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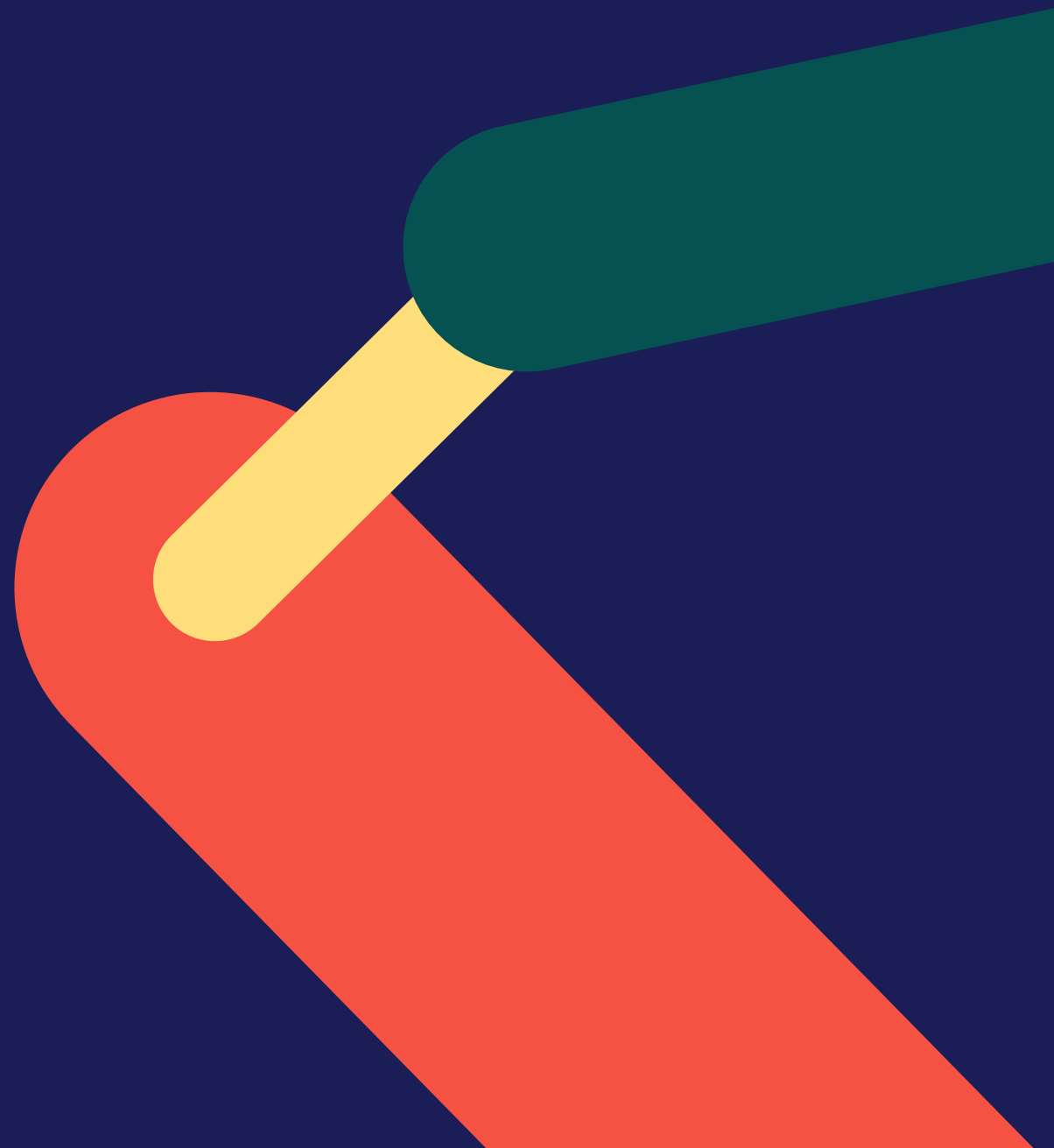


Designed & delivered by:

The PSC

An Introduction to Strategic Thinking

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Welcome to

An Introduction to Strategic Thinking

Day 1

Challenging
Environments

Understanding
the Challenge

Day 2

Developing
Insight

Stakeholder
Engagement

INDIVIDUAL INTRODUCTIONS

Who are you? (30 seconds each)

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

Welcome!

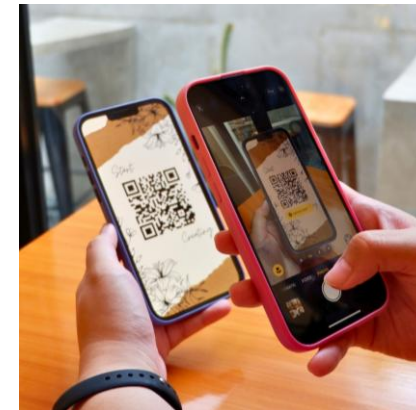
PRE-COURSE SURVEY

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



Strategic Thinking

PROGRAMME AIMS

- This programme is intended for staff from operational backgrounds who need to apply a **strategic mindset** to their role and business area
- We will introduce a **toolkit** for strategic thinking, problem solving, planning and change management, to help you:
 - Understand **complex/challenging environments** and adapt strategic thinking appropriately
 - Use conceptual frameworks to help **define strategic, operational, or policy problems** and options swiftly and in clear and simple terms
 - Use conceptual frameworks to **think in a structured way**, using appropriate tools to present arguments persuasively
 - Synthesise **clear and simple insight for senior decision makers** and stakeholders, and 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>

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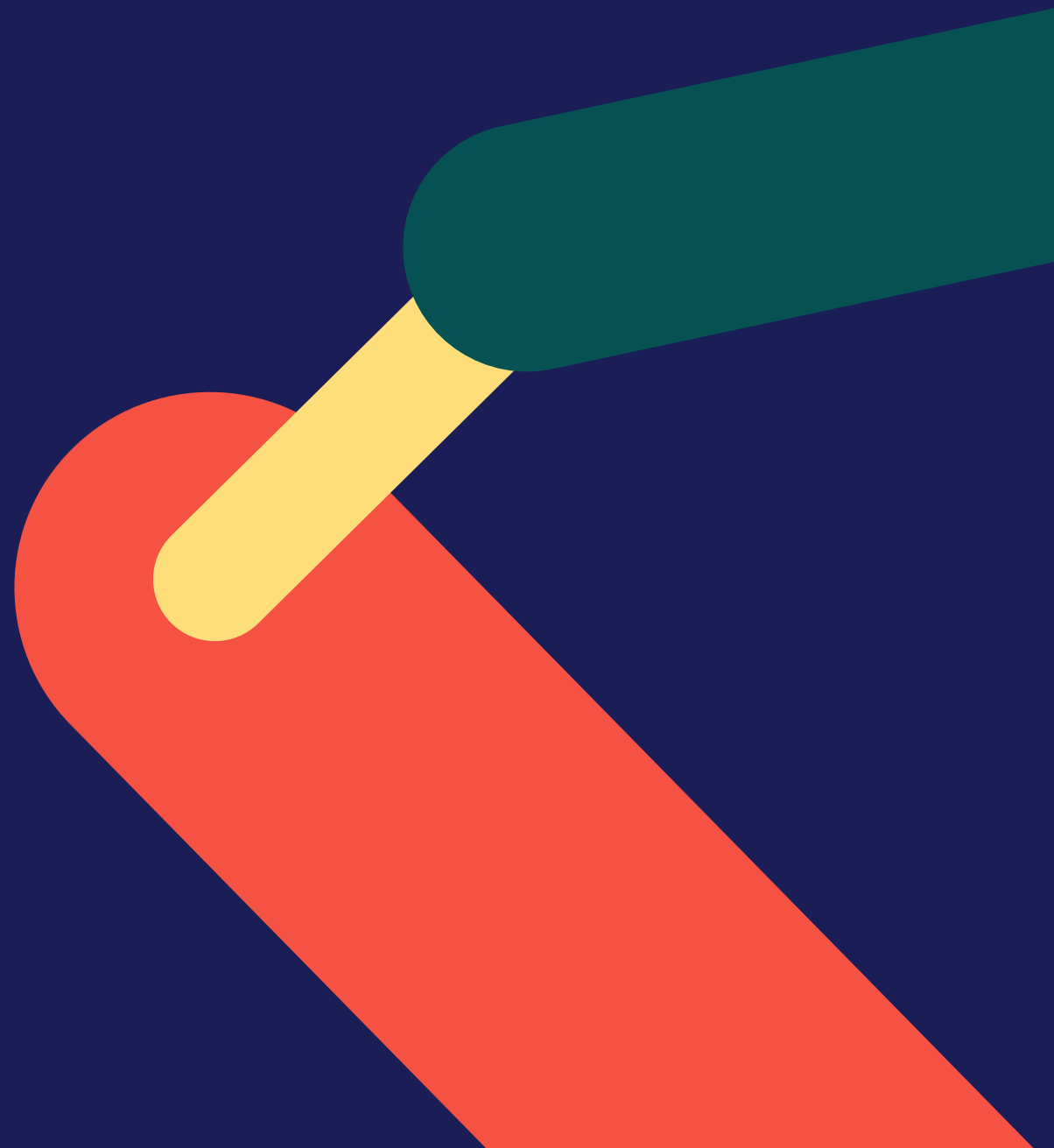


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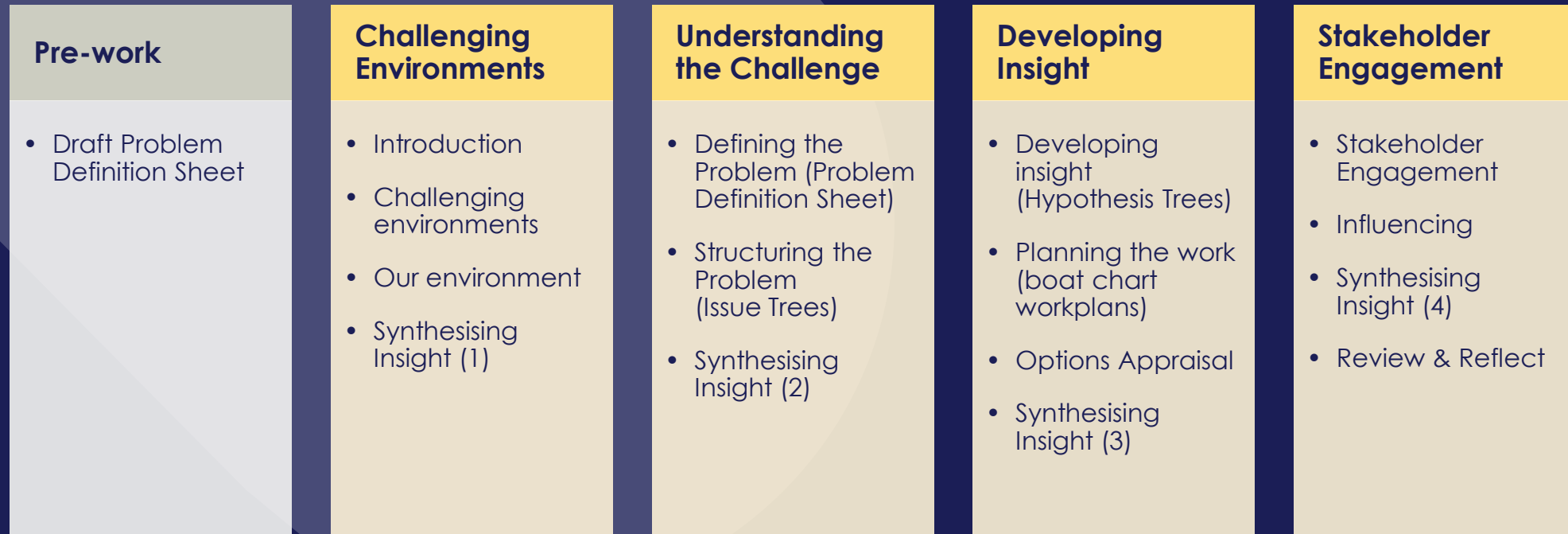
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The Strategic Thinking Programme



Challenging Environments

COMPLEXITY

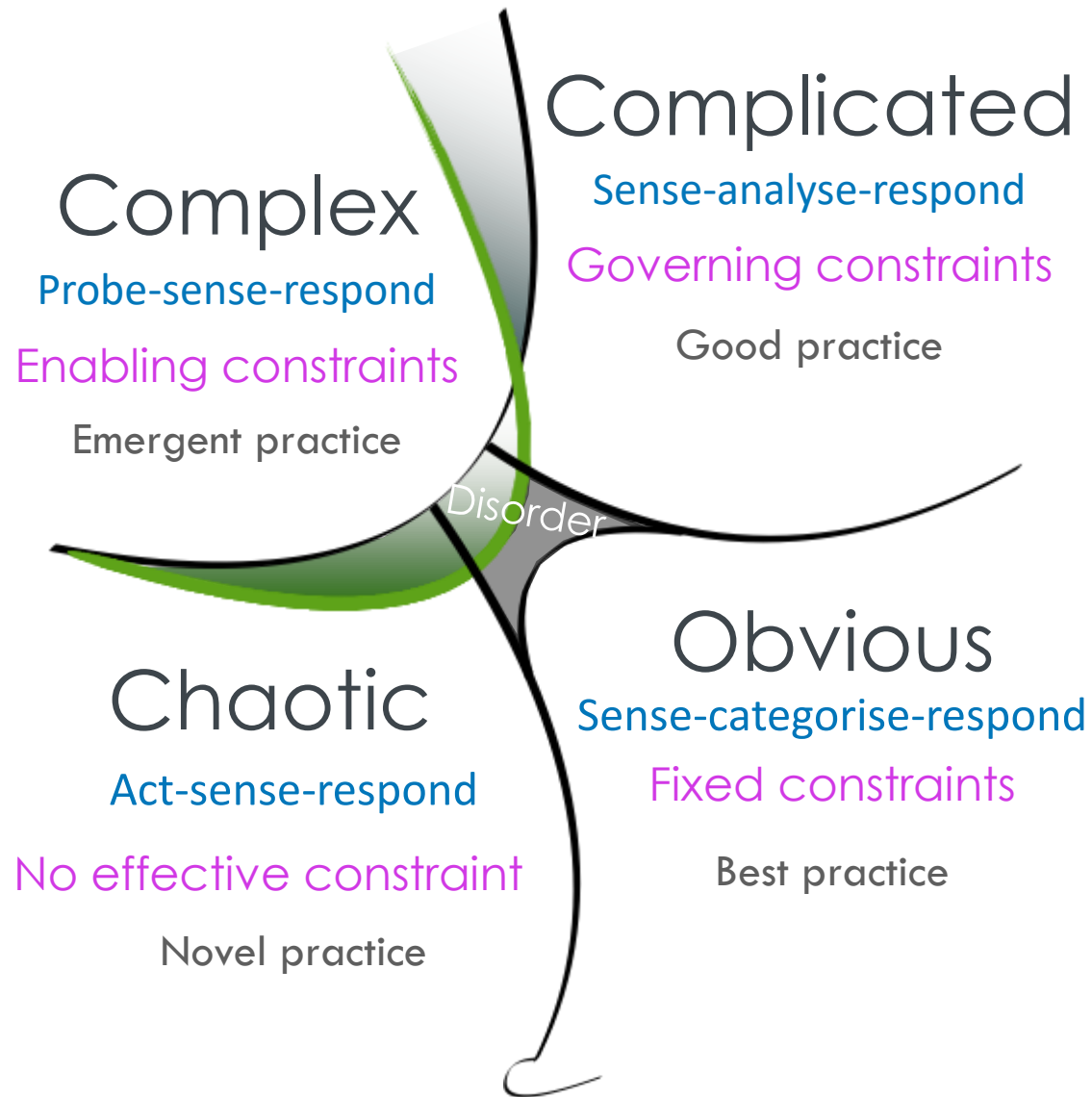
- 1. Recite the English alphabet in order**, each person giving one letter at a time, going round the group in order
- 2. Tell a 26-word story together**, one word at a time (again, going round the group in order), with each word beginning with the next letter of the alphabet. The theme of the story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

Debrief and reflection

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 5 decision-making domains to help make sense of the environment



Synthesising insight (1)



Synthesising strategic insight starts from understanding what needs to happen and how that might occur

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 10 minutes to write your favourite fairytale in SCQA format.

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 15 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....
Complication	• What's changed is....
Question	• Question to be resolved
Outcome	• Desired outcome
Answer	• Your current working answer

The Strategic Thinking Programme

Pre-work

- Draft Problem Definition Sheet

Challenging Environments

- Introduction
- Challenging environments
- Our environment
- Synthesising Insight (1)

Understanding the Challenge

- Defining the Problem (Problem Definition Sheet)
- Structuring the Problem (Issue Trees)
- Synthesising Insight (2)

Developing Insight

- Developing insight (Hypothesis Trees)
- Planning the work (boat chart workplans)
- Options Appraisal
- Synthesising Insight (3)

Stakeholder Engagement

- Stakeholder Engagement
- Influencing Styles
- Synthesising Insight (4)
- Review & Reflect

Defining the problem: 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.

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

The Problem Definition Sheet sets out your project on a page

PROBLEM DEFINITION SHEET (GUIDANCE)

PROJECT TITLE:

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)?

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 criteria for success

- What are the **key performance indicators** (financial and non-financial) that will show the project has been successful? What targets are you aiming for on each one, for example, at least one option which meets criteria X / Y / Z, stakeholder support for our proposal to meet criteria X / Y / Z, a pilot demonstration of achieving Q / C / D)?
- What **specific end products** are required?
- Goals should be '**SMART**' (Specific, Measurable, Attainable, Realistic and Timely).

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 first draft PDS for a cancer workforce question – what can you learn from it, what questions does it raise?

DRAFT EXAMPLE

PROJECT: CANCER WORKFORCE STRATEGY (TRUST)

1. Basic question to be resolved

How many cancer professionals will the local NHS Trust need in 15 years time, and how can we ensure we have them?

2. Stakeholders, decision makers and project resourcing

- NHS Trust leadership (names)
- Cancer leads and workforce leads at each hospital(names)
- Project team (name)
- Steering group (fortnightly)
- Monthly reporting to Cancer Alliance leadership

4. Scope of the work

In scope:

- Impact of attrition, transition, retention, recruitment (incl international), retirement as well as requirement for flexible working
- Considering impact of new technology and treatments (e.g., genomics, diagnostics) on clinical and workforce model
- Demand for services (reflecting incidence, demographics, and public health interventions)
- Cancer professional roles including histopathology, clinical radiology, clinical and medical oncology, diagnostic and therapeutic radiography

Out of scope:

- Non-cancer workforce. Nursing not included in this phase, or other staff groups.

6. Context / background

In the light of ongoing workforce and budget challenges, and increasing demand for cancer diagnostic and treatment services, alongside potentially transformational evolution of care, the Trust would like to create a strategic workforce plan looking up to 15 years ahead.

3. Desired outputs and criteria for success

Output:

- A clear baseline 'do nothing' scenario
- A set of scenarios covering external influences
- A set of options for the Trust to action against the scenarios
- Recommended strategy for the next 15 years

Success criteria:

- Agreement with leadership on 15-year strategic cancer workforce plan, with support from across the hospital teams
- Confidence across the stakeholders that the plan is realistic and achievable

5. Outline timings and milestones

- Phase 1 by October – research and modelling towards interim report on BAU, scenarios and potential levers / options
- Phase 2 by January – options co-development
- Phase 3 by March – delivery and governance planning

7. Constraints and risks/dependencies / interfaces

- Staff availability for interviews will drive timeline
- Data availability may drive timeline
- Early stakeholder engagement needed to ensure effective scenarios and options are considered

Reference: How to use a Problem Definition Sheet (PDS) and the PPT template

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

What is this tool?

The Problem Definition Sheet ('PDS') is a one-page overview of the objectives for a challenging problem-solving project where the question and required output and success factors are clear (the 'solution space') but the answer is not. It shows the boundaries of what the project will involve. Its main purpose is to ensure that the project team and stakeholders start the project from the same base.

When to use this tool?

The PDS should be used throughout the project. It guides the problem-solving towards an answer to the question that meets the success criteria, and helps the team stay within the boundaries for timing, resourcing and scope.

Tips for problem definition

- The PDS is most useful when it's a **live document**, reviewed and refined regularly by the team with their sponsor. Use a first draft when scoping and test it widely with the team and stakeholders until you are sure everyone is on the same page. Don't be afraid to return to the PDS to reflect your increased understanding, or if stakeholders seek to widen the scope.
- Expect to spend **60% of the time agreeing the 'question'** – which your Issue Tree will structure into workstreams and your Hypothesis Tree will aim to answer – as it drives all your problem-solving. It should 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.
- Make sure you identify both the **outputs of your project**, for example,, a report of options or recommendations, or an implemented solution) and **the success criteria**, for instance, when you meet these you will stop).

Mentoring questions for using a PDS:

- **Start by identifying the basic / governing question.** Does this effectively state the problem that the project is aiming to tackle?
- **Identify key decision makers and stakeholders.** Do this quickly the first time through, it's easy to spend time here
- **Highlight the project outputs and success factors** (including Key Performance Indicators)
 - How will you measure / know the problem is sufficiently solved? Make sure this is quantifiable
 - What will you do / produce?
- **Identify the key contextual issues for the project.** Does the context box explain why this project matters, and how it's different from similar projects before?
- **Note what is in / out of scope**
- **Identify what constraints or interdependencies might exist.** Note important risks here too
- **Consider potential milestones for the project.** How soon can you test or 'PDSA' (Plan-Do-Study-Adjust)?

PowerPoint Instructions

- The template has three tables to make it easy to adjust the balance of the seven boxes, both within each column and between the two columns – the question is a single cell table, and each column is a separate table.
- The guiding question is coloured to highlight its role as the focus of the problem-solving.

Problem Definition Sheet template

- The question box is a separate shape.
- Each column is a separate table – adjust the balance by changing the column widths.

1. Basic question to be resolved	
2. Stakeholders, decision makers and project resourcing <ul style="list-style-type: none"> ▪ Sponsors: ▪ Steering: ▪ Leads: ▪ Key Stakeholders: ▪ Delivery team: ▪ Support: 	3. Desired outputs and criteria for success Output: <ul style="list-style-type: none"> ▪ - Success criteria: <ul style="list-style-type: none"> ▪ -
4. Scope of the work In scope: <ul style="list-style-type: none"> ▪ - Out of scope: <ul style="list-style-type: none"> ▪ - 	5. Outline timings and milestones
6. Context / background	7. Constraints and risks/dependencies/interfaces Challenges: <ul style="list-style-type: none"> ▪ - Risks: <ul style="list-style-type: none"> ▪ -

PDS exercise

ACTIVITY

In pairs or small groups, spend 20 minutes developing a PDS for a project you have at work, using the template on the previous page.

- 1. Start by identifying the core question.** Does this effectively state the problem that the project is aiming to tackle?
- 2. Identify key decision makers and stakeholders.** Skip this, or do this very quickly the first time through – it's easy to spend time here.
- 3. Highlight the project outputs and success factors** (including Key Performance Indicators).
 - How will you know the problem is sufficiently solved? Make sure this is quantifiable.
 - What will you produce?
- 4. Identify the key contextual issues for the project.** Does the 'context' box explain why this project matters, and how it's different from similar projects before?
- 5. Note what is in and out of scope.**
- 6. Identify what constraints or interdependencies might exist.** Note important risks here too.
- 7. Consider potential milestones for the project.** How soon can you test or PDSA?

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

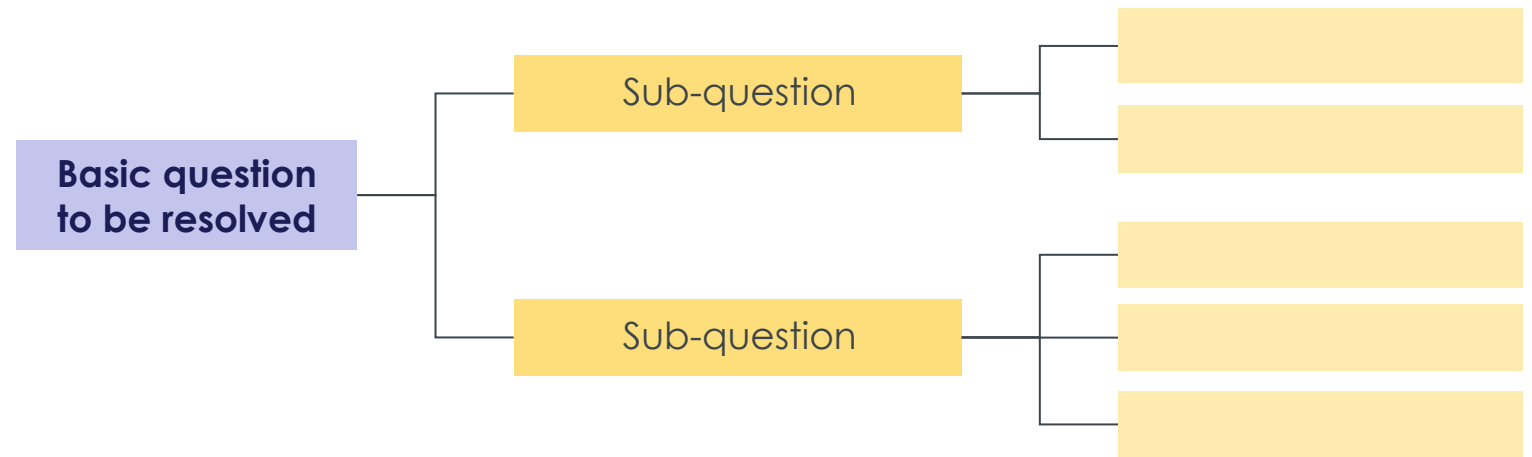
Structuring the problem: Issue Trees

Issue Trees*

INTRODUCTION

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:

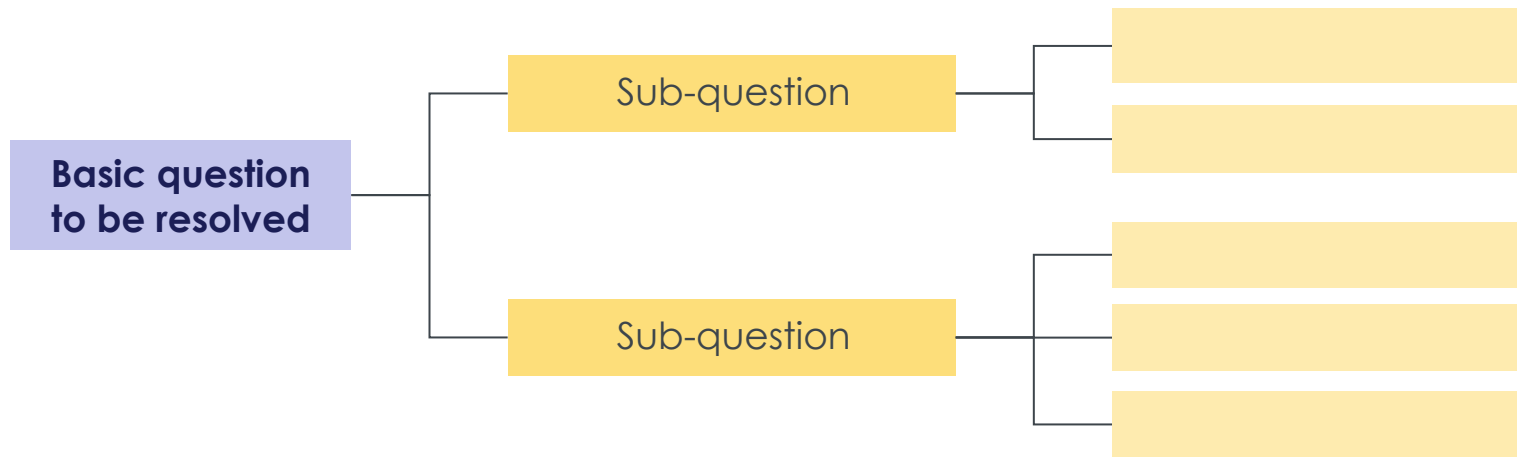
1. Break the work down into clear, separate workstreams
2. Give you confidence that you've looked at the full extent of the project



