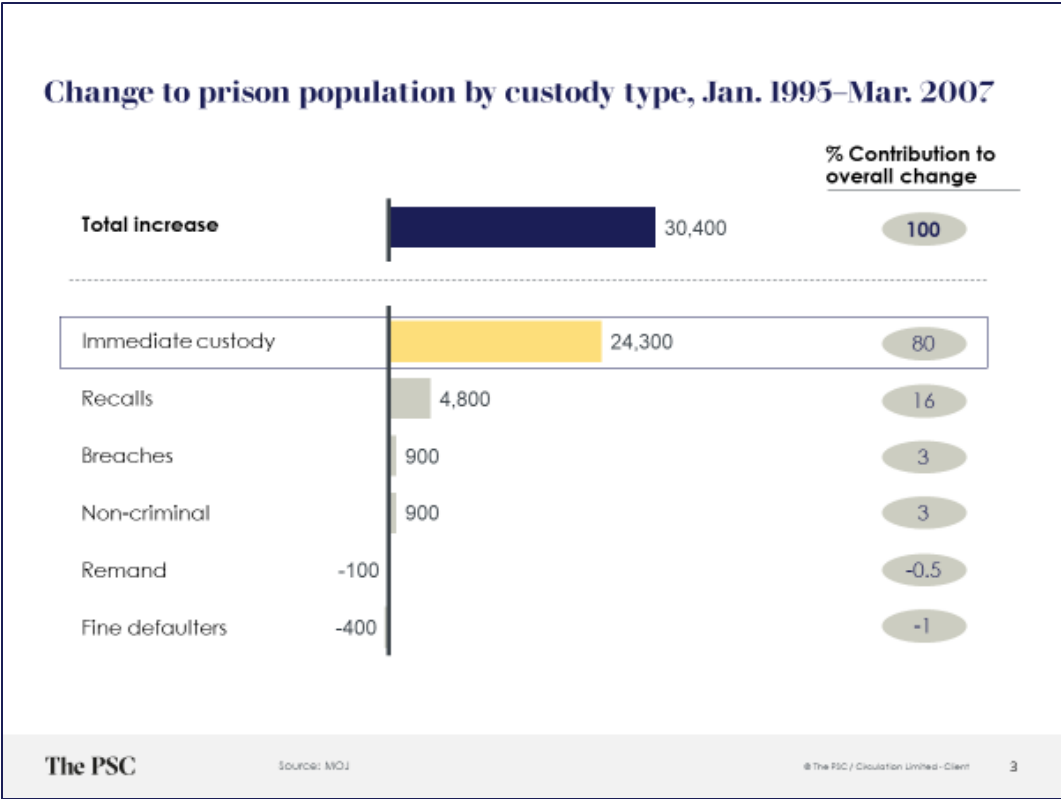
“Do the hard work to make it simple”
GDS design principle 4*

For presentations, create one slide for each ‘key message’ and write that as the slide headline if sharing for pre-reading or reference

