

Commissioned by the KPMG consortium for:

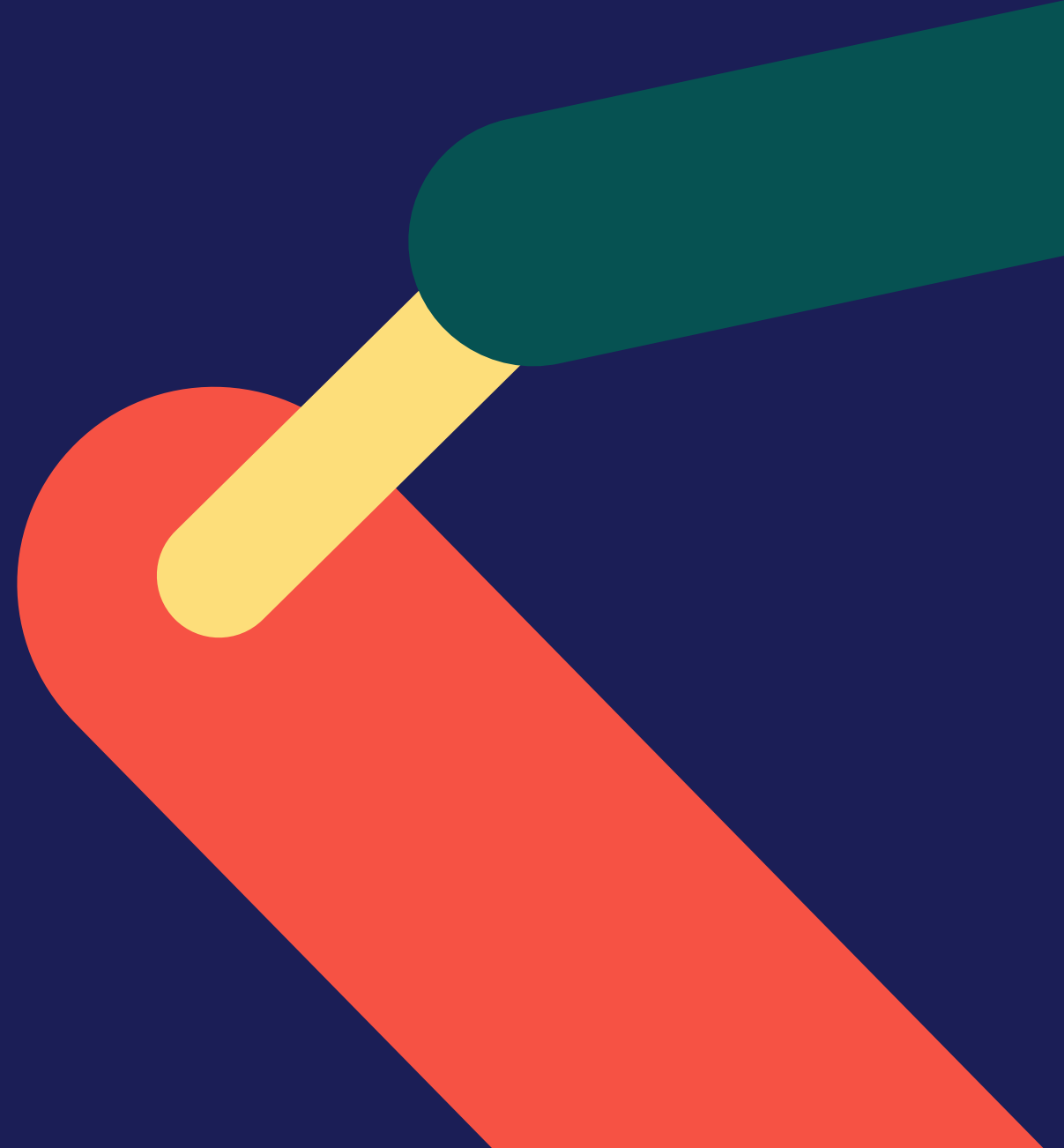


Designed and delivered by:

The PSC

Policy Framing: Problem Structuring and Analytical Thinking

Part 2



By the end of this session, you will have consolidated your learning from the previous sessions, and considered new material about stakeholder engagement and influencing people

PART 2 AGENDA

Section	Time
Introduction	5 mins
Refresh of the Problem Solving tools	20 mins
Practising and embedding the tools	30 mins
<i>Break</i>	10 mins
Stakeholder engagement	40 mins
Influencing others	25 mins
Wrap-up	5 mins

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Refresh of the Problem Solving tools

A Problem Definition Sheet (‘PDS’)* 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

THE PROBLEM DEFINITION SHEET (‘PDS’)

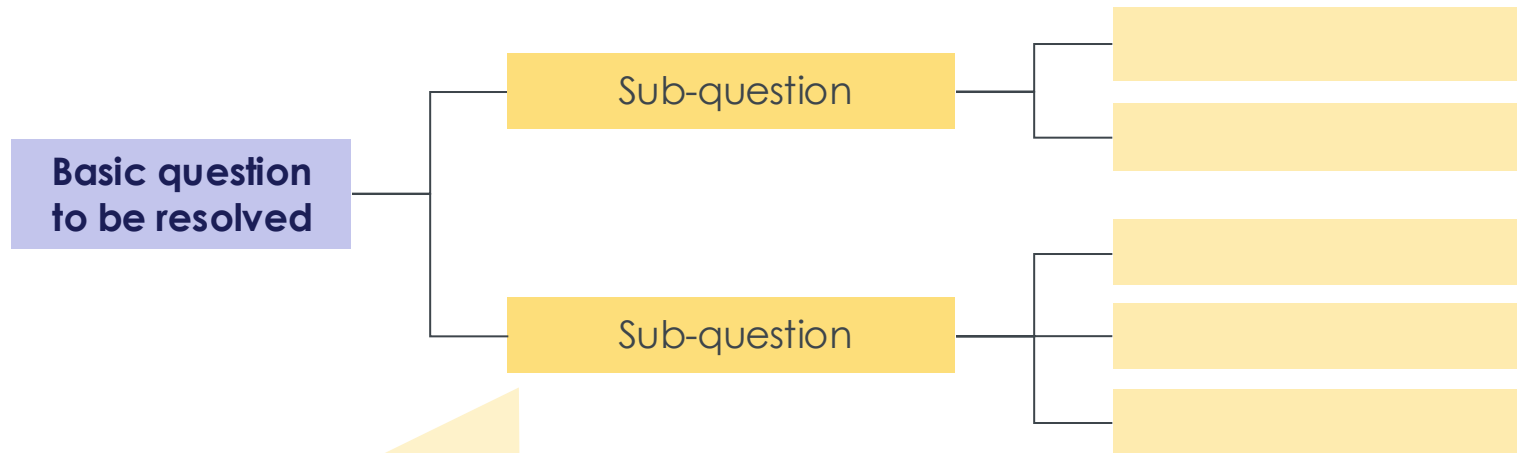
The problem statement needs to show the underlying question, and not a solution for it.