How Issue Trees work

BREAKING DOWN YOUR PROBLEM

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

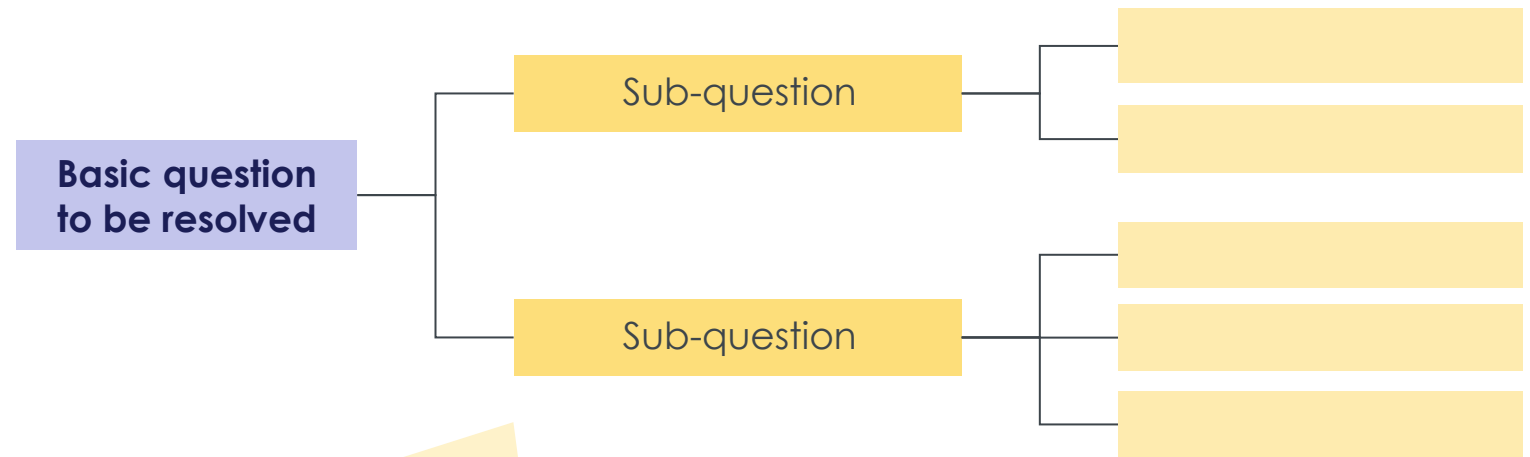


How Issue Trees work

BREAKING DOWN YOUR PROBLEM

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

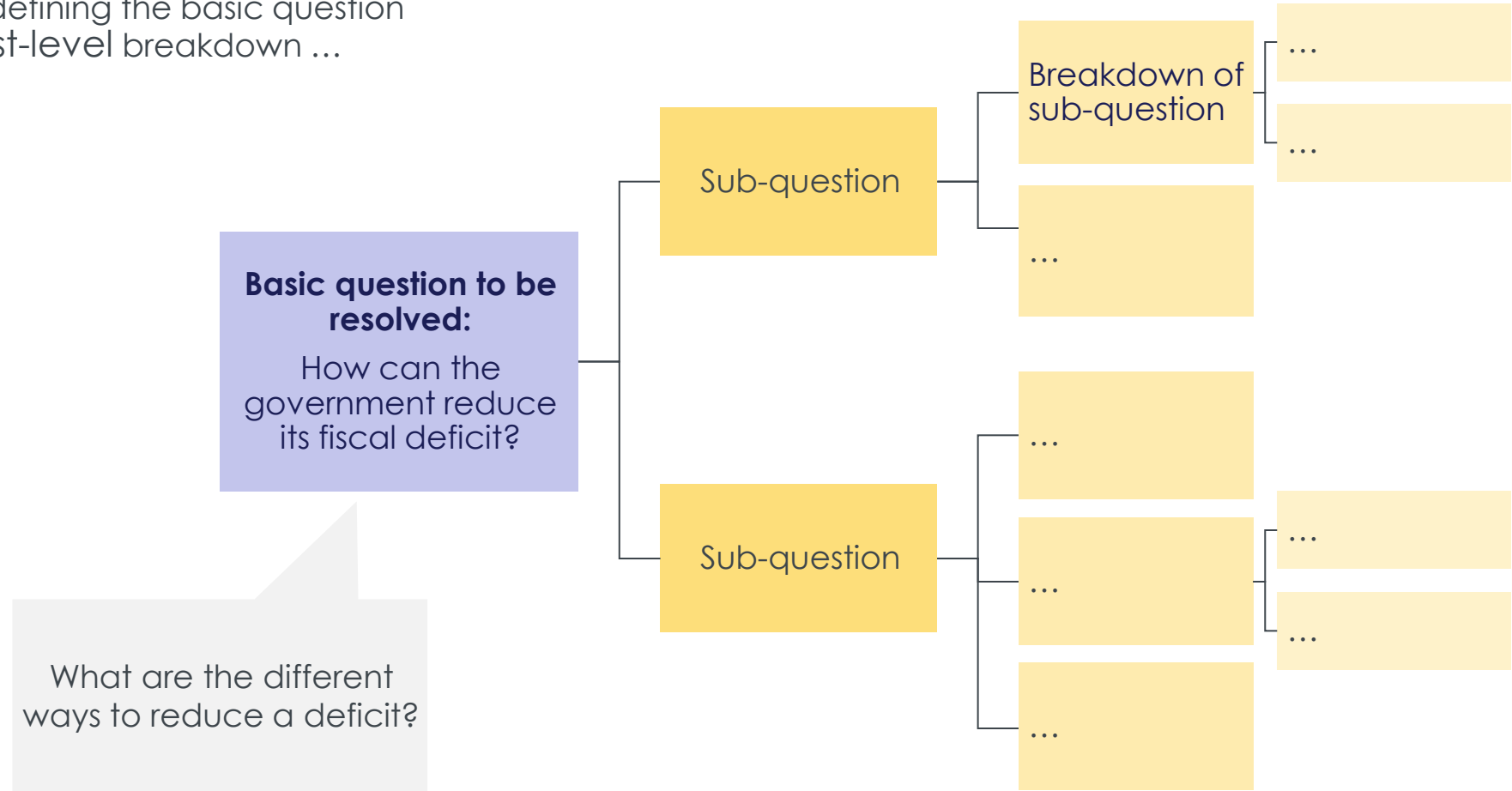


Good Issue Trees have questions at each level (vertical cut through the Tree) which:

- 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)

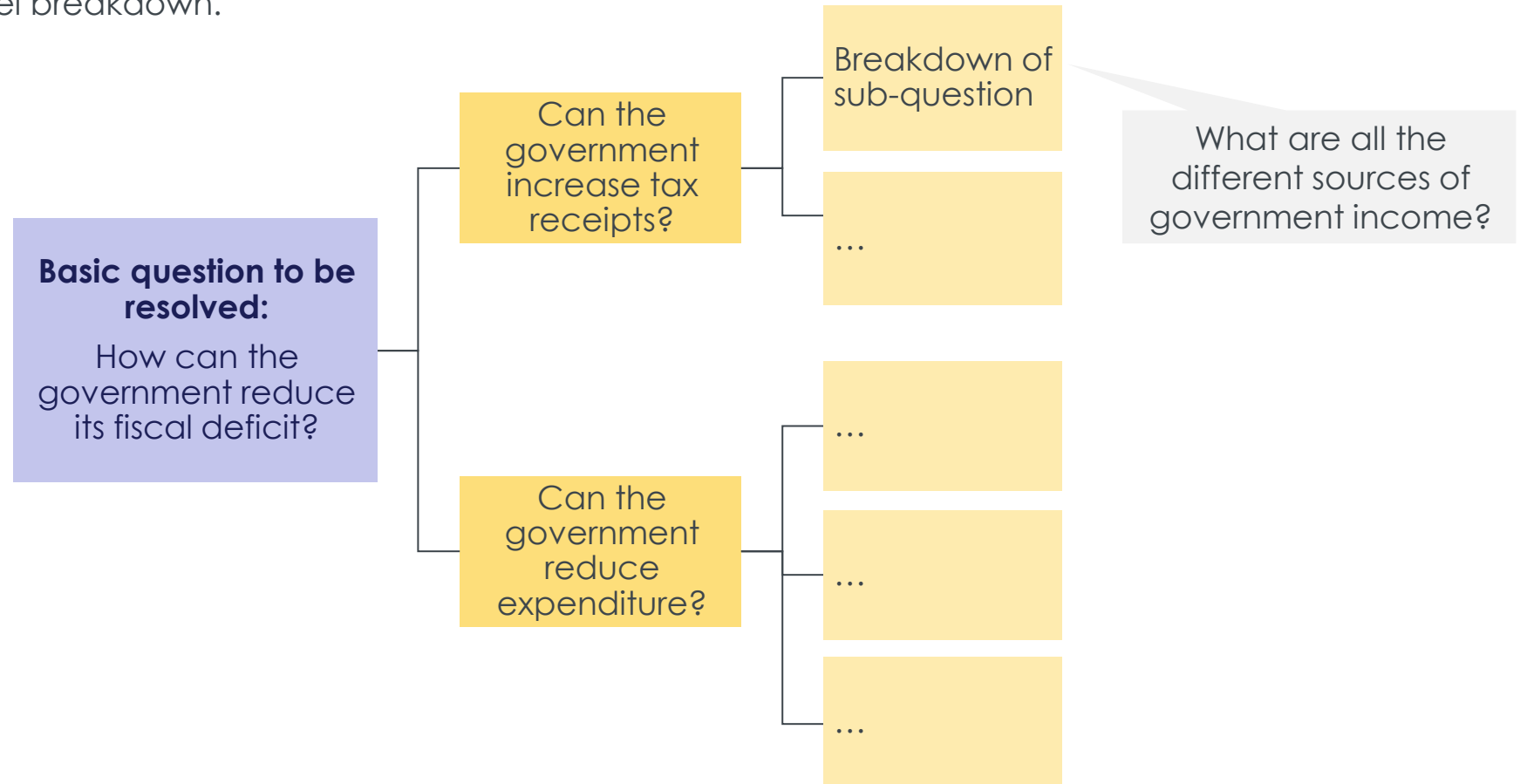
Simple Issue Tree example (1/3)

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



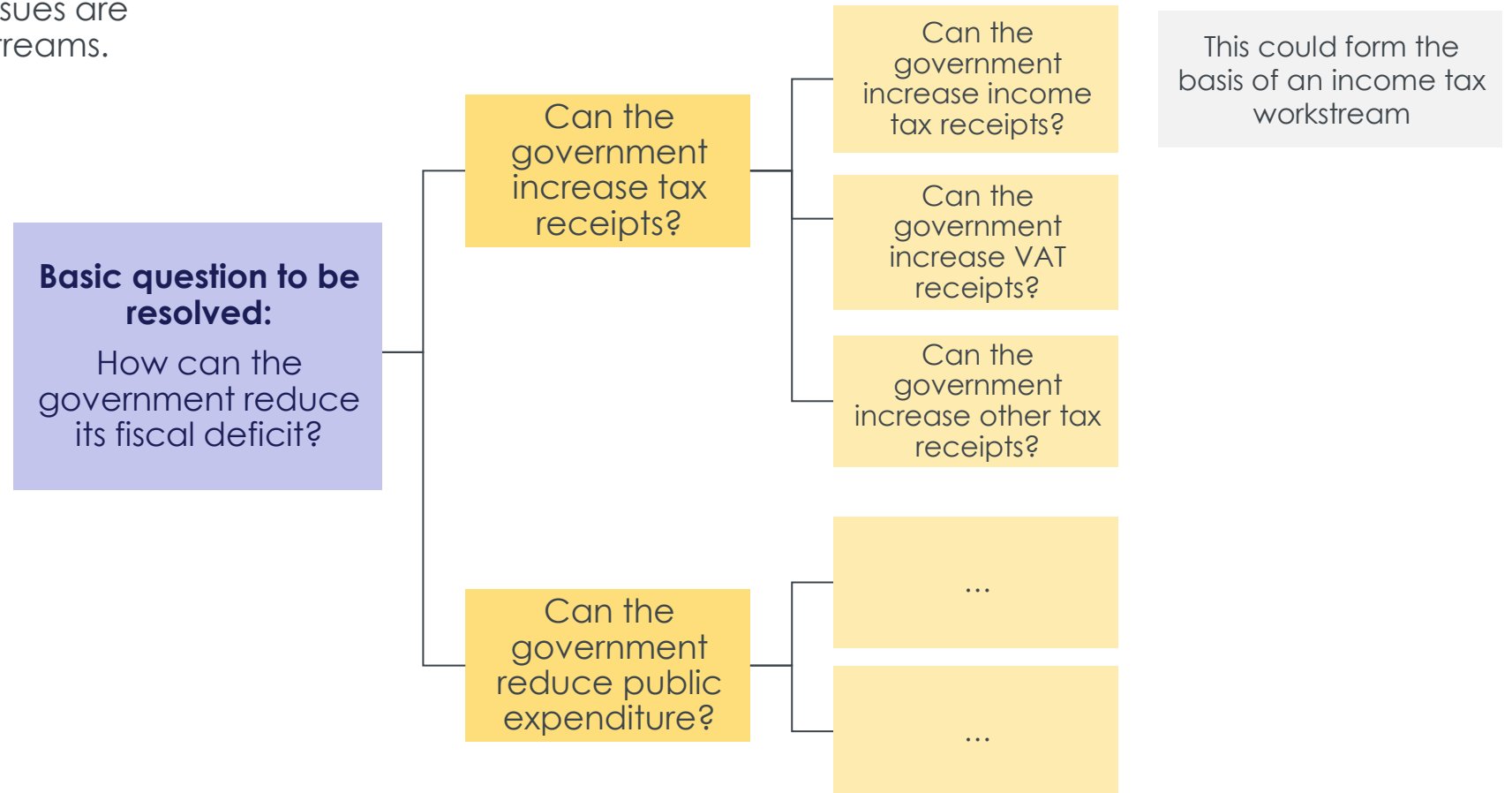
Simple Issue Tree example (2/3)

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



Simple Issue Tree example (3/3)

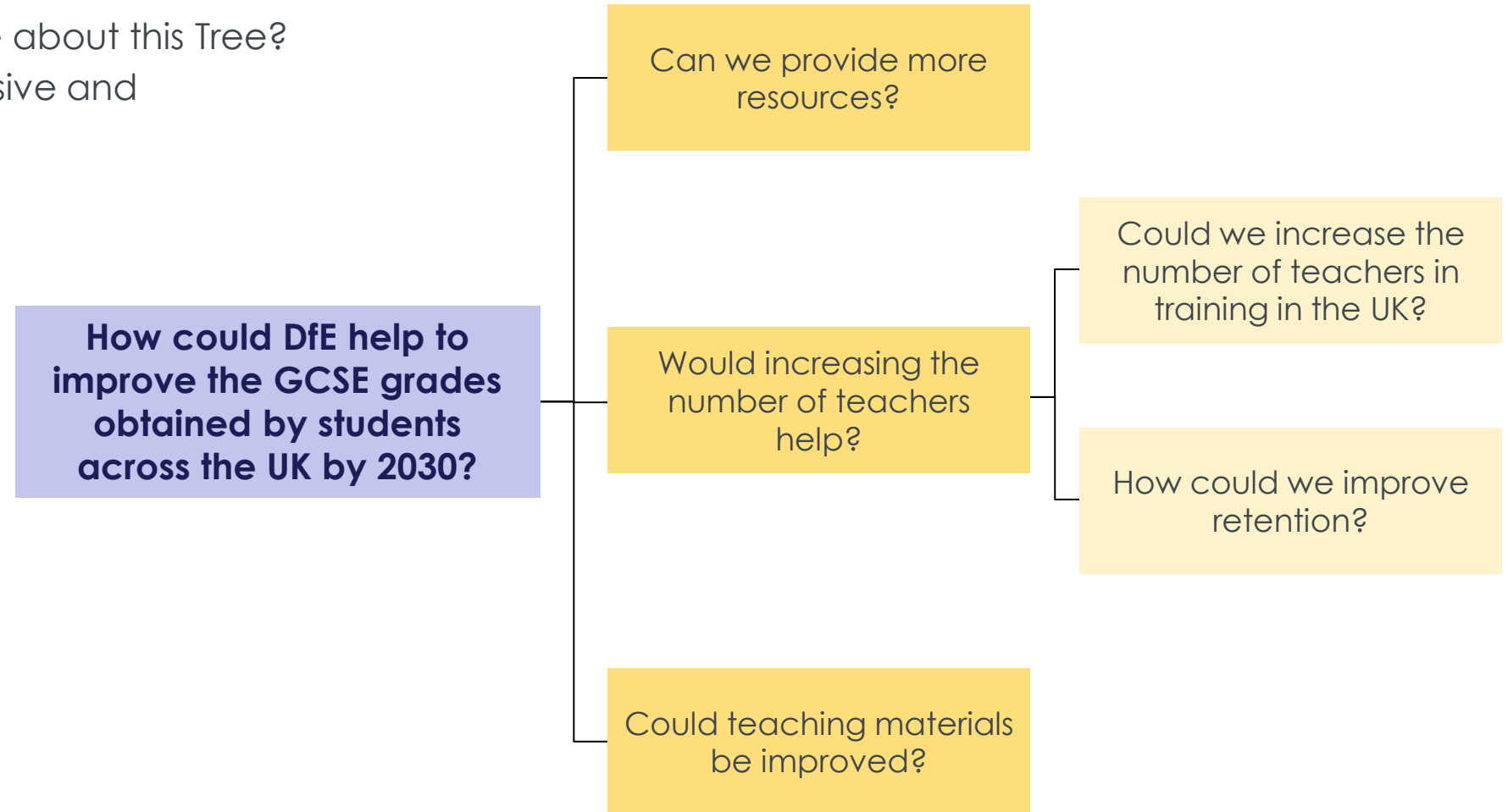
Stop breaking down when your sub-issues are sufficient to drive independent workstreams.



A weak Issue Tree

DISCUSSION

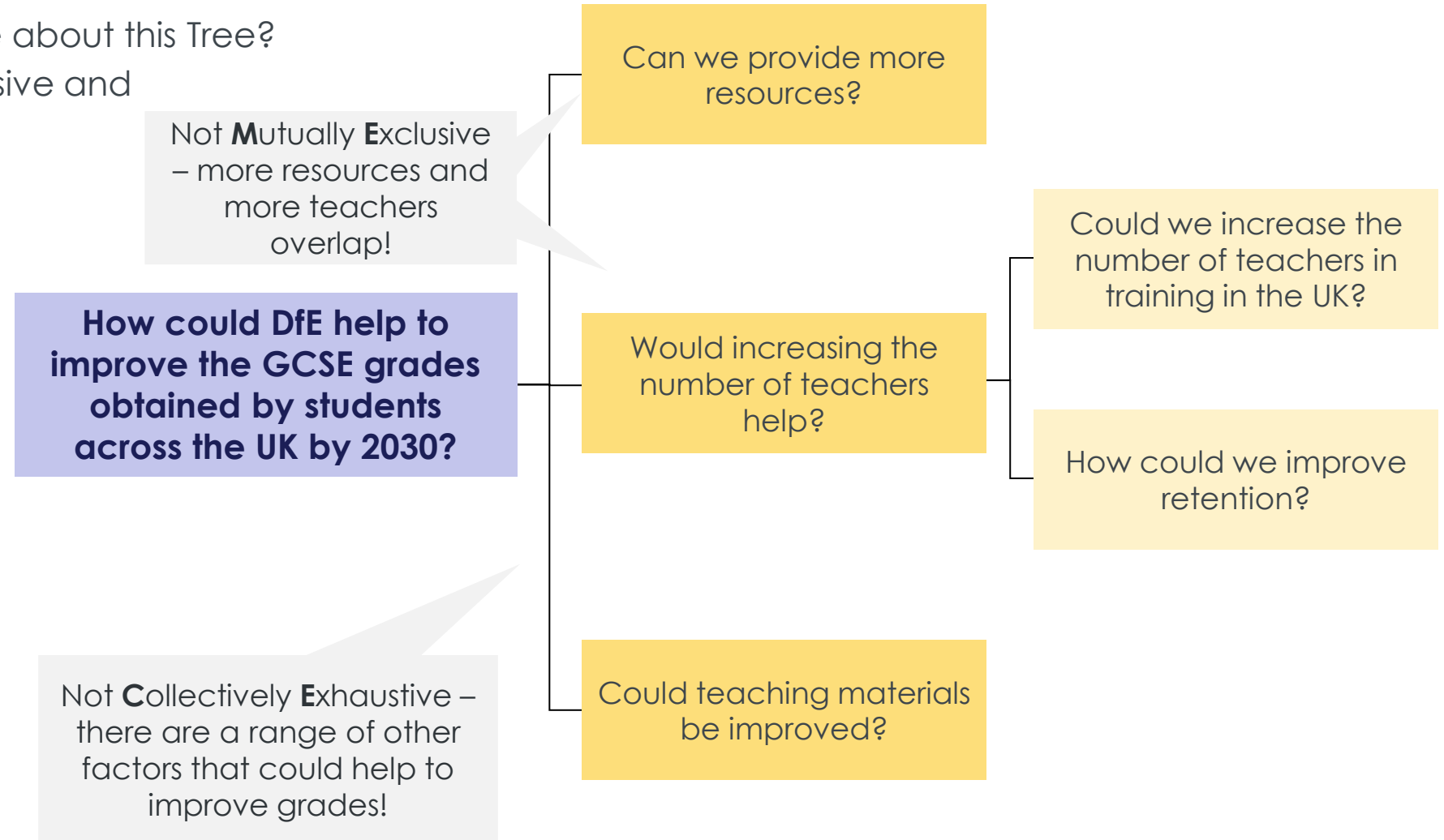
- What is weak or ineffective about this Tree?
- Is it 'MECE' (Mutually Exclusive and Collectively Exhaustive)?



A weak Issue Tree

DISCUSSION

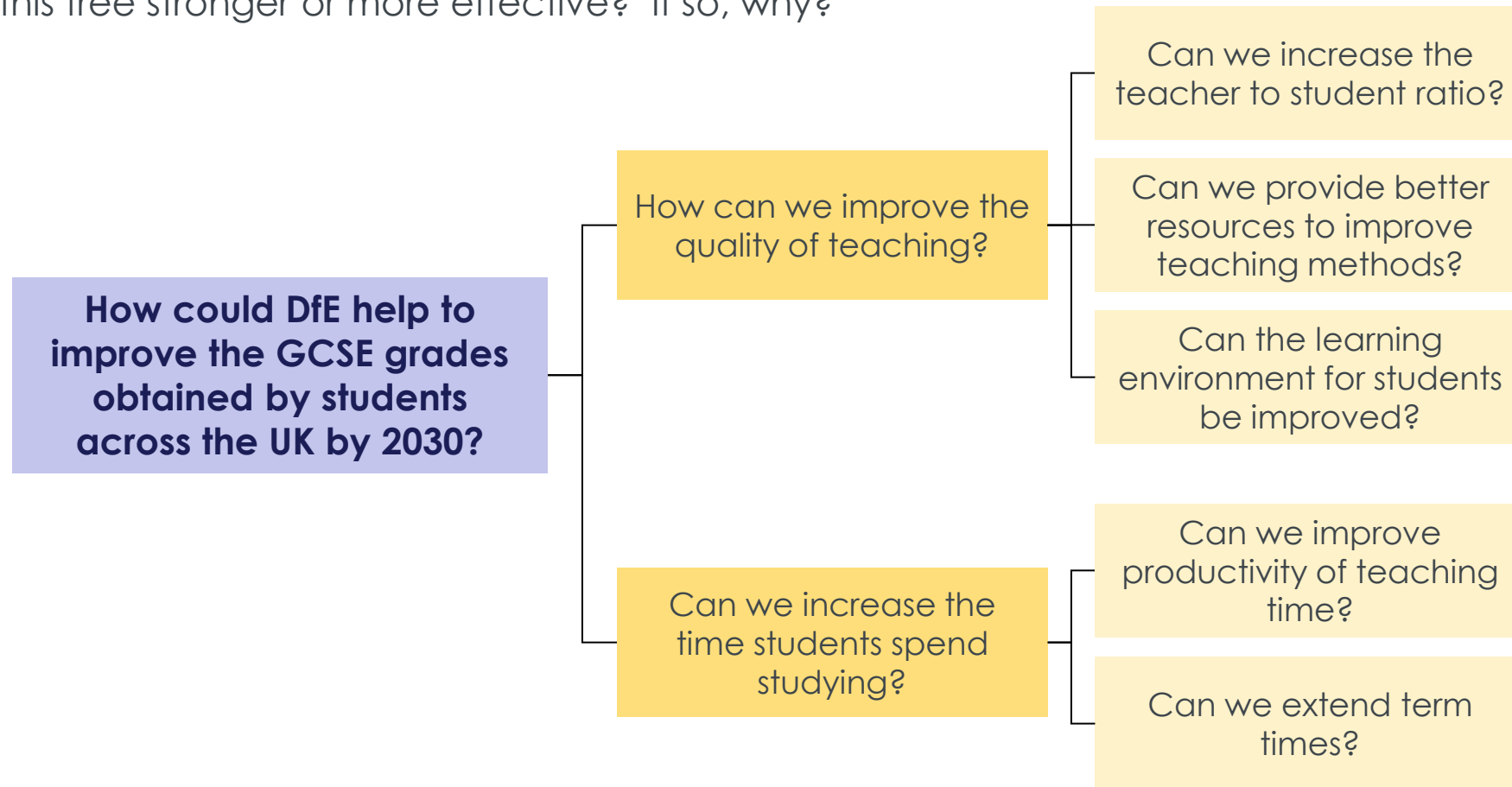
- What is weak or ineffective about this Tree?
- Is it 'MECE' (Mutually Exclusive and Collectively Exhaustive)?



An improved Issue Tree

DISCUSSION

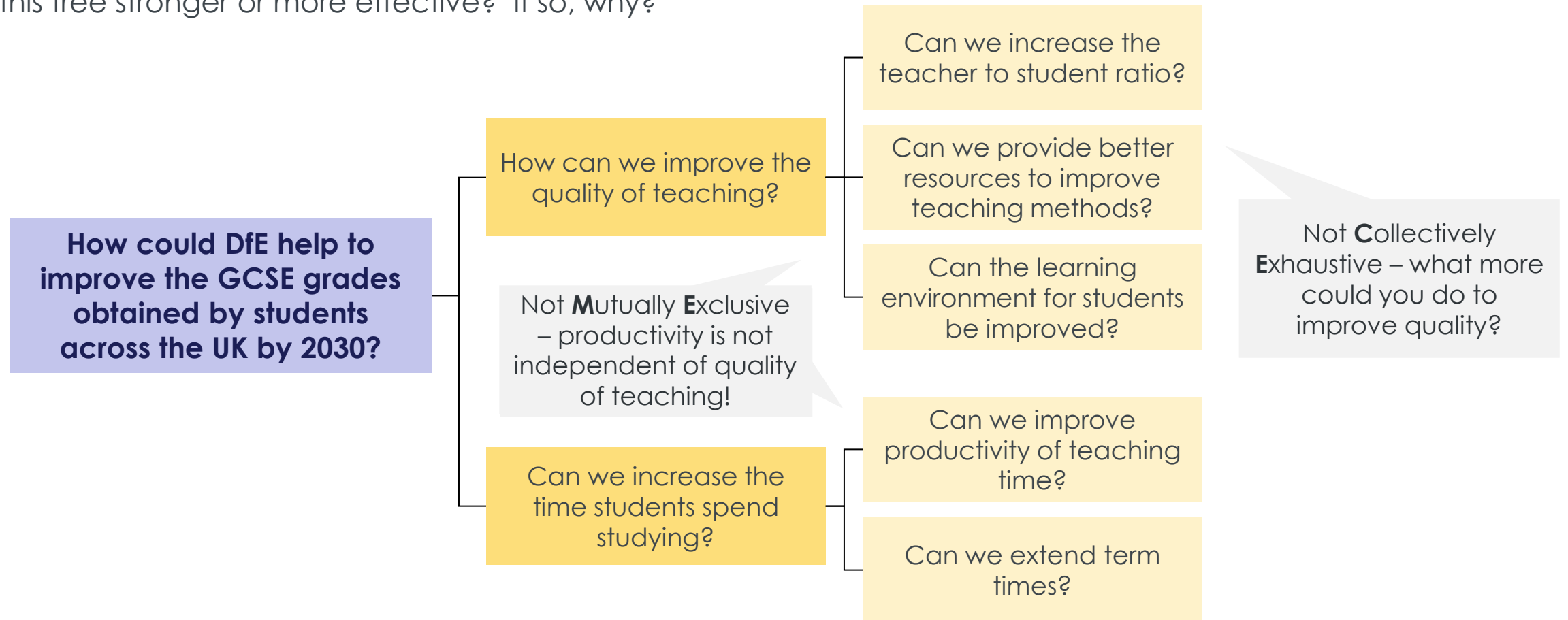
- Is this tree stronger or more effective? If so, why?



An improved Issue Tree

DISCUSSION

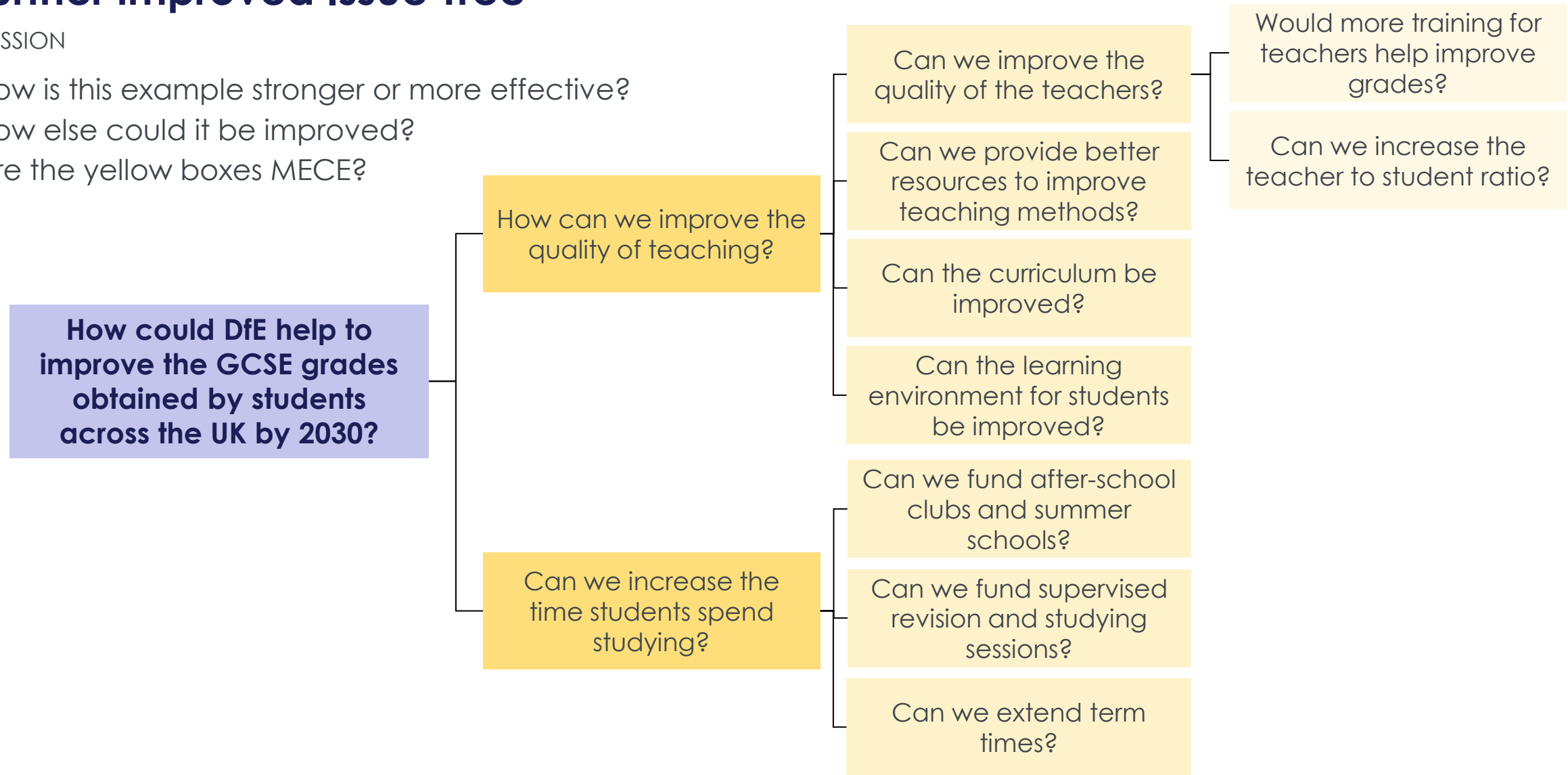
- Is this tree stronger or more effective? If so, why?



