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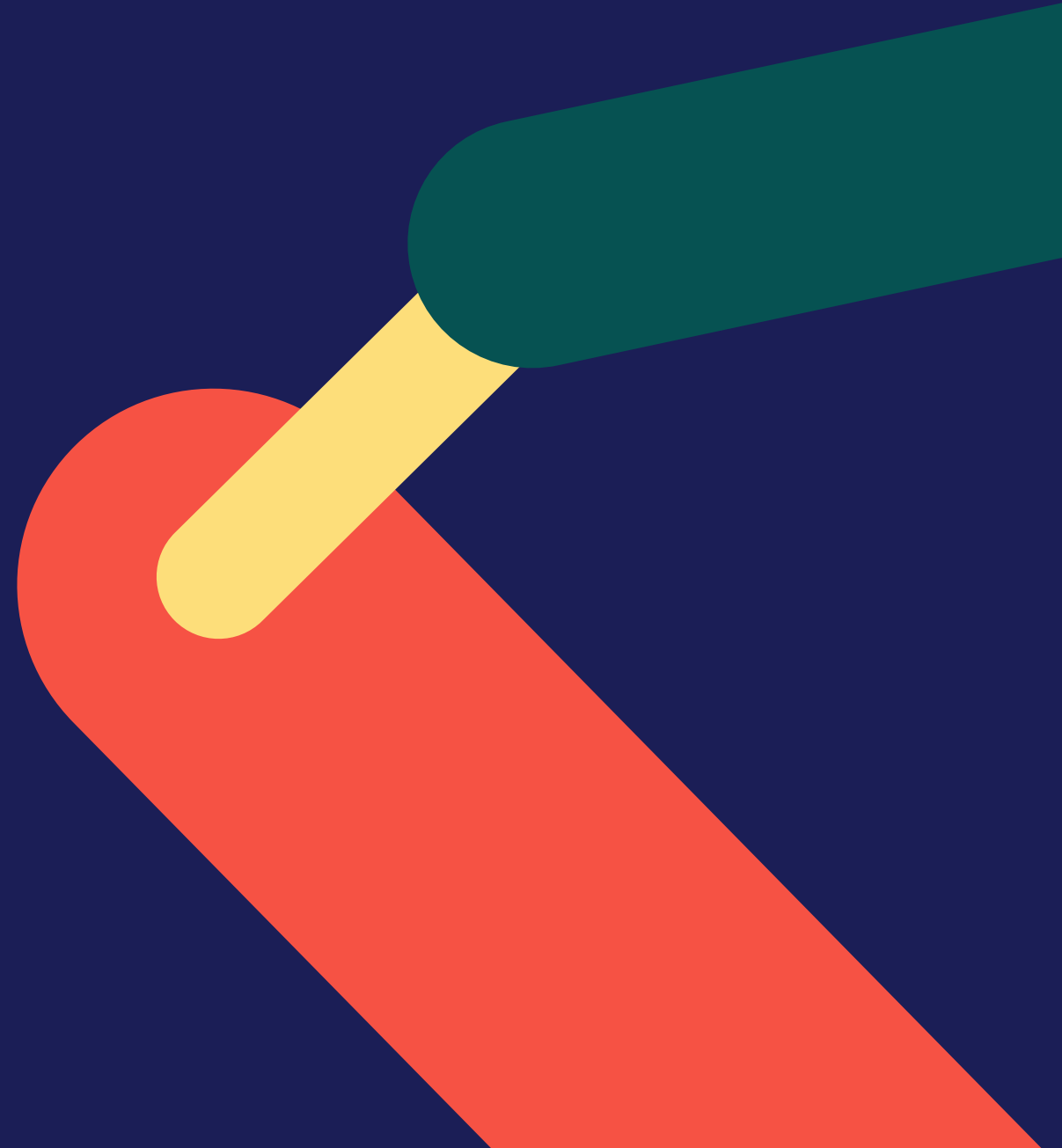
Designed & delivered by:

The PSC

Problem Structuring and Analytical Thinking

Post-training follow-up session

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

SESSION AGENDA

Section	Time
Introduction	10 mins
Refresh of the Problem Solving tools	20 mins
Practising and embedding the approaches	30 mins
<i>Break</i>	10 mins
Generating insight	15 mins
Influencing others	30 mins
Wrap-up and next steps	20 mins

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')