1. Basic question to be resolved	
2. Stakeholders, decision makers and project resourcing	3. Desired outputs and criteria for success
4. Scope of the work (in /out)	5. Outline timings and milestones
6. Context / background	7. Constraints and risks/ dependencies/ interfaces

An Issue Tree sets out the 'basic question to be resolved' and breaks it out into increasingly more specific questions

THE ISSUE TREE

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



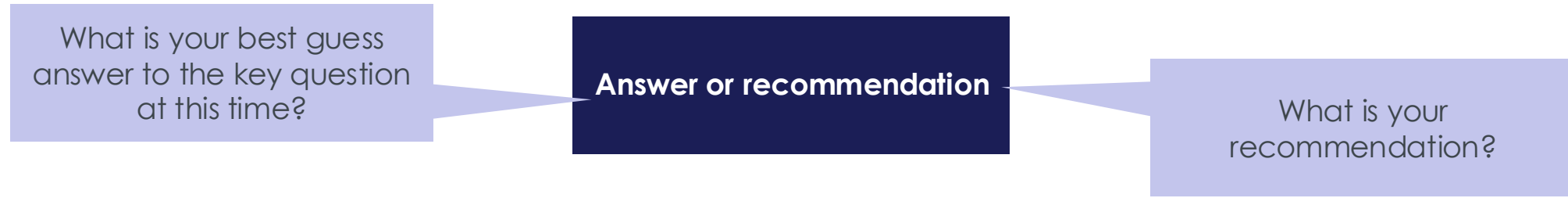
The right-hand side of an Issue Tree shows a set of areas of potential experiments / solutions / analyses / workstreams

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)

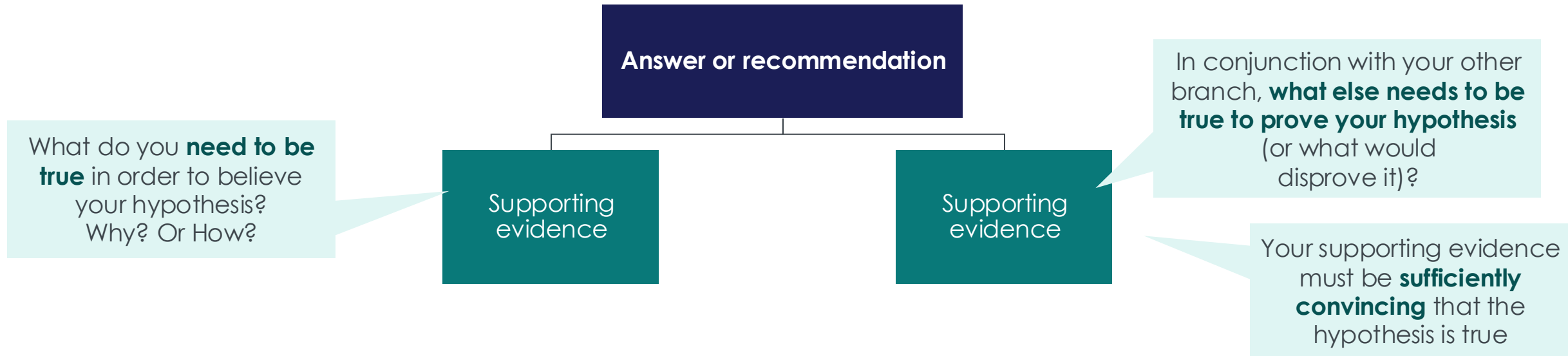
We develop a Hypothesis Tree by asking “Why do we believe this?” at each level until it’s self-evident or it is a statement you can test

THE HYPOTHESIS TREE (1/3)



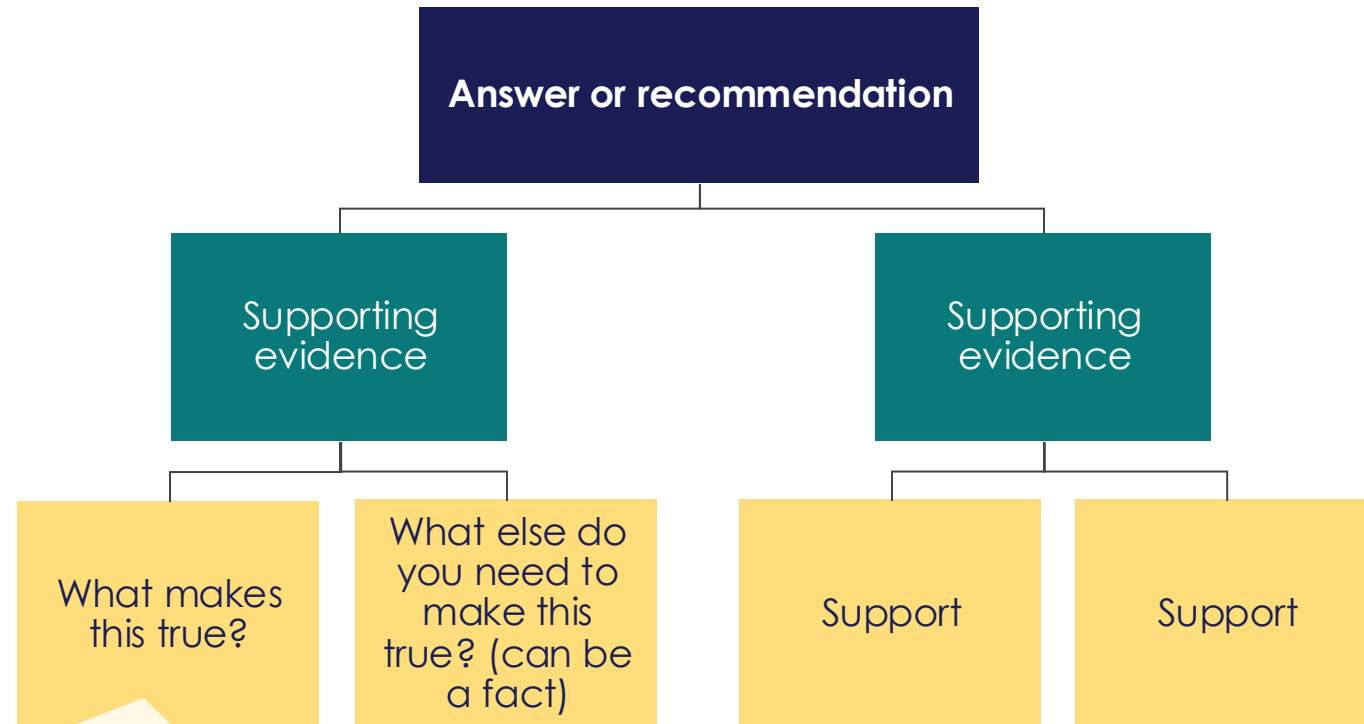
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THE HYPOTHESIS TREE (2/3)