A further improved Issue Tree

DISCUSSION

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



WORKED EXAMPLE

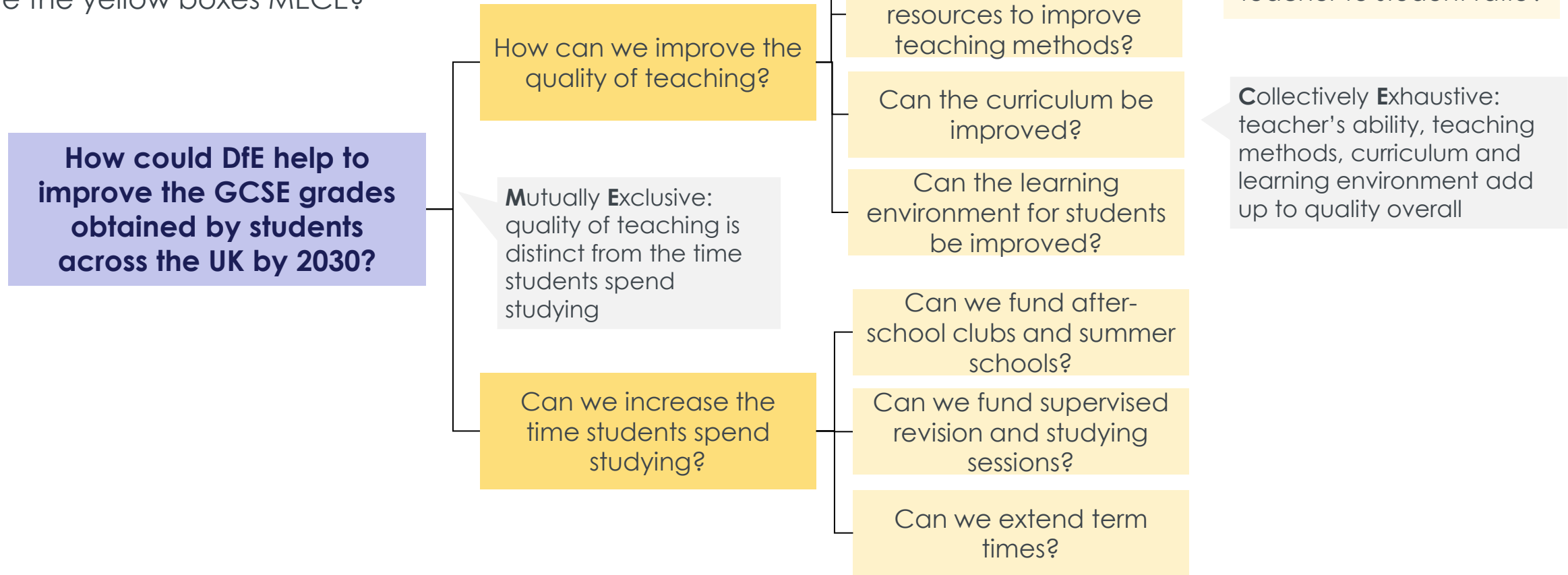
Would more training for teachers help improve grades?

Can we increase the teacher to student ratio?

A further improved Issue Tree

DISCUSSION

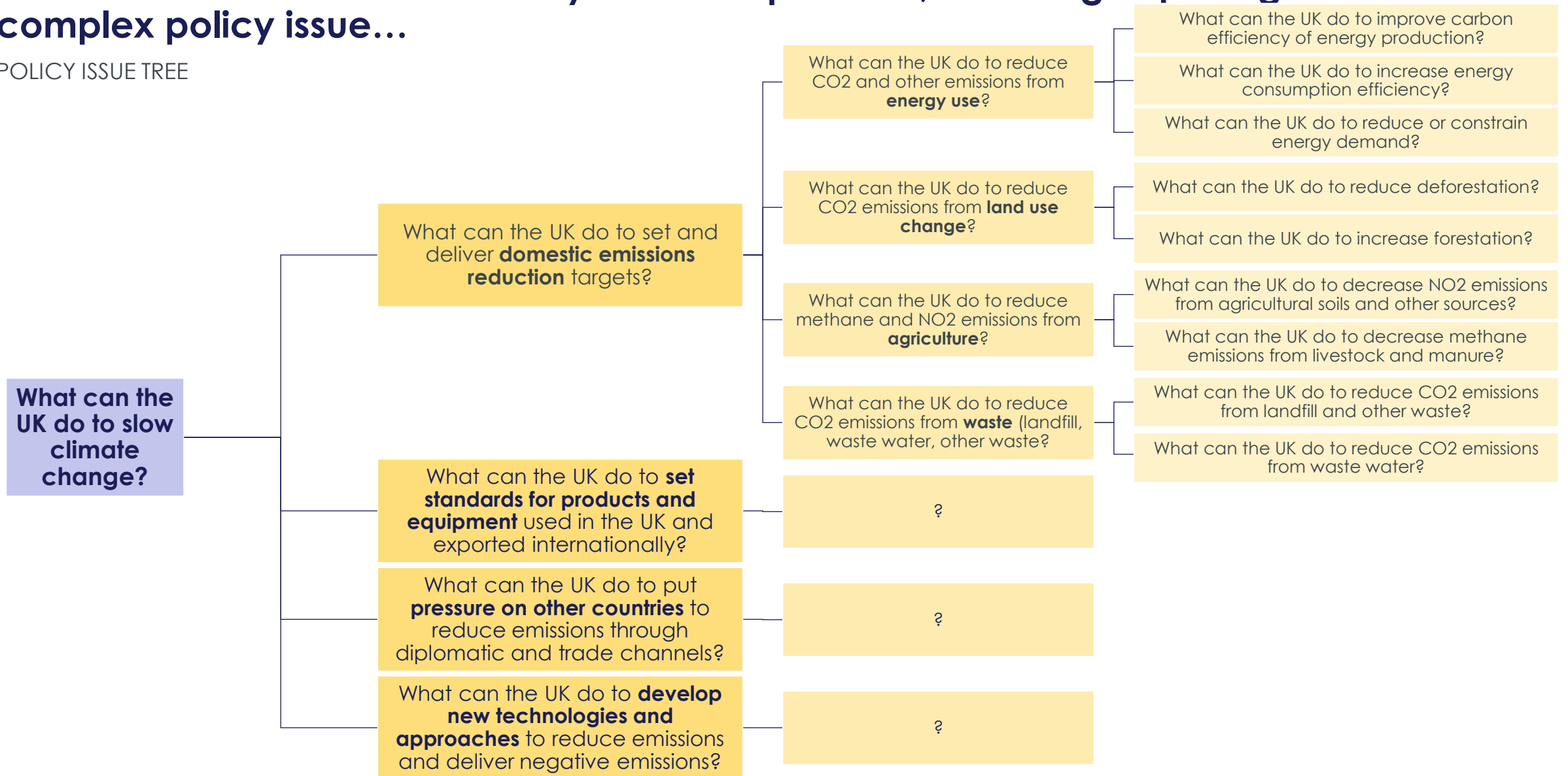
- How is this example stronger or more effective?
- How else could it be improved?
- Are the yellow boxes MECE?



Issue Trees can be used for many different questions, including exploring a complex policy issue...

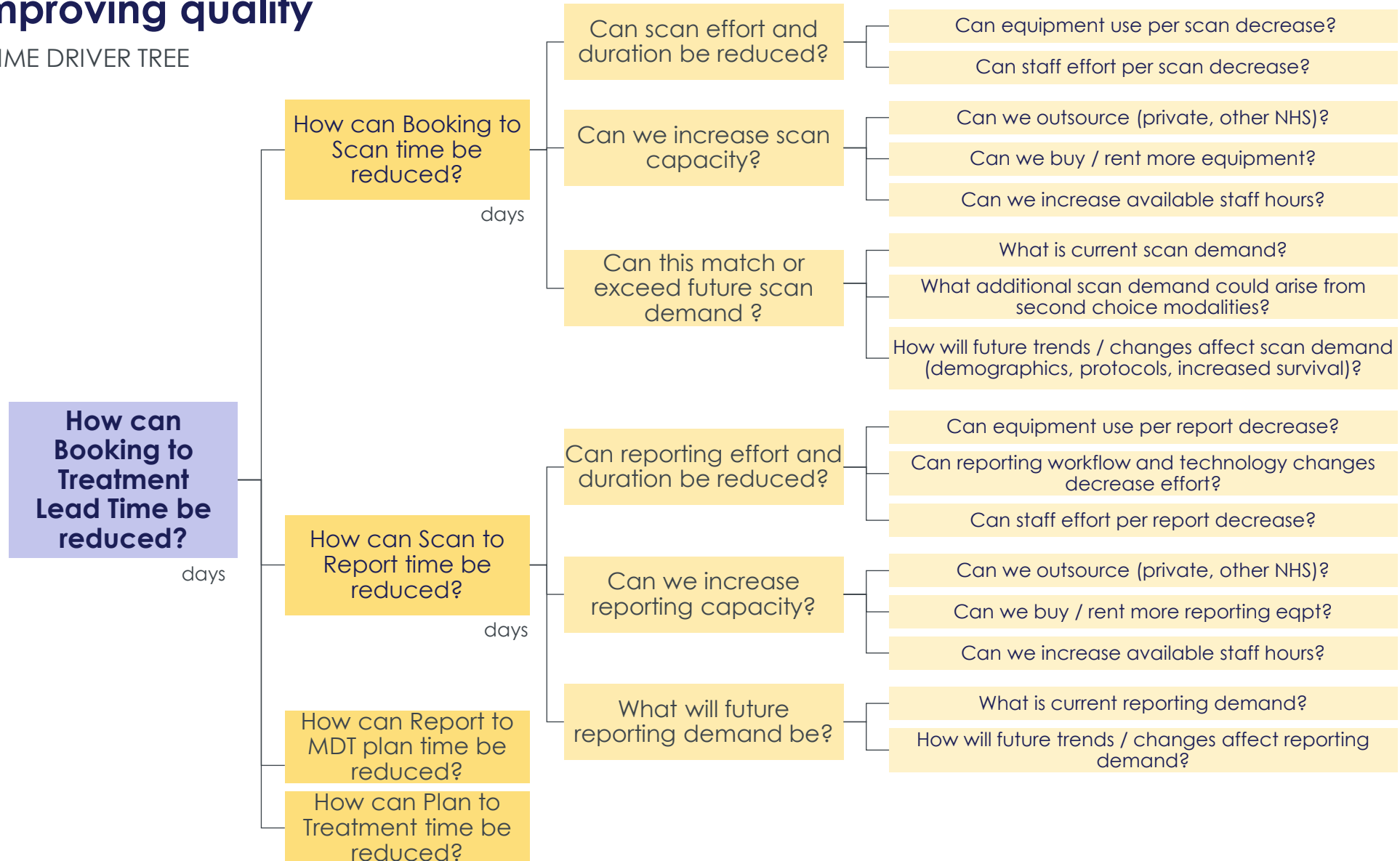
DRAFT EXAMPLE

POLICY ISSUE TREE



...or exploring process improvement drivers for reducing waiting time or cost, or improving quality

RADIOLOGY LEAD TIME DRIVER TREE

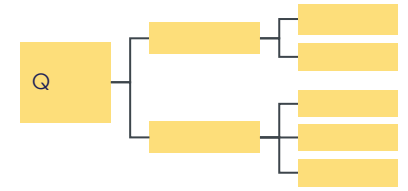


A few things to keep in mind when using Issue Trees to structure your work

ISSUE TREES KEY POINTS

1. Get to **individual tasks or workstreams** – experiments, qualitative and/or quantitative analysis, or research
2. Check for **independent and complete** sections (MECE)
3. Keep **iterating**
4. Use existing **frameworks** where possible
5. Or try grouping structurally, time-based or in categories
6. Breakdown the **content of the question**, don't put project management or PDS questions here
7. There's **no right answer**

Reference: How to use Issue Trees and the PPT template



What is this tool?

An Issue Tree breaks the question down (from the PDS) into manageable chunks. This creates clear, separate workstreams and gives you confidence that you've looked at the full extent of the problem.

When to use this tool?

Keep iterating the Tree throughout the project as you develop the answer. The first draft will help unlock the key questions and lead to hypotheses, which in turn will allow the next iteration of the Issue Tree to get to the heart of the problem. There is no single right answer – although it is important for the Tree to be MECE, it does not need to be perfect and there are multiple 'right answers'. They can also be useful within a project to set up a specific analysis, think through challenges for the first time, or decide priority areas for action.

Tips for developing and using Issue Trees

- You've reached the **right level of disaggregation** when the questions are specific enough to assign resources to them as tasks or workstreams – typically experiments, qualitative and / or quantitative analysis, or research. If you have more than ~4 levels of the Tree, consider if you've gone into too much detail. Remember, the Tree doesn't have to be perfect – just good enough to lead to a workplan.
- Use **existing frameworks** where appropriate: financial profit = revenue minus costs; similarly for process improvement quality, cost and lead time or options appraisal cost / benefit. And where appropriate, an Issue Tree should work mathematically. This helps ensure MECE-ness.
- Aim to **capture existing preconceptions / myths** so they can be discussed.
- **Issue Trees are useful in making your case to stakeholders** – not to present to them, but to demonstrate thinking.

Mentoring questions for working with Issue Trees

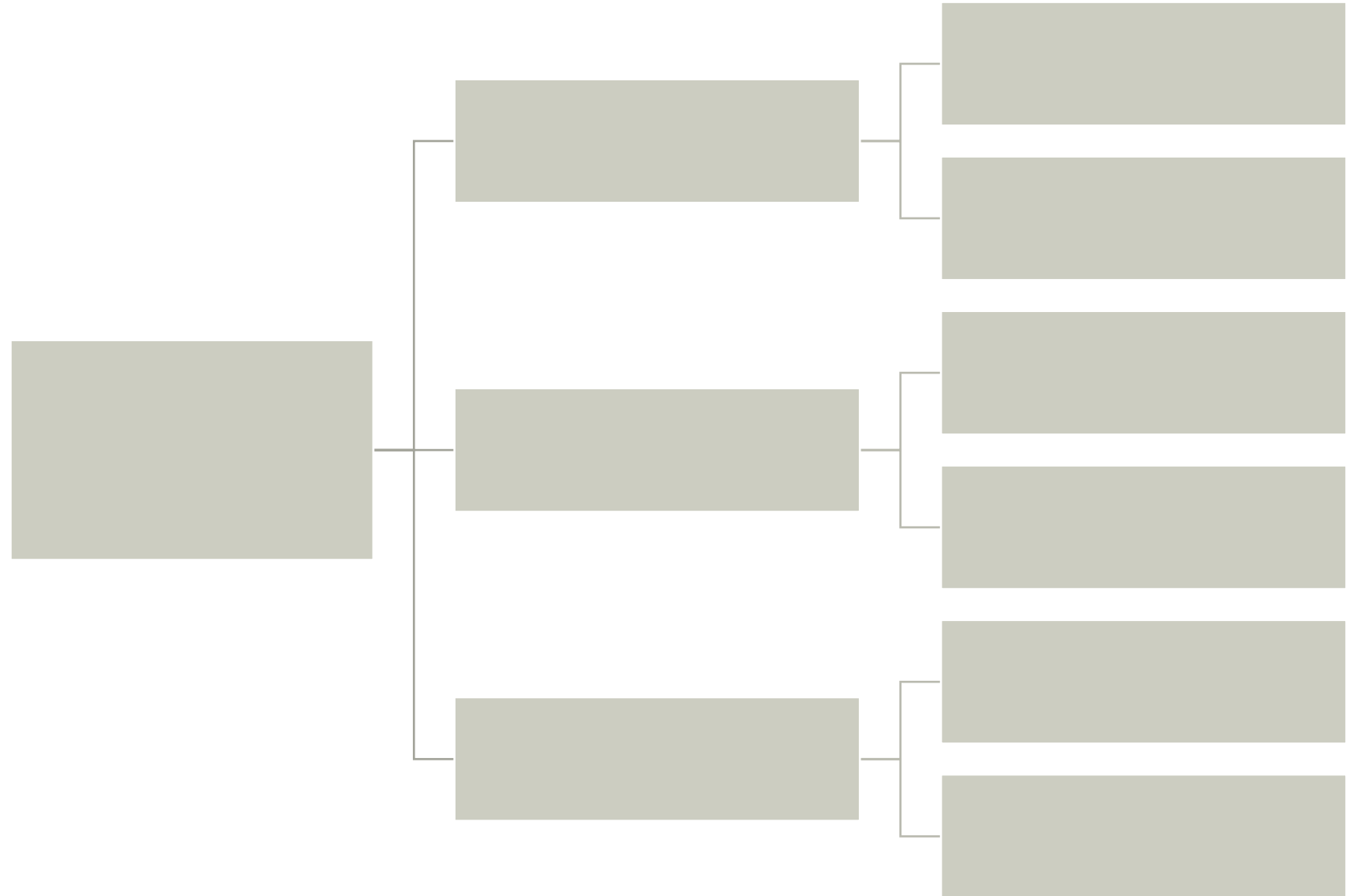
- Are the questions at each level (a vertical cut) **independent and complete**, aka MECE (Mutually Exclusive and Collectively Exhaustive)? This avoids workstreams becoming tangled or important analyses being missed.
- If you're stuck, think about a **natural way of grouping the topic** – is it structural (divide a whole into parts), time based (sequence or cause and effect), or are there categories (can you group like things).
- If you have **many different ways of grouping the topic**, think about which sequence of grouping helps you to create independent (Mutually Exclusive) workstreams – structural then framework, or framework then structural?
- Focus on **content, not process** – “What data is available?” and “How should we evaluate options?” are not valid questions for solving the problem. Nor are project management questions like “Who are my stakeholders?”. Whereas “By how much can productivity be improved?” is a content question.

PowerPoint Instructions

- This Issue Tree is created using PPT's 'SmartArt' illustration feature, using a 'horizontal hierarchy' layout to create a horizontal tree.
- Either copy across the Tree object to your own presentation, or insert the same SmartArt type directly. When you click on the Tree, a text box will appear to the left where you can easily edit text and use TAB and ENTER to create new lines (boxes) and indent them to the level you want.
- Two 'SmartArt tools' tabs will also appear in the ribbon when you click on the Tree so you can format and design the Tree as you wish.
- You can also double 'ungroup' to convert to normal shapes.

Issue Tree template

Click the Smart Art to open the Text Pane in bullet-point view and add / indent elements (you may need to click the arrow control on the left side of the graphic to open the Text Pane).



Issue Tree exercise

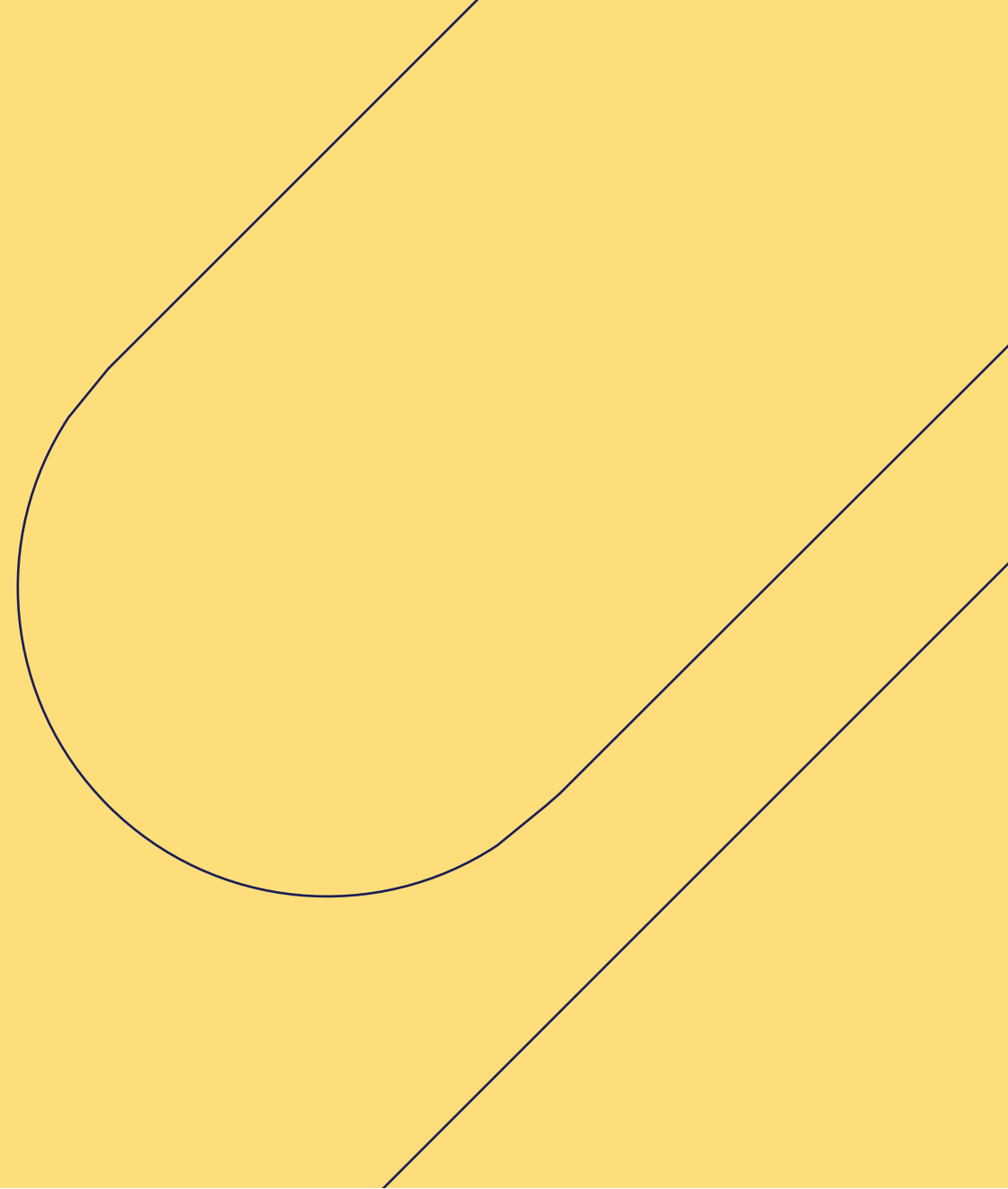
ACTIVITY

In pairs or small groups, spend 20 minutes preparing an Issue Tree based on your own project.

- 1. Use your PDS to guide you.**
- 2. Work to 'good enough' initially and then refine** – it doesn't have to be perfect first time.

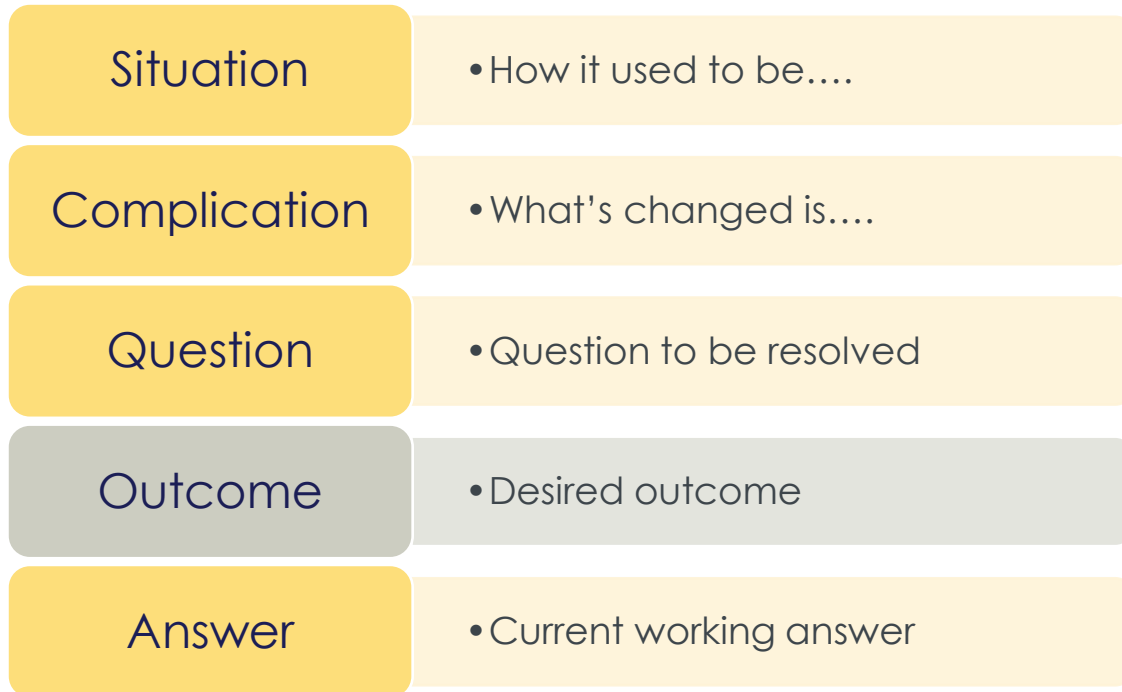
We will wrap up with sharing for 5 minutes as a whole group.

Synthesising insight (2)

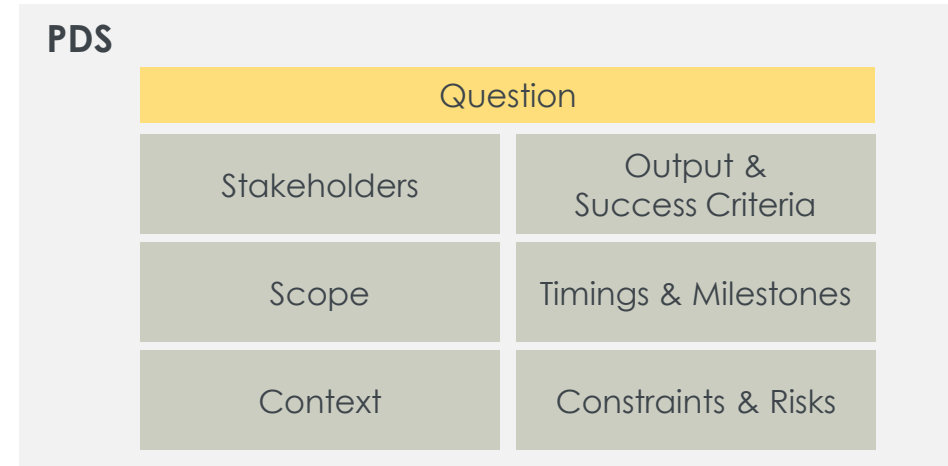


Where does SCQA relate to the tools we've just learnt – PDS and Issue Trees?