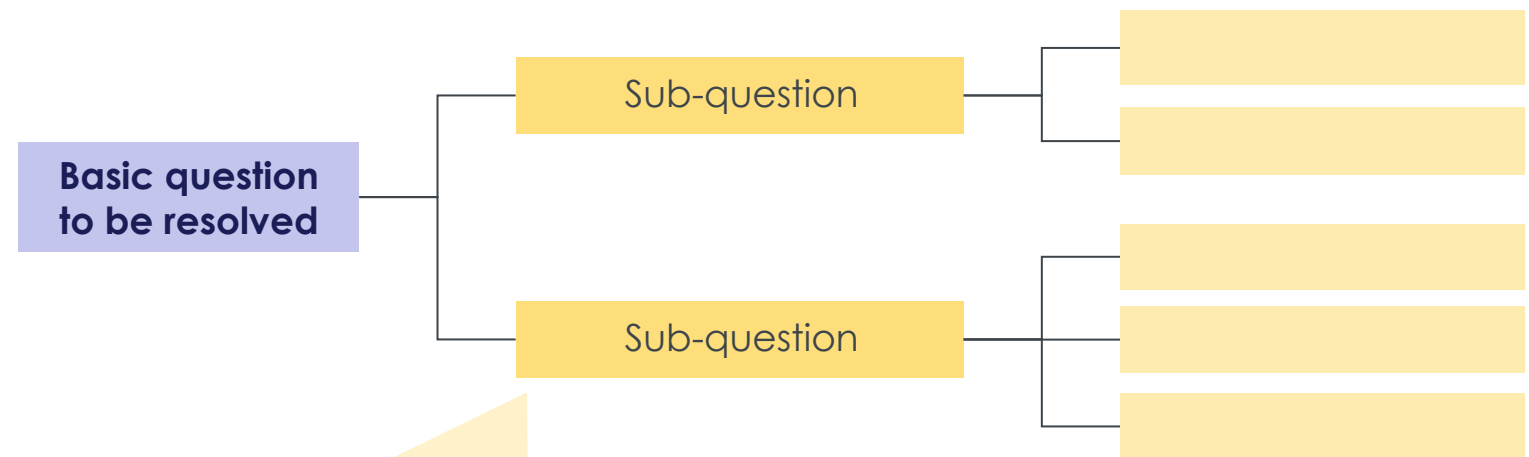
The problem statement needs to show the underlying question, and not a solution for it.

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

HOW ISSUE TREES WORK

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)

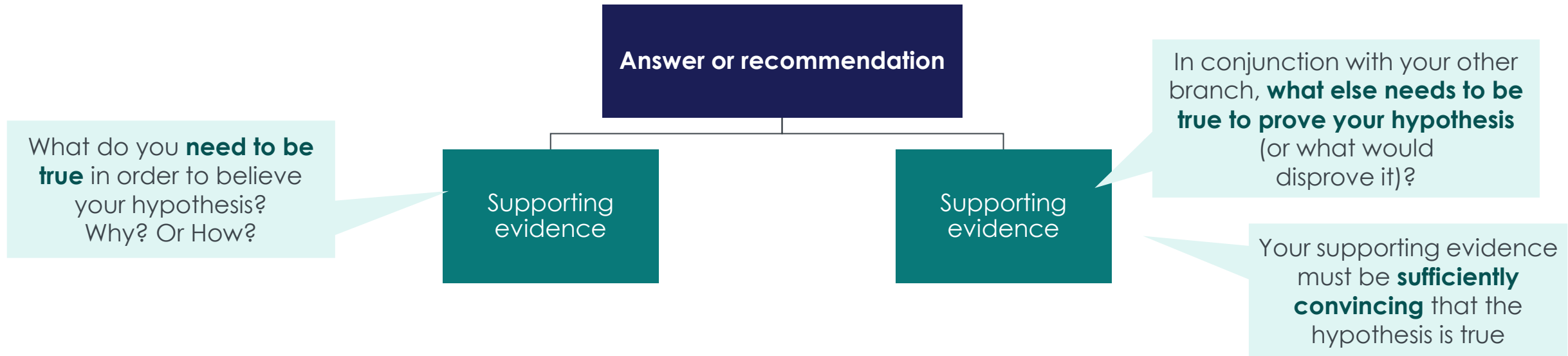
We develop a Hypothesis Tree by asking “Why do we believe this?” at each level until it’s self-evident or it is a statement you can test

DEVELOPING A HYPOTHESIS TREE



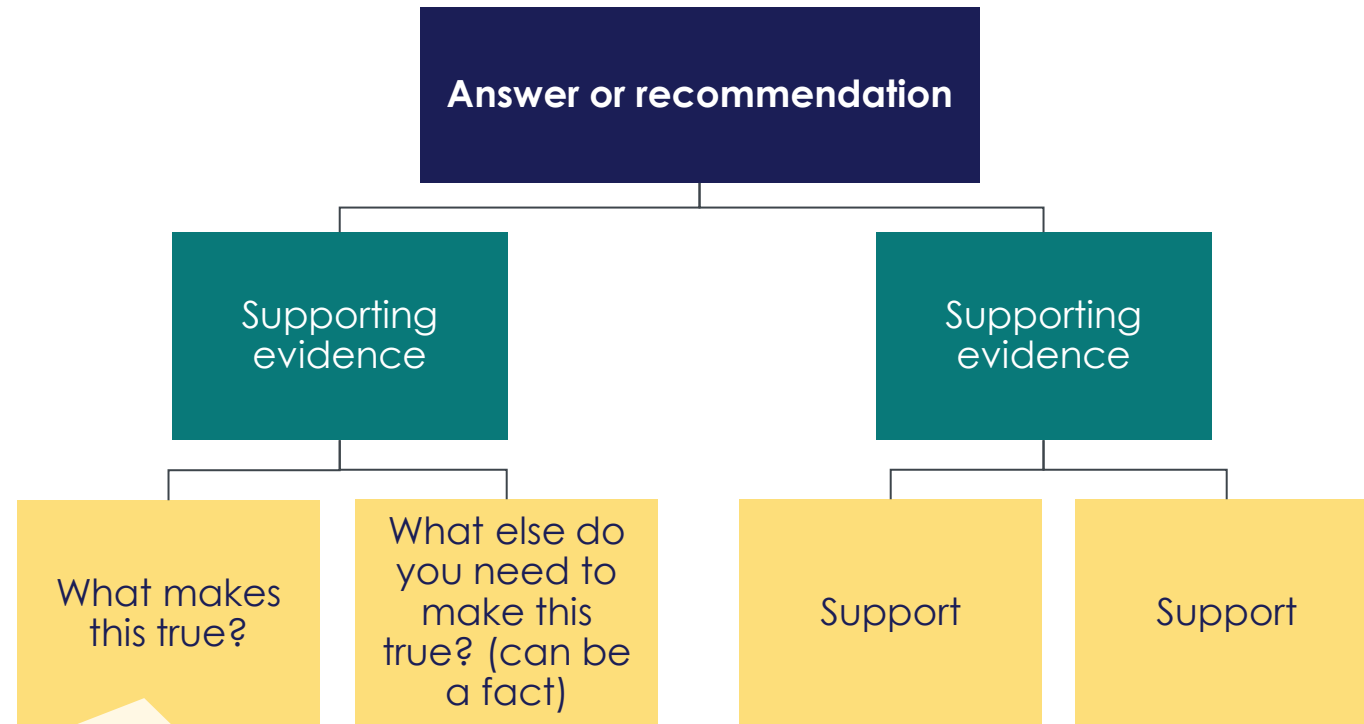
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DEVELOPING A HYPOTHESIS TREE