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

THE HYPOTHESIS TREE (3/3)



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**

In conjunction with a PDS, a ‘Boat Chart’ or ‘project on a page’ is a useful overview for both project leads and stakeholders. It’s often sufficient for planning, saving time in maintaining complex project plans.

THE BOAT CHART

	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!						

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Practising and embedding the tools

Individually, spend 25 minutes applying one of the problem-solving tools to a policy question or project of your choice

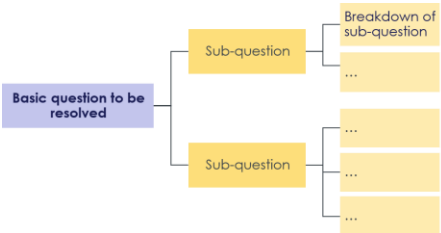
ACTIVITY: PRACTISING AND EMBEDDING THE TOOLS

25 minutes

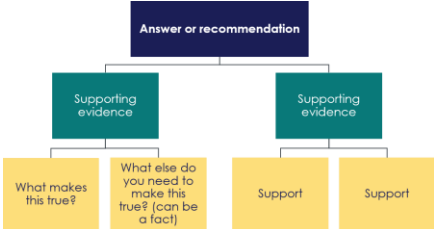
1. PDS

1. Basic question to be resolved	
2. Stakeholders, decision makers and project resourcing	3. Desired outputs and criteria for success
4. Scope of the work (in /out)	5. Outline timings and milestones
6. Context / background	7. Constraints and risks/dependencies/interfaces

2. Issue Tree



3. Hypothesis Tree



4. Boat Chart

	September	October	November	December	January
Estimated Duration	1-2 weeks	1-2 months	1-2 months	1-2 months	2-3 weeks
Key activities	- Understand context - Establish team working mechanisms - Identify key stakeholders - Put in deliverables - Set up interview network	- Conduct interviews with key stakeholders groups (non-sequential also to HRG H) - Conduct data and perform M - Determine empirical profiles and conduct analysis	- Collate and review findings - Conduct follow-up interviews as appropriate	- Draw recommendations - Work with Steering Group to: - Inform key decision-makers - Develop outline action plan for implementation	- Final Steering Group (last week early November) - Working Group: Review options and agree recommendations (second week December)
Key meetings	- First Steering Group meeting - Kick off working team meeting	- Working to test and improve initial findings (October 21) - Steering Group (last week of November)	- Working to develop outline findings (early November) - Steering Group (last week December)	- Final Steering Group (last week early November) - Working Group: Review options and agree recommendations (second week December)	
End products	- Set of interviewees / feedback - Interview guides - Daily report	Initial findings report diagnosing strategic challenges	- Emerging recommendations report, including: - Summary of all options, with SWOT analysis of key elements of each project - SWOT analysis of key elements of all options	Final report	

1. Choose one tool to practice – PDS, issue tree, hypothesis tree or boat chart
2. Pick a real policy question or project – use something you are currently working on, or a past example you know well
3. Apply the tool for 25 minutes – aim for a first draft – it does not need to be perfect
4. Ask for help if you get stuck

We will wrap up with sharing for 5 minutes as a whole group so be prepared to feedback

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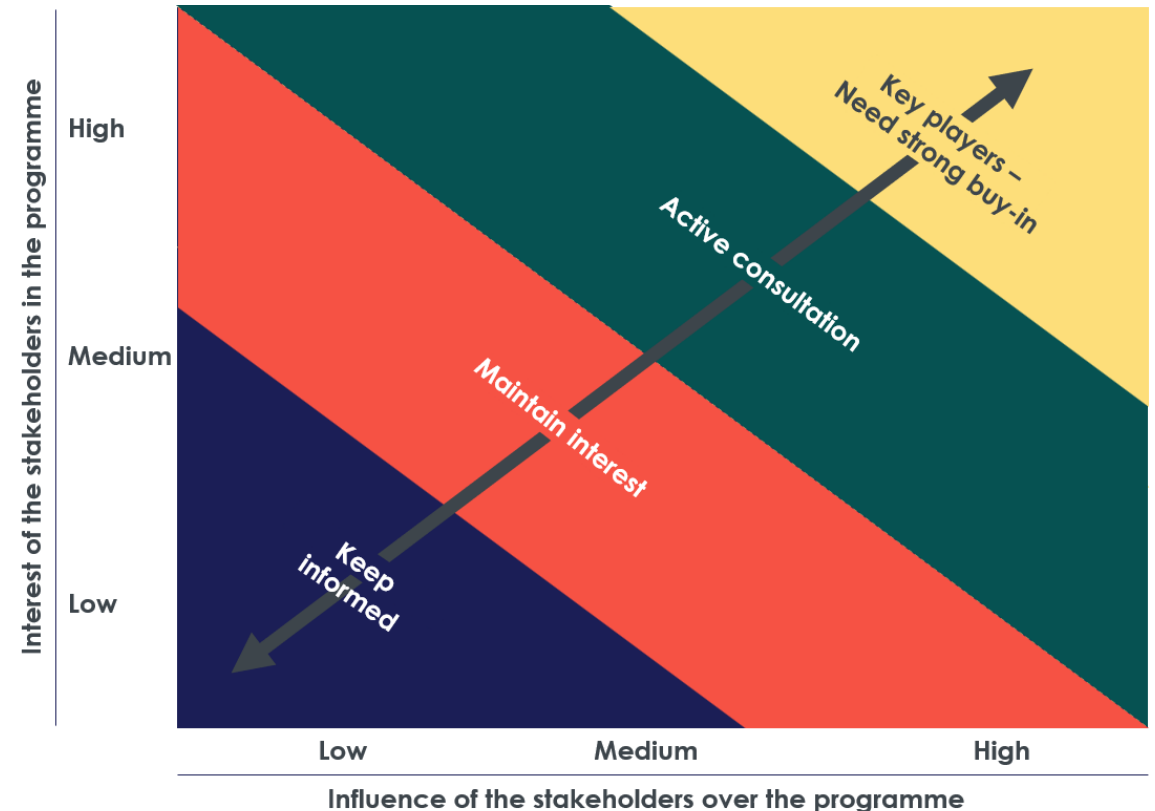
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Stakeholder engagement