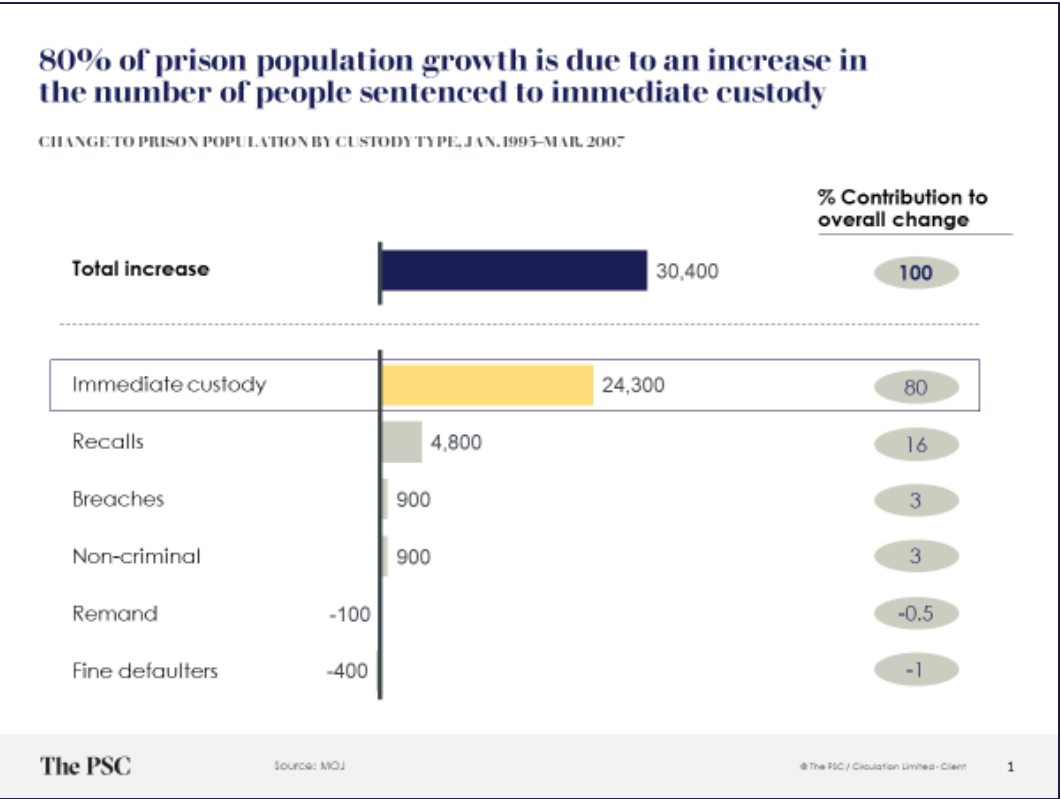


LEAD WITH INSIGHT MESSAGES

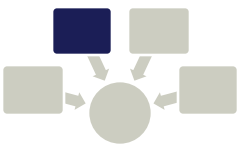
Without explicit key message



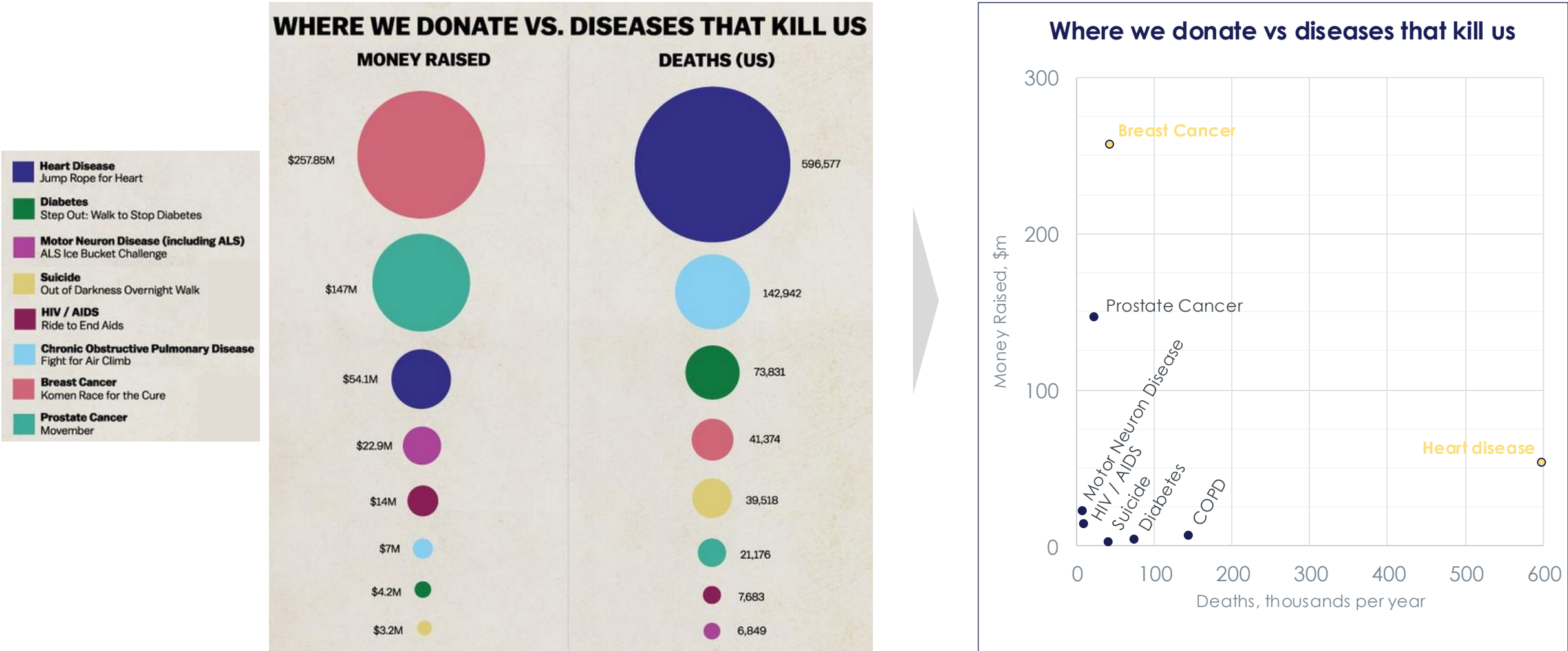
With explicit key message



Create a visual that is the simplest possible illustration of that ‘so what’ message, and use colour to ‘code’ the key insight



ILLUSTRATE ANALYSIS & INSIGHT



Which of these are easiest to read, or get a sense of when skimming? When would you use each one?

VISUALISE CONCEPTS, LISTS AND PLANS

Prose paragraphs

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Maecenas porttitor congue massa. Fusce posuere, magna sed pulvinar ultricies, purus lectus malesuada libero, sit amet commodo magna eros quis urna. Nunc viverra imperdiet enim. Fusce est. Vivamus a tellus.