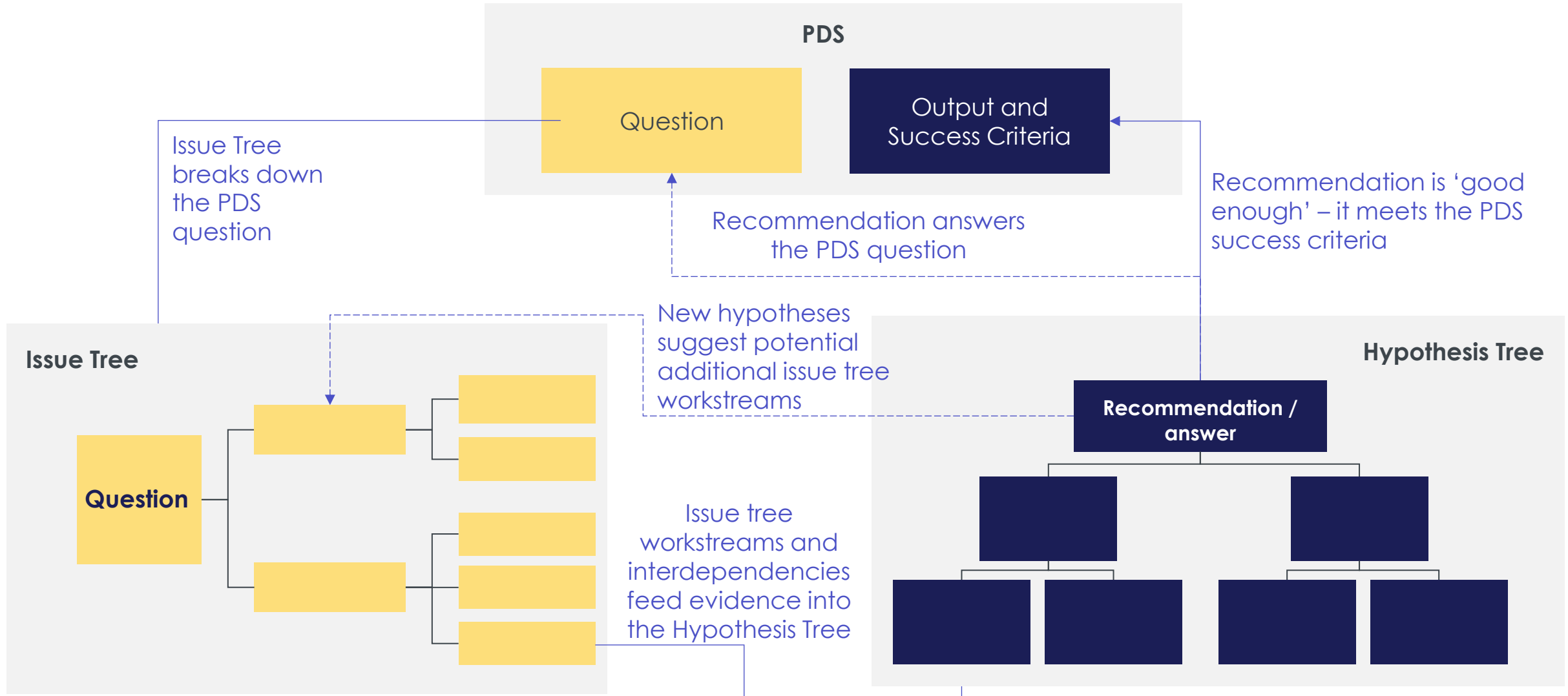


You know you’ve reached your lowest level when you are either **stating facts** that are self-evident, not opinion / drawn conclusions, or points which you are **planning to test** through your work