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

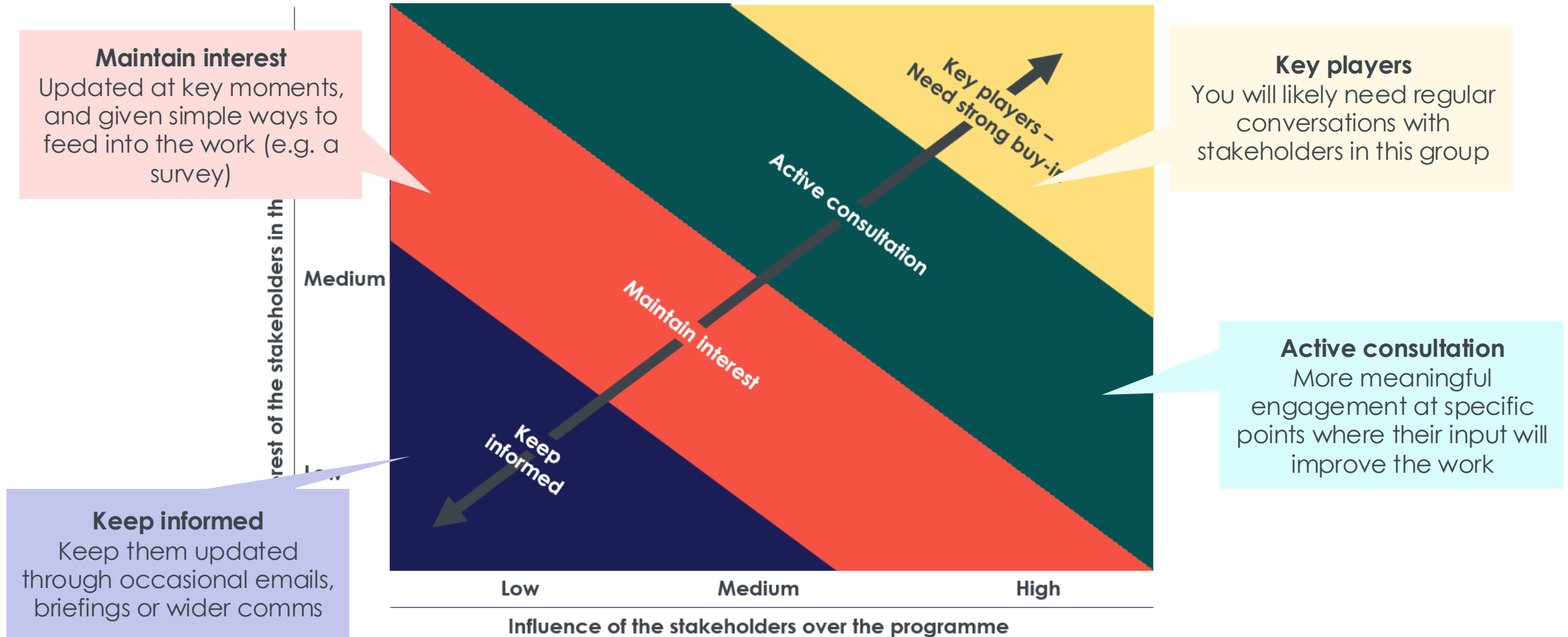
INFLUENCE/INTEREST MATRIX

- 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



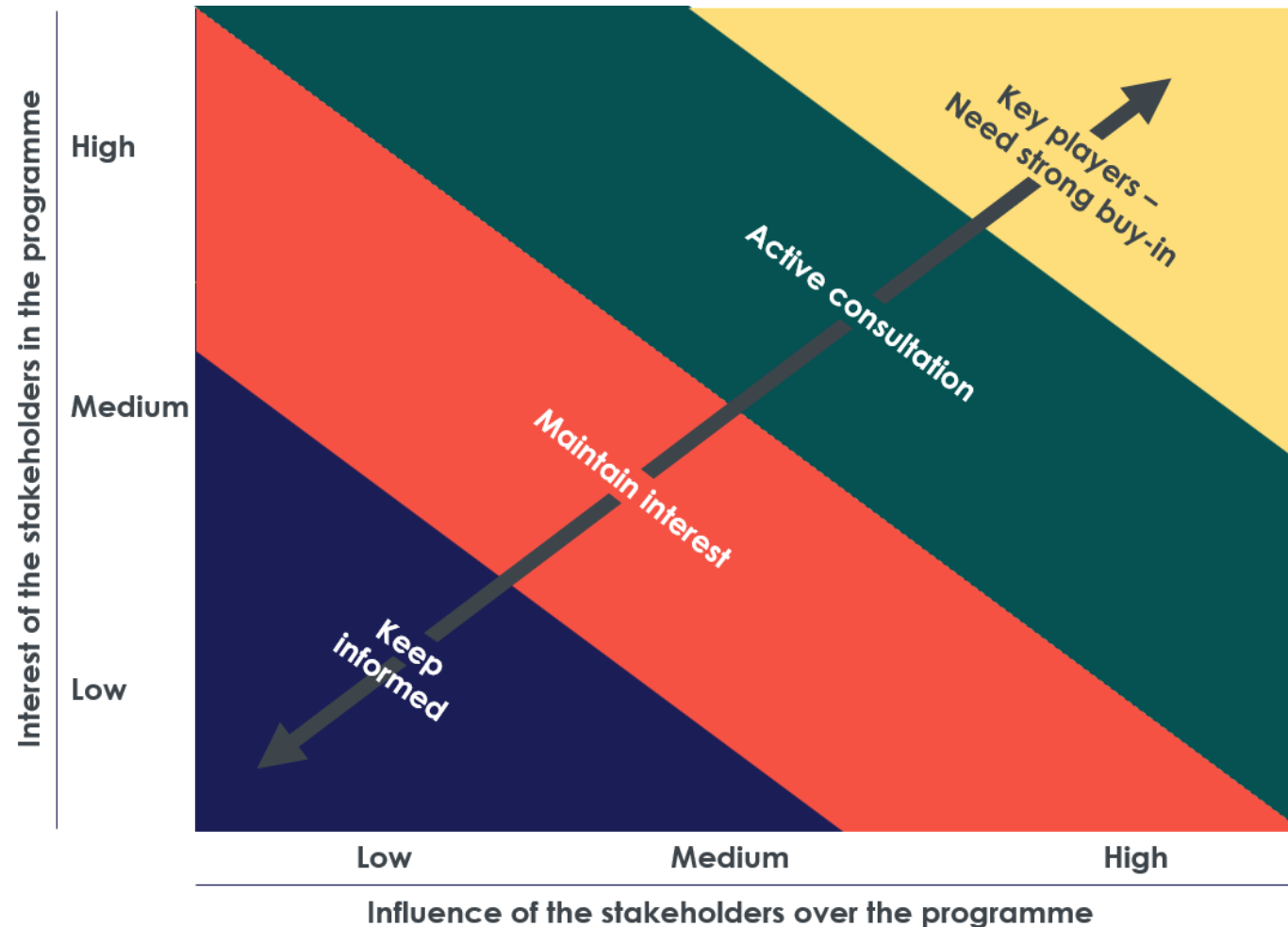
Then use a stakeholder engagement plan to translate the mapping on the matrix into a practical approach & next steps