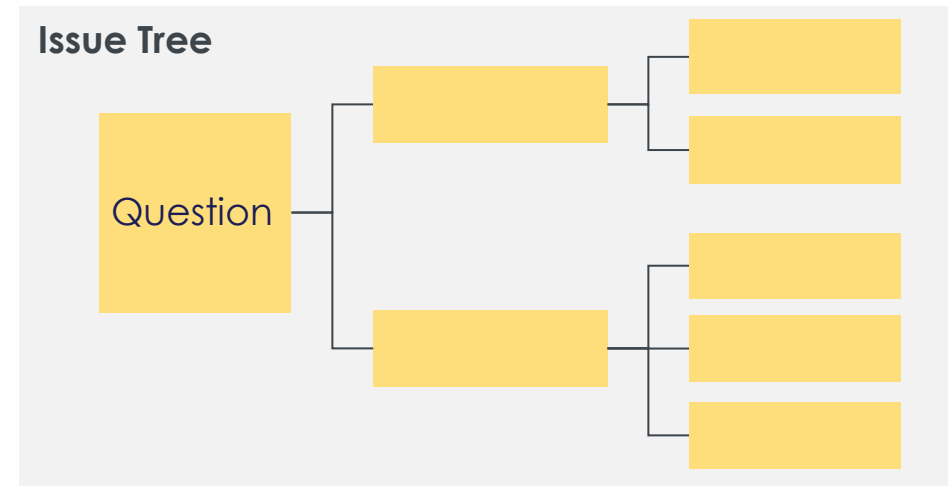
SCQA TOOL



PDS

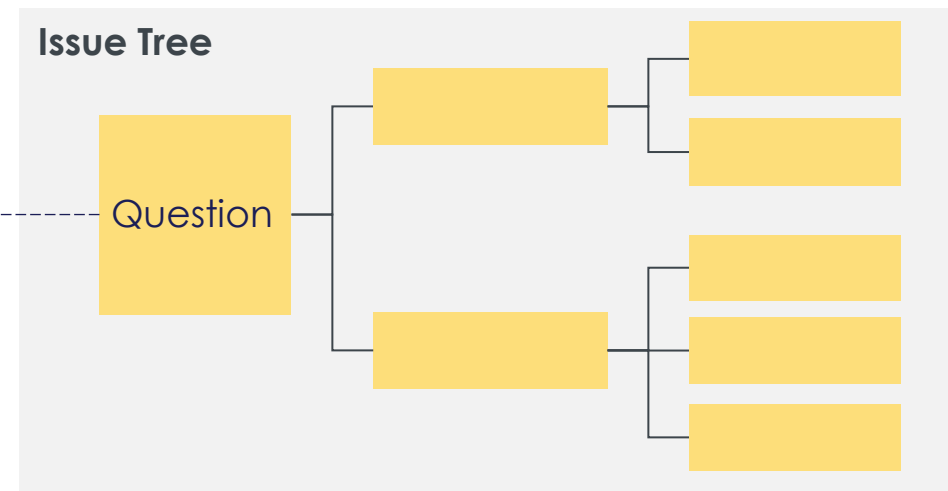
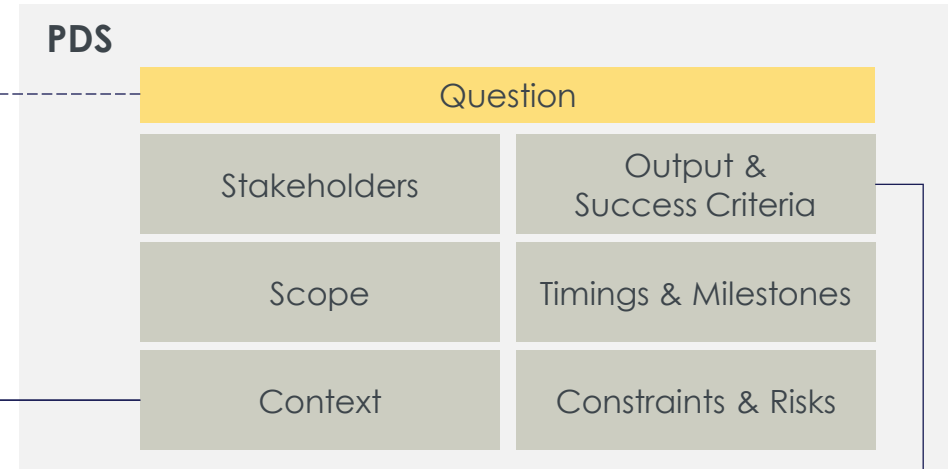
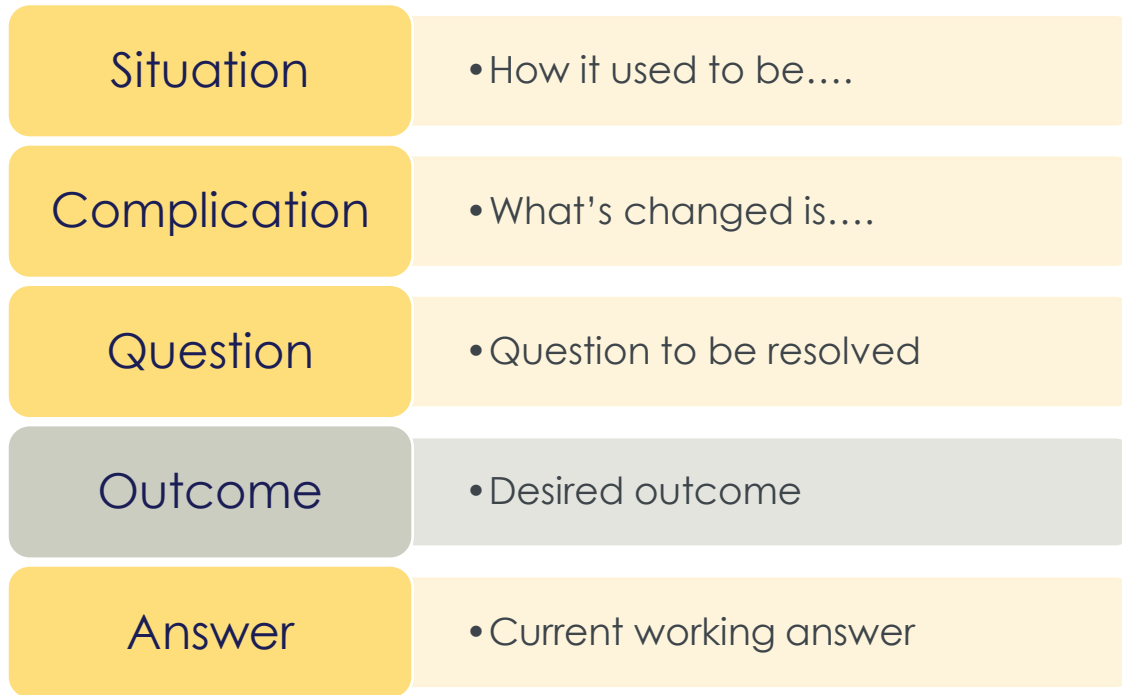


Issue Tree



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

SCQA TOOL



Take 5 minutes individually for your project to update the single sentences you wrote this morning for each of the elements

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

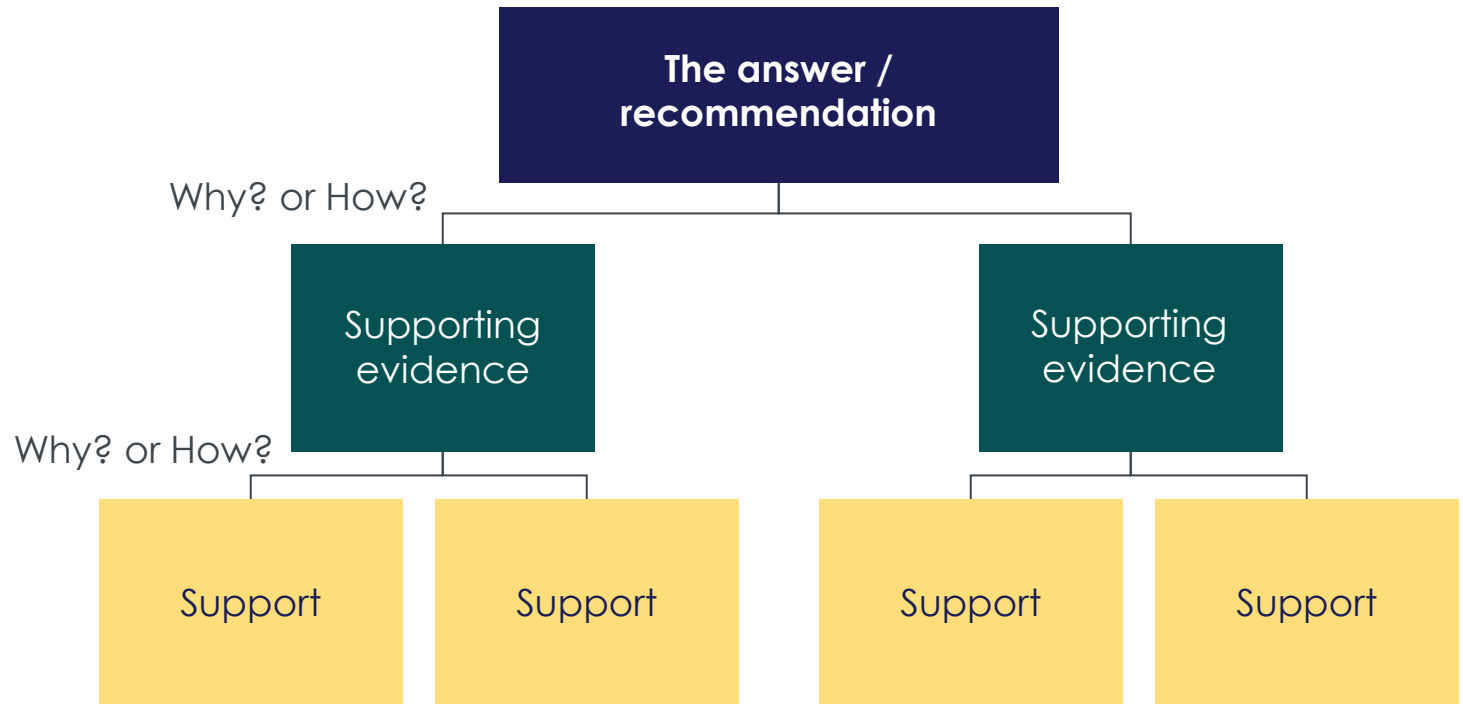
Situation	• How it used to be.... (PDS)
Complication	• What's changed is.... (PDS)
Question	• Question to be resolved (PDS)
Outcome	• Desired outcome (PDS)
Answer	• Current working answer

Developing Insight: Hypothesis Trees

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

HYPOTHESIS TREES – INTRODUCTION

- They can be used to **organise your thoughts** and highlight where the gaps in your logic are to:
 - clarify thinking
 - debunk myths
 - synthesise recommendations
- This **avoids jumping to the solution**, and makes clear how the work ties together (and if it doesn't, may identify lower priority or unnecessary work)
- BUT... it's vital not to be 'wedded to your solution' and **iterate** whenever the facts don't support the current working hypothesis.



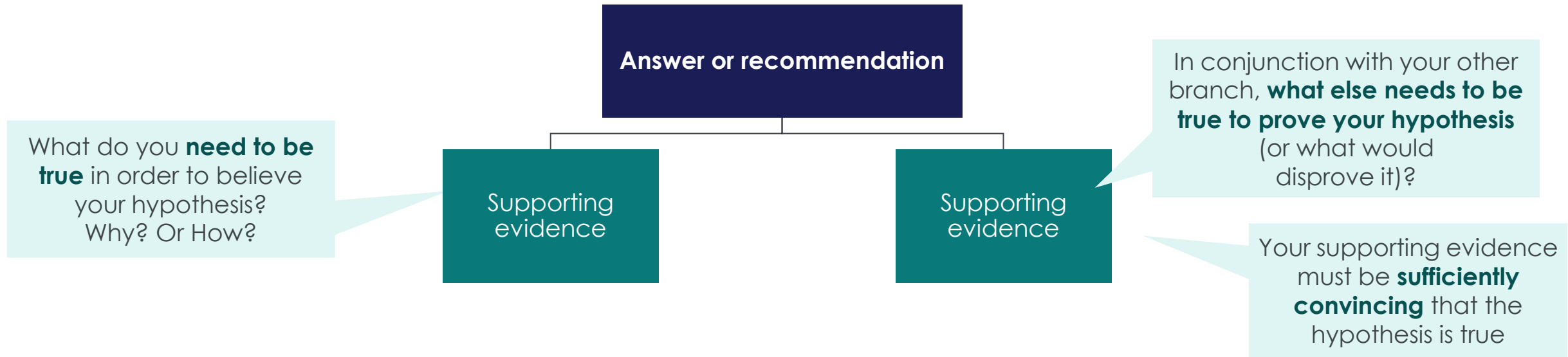
We develop a Hypothesis Tree by asking “Why do we believe this?” at each level until it’s self-evident or it is a statement you can test

DEVELOPING A HYPOTHESIS TREE



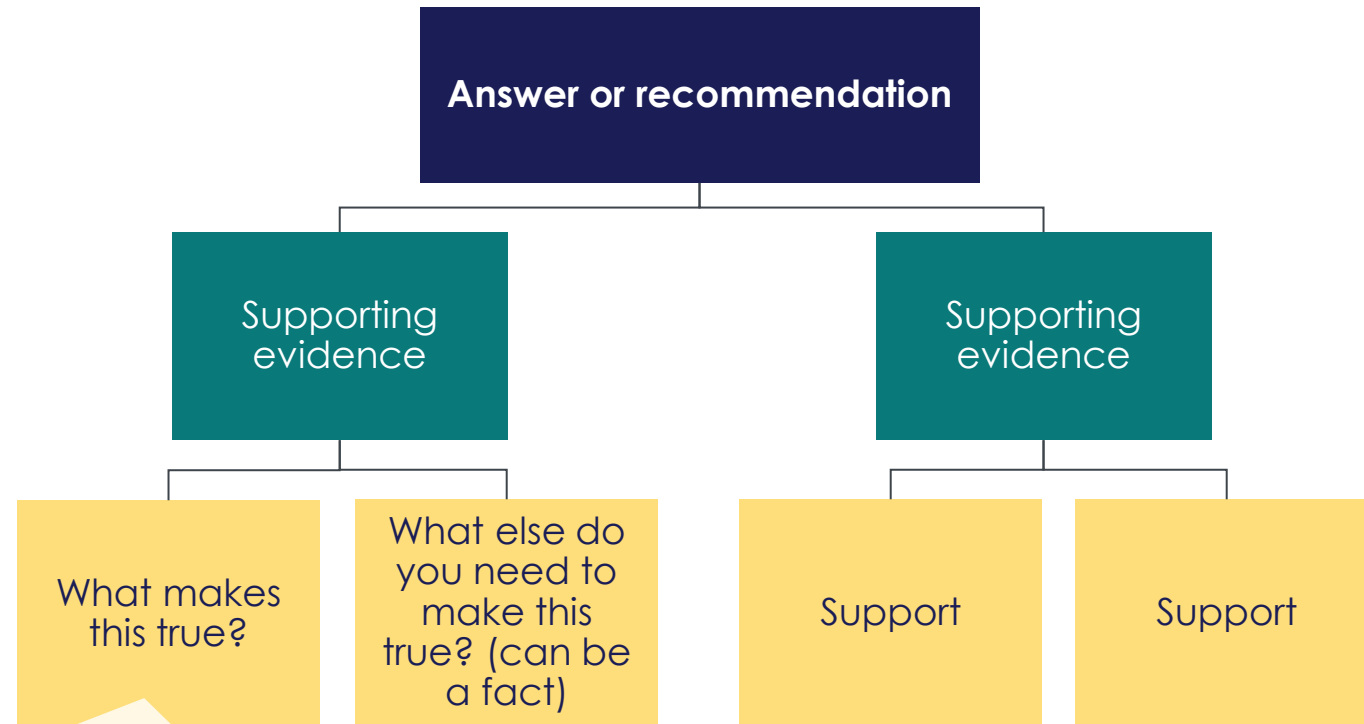
We develop a Hypothesis Tree by asking “Why do we believe this?” at each level until it’s self-evident or it is a statement you can test

DEVELOPING A HYPOTHESIS TREE



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



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**

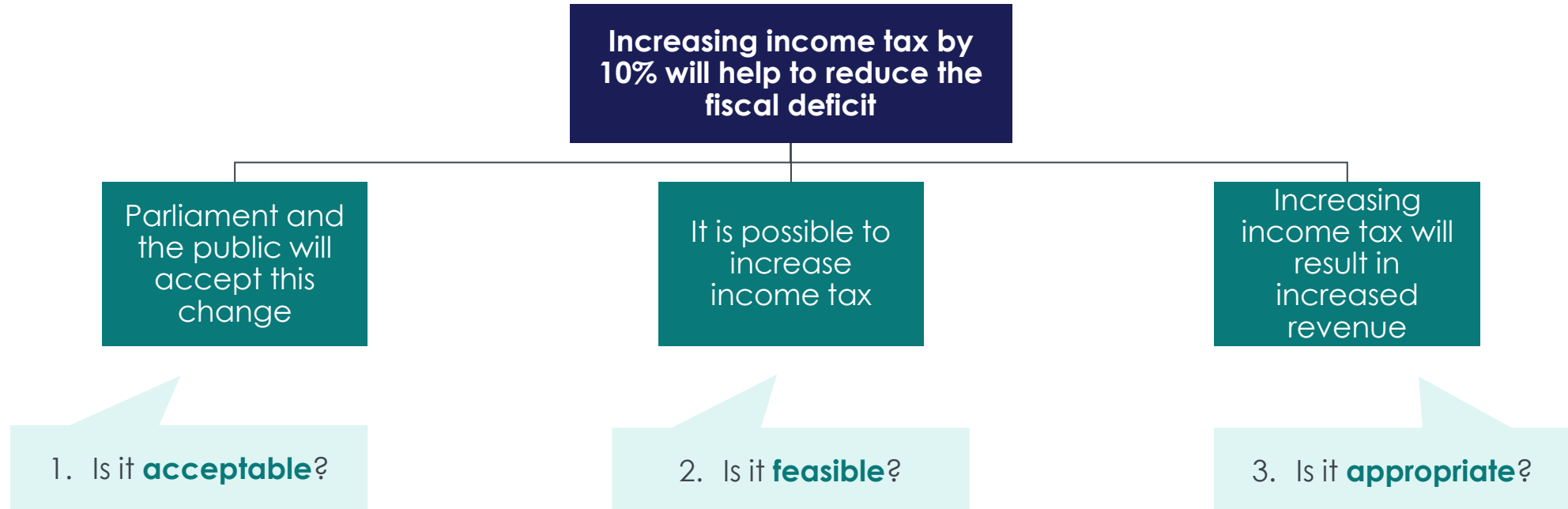
Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



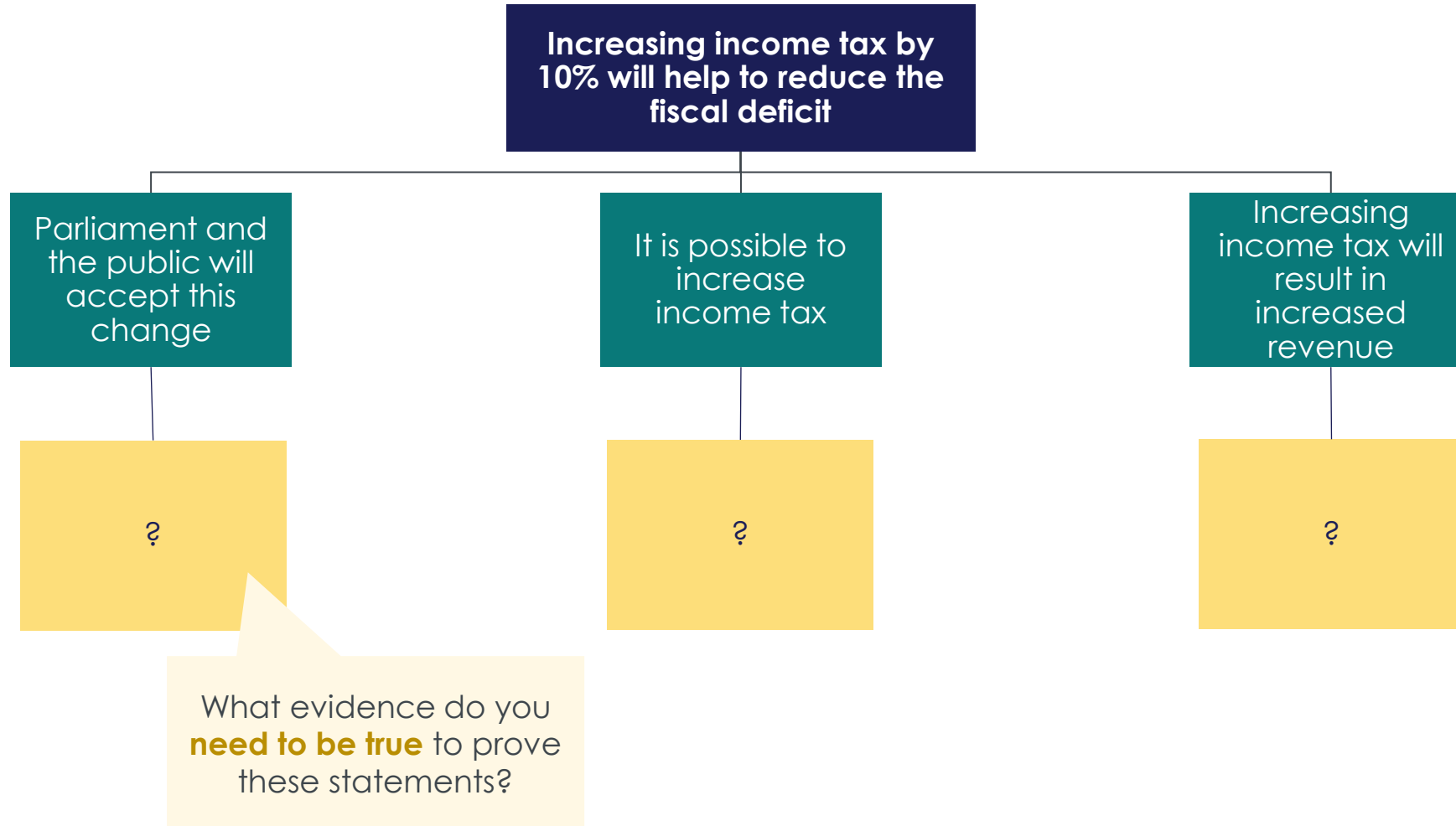
Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



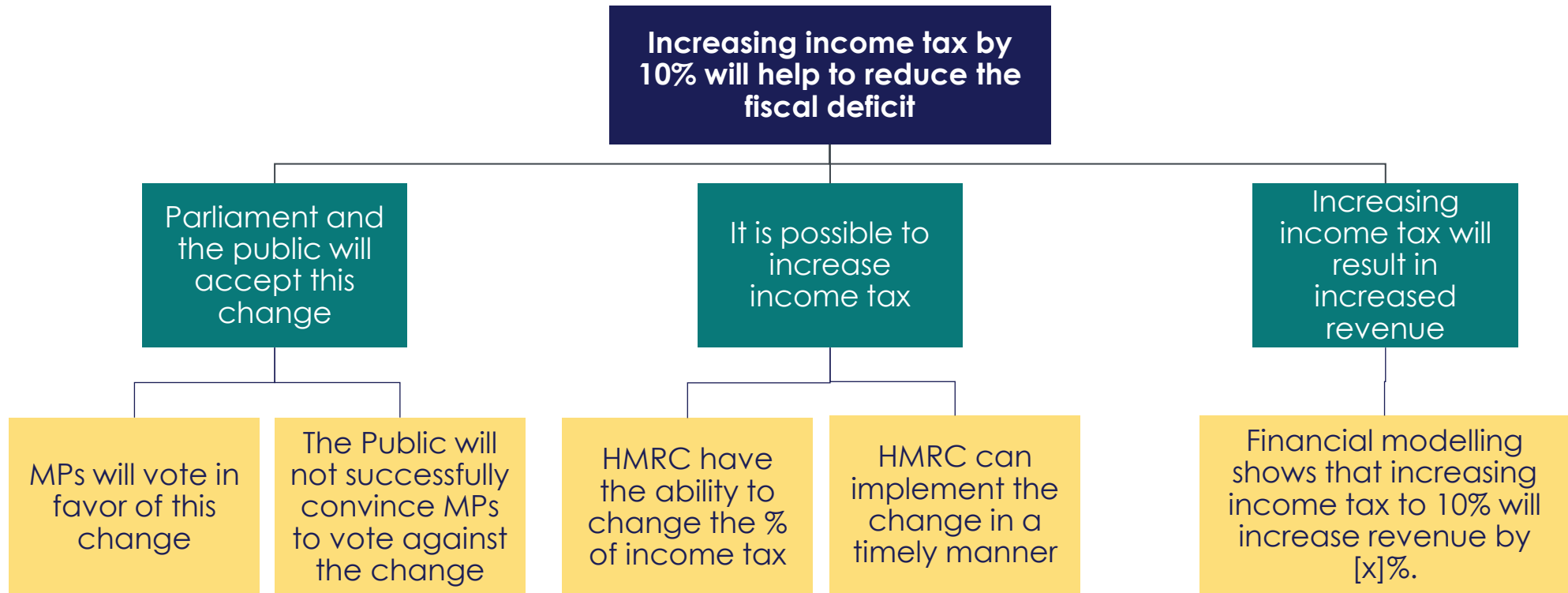
Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE



Illustrative example: Reducing fiscal deficit

DEVELOPING A HYPOTHESIS TREE – ILLUSTRATIVE EXAMPLE

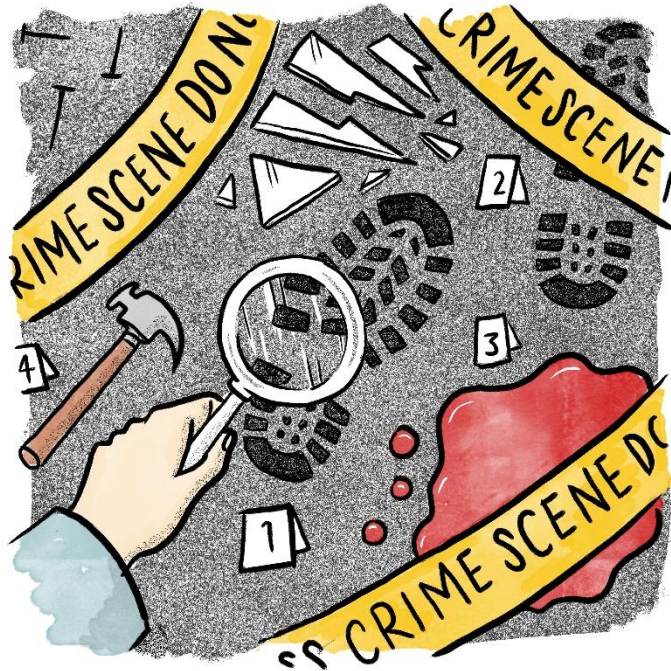


You would now need to answer: **Are these statements true?**
You would now go away and complete the required analysis to either prove or disprove the statements

Hypothesis testing is common in many professions – we will look at two examples

HYPOTHESIS TESTING EXAMPLES

Hypothesis testing in criminal justice



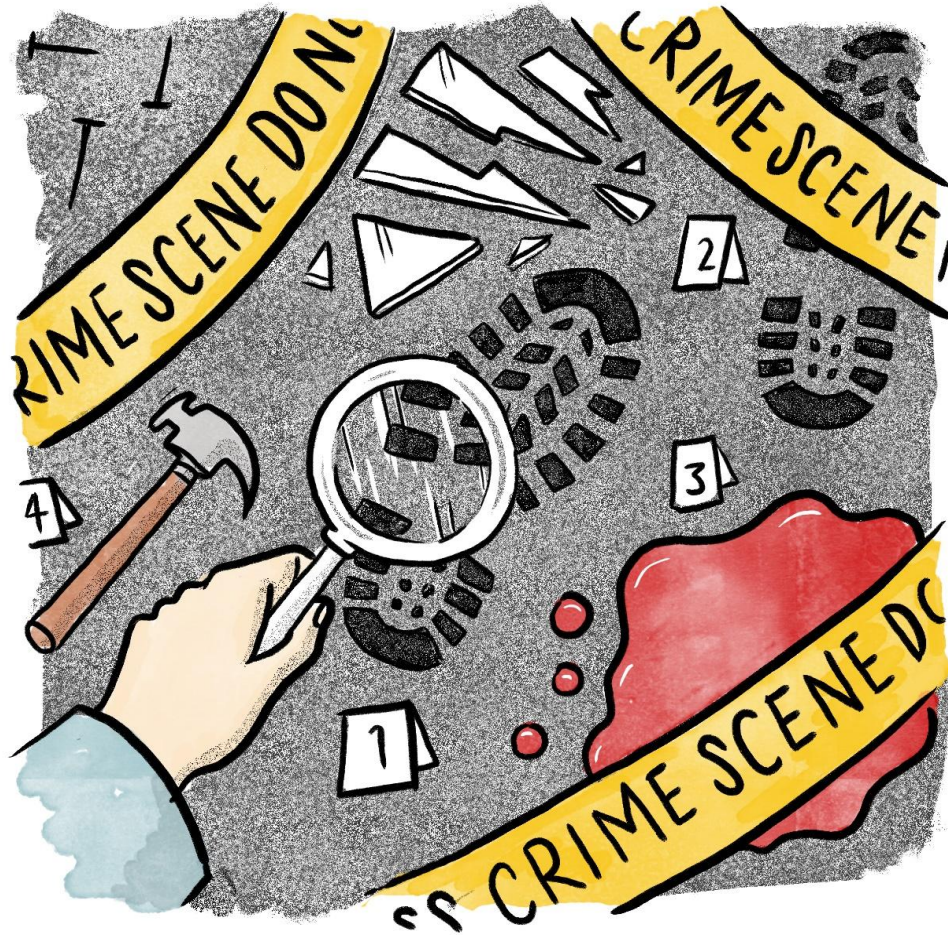
Hypothesis testing and medical diagnosis





How do criminal investigators use exhaustive versus 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?

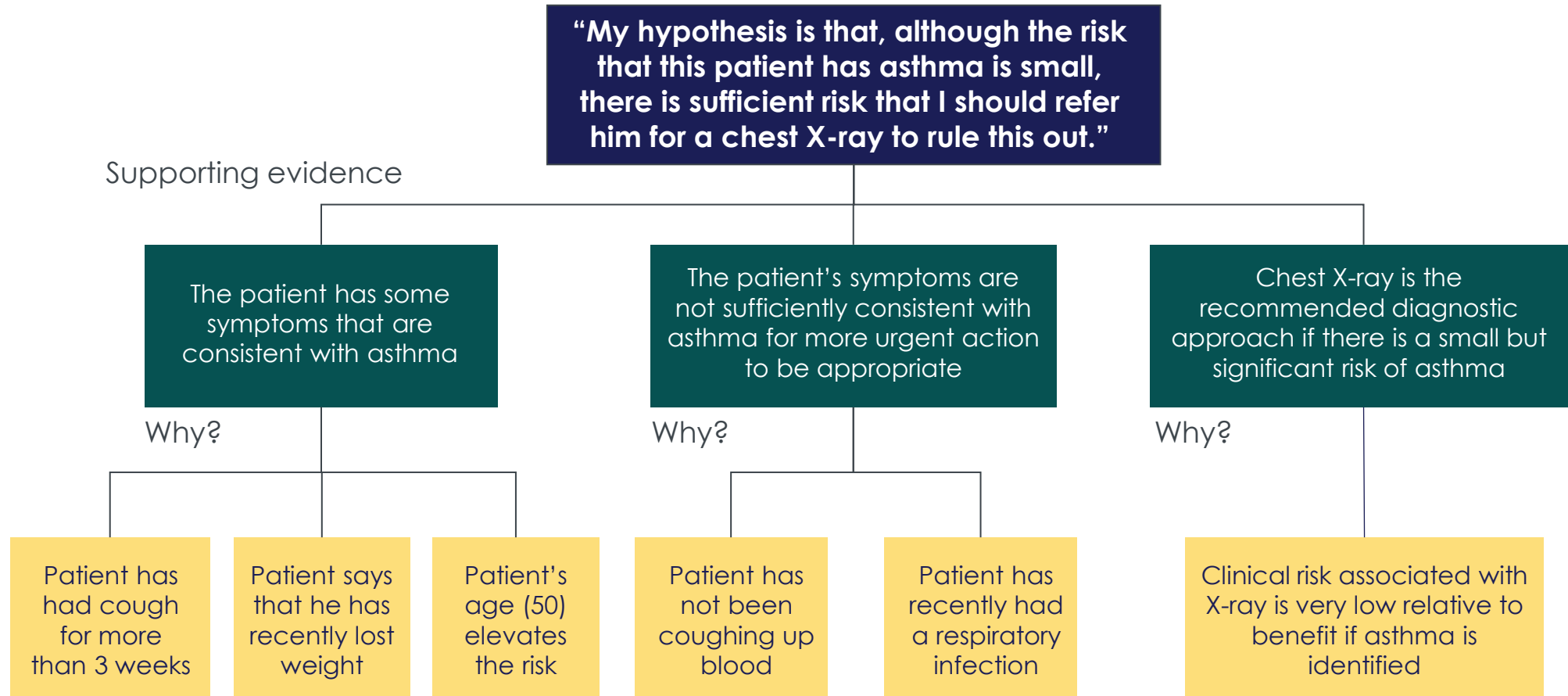
What hypotheses might the GP test, and how might they **test these**?