Pellentesque habitant morbi tristique senectus et netus et malesuada fames ac turpis egestas. Proin pharetra nonummy pede. Mauris et orci.

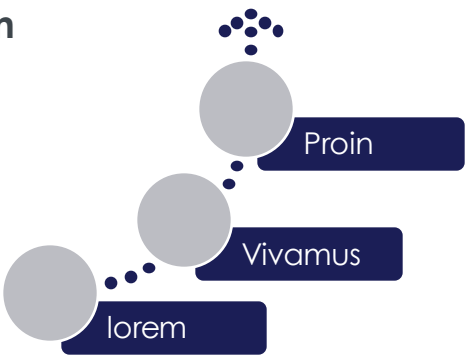
Bulleted List

- Lorem **ipsum** dolor
- Maecenas **porttitor**.
- Nunc **viverra** imperdiet
- Vivamus a **tellus**
- Pellentesque **habitant**
- Proin pharetra.

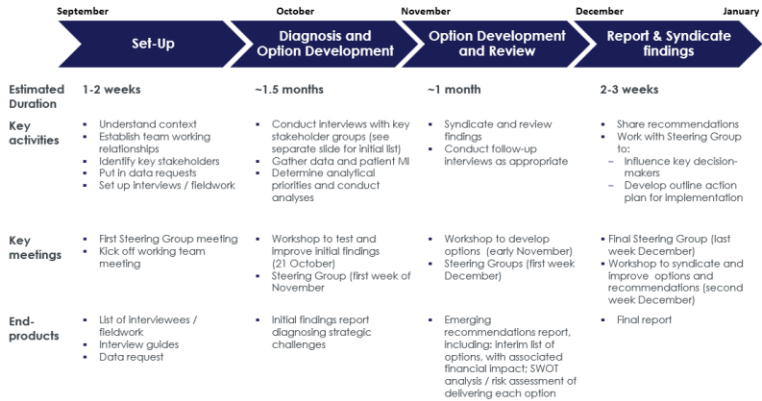
Table

	Outcomes	Actions
Lorem	ipsum	• Lorem ipsum dolor • Maecenas porttitor.
	porttitor	• Nunc viverra imperdiet • Vivamus a tellus
Vivamus	a tellus	• Vivamus a tellus • Pellentesque habitant • Proin pharetra.
	Pellentes	• Maecenas porttitor. • Vivamus a tellus