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 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

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

10 minutes

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

RACI FRAMEWORK

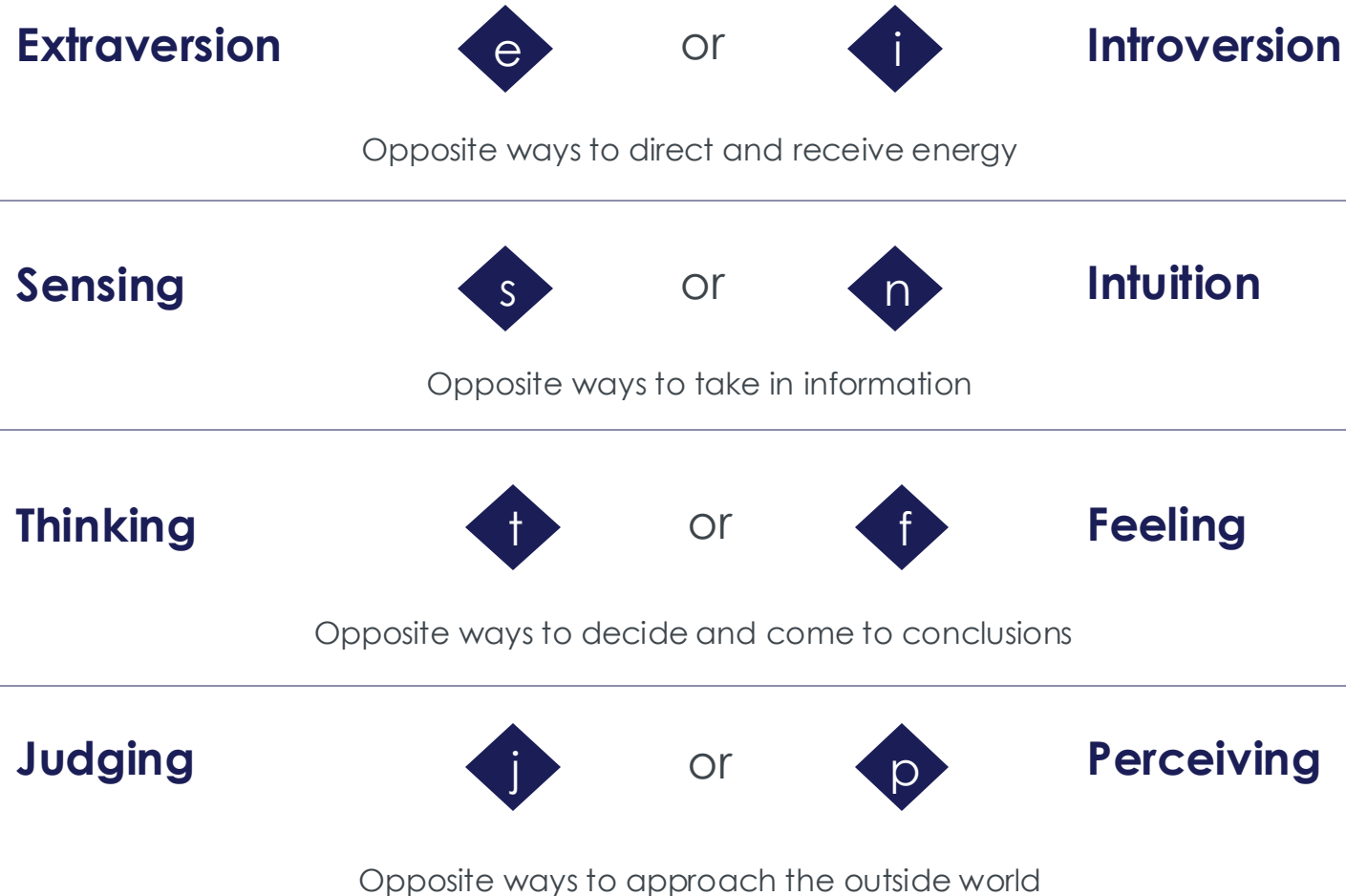
- RACI helps clarify *who does what* on a programme, helping to reduce ambiguity and streamline decision-making.