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

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

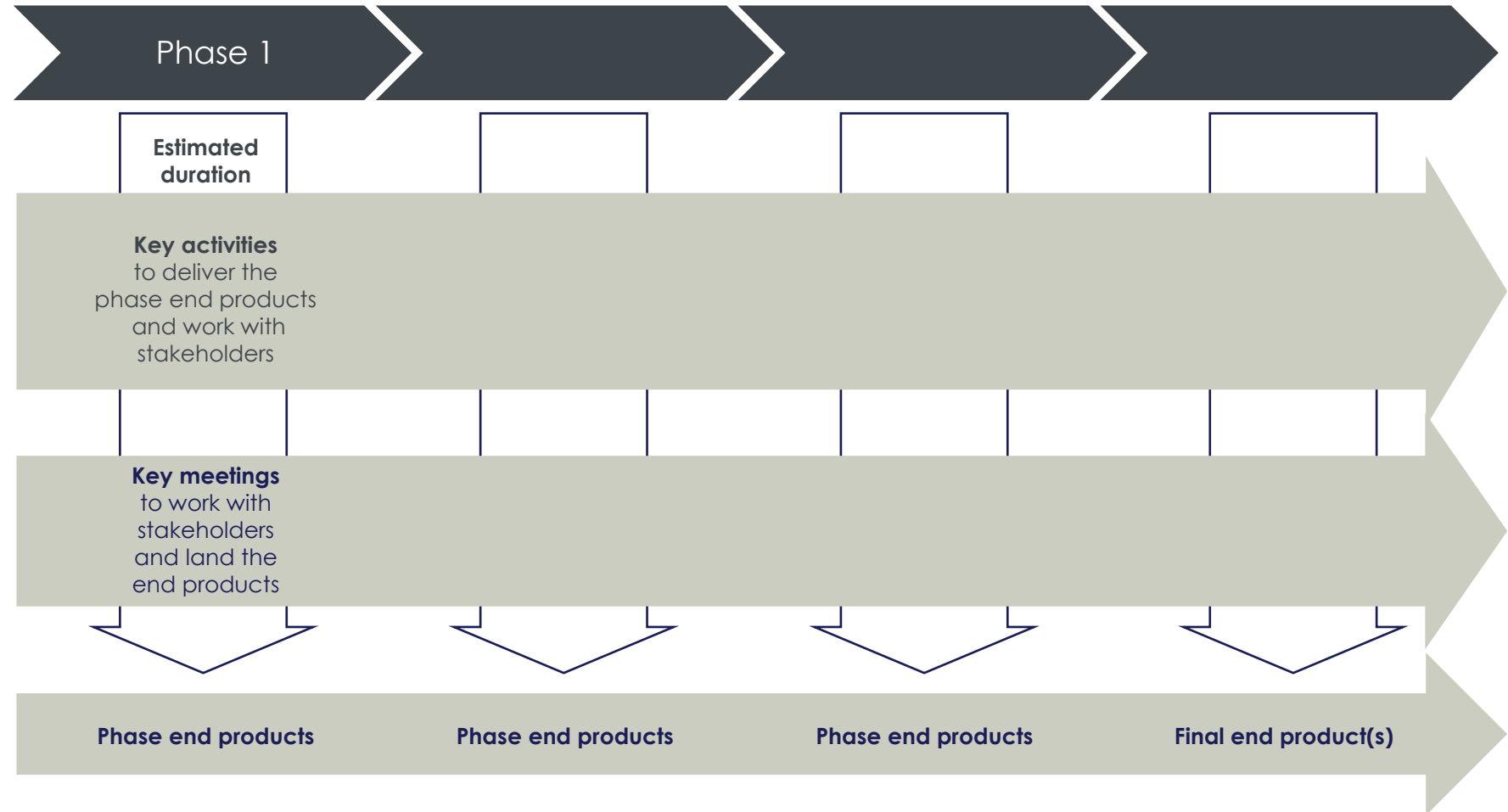
PROBLEM SOLVING CYCLE



Boat Charts

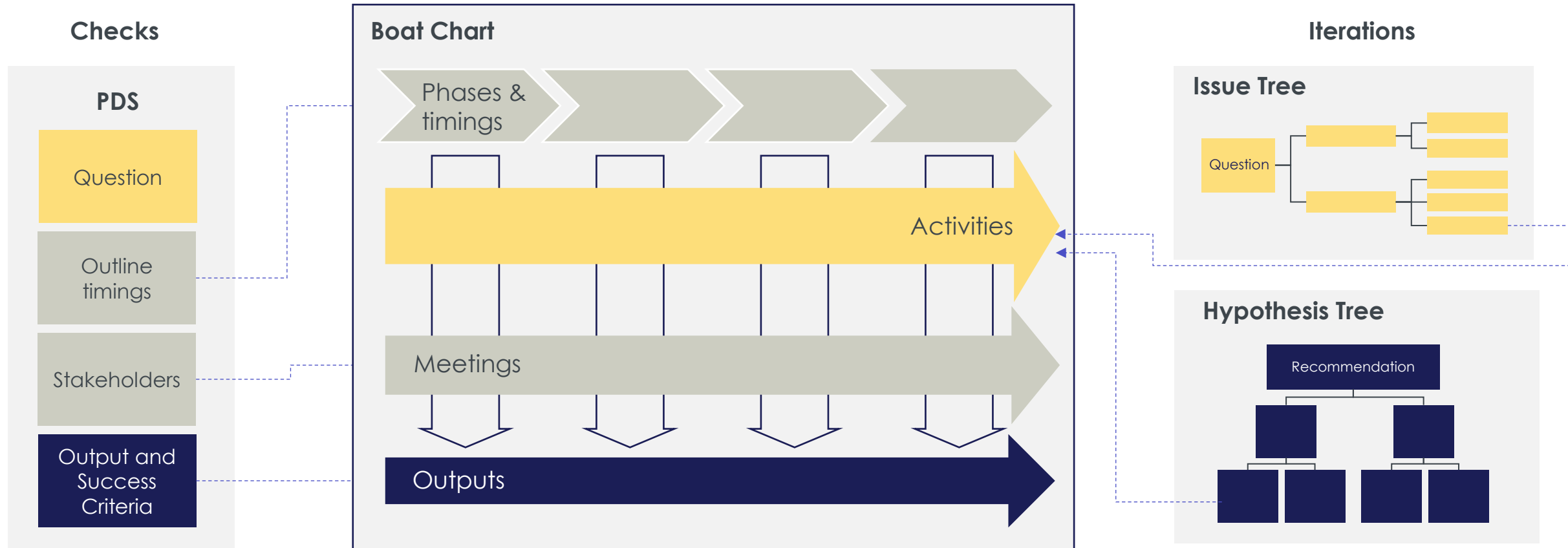
INTRODUCTION

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.



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



What is insight? And why does it matter?

THE DEFINITION OF INSIGHT

Insightful (adjective)

'Having or showing an accurate and deep understanding; perceptive.'



Without insight, you typically end up doing a load of work that has one or more of the following outcomes:

1. *People don't read it, or they read it but don't know what actions to take as a result.*
2. *It misses the point.*
3. *It requires your line manager to spend hours producing a report.*



With insight...

1. *Your work engages and persuades stakeholders effectively*
2. *The outputs help decision-makers gain a deeper understanding of the problem and action needed*
3. *Your outputs provide clarity and transparency, helping to build trust and credibility*

"If I Had More Time I Would Have Written A Shorter Letter"

- Winston Churchill

How do you do it?

FRAMEWORK FOR PROVIDING INSIGHT



Be clear on your audience and purpose

- **Who** will have to act on this work?
- What do they **need to understand**?
- What **sorts of actions** do they need to take?



Make sure your work creates a convincing case

- What is the **problem** that your audience is trying to solve?
- What is the **case for change**?
- What is the **hypothesis** for the solution to the problem / next actions?
- What does the **data** you have tell you currently? Does it support or contradict the hypothesis?
- What are you **missing**? – where could this come from?
- Are the **emerging actions** that the sponsor needs to take clear, feasible and appropriate?
- Is your case **clearly laid out**?



Take a step back and look at the problem holistically

- Have you **missed the point**? Is there a dominant **root cause** not being considered? Is there a minor impact being treated as a dominant factor?
- Have you **tested your thinking** with others? What do they think? In the absence of reading this what would they do?

Insight Example: Part 1

FRIENDS AND FAMILY TEST RESULTS FOR OUTPATIENT SERVICES

- A hospital wanted to improve the performance of its outpatient service.
- The results of the national NHS Friends and Family Test provided an excellent data set to understand the current situation.
 - This asks patients the following question:
“Based on your experience today, how likely would you be to recommend this outpatient service to family and friends?”
- The results of this test were regularly reviewed by Trust Leadership, presented in this table:
- **How insightful is this information?**
 - **What do these results mean?**
 - **What would you do next?**

Example:

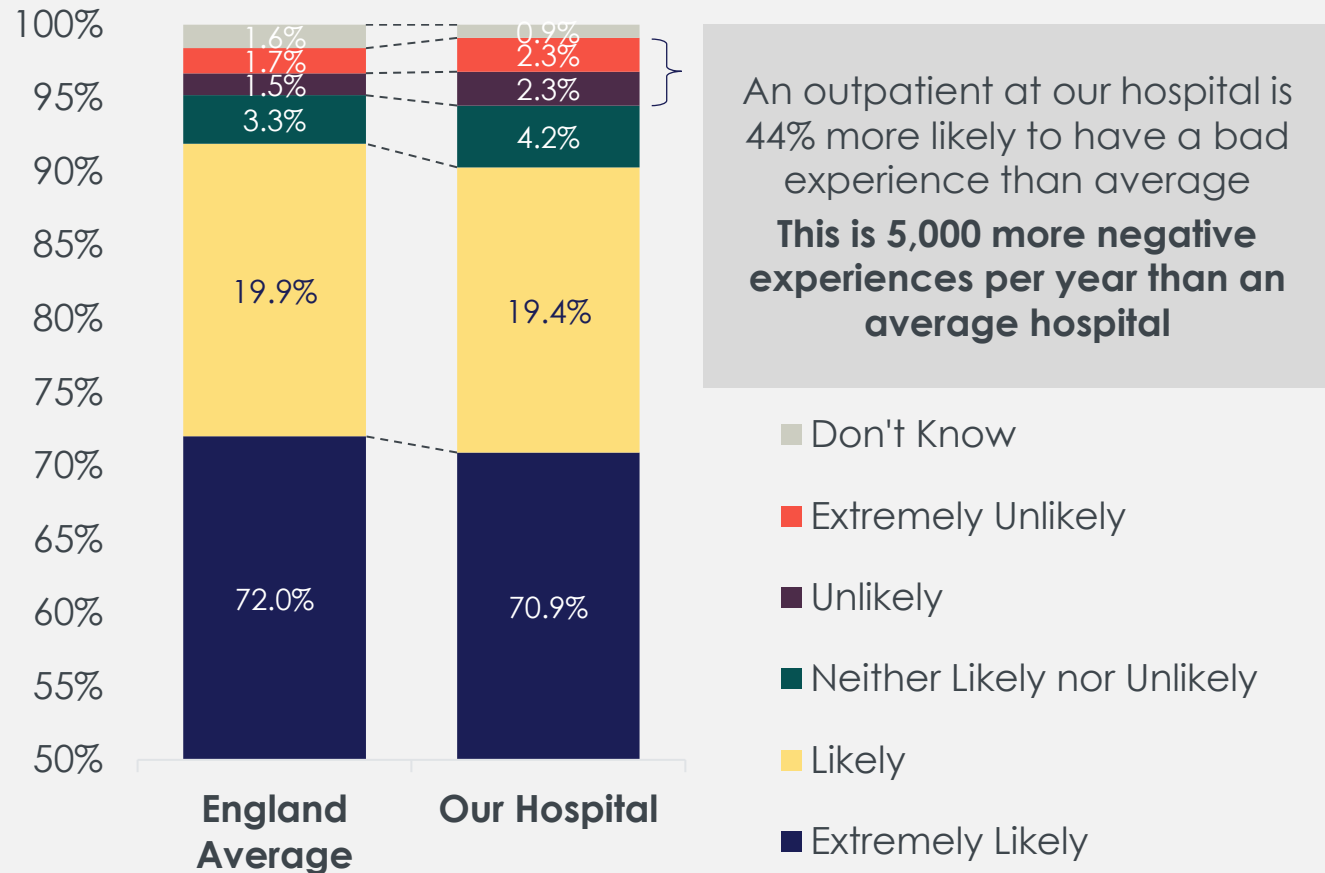
Outpatient FFT Results, 2015	
Extremely Likely	70.9%
Likely	19.4%
Neither	4.20%
Unlikely	2.30%
Extremely Unlikely	2.30%
Don't Know	0.90%

Insight Example: Part 2

FRIENDS AND FAMILY TEST RESULTS FOR OUT-PATIENT SERVICES

Example:

How likely are you to recommend the outpatient service? (2022)



- What looked like generally positive results, only made sense when contextualised versus a benchmark. This showed the hospital was worse than the national average
- 4.6% patients would not recommend the service vs 3.2% nationally, that is 44% more, or over 5,000 per year
- **Drawing out this insight allowed the hospital to understand and act on the data**
- How could you improve this message further?

Everyone has preferences for the styles they like to use and the styles which affect them, in their cultural context

TOOL: 10 POSITIVE INFLUENCING STYLES

Basis	Approach	Example
Facts	<ol style="list-style-type: none">1. Authority2. Logic3. Statements4. Examples	<ul style="list-style-type: none">▪ The CEO has asked us to do this piece of work.▪ The evidence shows that we can save the Trust £30 million over 5 years if we reconfigure services...▪ Please send us the 2023 travel time data.▪ Here's an Emergency Services configuration option appraisal from another Trust – please could you see what assumptions they made when doing your option appraisal?
Discussions	<ol style="list-style-type: none">5. Consultation6. Exchanges	<ul style="list-style-type: none">▪ What other factors should we be considering for this option?▪ If you could send me the historic financial records, I can send the forecasts back to you as soon as we've done them.
Relationships	<ol style="list-style-type: none">7. History8. Sociability9. Friendship10. Values	<ul style="list-style-type: none">▪ It's the same problem as last year – can you help me out again?▪ Let's work out what should be in the summary over a coffee.▪ I would really appreciate your help on making this work.▪ This would really make a difference to patient experience.

The Influence Model is a simple framework for thinking through how to influence stakeholders when behavioural change is needed

INFLUENCE MODEL - BACKGROUND

What is it?

- A framework for thinking about how to influence stakeholders

Why would I use it?