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



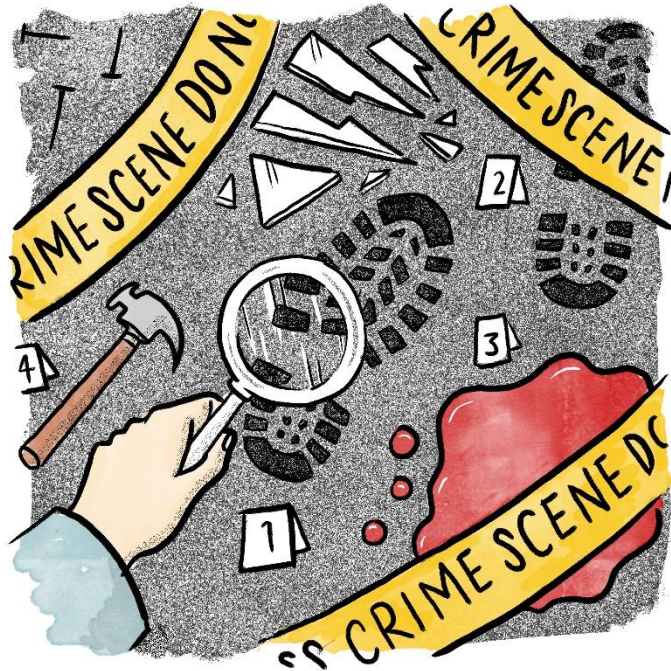
HYPOTHESIS EXAMPLE: MEDICAL DIAGNOSIS RISK



Review: Hypothesis testing is common in many professions

HYPOTHESIS TESTING EXAMPLES

Hypothesis testing in criminal justice



Hypothesis testing and medical diagnosis



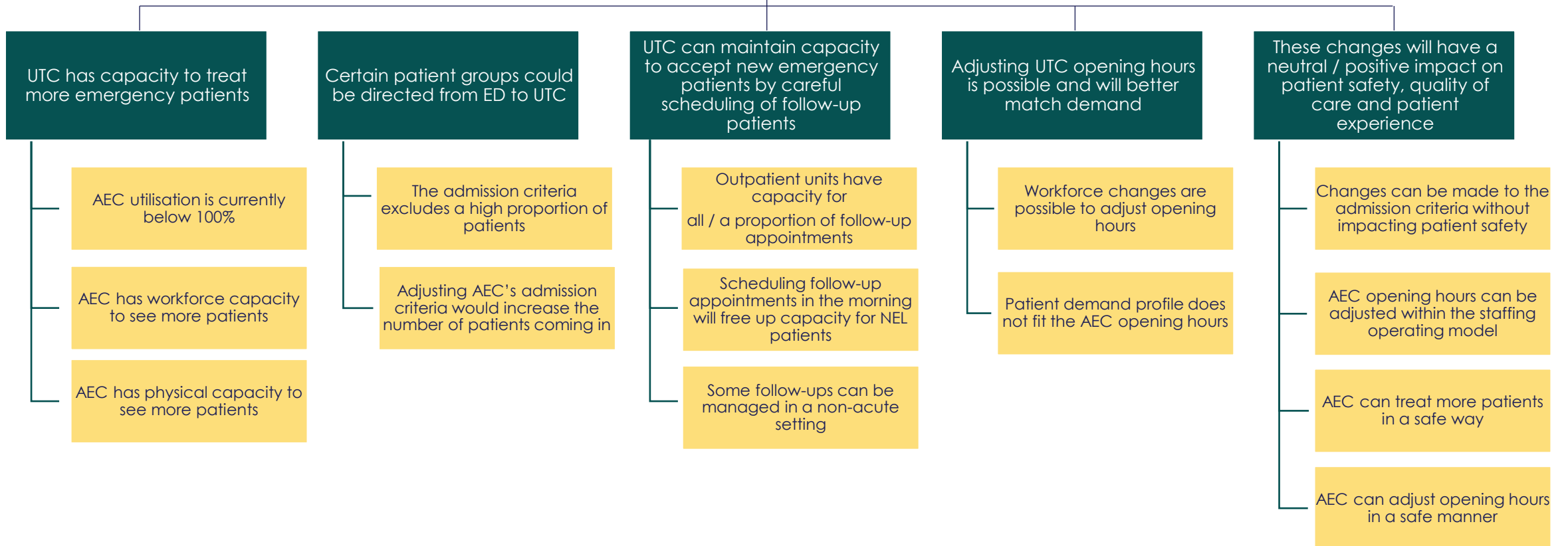
Hypothesis Trees can structure and support answers to strategic and policy questions

EXAMPLE

SAME DAY EMERGENCY CARE CAPACITY

Urgent Treatment Centres can see more new patients, relieving pressure on ED by 20%

Q. How best can we improve 4-hour performance through changing the UTC capacity to optimise patient flow?



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

Purpose:

- Guide analysis more efficiently than randomly seeking data

Usage:

- Structure your project workstreams, by understanding what an answer might look like
- Make sure the project analyses test the supporting arguments

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

During problem-solving

- Disprove some hypotheses and develop new ideas to test

- Communicate why previous ideas have been disproved
- Scope additional analyses needed to test new ideas

- Your tree is becoming more confirmed at this stage

Final recommendations

- Synthesise your findings and communicate to stakeholders

- Bring together your findings into a structure recommendation based on robust analysis

- 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

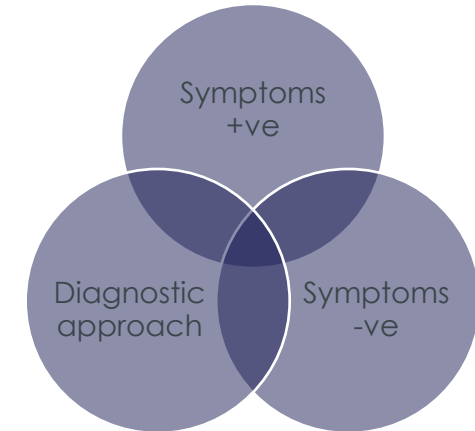
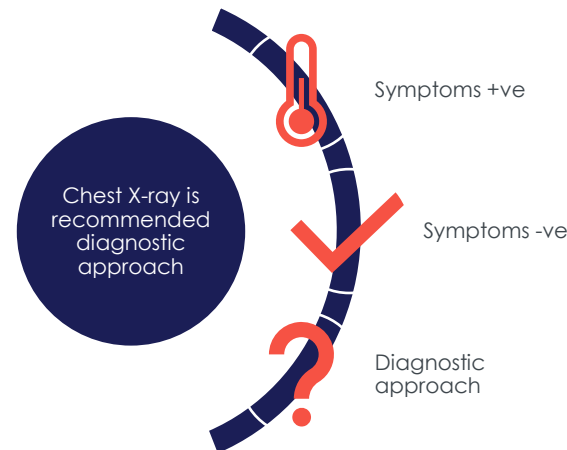
- Patient has had cough for more than 3 weeks
- Patient says that he has recently lost weight
- Patient's age (50) elevates the risk

The patient's symptoms are not sufficiently consistent with asthma for more urgent action to be appropriate

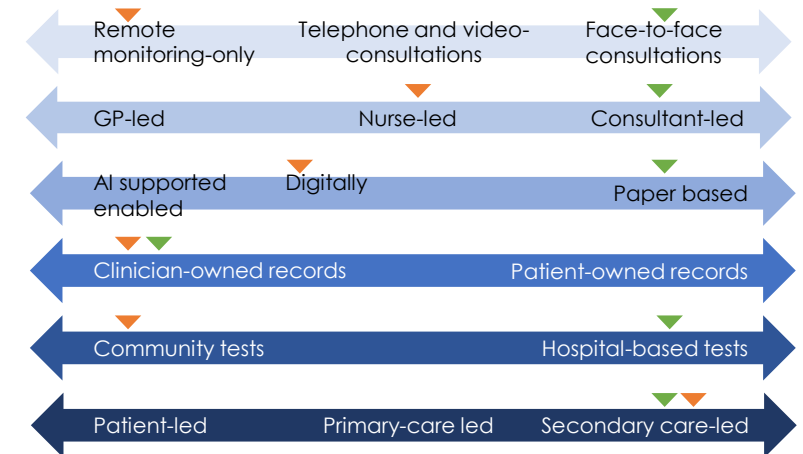
- Patient has not been coughing up blood
- Patient has recently had a respiratory infection

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



Low-risk patient, service design decisions



Reference: How to use a Hypothesis Tree and the PPT template

SOURCE: THE PSC'S DELIVERING FAST EFFECTIVE PROJECT

What is this tool?

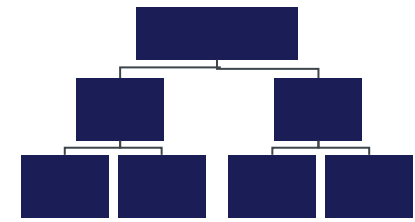
A Hypothesis Tree helps to organise thoughts on 'the answer' and shows the gaps in your logic. It radically reduces the overall work required to develop insight into recommendations or options, as you focus resources on filling the gaps to support or disprove your working hypothesis.

When to use this tool?

It can be used to clarify thinking, debunk myths and synthesise recommendations. The biggest trap you can fall into is leaving the development of insights and hypotheses until the end of the project. Keep iterating the Tree throughout the project. The answers to your first Issue Tree will drive a first set of hypotheses, which will allow you to refine the Issue Tree, break the question down more meaningfully, and build an improved set of hypotheses based on the evidence.

Tips for using Hypothesis Trees

- It's vital not to be 'wedded to your solution' – iterate whenever the facts don't support the current working hypothesis, and if you're part of a team, speak up when you discover that a foundation 'fact' isn't turning out to be true.
- Use existing frameworks where possible. If one doesn't exist, invest the time in developing your own and testing it with others.
- Aim to capture existing preconceptions / myths so they can be discussed. And give stakeholders plenty of time to react to your emerging hypotheses of options and recommendations.
- Check your workstreams feed into your current working hypothesis – as the hypotheses iterates, some work may become higher or lower priority for resource investment.



Mentoring questions for working with Hypothesis Trees

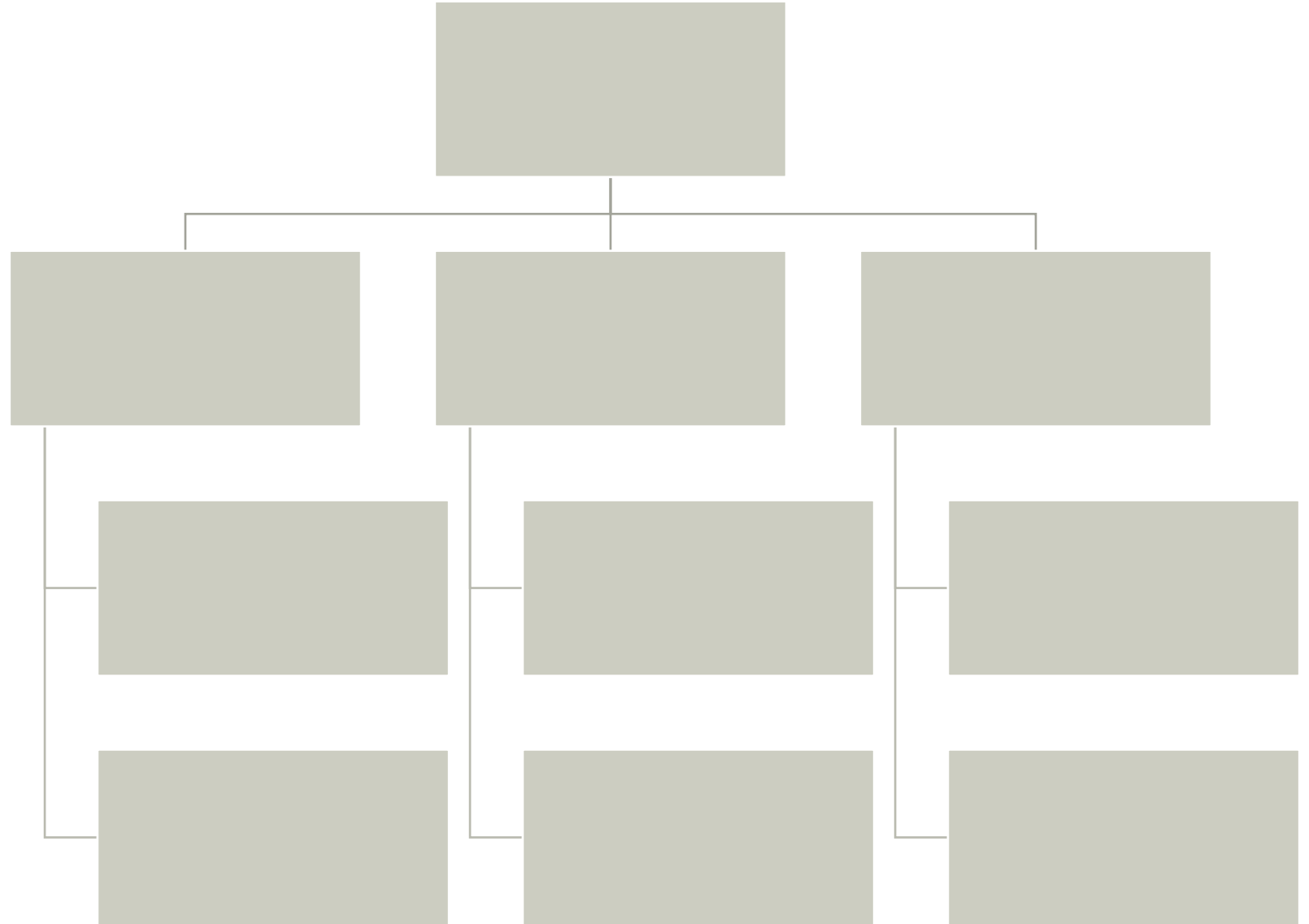
- Start by stating what you believe (based on the available evidence) to be the best answer(s) or option(s) for the basic question to be resolved. Then add the supporting evidence below. Keep asking "why?" and "how?" until the logic and evidence are rock solid.
- Ensure the answers at each level (a horizontal cut) are independent (Mutually Exclusive). But unlike Issue Trees, they do not need to be complete (Collectively Exhaustive). Only the evidence sufficient to disprove or prove the point is necessary.
- Are there alternative / counter / null hypotheses worth exploring?
Are the facts sufficient to give confidence in the answer (not just a collection of confirmatory statements)?

PowerPoint Instructions

- This Hypothesis Tree is created using PowerPoint's 'SmartArt' illustration feature, using an 'Organisation chart' layout to create a vertical tree.
- Either copy across the Tree object to your own presentation, or insert the same SmartArt type directly.
- When you click on the Tree, a text box will appear to the left where you can easily edit text and use TAB and ENTER to create new lines (boxes) and indent them to the level you want.
- Also, when you click on the Tree, the two 'SmartArt Tools' tabs will appear in the ribbon so you can format and design the Tree as you wish.
- You can also double 'ungroup' to convert to normal shapes.

Hypothesis Tree template

Click the Smart Art to open the Text Pane in bullet-point view and add / indent elements (you may need to click the arrow control on the left side of the graphic to open the Text Pane).



Hypothesis Tree exercise

ACTIVITY

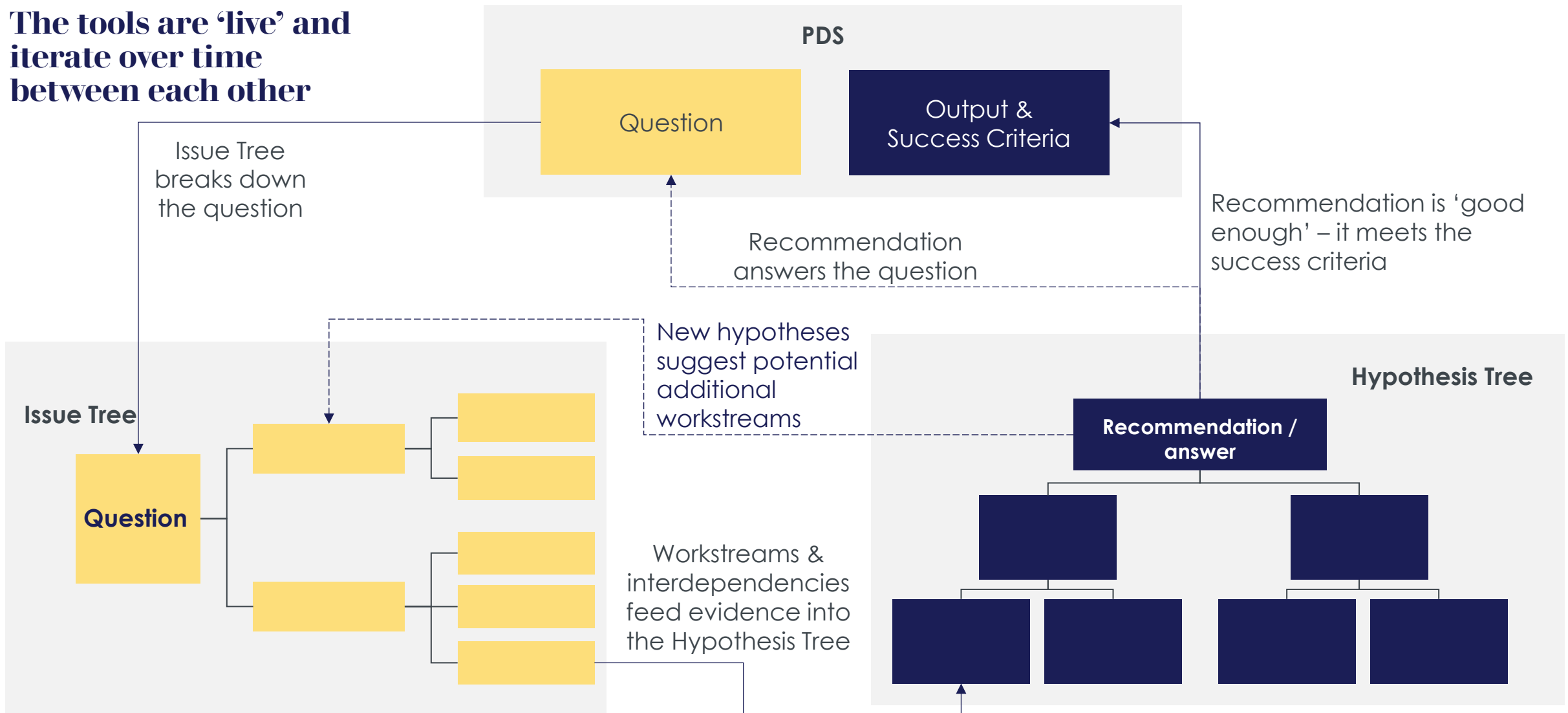
In pairs or small groups, spend 30 minutes preparing a Hypothesis Tree based on your own project.

- 1. Use your PDS to guide you.**
- 2. Use Post-It notes to draft your Hypothesis Tree.**
 - i. You can start top down by proposing a solution and assembling facts to support it.
 - ii. Or you work bottom up by grouping facts and asking: “What does this mean for my question?”
 - iii. 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.

The problem solving cycle

The tools are 'live' and iterate over time between each other



PROBLEM SOLVING CYCLE

Commissioned by the KPMG consortium for:



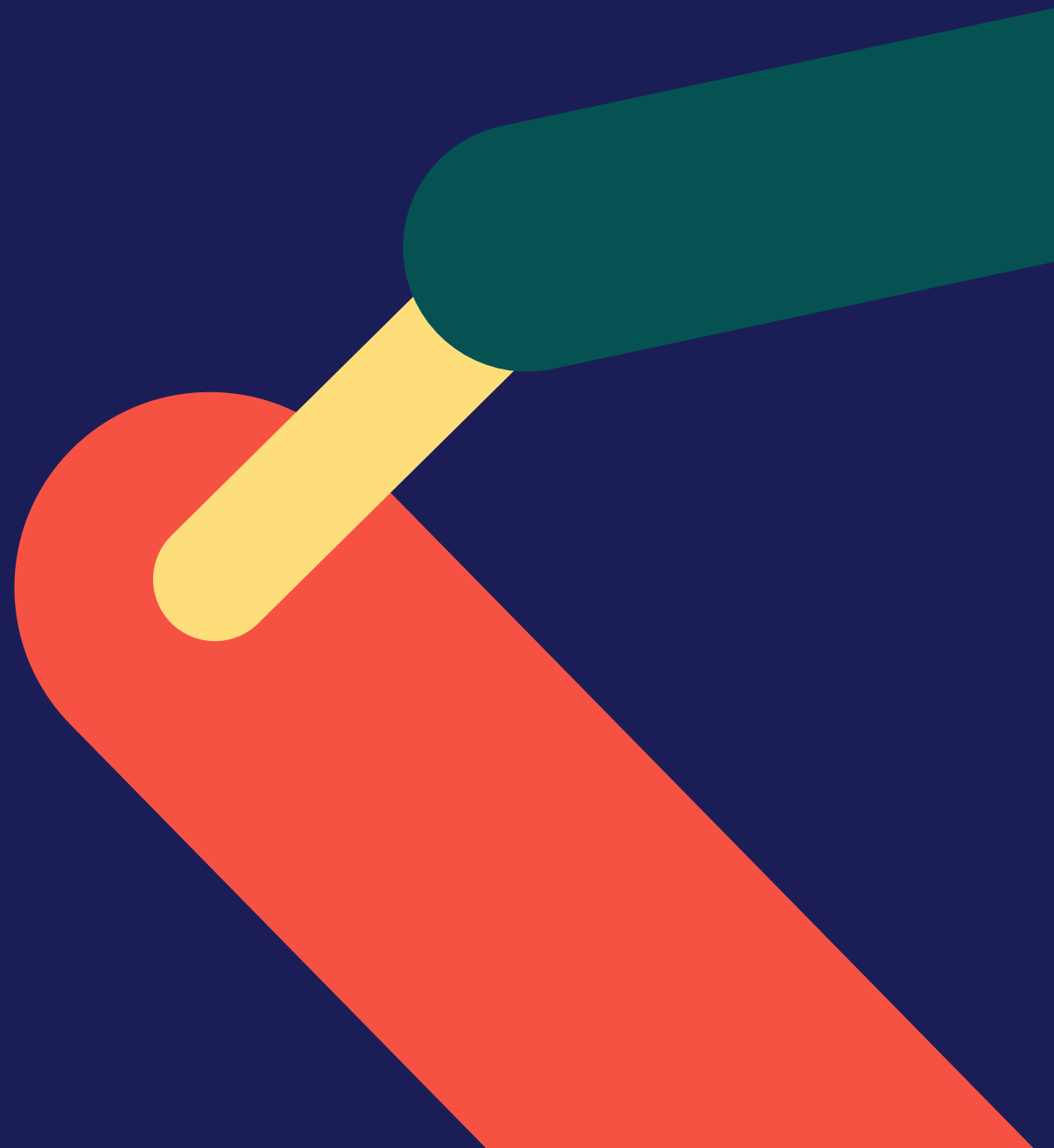
Designed & delivered by:

The PSC

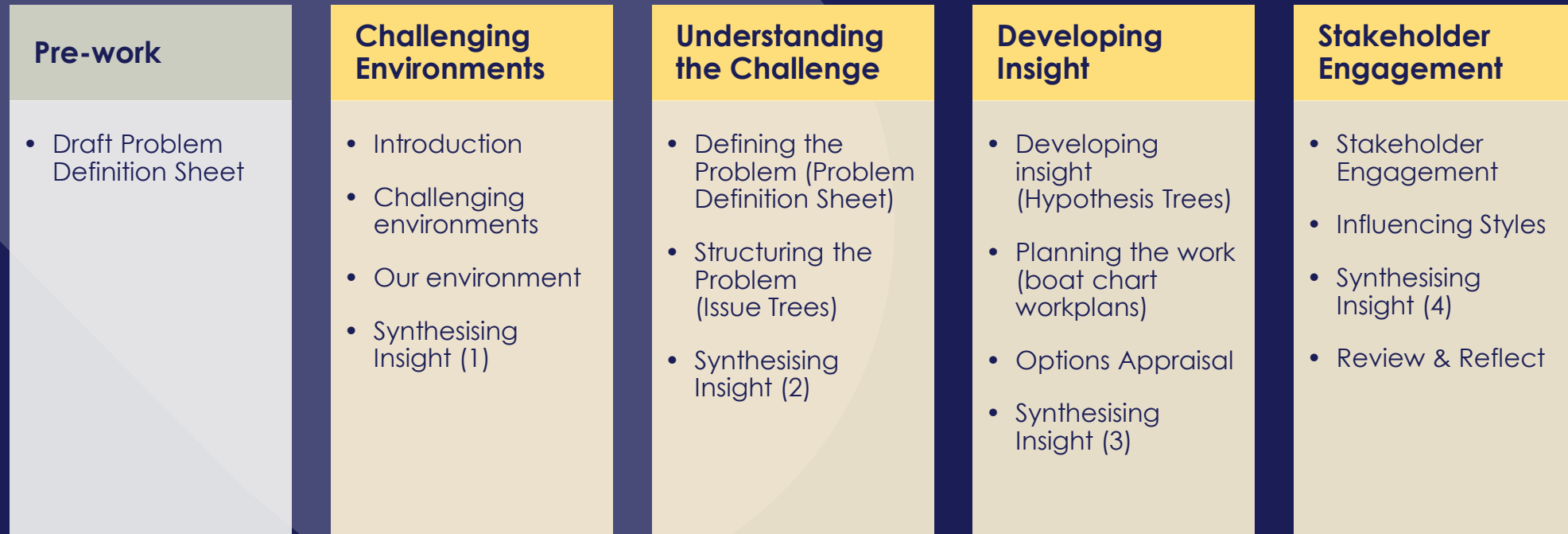
An Introduction to Strategic Thinking

Part 2

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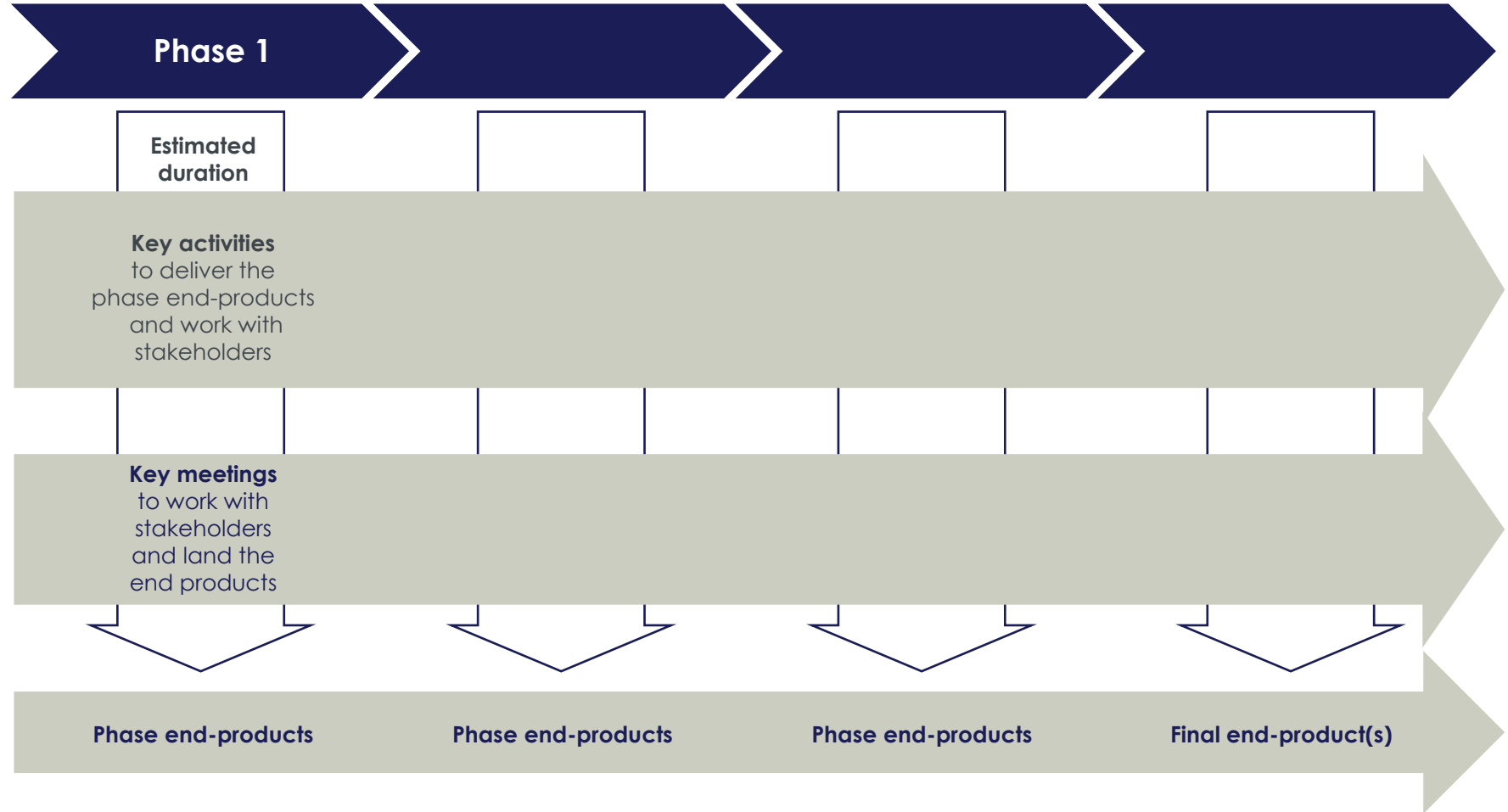
The Strategic Thinking Programme



Planning the work: Boat chart workplans & prioritising

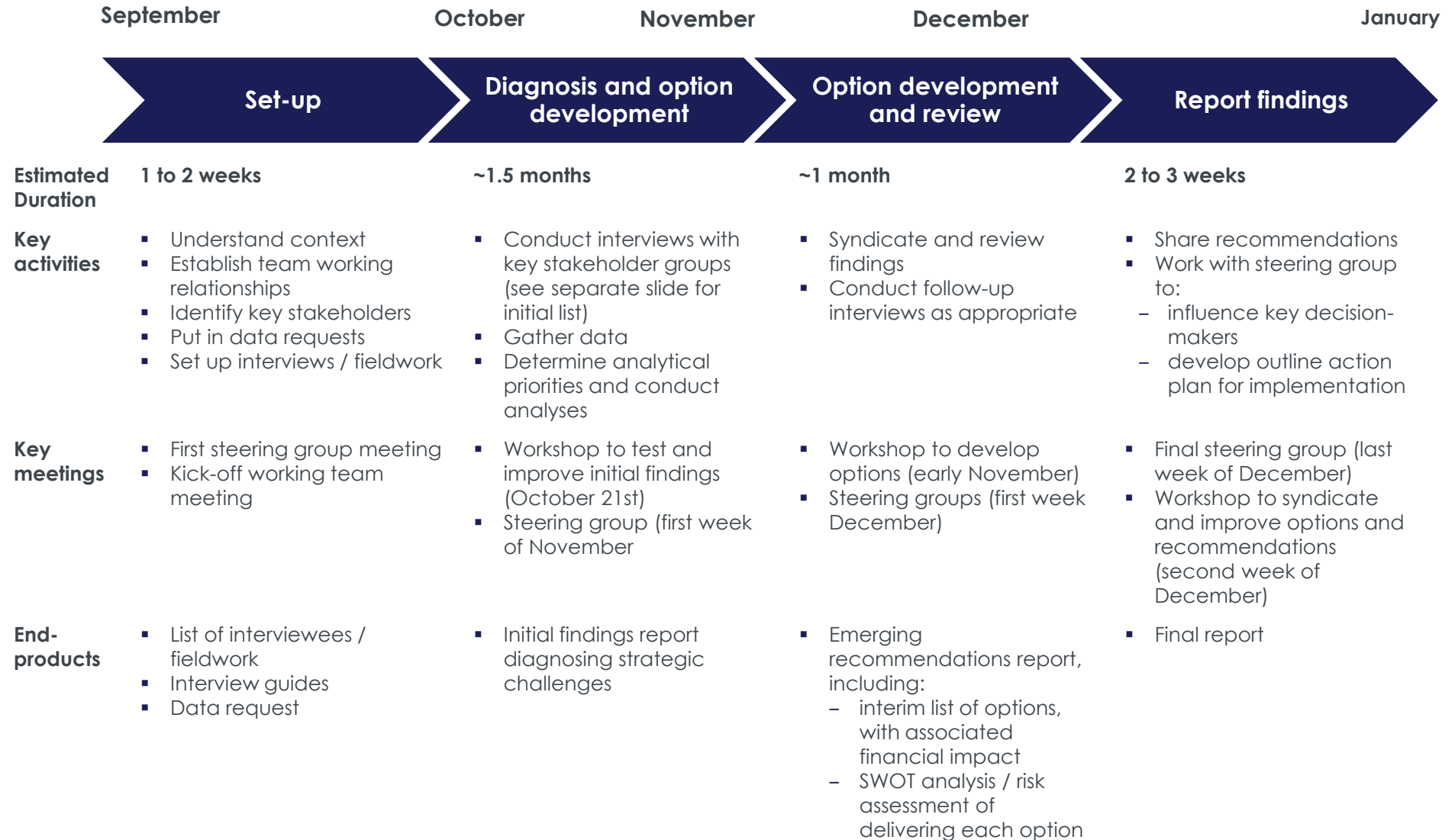
In conjunction with a PDS, a ‘boat chart’ or ‘project on a page’ is a useful overview for both project leads and stakeholders. It’s often sufficient for planning, saving time in maintaining complex project plans.