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

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Influencing others

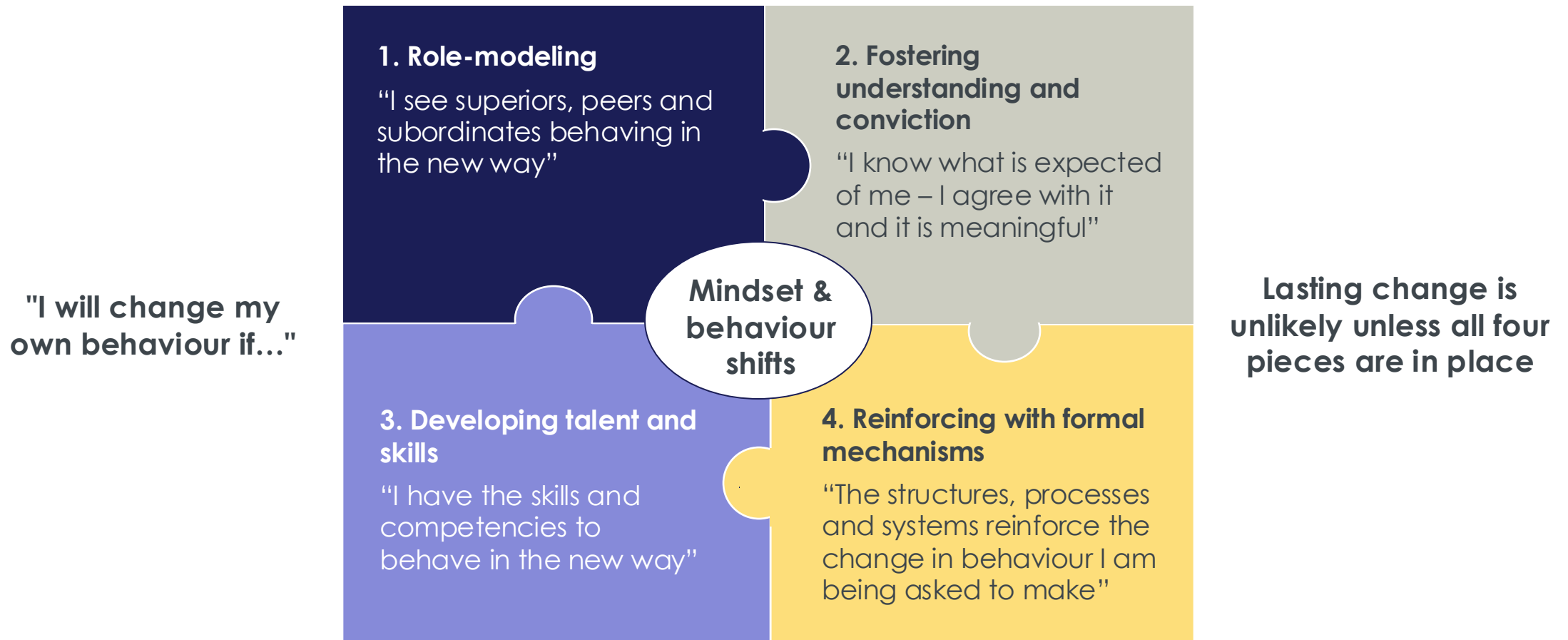
Think of a change management initiative that you have experienced which went really badly.

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

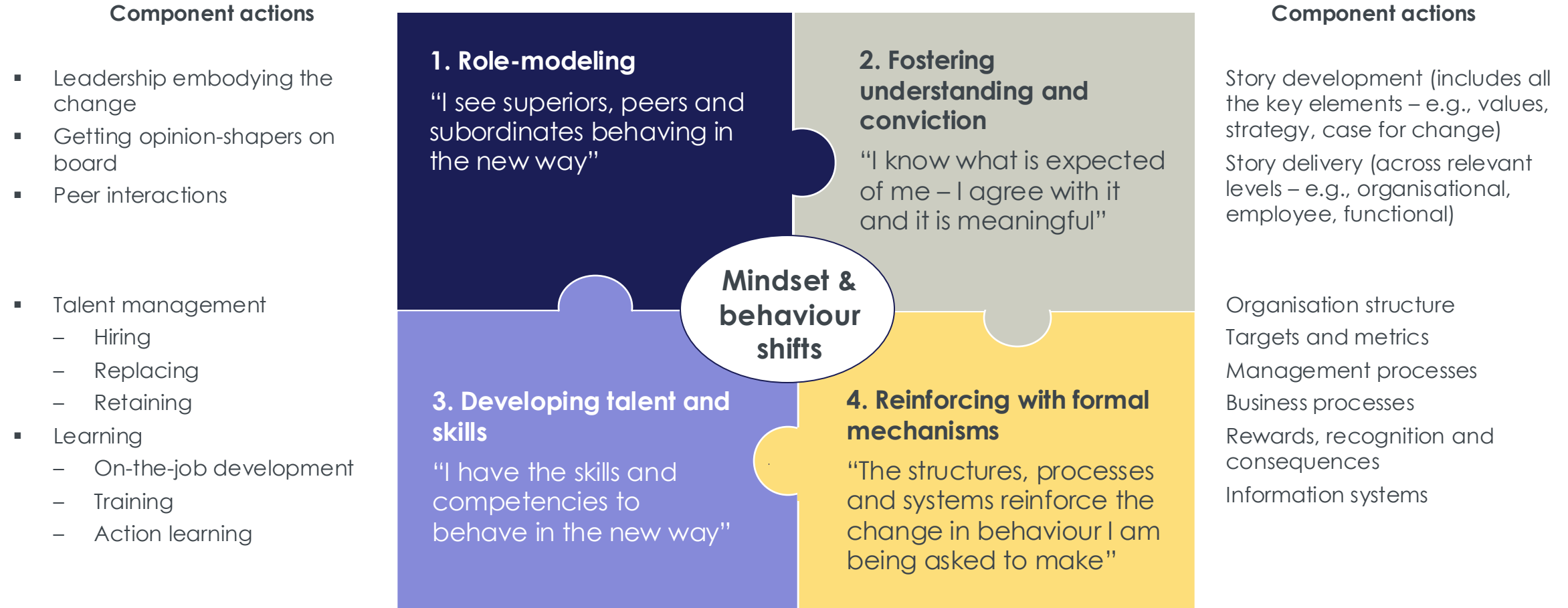
THE INFLUENCE MODEL: COMPONENTS OF EFFECTIVE CHANGE



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.





Group discussion: how you could use this model on a given change project you're currently working on / in your day-to-day work?

10 minutes

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Wrap up

What’s next?

