## **Worksheet 1 - Constructing your problem (Session 2: 11:45-12:00)**

|  |
| --- |
| 1. What is the problem? |
| 1. Why does it matter?   Why does it matter?  Why does it matter? |
| 1. To whom does it matter? |
| 1. Who needs to care more? |
| 1. How do we get them to give it more attention? (How do we measure it or tell stories about it) |
| 1. What will the problem look like when it is solved? |

## **Worksheet 2 - My “5 why” thought sheet**

YOUR PROBLEM AS A QUESTION:

|  |  |  |
| --- | --- | --- |
| **Cause 1** | **Cause 2** | **Cause 3** |
|  |  |  |
| Why does this happen? | Why does this happen? | Why does this happen? |
|  |  |  |
| Why does this happen? | Why does this happen? | Why does this happen? |
|  |  |  |
| Why does this happen? | Why does this happen? | Why does this happen? |
|  |  |  |
| Why does this happen? | Why does this happen? | Why does this happen? |
|  |  |  |

## **Worksheet 3 - My Ishikawa diagram, deconstructing the problem I am facing (Session 2: 12:20-12:40)**

A picture containing shape

Description automatically generatedUse the causes and sub causes from your 5 why thought sheet in worksheet 2 to draw your Ishikawa or fishbone diagram.



Shape, polygon

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## **Worksheet 4 - A basic triple-A change space analysis (Session 3: 14:50-15:10)**

*The goal is to make as good an estimate as possible, in transparent a fashion as possible, so that we allow ourselves to progressively learn more about the context and turn uncertainty into clearer knowledge. Begin by stating the problem you are working on (from your fishbone diagram in Worksheet 3). Transfer each of the sub-causes from your fishbone diagram. Then, use these questions to help you reflect on the contextual change space for your AAA estimation for each sub-cause:*

|  |  |  |
| --- | --- | --- |
| **Authority to engage:**  • Who has the authority to engage: Legal? Procedural? Informal?  • Which of the authorizer(s) might support engagement now?  • Which of them would probably not support engagement now? | **Acceptance:**  • Which agents (person/organization) have an interest in this work?  • For each agent, on a scale of 1-10, think about how much they are likely to support engagement?  • On a scale of 1-10, think about how much influence each agent has over potential engagement?  • What proportion of ‘strong acceptance’ agents do you have (with above 5 on both estimates)?  • What proportion of ‘low acceptance’ agents do you have (with below 5 on both estimates)? | **Ability:**  • What is your personnel ability?  – Who are the key (smallest group of) agents you need to ‘work’ on any opening engagement?  – How much time would you need from these agents?  • What is your resource ability?  – How much money would you need to engage?  – What other resources do you need to engage? |

|  |  |  |
| --- | --- | --- |
| **QUESTIONS FOR REFLECTION** | **AAA ESTIMATION**  **(Low, Mid, Large)** | **ASSUMPTIONS** |
| **Cause 1:** | | |
| Overall, how much Authority  do you think you have to engage? |  |  |
| Overall, how much Acceptance  do you think you have to engage? |  |  |
| Overall, how much Ability  do you think you have to engage? |  |  |
| What is the change space for cause 1? (large change space, some change space or no change space) – AAA Venn diagram | |  |
| **Cause 2:** | | |
| Overall, how much Authority  do you think you have to engage? |  |  |
| Overall, how much Acceptance  do you think you have to engage? |  |  |
| Overall, how much Ability  do you think you have to engage? |  |  |
| What is the change space for cause 1? (large change space, some change space or no change space) – AAA Venn diagram | |  |
| **Cause 3:** | | |
| Overall, how much Authority  do you think you have to engage? |  |  |
| Overall, how much Acceptance  do you think you have to engage? |  |  |
| Overall, how much Ability  do you think you have to engage? |  |  |
| What is the change space for cause 1? (large change space, some change space or no change space) – AAA Venn diagram | |  |
| **Cause 4:** | | |
| Overall, how much Authority  do you think you have to engage? |  |  |
| Overall, how much Acceptance  do you think you have to engage? |  |  |
| Overall, how much Ability  do you think you have to engage? |  |  |
| What is the change space for cause 1? (large change space, some change space or no change space) – AAA Venn diagram | |  |

## **Worksheet 5 - Change space in our group Ishikawa diagram**

*Re-draw your Ishikawa diagram from worksheet 3 and add your change space analysis from worksheet 4.*

A picture containing shape

Description automatically generatedUse the causes and sub causes from your 5 why thought sheet in worksheet 2 to draw your Ishikawa or fishbone diagram.