Find templates and an introduction to Boat Charts at: <https://thepsc.co.uk/capability-building/>



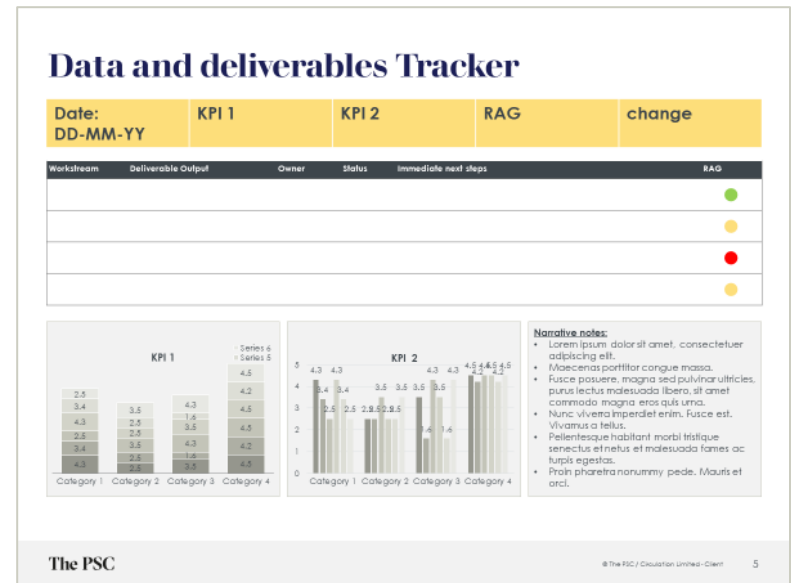
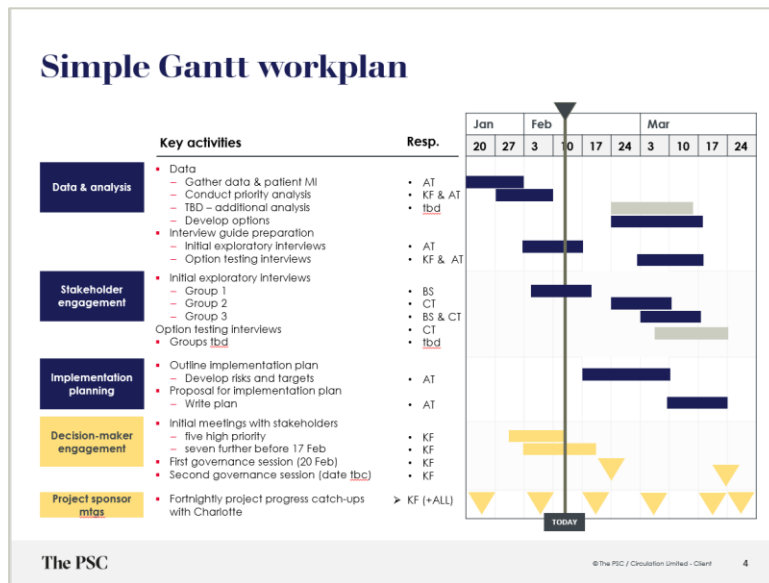
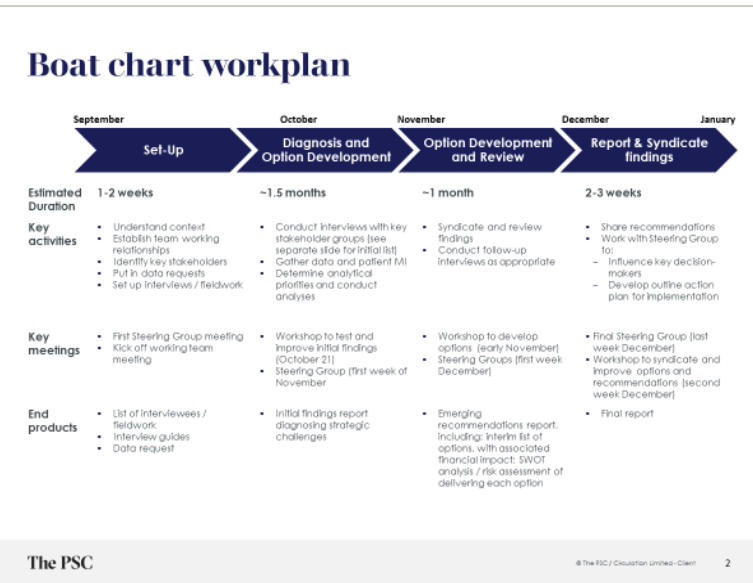
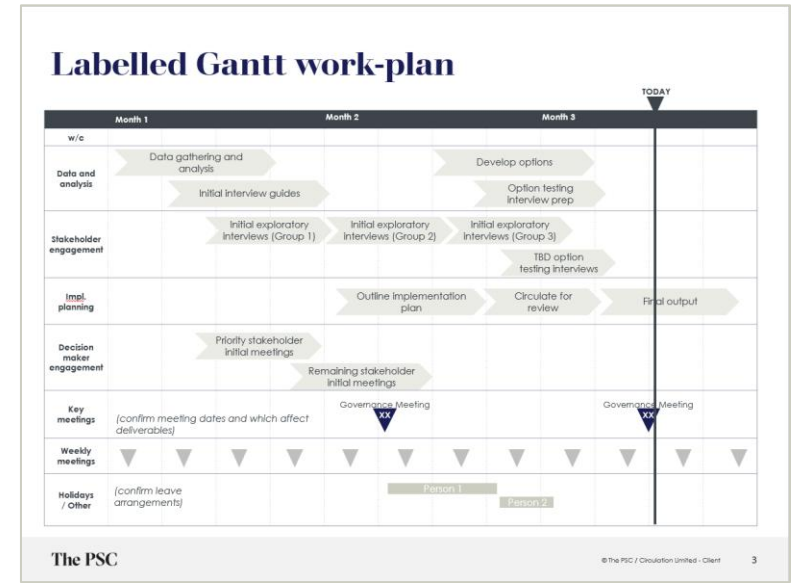
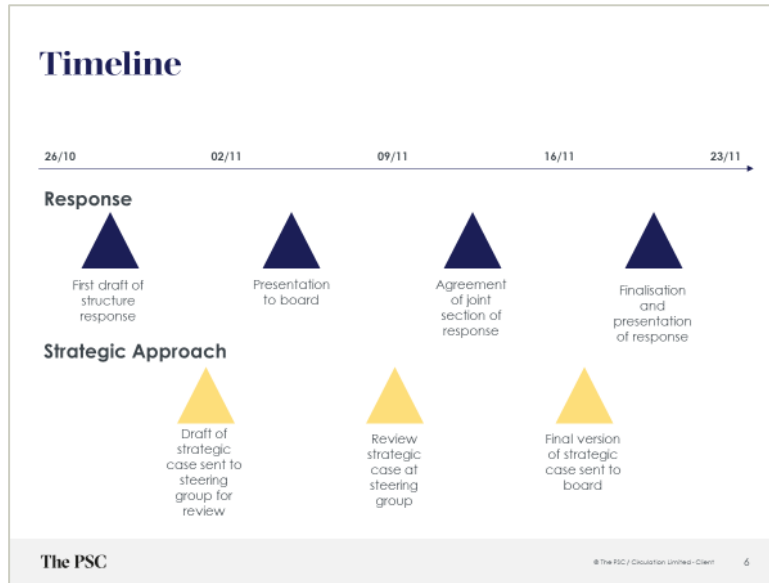
BOAT CHART – EXAMPLE

To write or check them, start with the final end-product, then work backwards through the phase end-products, and then upwards in each phase through the meetings and activities



PLANNING / TRACKING EXAMPLES: GANTT VARIATIONS, DELIVERABLES GRID / SPRINT TRACKER & TIMELINE

Alongside your boat chart you can use more specific planning tools, like a Gantt / timeline or deliverables tracker – aim to use the minimum / simplest format necessary for planning and monitoring your project work



Reference: How to use Boat Chart Workplans and the PPT template

What is this tool?

A 'boat chart'* is a very simple style of work plan showing end-products, key activities and meetings, and the overall timing of each project phase. A prioritisation matrix can help with deciding which work to include.

When to use this tool?

It is useful for projects involving complex problems without clear solutions, where the detailed path of the project is not evident at the outset (e.g. decision-making, option generation, reviews).

Tips for using boat chart workplans and prioritising workstreams

- Keep it simple: the purpose is to help the team achieve the project objectives on time and in full. (Running the work plan is not an objective in itself.)
- Remember to use your Issue Tree and prioritisation matrix to identify and select the workstreams which go into your work plan.
- The work plan often ends up being used primarily as a tool for communicating with stakeholders, so make sure it is easily understandable (avoid jargon and acronyms) and fits on a single page.

Mentoring questions for working with boat charts:

- Review the series of end-products from the final one (bottom right) working to the left – is this a sensible sequence of deliverables?
- Review each column – are these the necessary stakeholder meetings to land the end products? And the necessary activities (from Issue Tree and Hypothesis Tree) to develop them?
- Review timings for each phase – are they sensible given resourcing?
- Review the Issue Tree and prioritisation matrix and stakeholder planning – are you spending time on the work most likely to allow you to find a good enough solution (that meets your success criteria), within the time and resources agreed, and that stakeholders agree with?

PowerPoint Instructions

- This 'boat chart' was created by combining a table (to make the text align nicely) with PPT's 'SmartArt' illustration feature (look it up on the web to find out more).
- This template uses the 'basic chevron process' SmartArt layout. You can either copy across the table and SmartArt object to your own presentation, or insert a table and SmartArt object directly.
- When you click on the chevrons (the 'boats'), a text box will appear to the left where you can easily edit text and use ENTER to create new chevrons.
- Also, when you click on the chevrons, the two 'SmartArt tools' tabs will appear in the ribbon so you can format and design it as you wish.
- You can resize the whole object using the outer box.
- You can also double 'ungroup' to convert.
- The table can be sized and adapted – the 'distribute columns' option in the table layout tab is useful for aligning columns with the chevrons.

Boat Chart template



- Phases are Smart Art – click the left-side arrow to add / remove phases
- The main content below the arrows is a table – add / remove columns
- The 'months' are text boxes – move as necessary

Estimated Duration	X weeks	X weeks	X weeks	X weeks
Key activities				
Key meetings				
End-products				

Boat Chart exercise

ACTIVITY

In pairs or small groups, spend 15 minutes preparing a Boat Chart workplan for your project.

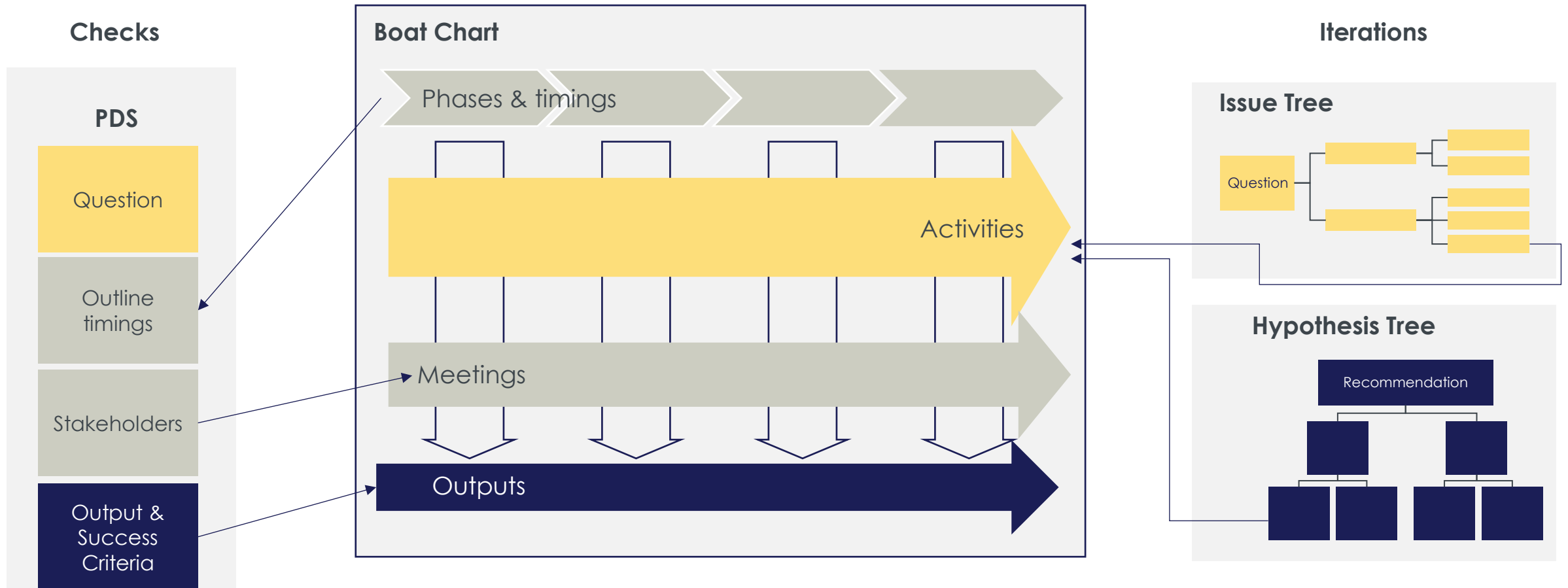
- Remember to work (or at least check) from right to left and bottom to top.

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

Example questions:

1. How can the home office address the problem of prison overcrowding by March 2028?
2. Should Scotland seek independence from the United Kingdom?
3. Where should we go on holiday this summer?

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

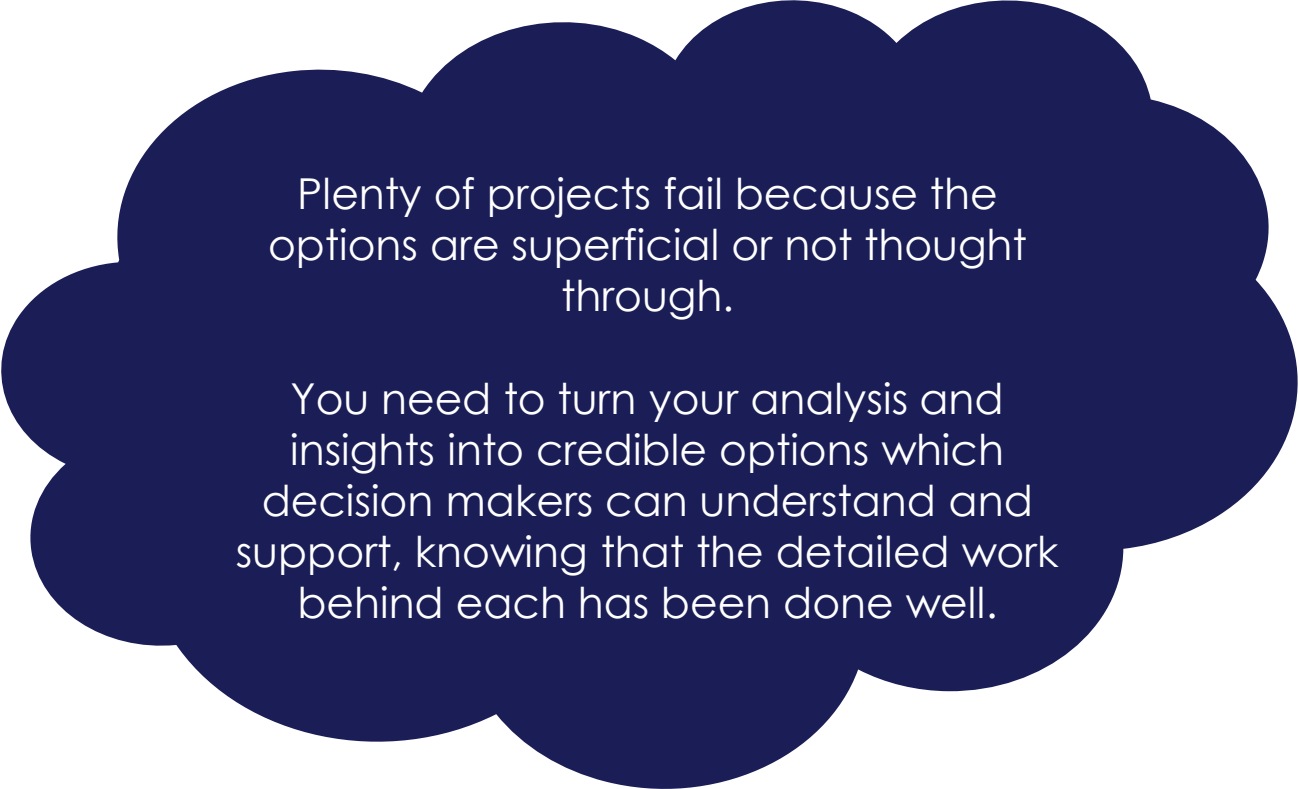
Options Appraisal

What are we trying to achieve when developing options?

DEVELOPING THE OPTIONS – WHAT?

What are the outputs?

A set of credible options, for which the costs, benefits and the implementation challenges are well understood by stakeholders



Plenty of projects fail because the options are superficial or not thought through.

You need to turn your analysis and insights into credible options which decision makers can understand and support, knowing that the detailed work behind each has been done well.

Agree which options to work with, then detail each option and test its suitability, feasibility and acceptability

DEVELOPING THE OPTIONS – HOW?

1. **Agree (with key decision makers) which options should be taken forward**
2. **Develop objective criteria to compare options.** Bear in mind:
 - **Suitability:** how well does this option address the basic question?
 - **Feasibility:** how easy will it be to deliver this option (e.g., cost, time to implement, conflict with other policies)?
 - **Acceptability:** will this option be acceptable to decision makers, or stakeholders who can influence decision makers?
3. **Assess each option against the criteria:**
 - **Quantitative assessment:** carrying out analysis (e.g. cost-benefit; demand-capacity modelling)
 - **Qualitative assessment:** best practice research; speaking to experts or key stakeholders; looking at comparative examples or case studies
4. **Test your assessment widely with key stakeholders** (and if you think an option should be discounted, say so)

A Pugh Matrix can be used to give a semi-quantitative evaluation of multiple factors for a range of options

EVALUATING OPTIONS: PUGH MATRICES

- A Pugh matrix will provide a semi-quantitative evaluation of each idea or option – you will be able to rank them according to the final score
- This ranking depends on the weightings you select – if you change the weightings you will get a different result
- You can use this tool to challenge your thinking as well as to prioritise your ideas

Ideas / Options	Weighting	1. Increase productivity of existing wards	2. Expand into mothballed wards	3. Build new ward	4. Build new department	5. Outsource additional demand
Time to delivery					+ 2	+ 1
Longevity of solution					- 1	- 1
Disruption						
Financial impact						
Overall Benefit						

Your weightings could be based on rankings (1, 2, 3, 4) or a set scale (e.g. 1-10)

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

Example: Where should Oldtown University allocate the funding it received from a recent donation

PUGH MATRICES: WORKED EXAMPLE

It is worth repeating: this ranking depends on the weightings you select – if you change the weightings you will get a different result. This table records your weighting and scores, but does not contain the calculation for the overall benefit – you will need to do that elsewhere.

Criteria / consideration	Weighting	Increased tutor salary	Increased contact hours	New student bar	Digital learning system	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						

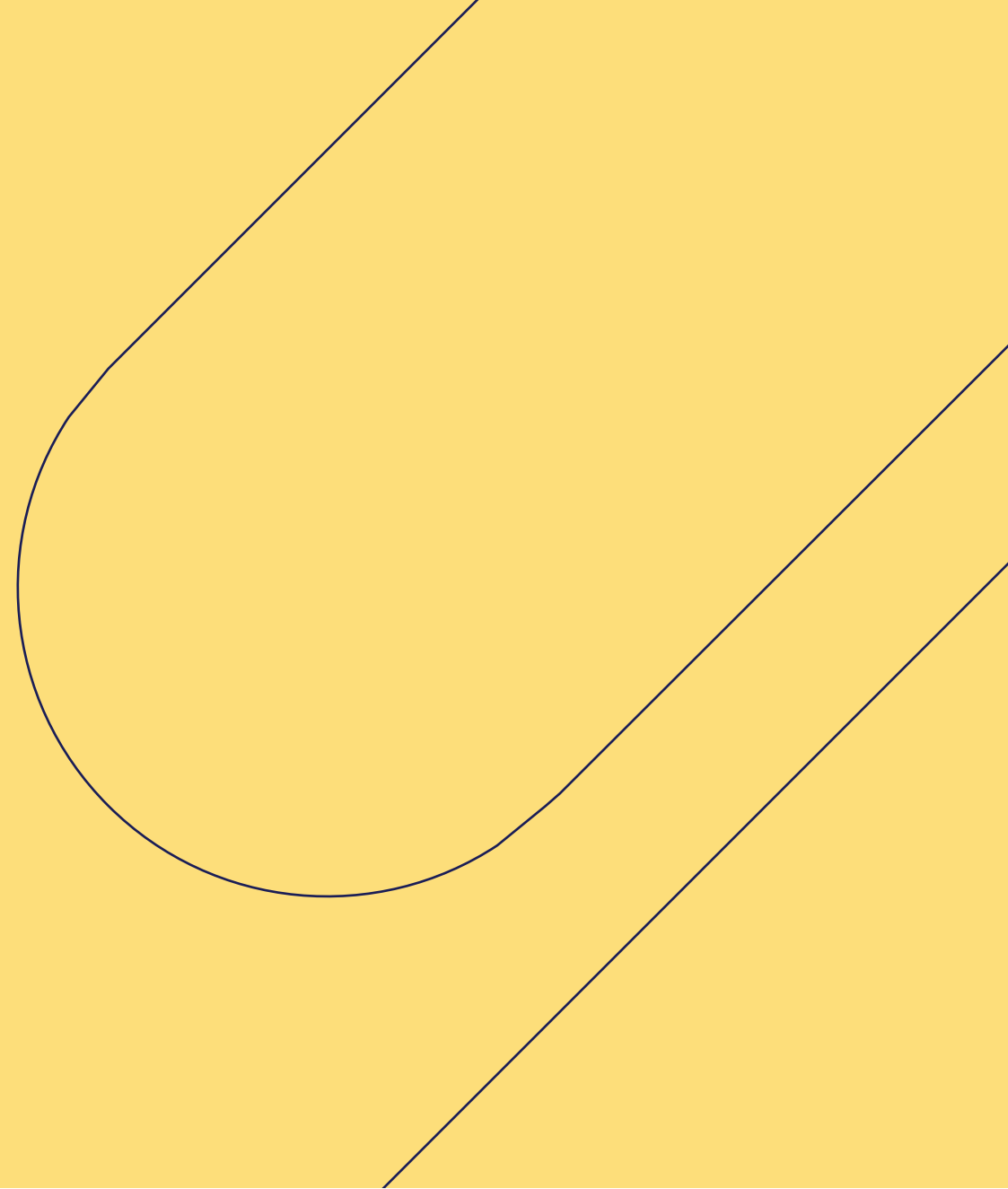
Options Appraisal Exercise

- In the small groups, spend 20 minutes **creating the structure of a Pugh matrix**
 - Either use the example question, or your own question
 - Start by agreeing a sensible list of options
 - Then agree a set of criteria that you could use to assess each option
 - Decide on weighting for the different criteria
- We will wrap up with sharing for 5 minutes as a whole group

Example questions:

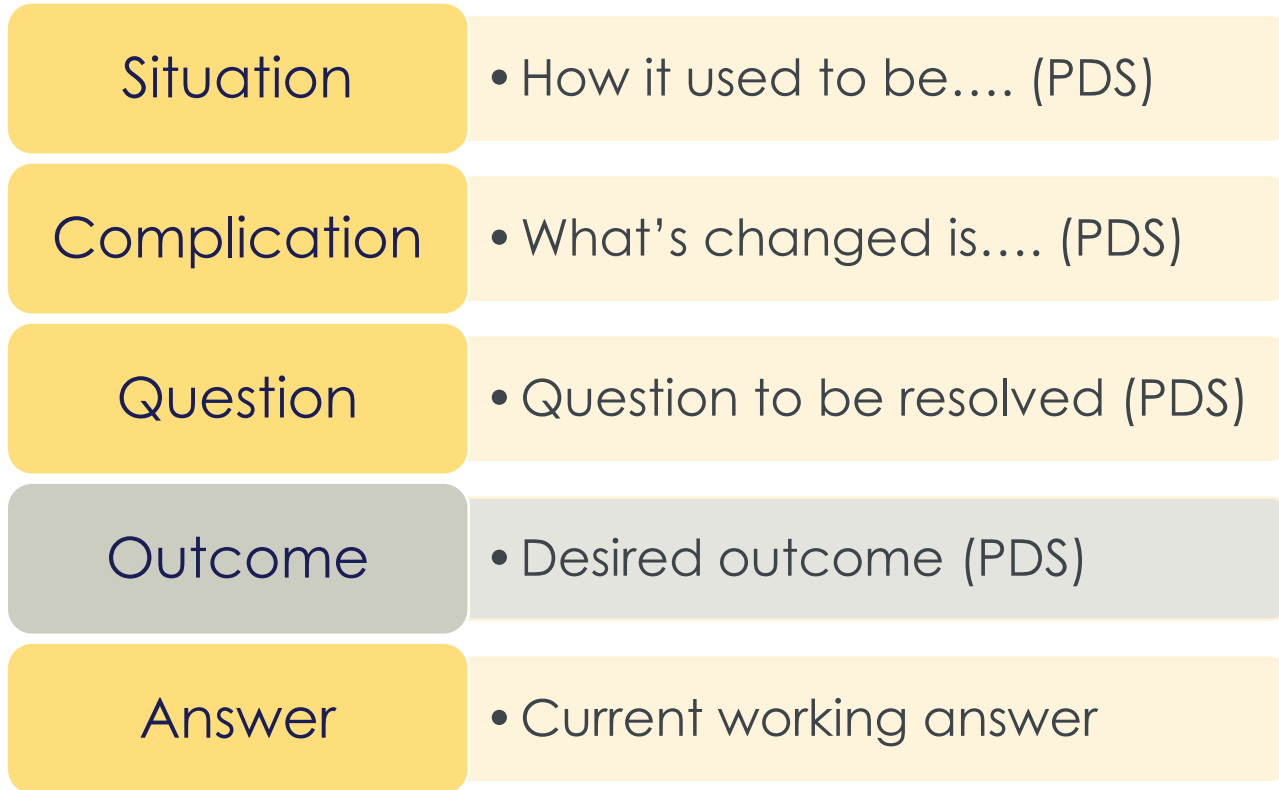
1. How can the home office address the problem of prison overcrowding by March 2028?
2. Should Scotland seek independence from the United Kingdom?
3. Where should we go on holiday this summer?