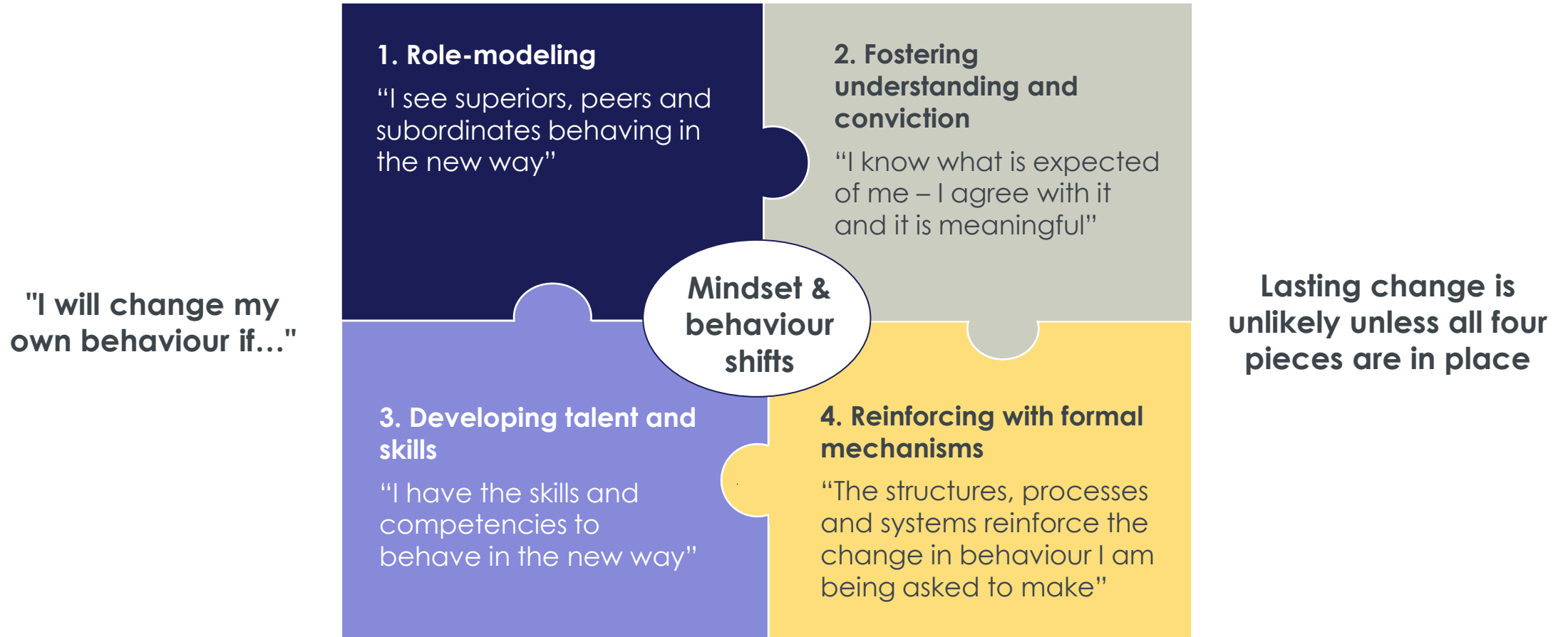
- Building on the 'Stakeholders' section of the PDS, to think about how to engage / influence the various stakeholders involved in the project
- To unblock stakeholders who might resist change / need to change their behaviour

When would I use it?

- At the start of the project, if it's clear that behavioural change will be needed
- Throughout the project, to unblock issues as they arise

There are 4 key interlocking elements of the Influence Model

INFLUENCE MODEL - ELEMENTS



What next?

USING THE TOOLS TOGETHER

1. Define the real problem

PDS

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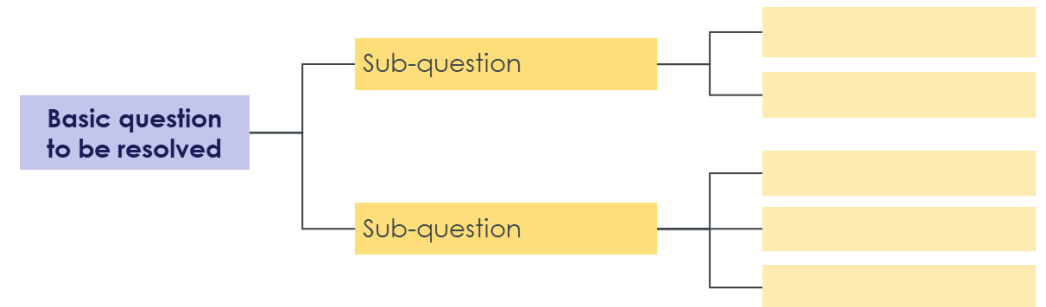
What next?

USING THE TOOLS TOGETHER

1. Define the real problem



2. Break the problem down into manageable chunks



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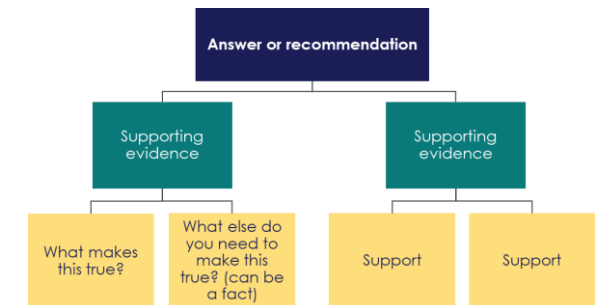
Issue Tree

2. Break the problem down into manageable chunks



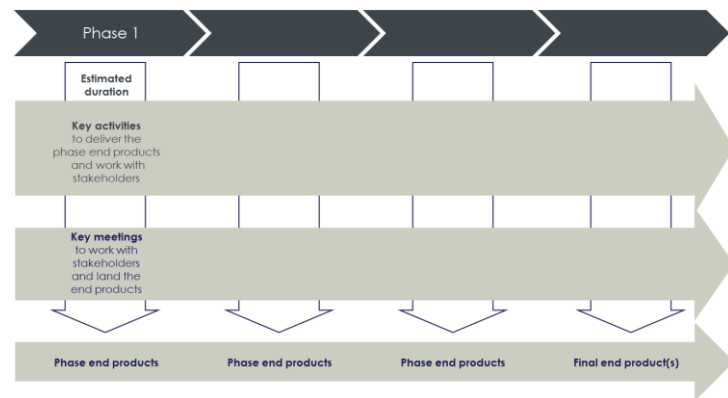
Hypothesis Tree

3. Form a hypothesis



What next?