USING THE TOOLS TOGETHER

1. Define the real problem



1. Basic question to be resolved	
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4. Scope of the work (in /out)	5. Outline timings and milestones
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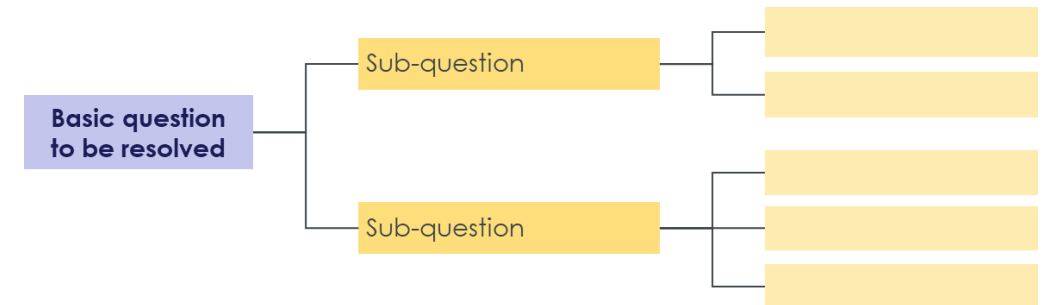
What's next?

USING THE TOOLS TOGETHER

1. Define the real problem



2. Break the problem down into manageable chunks



What's next?

USING THE TOOLS TOGETHER

1. Define the real problem

PDS



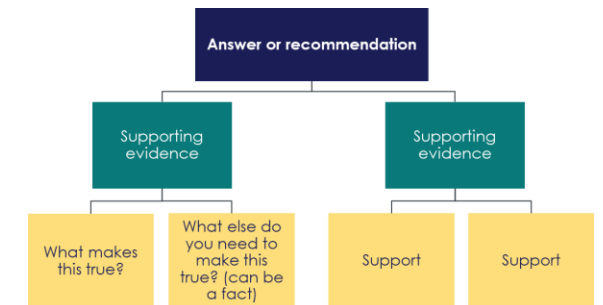
Issue Tree

2. Break the problem down into manageable chunks



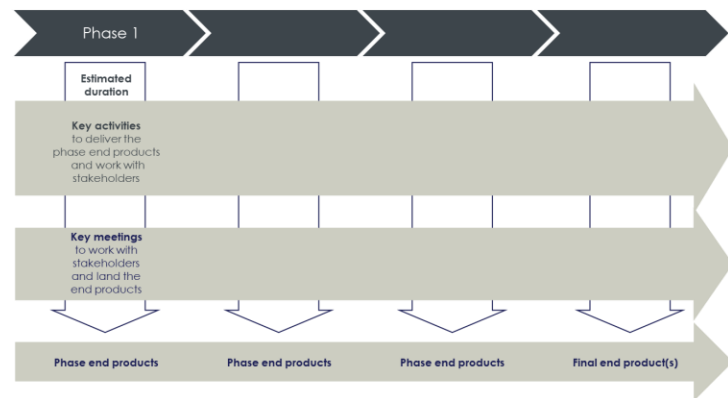
Hypothesis Tree

3. Form & test a hypothesis



What's next?

USING THE TOOLS TOGETHER



1. Define the real problem

PDS



Issue Tree

2. Break the problem down into manageable chunks



Hypothesis Tree

3. Form a hypothesis

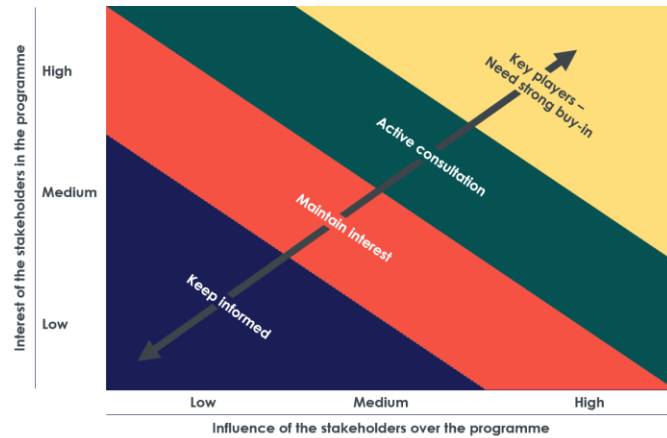


Boat Chart

4. Plan your work

What's next?