Shape, polygon

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## **Worksheet 6 - Building your Authority, Acceptance and Ability (Session 3: 15:30-15:50)**

*Using your change space analysis from Worksheet 5, indicate your strategy to build/expand your Authority, Acceptance or Ability, for each of the sub-causes in your fishbone diagram from Worksheet 3.*

|  |  |  |
| --- | --- | --- |
| **CAUSE/SUB-CAUSE** | **CHANGE SPACE**  ***(large, some space or no space)*** | **STRATEGY**  ***What will you do (e.g. I will expand my change space by building authority) and why?*** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## **Worksheet 7 - Crawling the Design Space: Session 4 (16:30-16:40)**

|  |  |
| --- | --- |
| **What substance do we need from any new idea?**  a. New policy or practice to fit into existing change space  b. A way to expand authority  c. A way to expand acceptance  d. A way to expand ability | **How can we work to find ideas in at least two of the following idea domains?**  a. Existing practice (to scrutinize, understand, learn from, and potentially improve)  b. Latent practice (to provoke through rapid engagement, codify, and diffuse)  c. Positive deviance (to find, celebrate, codify, and diffuse)  d. External best practice (to identify, translate, select and try, adapt, and diffuse) |
| **Sub-Case 1** | |
|  |  |
| **Sub-Cause 2** | |
|  |  |
| **Sub-Cause 3** | |
|  |  |
| **Sub-Cause 4** | |
|  |  |

## **Worksheet 8 - What authority do you need and where will you look to find it?: Session 4 (16:50-17:10)**

|  |  |
| --- | --- |
| Your problem statement: | Your primary authorizer: |
| Why do you assume his/her support? |

*We do not expect you to identify an exhaustive list of needs here, given that there will be emergent needs as you progress through your iterations. We propose that this list be part of the iterative check in every iteration cycle, where you can update your understanding of authorization needs (and assumptions) at regular intervals and engage authorizers about this*

|  |  |  |
| --- | --- | --- |
| **MAKE A LIST OF YOUR NEEDS FOR EACH**  **OF THE FOLLOWING CATEGORIES** | **DO YOU THINK YOUR PRIMARY AUTHORIZER**  **WILL SUPPORT THIS NEED?** | **WHO ELSE NEEDS TO PROVIDE**  **AUTHORIZATION TO SATISFY THIS NEED?** |
| **Your own time and effort** | | |
|  |  |  |
| **Other people’s time and effort** | | |
|  |  |  |
| **Resources** | | |
|  |  |  |
| **Decision-making rights** | | |
|  |  |  |
| **Other** | | |
|  |  |  |
| **Flexible authorization (willing to entertain emergent authorization requests)** | | |
|  |  |  |
| **Shareable authorization (allowing the engagement of other authorizers, giving up some of own control and ownership)** | | |
|  |  |  |
| **Grit authorization (steadfast and patient, and ready to explain short term failures to naysayers)** | | |
|  |  |  |

## **Worksheet 9 - Your communication and persuasion strategy to convince your authorizers: Session 4 (16:50-17:10)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Authorizer 1** | **Authorizer 2** | **Authorizer 3** | **Authorizer 4** |
|  | *Name:* | *Name:* | *Name:* | *Name:* |
| Does the authorizer agree  that you have a problem? |  |  |  |  |
| What would make the authorizer care more about the problem? |  |  |  |  |
| Does the authorizer  support the experimental  iteration you propose? |  |  |  |  |
| What could convince the  authorizer that you need  an experimental iterative  approach? |  |  |  |  |