Diagram

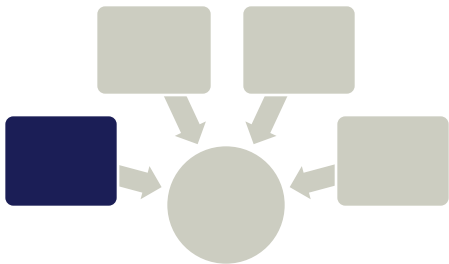
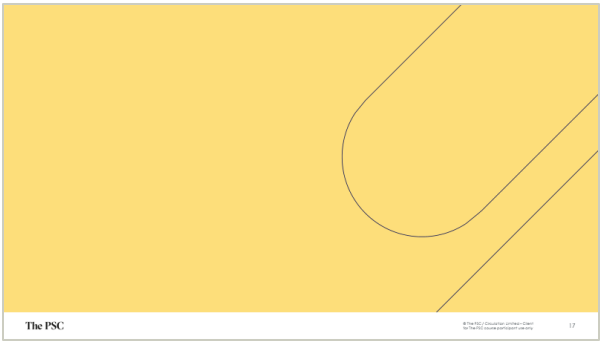
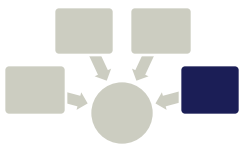


Plan



Which of these visual formats, visual mini-trackers, numbering and text styles have been used in this course – what did they do?

SIGNPOST YOUR STRUCTURE & STORY



Lorem ipsum
Nunc viverra

Vivamus a tellus erratum
Pellentesque habitant



- 1.
- 2.
- 3.
- 4.



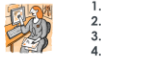
Individually, develop one slide or exhibit (this can be for your project, or this course, or anything else), using these best practice principles

ACTIVITY: CREATE A SLIDE

15 minutes

Which of these visual formats, visual mini-trackers, numbering and text styles have been used in this course – what did they do?

SIGNPOST YOUR STRUCTURE & STORY



The PSC

Which of these are easiest to read, or get a sense of when skimming? When would you use each one?

USE ALIKE CONCEPTS, LISTS AND PLANS

Prose paragraphs

Bulleted List

Diagram

Create a visual that is the simplest possible illustration of that 'so what' message, and use colour to 'code' the key insight

ILLUSTRATE ANALYSIS & INSIGHT

WHERE WE DONATE VS. DISEASES THAT KILL US

Where we donate vs diseases that kill us

For presentations, create one slide for each 'key message' and write that as the slide headline if sharing for pre-reading or reference

LEAD WITH INSIGHT MESSAGES

Without explicit key message

Change to prison population by custody type, Jan. 1995-Mar. 2007

With explicit key message

80% of prison population growth is due to an increase in the number of people sentenced to immediate custody

The PSC

We will wrap up with sharing for 5 minutes as a whole group.