Synthesising insight (3)

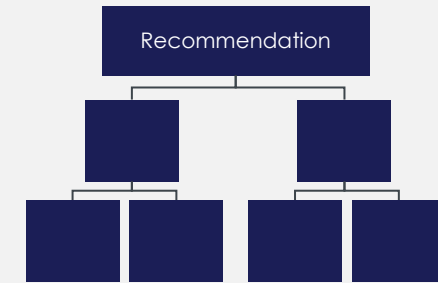


Where does SCQA relate to the tools we've just learnt – Hypothesis Trees and Options analysis?

SCQA TOOL



Hypothesis Tree

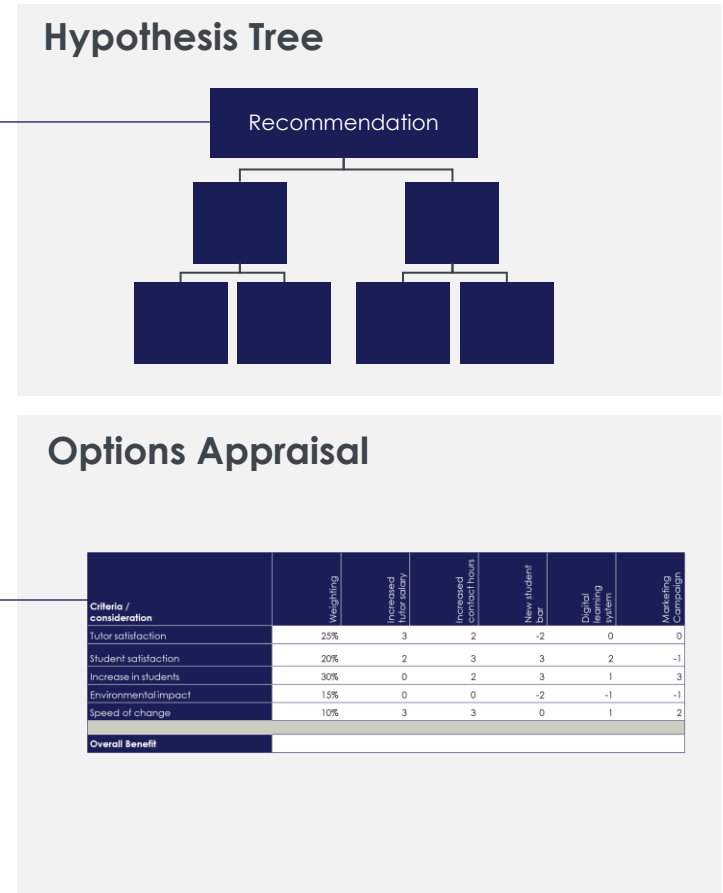
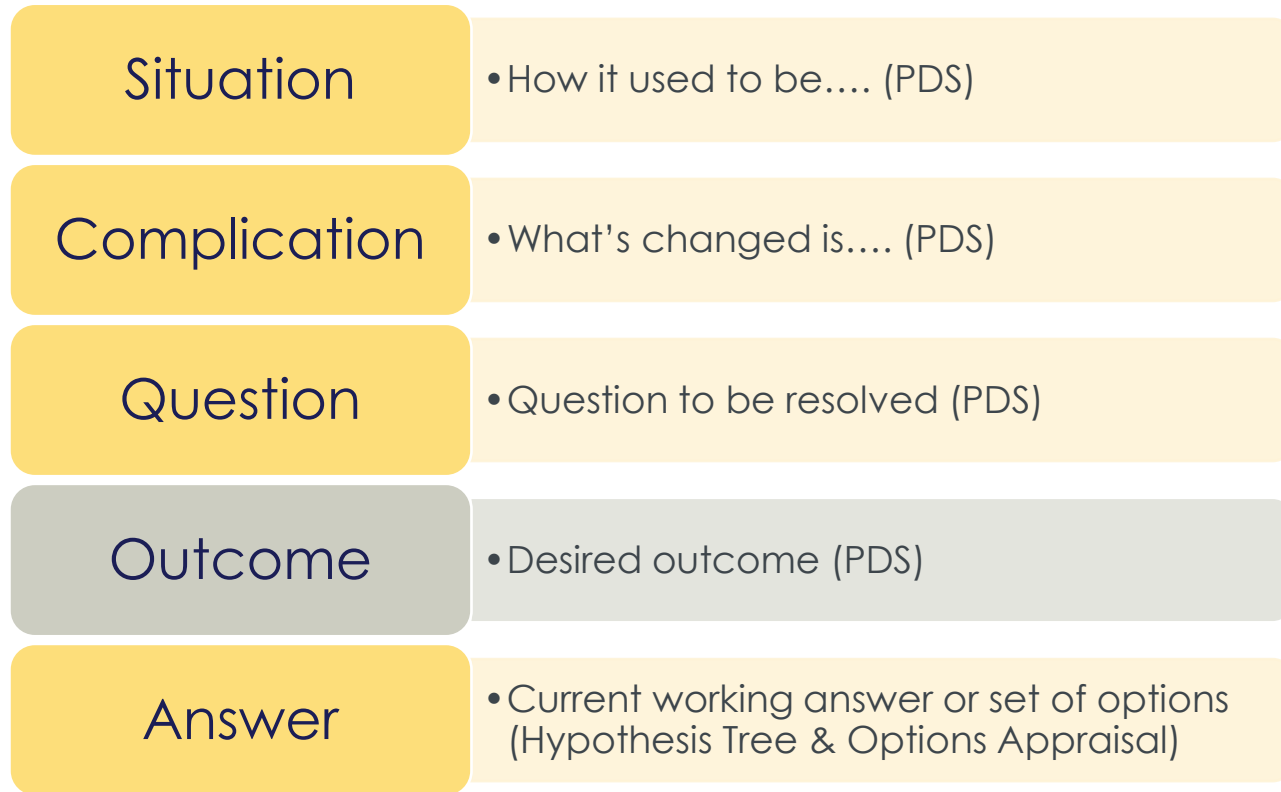


Options Appraisal

Criteria / consideration	Weighting	Increased tutor salary	Increased contact hours	New student bar	Digital learning system	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

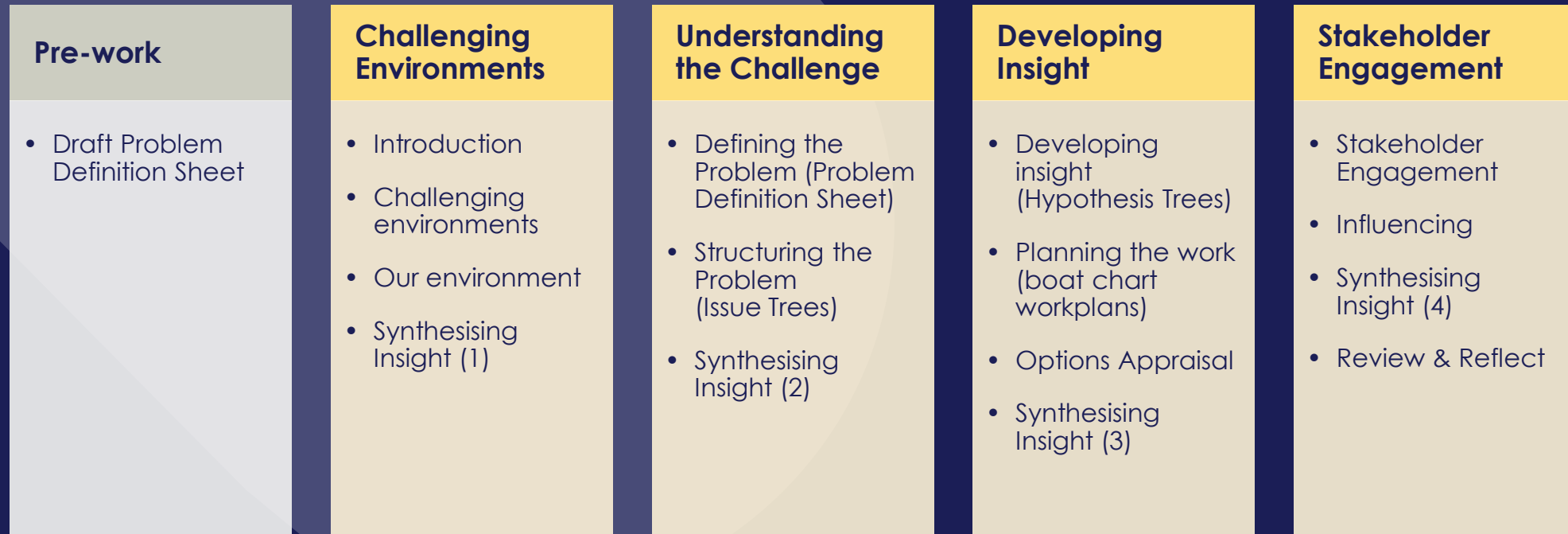


Now we're going to split into breakout groups to practise your SQCA-story, imagining that you've unexpectedly met a Board member in a queue, and they've asked what you're working on

- 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



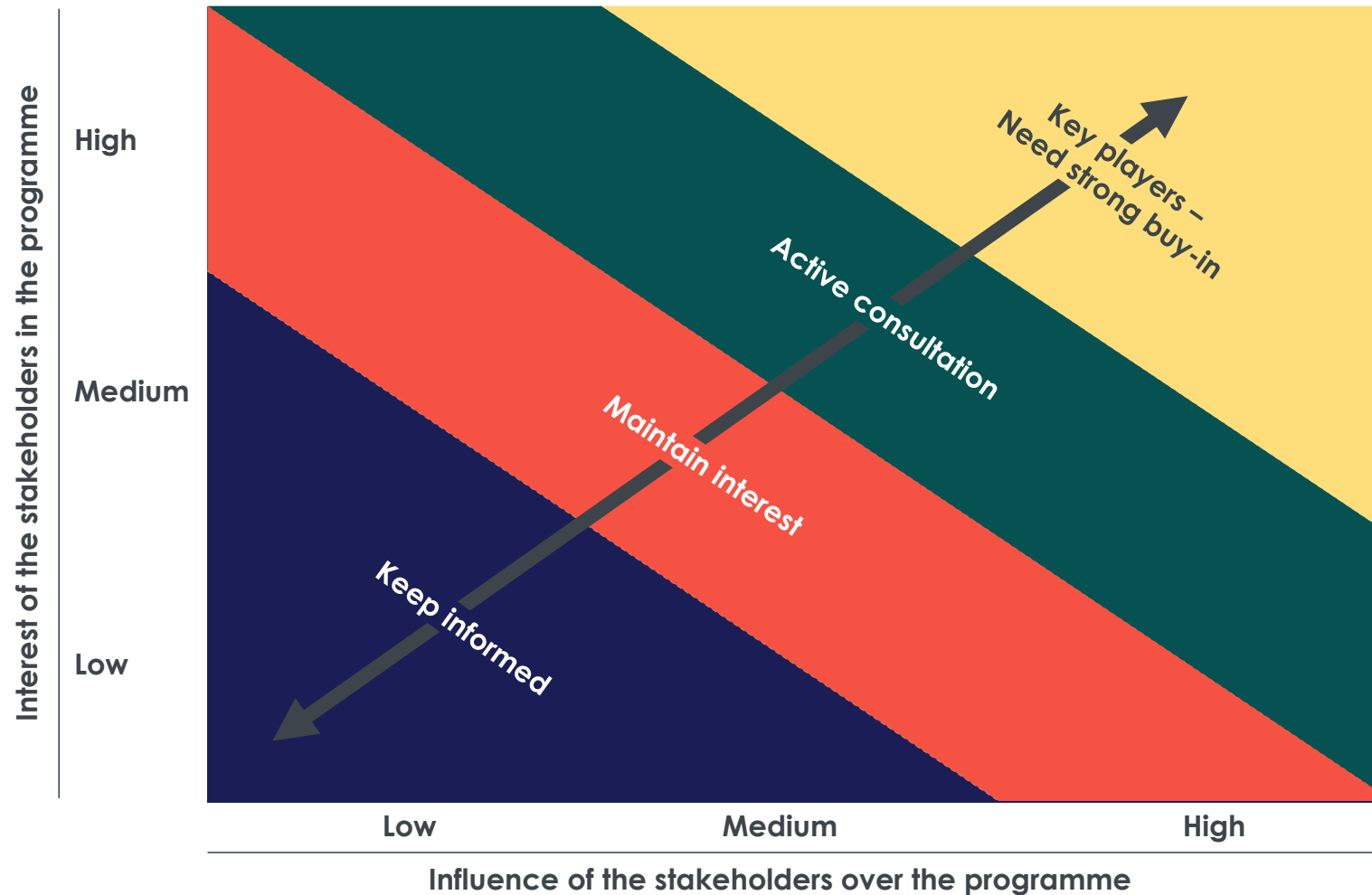
The Strategic Thinking Programme



Stakeholder engagement – assessment & planning

Mapping your programme stakeholders onto an influence/interest matrix can help you think through the level of engagement appropriate for each

INFLUENCE/INTEREST MATRIX



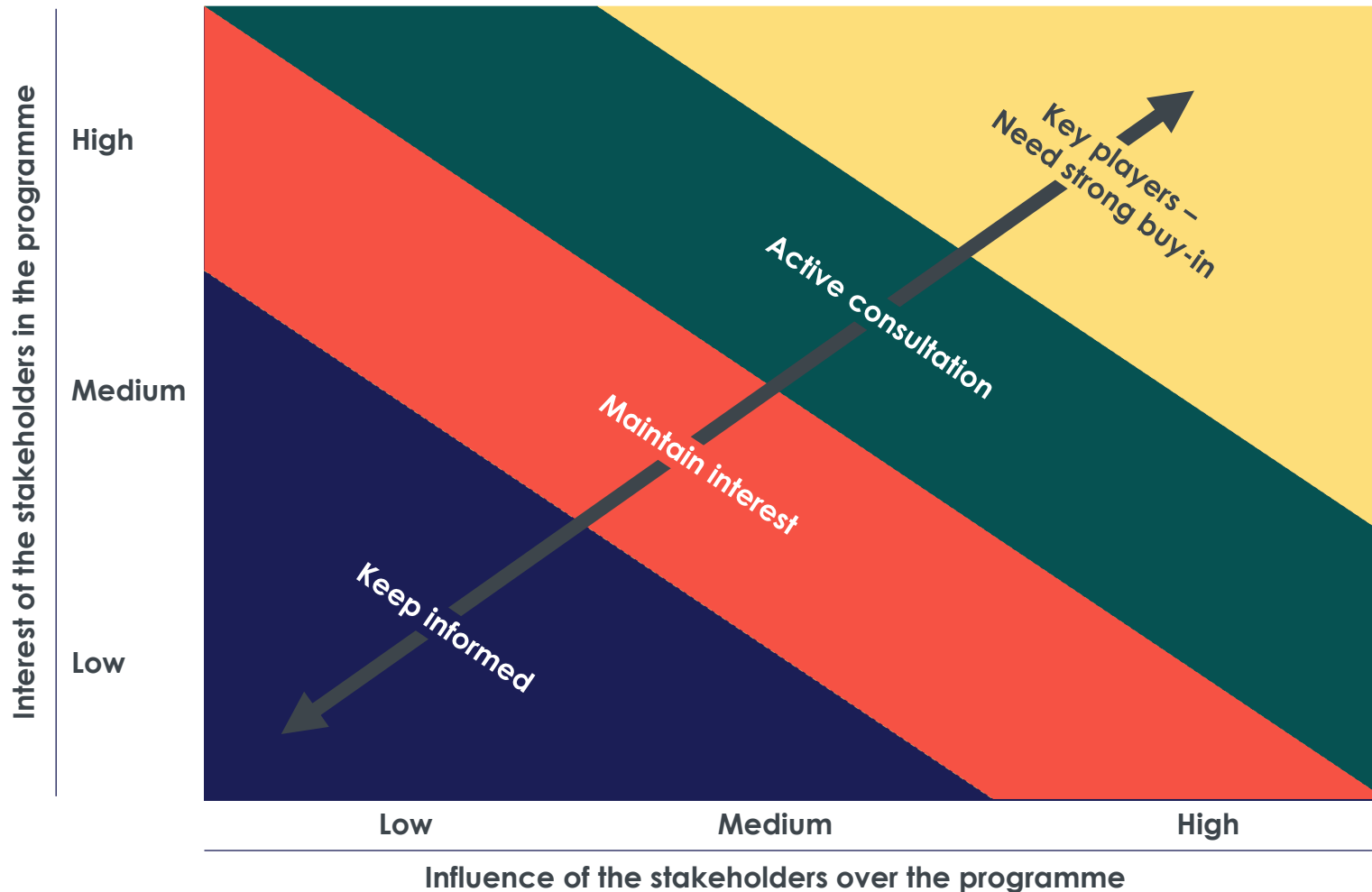
Then use a stakeholder engagement plan to translate the mapping on the matrix into a practical approach & next steps

TEMPLATE: STAKEHOLDER ENGAGEMENT PLAN

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

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

EXERCISE 1: PLANNING FOR STAKEHOLDER ENGAGEMENT



In small groups, develop a matrix and plan to engage key stakeholders for your project

- 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

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

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	<ul style="list-style-type: none">▪ Words: Credentials and honesty	<ul style="list-style-type: none">▪ People may be less willing to believe or buy into your claims and suggestions
Reliability	<ul style="list-style-type: none">▪ Actions: Promises kept	<ul style="list-style-type: none">▪ You may be seen as irresponsible or unable to deliver what someone needs
Intimacy	<ul style="list-style-type: none">▪ Emotions: Feel comfortable talking to you about the sensitive, personal issues connected to the surface issue	<ul style="list-style-type: none">▪ You may not be seen as “human”, and others may not feel comfortable sharing information with you
Self-orientation	<ul style="list-style-type: none">▪ Motives: Know that you care about serving our interests	<ul style="list-style-type: none">▪ You may be seen as manipulative, and others may doubt the intentions behind your claims and suggestions

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


MYERS-BRIGGS PREFERENCE PAIRS

Extraversion  or  **Introversion**

Opposite ways to direct and receive energy

Sensing  or  **Intuition**

Opposite ways to take in information

Thinking  or  **Feeling**

Opposite ways to decide and come to conclusions

Judging  or  **Perceiving**

Opposite ways to approach the outside world

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](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



or



Intuition

Oriented to present realities

Factual and concrete

Understand ideas and theories through practical applications

Trust experience

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
<p><i>Thinking</i></p>  <p><i>Feeling</i></p>	<p>Authority</p> <p>Logic</p> <p>Examples</p> <p>Consultation</p> <p>Reciprocity</p> <p>Sociability</p> <p>Values</p>	<p>The ICB CEO has told us that reconfiguration is the way forward.</p> <p>The data from our model shows an opportunity to save the ICB £x million over 5 years if we reconfigure.</p> <p>Here's how another ICB saved £x million from reconfiguration.</p> <p>What are the pros and cons of reconfiguration from your perspective?</p> <p>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.</p> <p>Let's talk through the political implications of reconfiguration over coffee.</p> <p>We're all ultimately focused on achieving the best care outcomes for patients at best value to the taxpayer.</p>

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

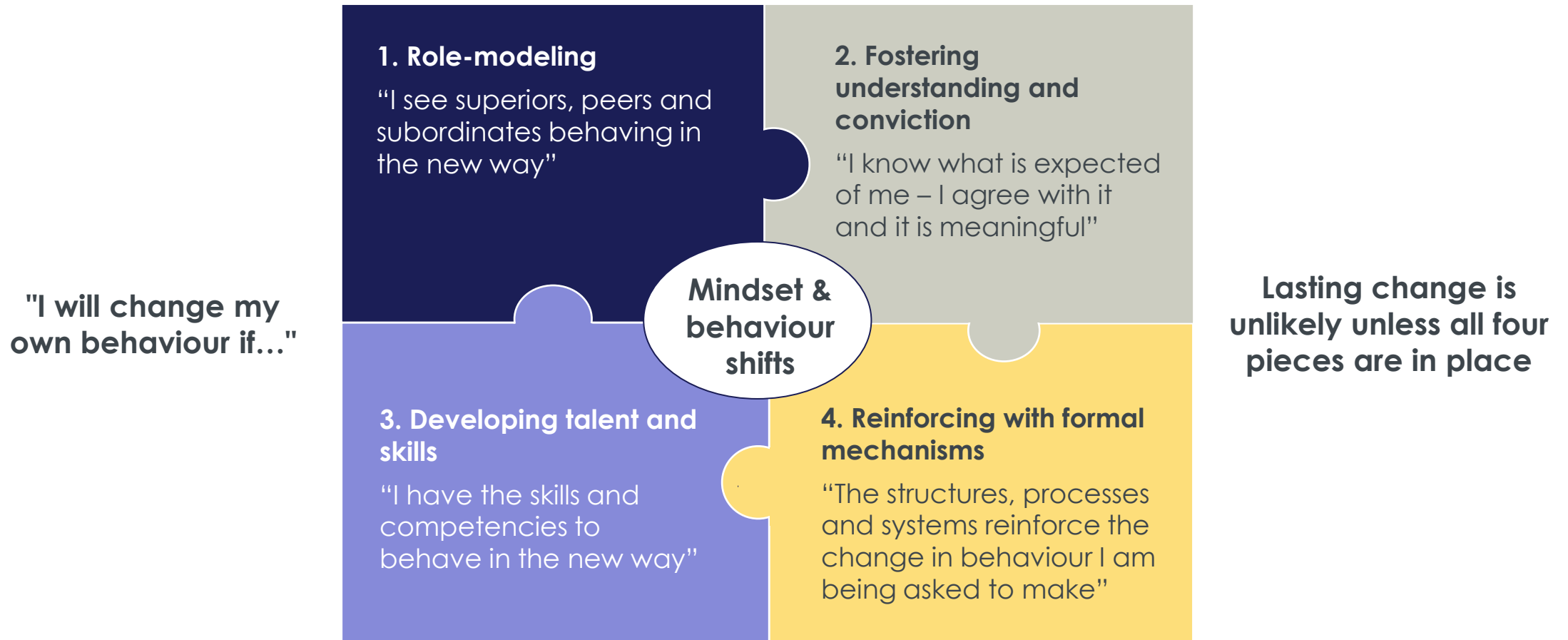
Like things loose and open to change

Find last-minute pressure energising

Influencing

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

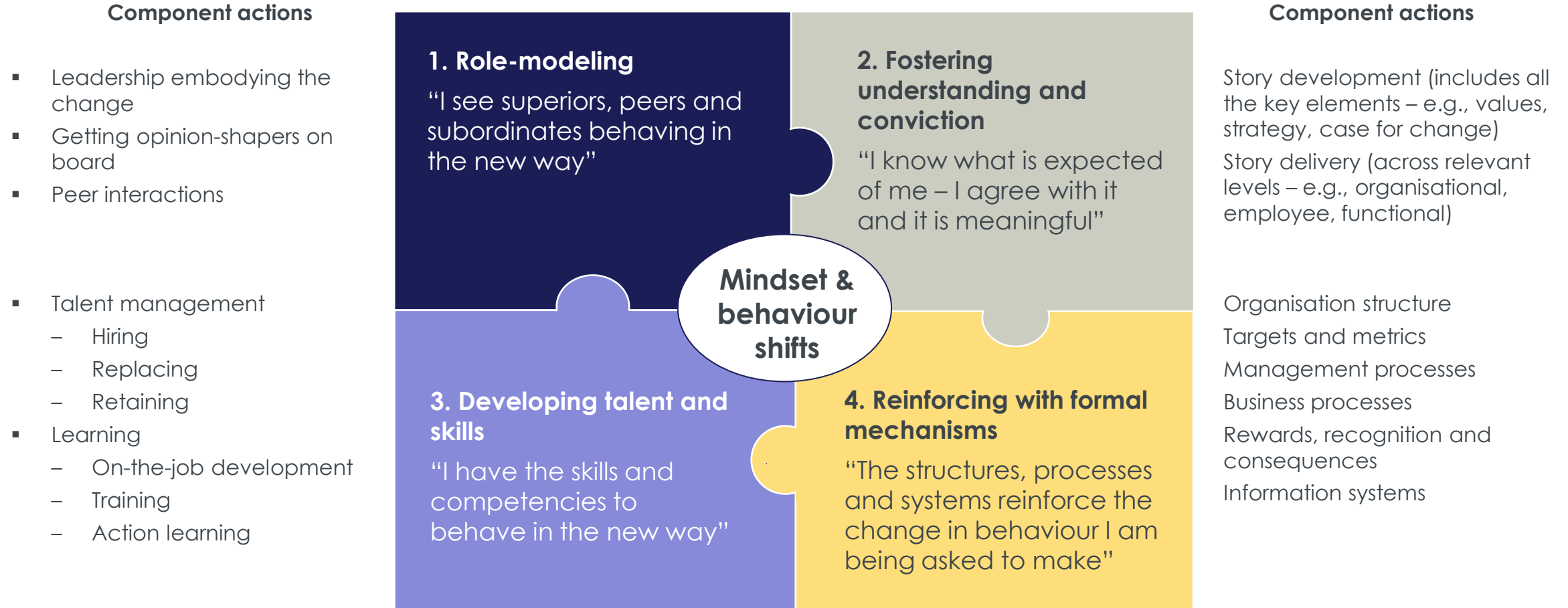
THE INFLUENCE MODEL: COMPONENTS OF EFFECTIVE CHANGE



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..."



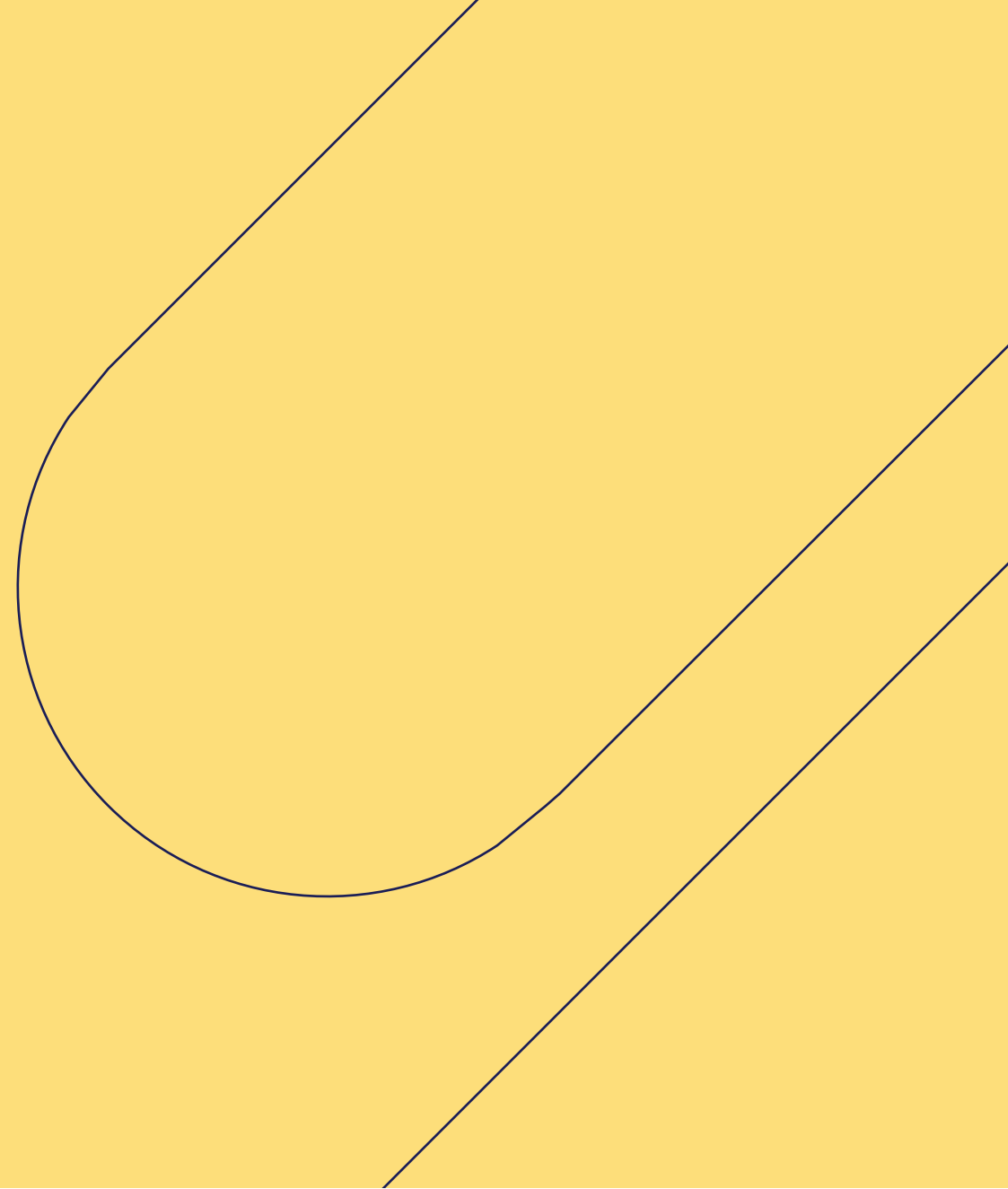
Influence Model Exercise

- In the small groups, spend 15 minutes **using the influence model to think about how you would encourage someone or a group of people to change their behaviour**
- Either use your own change examples – or pick one from below
- We will wrap up with sharing for 5 minutes as a whole group

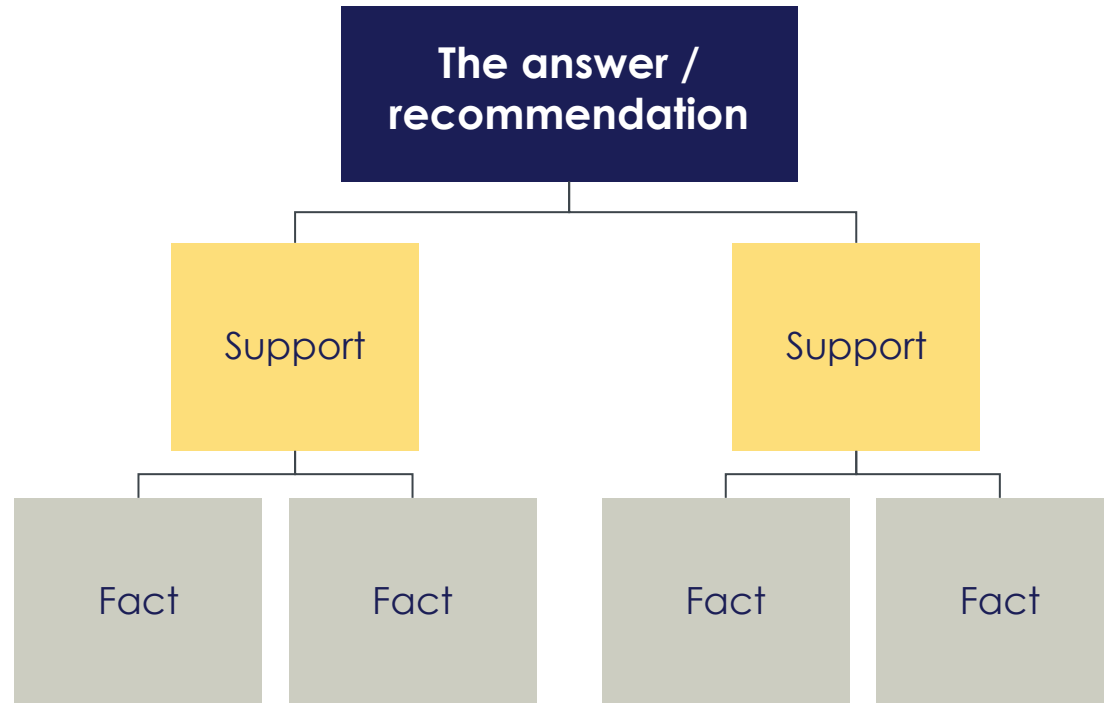
Example questions:

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?