USING THE TOOLS TOGETHER



1. Define the real problem



2. Break the problem down into manageable chunks



3. Form a hypothesis



4. Plan your work

What next?


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1. Define the real problem

PDS



Issue Tree

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Hypothesis Tree

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Boat Chart

4. Plan your work

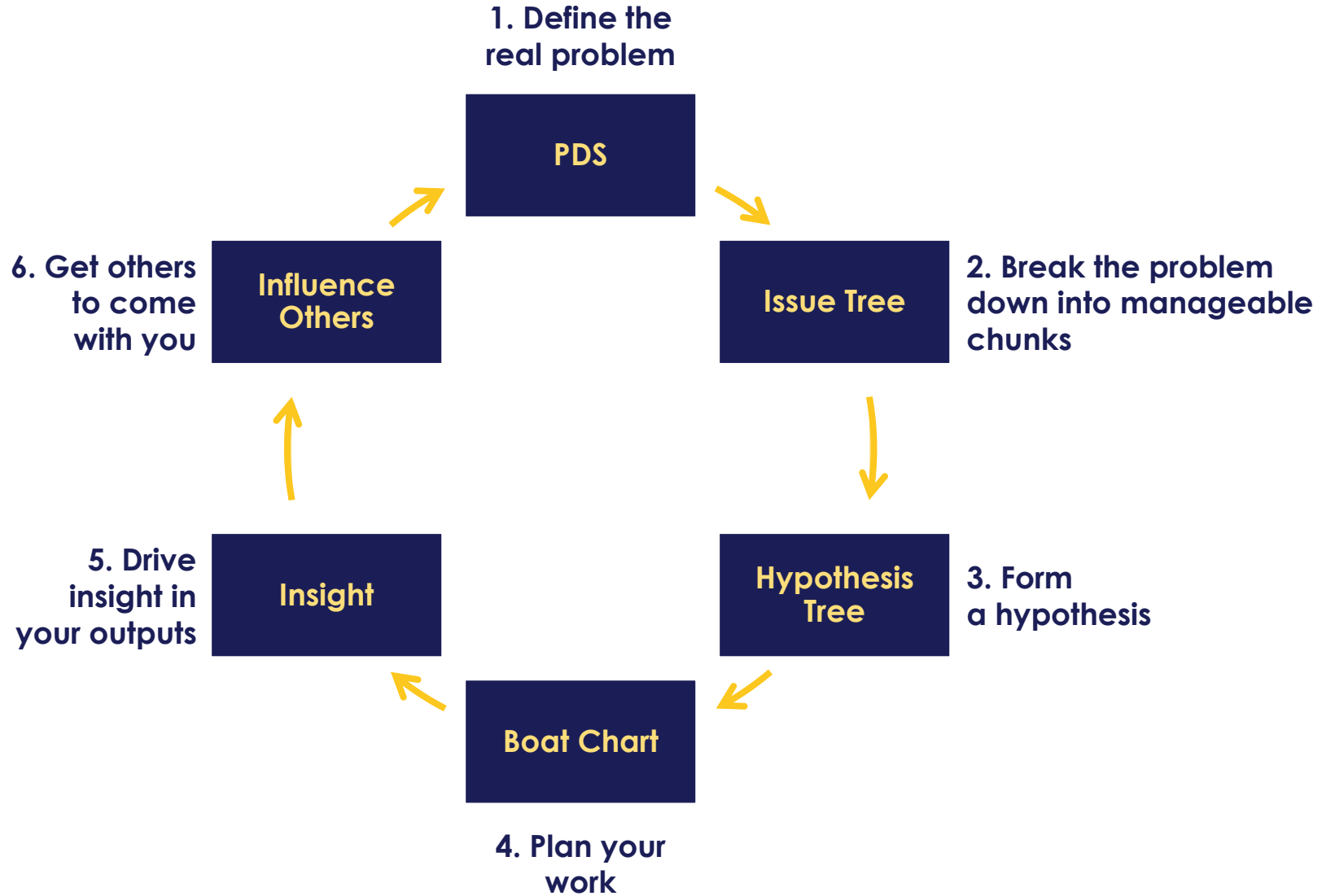
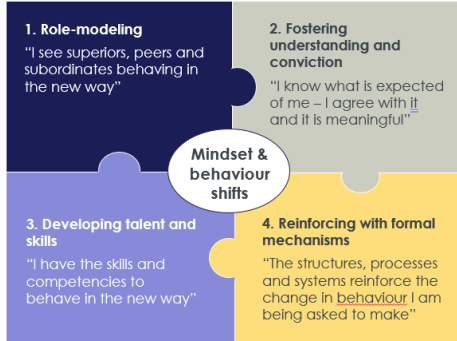


5. Drive insight in your outputs

Insight

What next?

USING THE TOOLS TOGETHER



What will you take away from the programme?

What have you learned?

What will you do differently?

How will you utilise the tools in your current project?

What approaches and tools will you use?

What are the key questions you have identified for your project?

Before we finish...

END OF PART 2 SURVEY

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

- 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