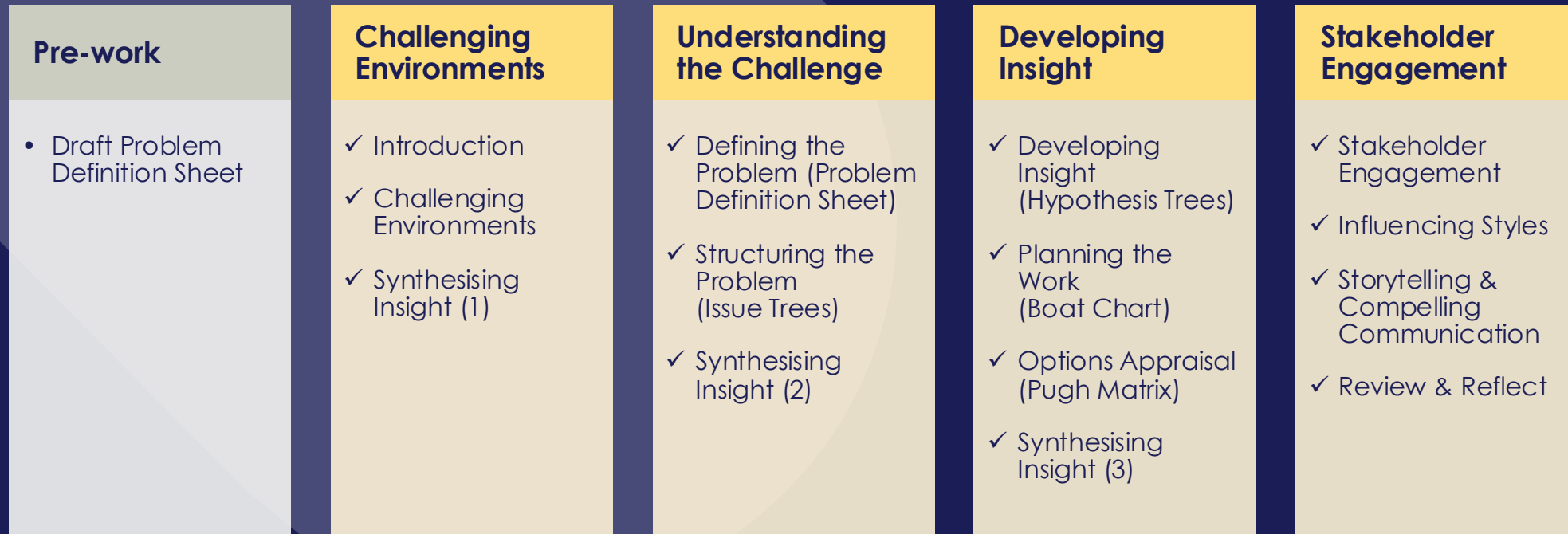
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Review & Reflect

Strategic Thinking

The Strategic Thinking Programme



What have you taken from our two days together?

GROUP DISCUSSION

Please share:

1. A valuable insight from the course
2. Something you will commit to doing differently in the future

Before we finish...

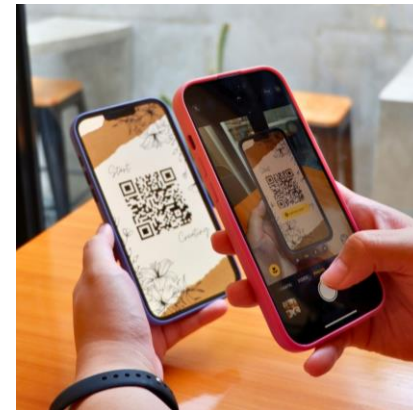
POST-COURSE SURVEY

Complete the following feedback form to rate your confidence with different elements of project work and provide feedback on this training session.

- **Link to post-course survey:** <https://forms.office.com/e/WJFJpRbDRi>
- **Name of this course:** An Introduction to Strategic Thinking
- **You can also follow the QR code** below to access the form:



You can scan the QR code with a **mobile device camera** to access the form



Enjoyed the training? We provide a range of other courses including...



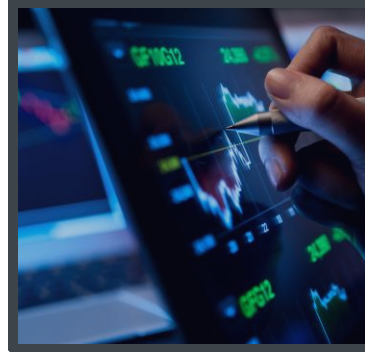
Delivering Fast Effective Projects

A three-day highly interactive course which focuses on applying problem solving and project management tools to support fast and effective project delivery in public services. Delivered in-person or virtually.

"The most useful training I've received in my career."



Scan here to find out more, or get in touch at capabilities@thepsc.co.uk



Digital and User-Centred Projects

A two-day course designed specifically for people in the public sector who are involved or interested in delivering digital services. The course covers the full digital service life cycle. Delivered in-person.

"This was a great introduction to developing an accessible digital service that meets the needs of a diverse range of users."



Embedding Psychological Safety

This one-day course will provide you and your teams with tools and techniques to boost psychological safety – one of the most important dynamics for setting successful teams apart. Delivered in-person.

"The case study of an uncomfortable group discussion - to explore psychological safety - was facilitated in a really great and dynamic way."