Synthesising insight (4)



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



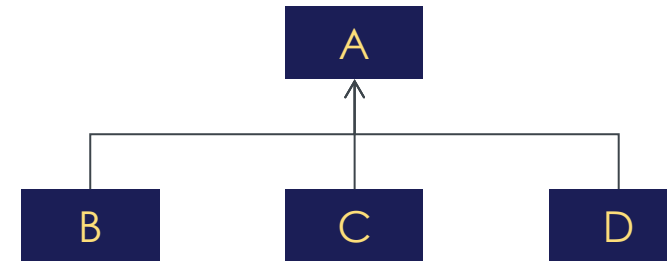
Deductive and inductive types of argument represent two very different ways of telling the same story

Deductive



- Step-by-step sequence
- Common for analysis
- Essential if context is needed for recommendation
- Risk of TLDR

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

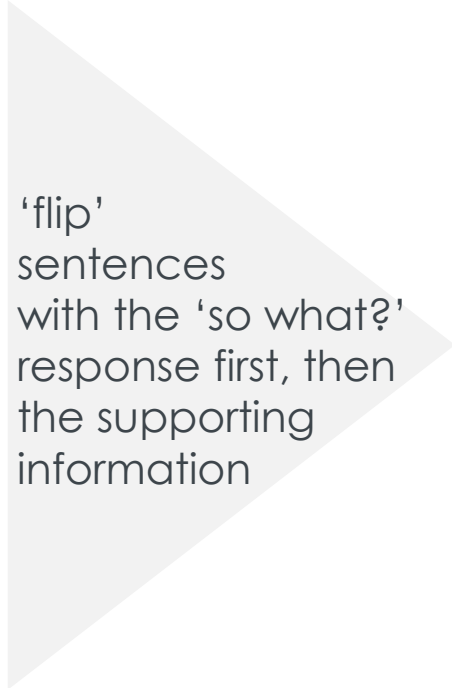
Deductive sentences

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 lung cancer 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 lung cancer – although the risk that this patient has lung cancer is small it is sufficient to justify an x-ray.

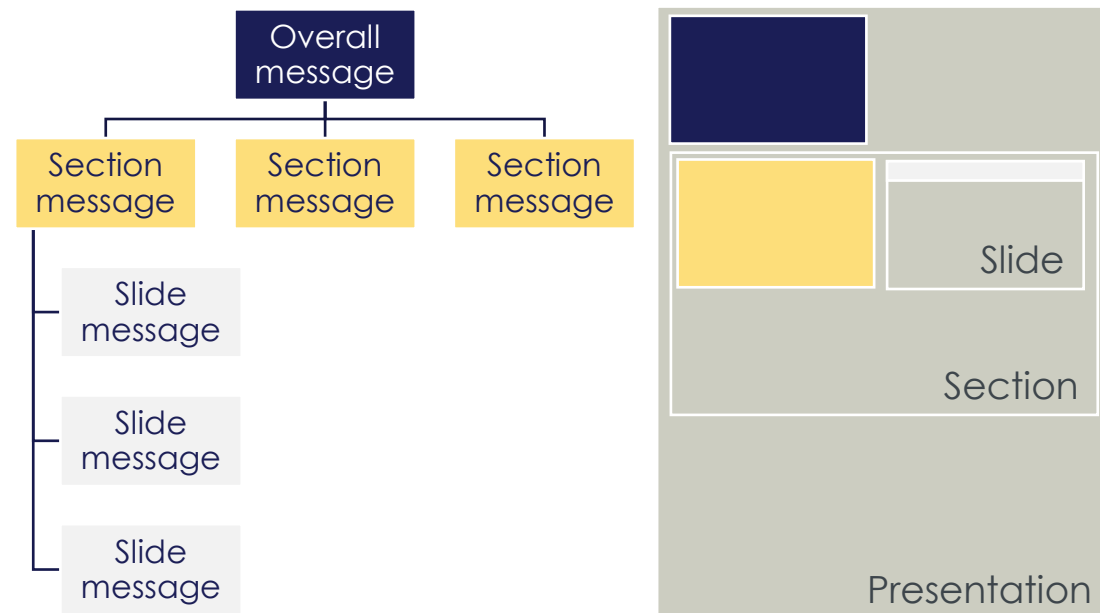
The **low number** of eligible patients is the main barrier to setting up a self-administration programme.

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

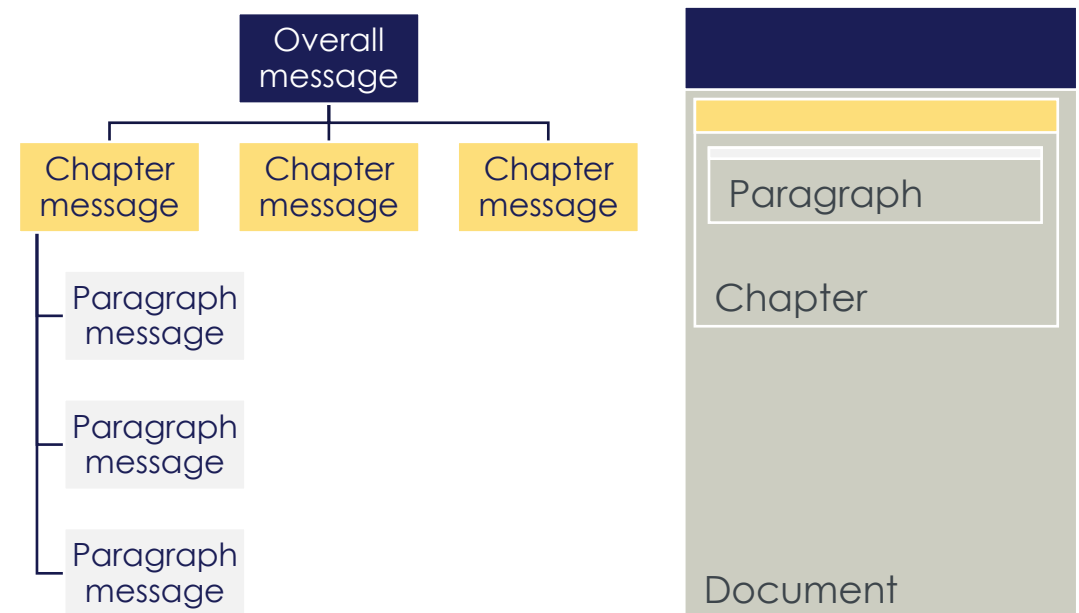
Presentation structure

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

COMMUNICATION – DEFINING PURPOSE AND MODE

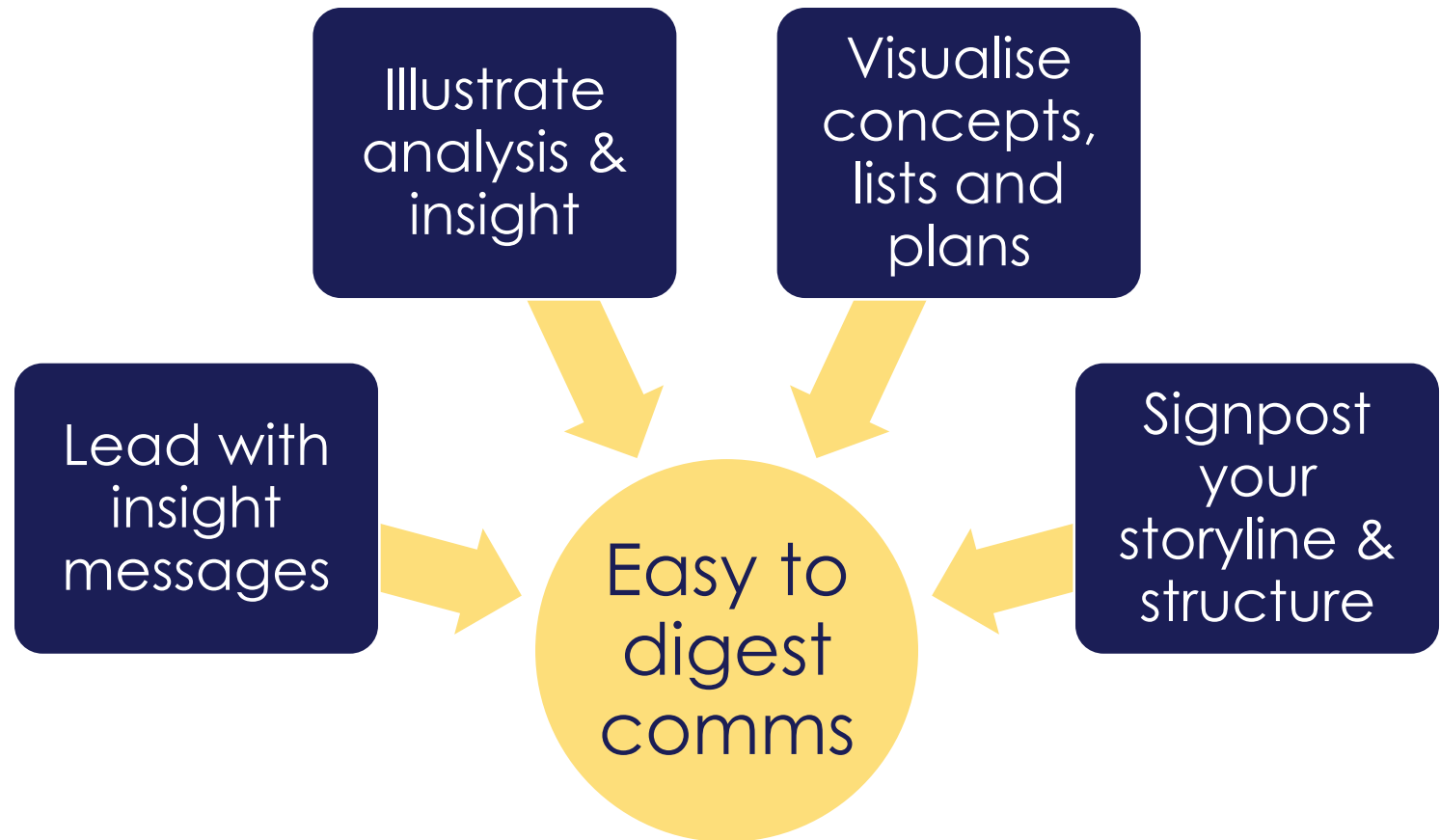
Throughout your leadership role, you'll need to communicate with different individuals and groups, for different purposes, in different ways – set your agenda based on your communications objectives and mode



Do you need a document?
Would a single discussion page support the conversation best?



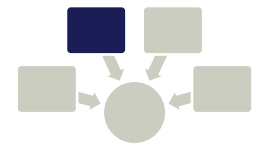
Once your storyline is clear, you'll need to add text and illustrations depending on the format (more text in a document, more illustrations in a slide-pack)



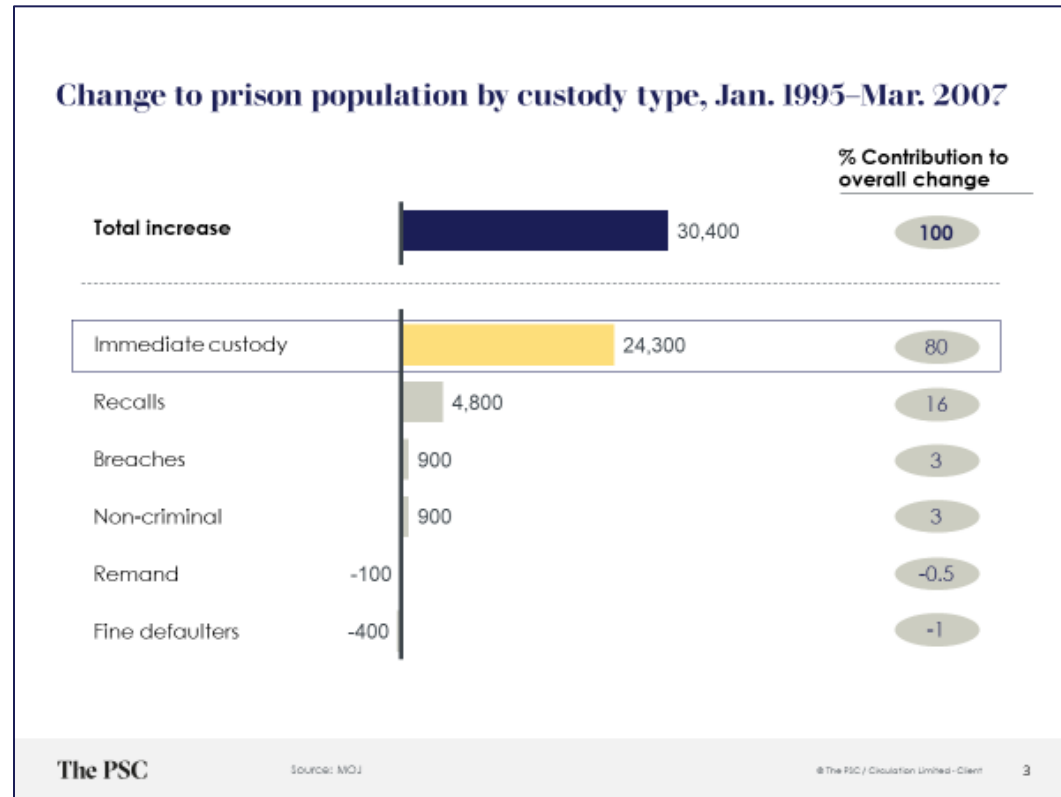
“Do the hard work to make it simple”

GDS design principle 4*

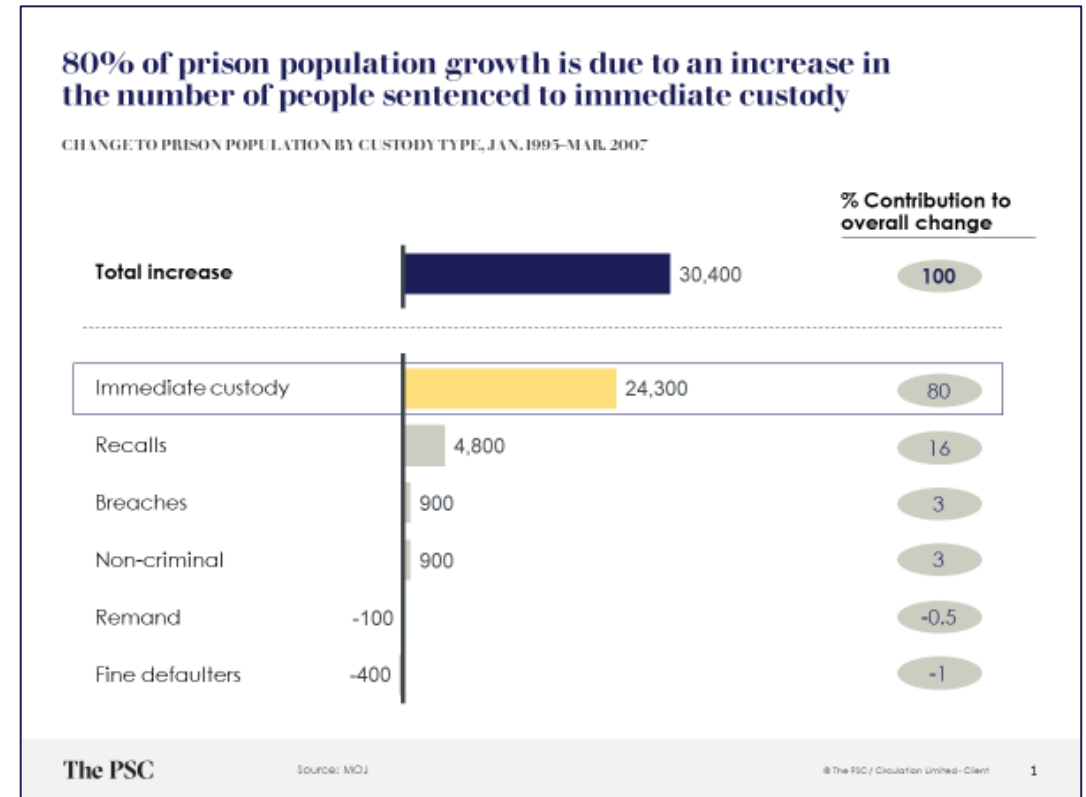
For presentations, create one slide for each 'key message' and write that as the slide headline if sharing for pre-reading or reference



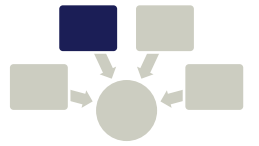
Without explicit key message



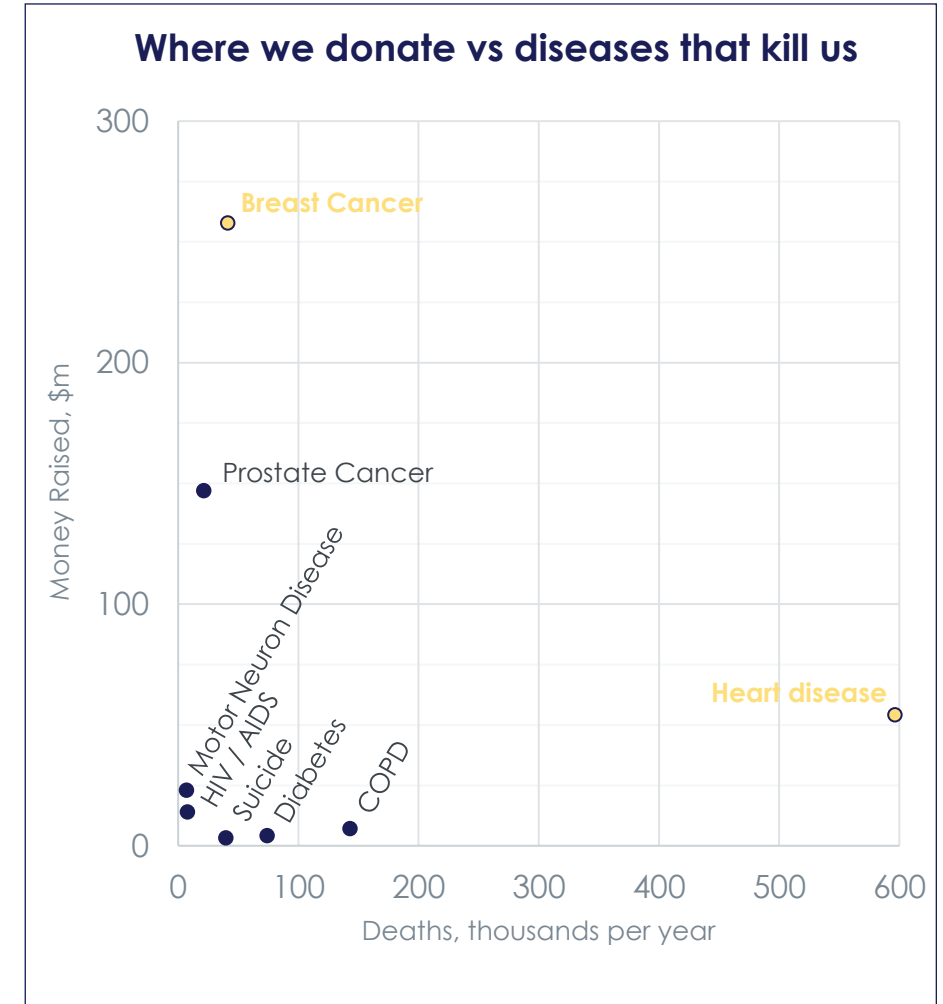
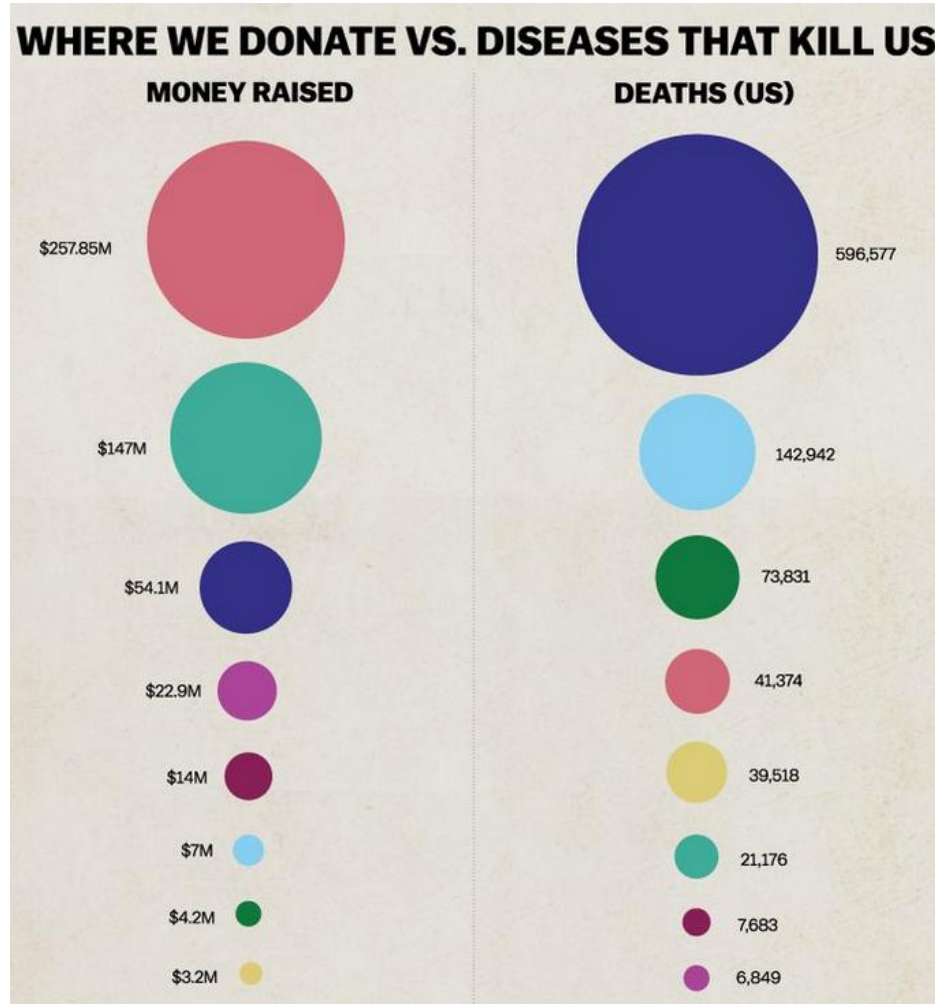
With explicit key message



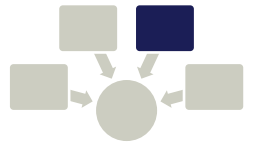
Create a visual that is the simplest possible illustration of that ‘so what’ message, and use colour to ‘code’ the key insight



- **Heart Disease**
Jump Rope for Heart
- **Diabetes**
Step Out: Walk to Stop Diabetes
- **Motor Neuron Disease (including ALS)**
ALS Ice Bucket Challenge
- **Suicide**
Out of Darkness Overnight Walk
- **HIV / AIDS**
Ride to End Aids
- **Chronic Obstructive Pulmonary Disease**
Fight for Air Climb
- **Breast Cancer**
Komen Race for the Cure
- **Prostate Cancer**
Movember



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



VISUALISING CONCEPTS, LISTS AND PLANS

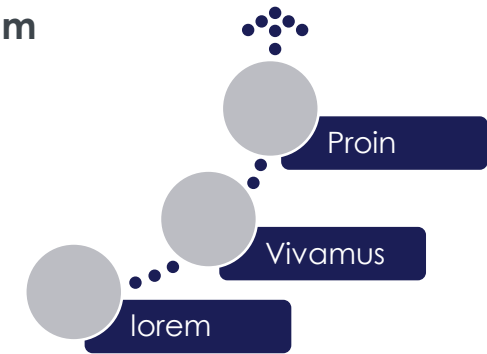
Prose paragraphs

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.

Bulleled List

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

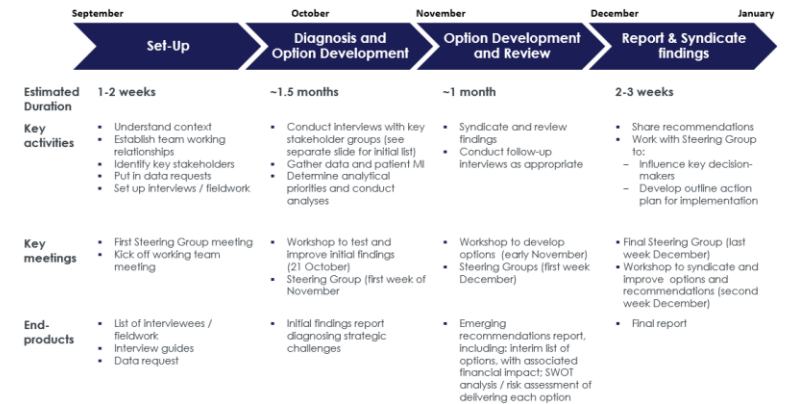
Diagram



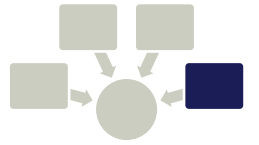
Table

	Outcomes	Actions
Lorem	ipsum	<ul style="list-style-type: none"> • Lorem ipsum dolor • Maecenas porttitor.
	porttitor	<ul style="list-style-type: none"> • Nunc viverra imperdiet • Vivamus a tellus
Vivamus	a tellus	<ul style="list-style-type: none"> • Vivamus a tellus • Pellentesque habitant • Proin pharetra.
	Pellentes	<ul style="list-style-type: none"> • Maecenas porttitor. • Vivamus a tellus

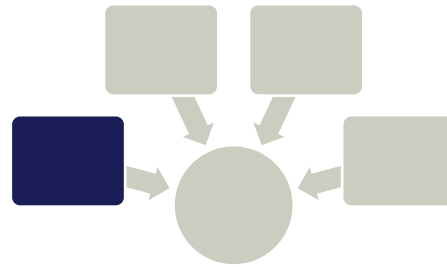
Plan



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



SIGNPOSTING STRUCTURE & STORY



Lorem ipsum
Nunc viverra

Vivamus a **tellus** erratum
Pellentesque habitant



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



Single slide exercise

- Develop one slide or exhibit (this can be for your project, or this course, or anything else), using these best practice principles
- We'll take turns to share each slide and test:
“Does the visual lead us to believe the statement?”

**Review
&
Reflect**

Strategic Thinking

The Strategic Thinking Programme

Pre-work	Challenging Environments	Understanding the challenge	Developing Insight	Stakeholder Engagement
<ul style="list-style-type: none">• Reading• Draft PDS	<ul style="list-style-type: none">• Introduction• Challenging environments• Our environment• Synthesising Insight (1)	<ul style="list-style-type: none">• Defining the Problem (PDS)• Structuring the Problem (Issue Trees)• Synthesising Insight (2)	<ul style="list-style-type: none">• Developing insight (Hypothesis Trees)• Planning the work (boat chart workplans)• Options Appraisal• Synthesising Insight (3)	<ul style="list-style-type: none">• Stakeholder Engagement• Influencing Styles• Synthesising Insight (4)• Review & Reflect

Reflection: Strategic Thinking

- Spend 10 minutes in your groups reflecting on your learning and how you're feeling at this point
 - Benefits
 - Concerns
 - Questions

- Share thoughts from each group

Before we finish...

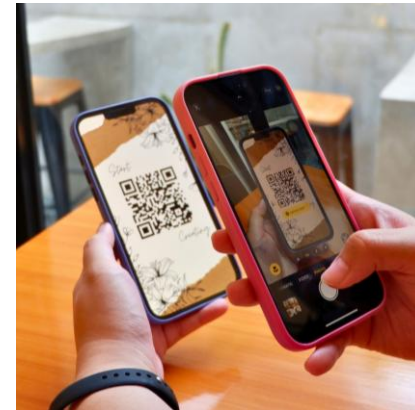
POST-COURSE SURVEY

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."



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



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An Introduction to Strategic Thinking

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