USING THE TOOLS TOGETHER



1. Define the real problem

PDS



Issue Tree

2. Break the problem down into manageable chunks



Hypothesis Tree

3. Form a hypothesis



Boat Chart

4. Plan your work

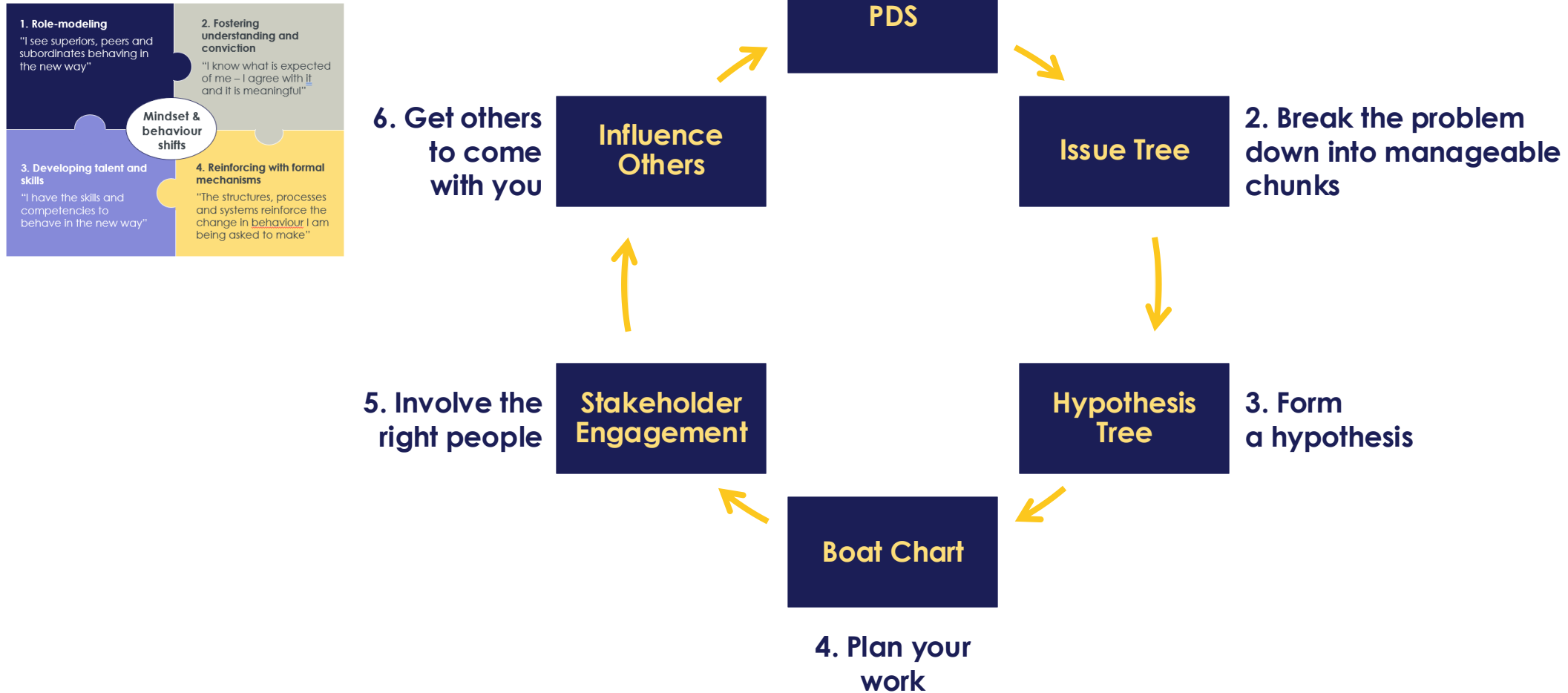


Stakeholder Engagement

5. Involve the right people

What's next?

USING THE TOOLS TOGETHER



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...

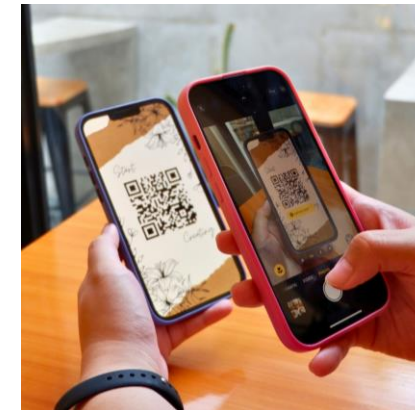
END OF PART 1 SURVEY

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:** Problem Structuring and Analytical Thinking – **Part 2**
- **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



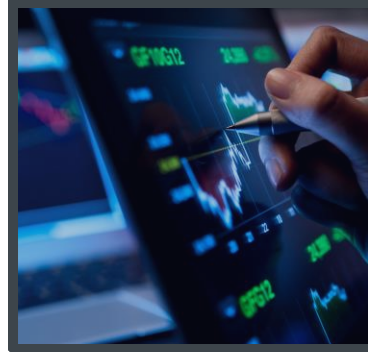
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A three-day highly interactive course which focuses on applying problem solving and project management tools to support fast and effective project delivery in public services. Delivered in-person or virtually.

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



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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."



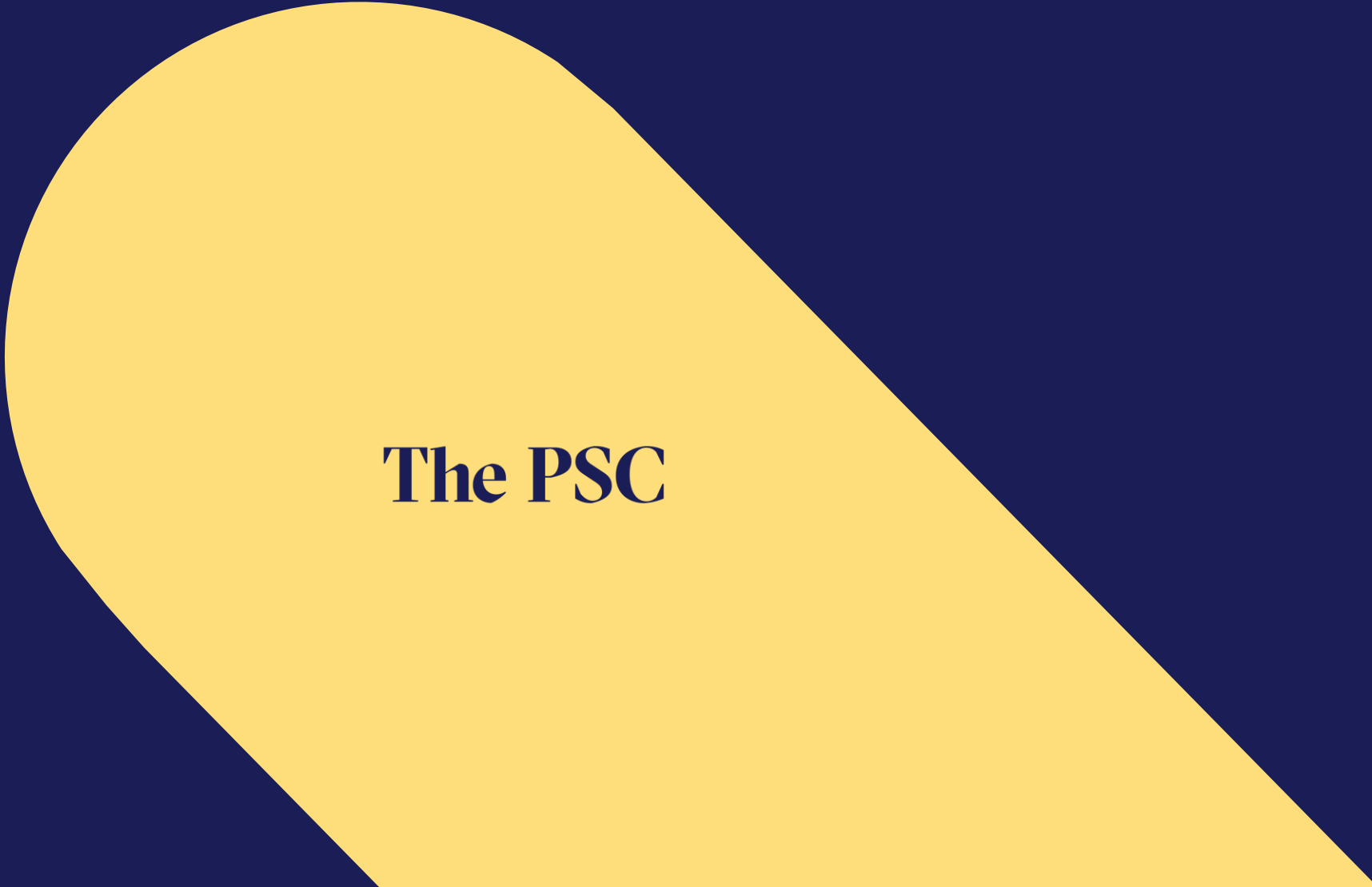
Embedding Psychological Safety

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."



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



The PSC