Developing Policies, Protocols and Procedures Tool Kit

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Scottish Practice Management Development Network
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THE TOOL KIT

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TOOL 1 - STAKEHOLDER ANALYSIS

When a development project fails, it is commonly due to all the people involved haven't been brought together in the right way to create and support the project. Stakeholder analysis is a way to identify and understand the needs and interests of people affected by a project.

A Systematic Process to Identify and Manage Stakeholders in a Change Initiative

There are four worksheets:

1. Create a master list of potential Stakeholders using Brainstorming technique or the 1. Stakeholder List Worksheet to be distributed to participants prior to, or at the beginning of, the meeting. Participants list all key stakeholders. You can use “Post its” and then create the list.

2. The 2. Stakeholder Analysis Guide to be distributed to participants once a master list of stakeholders has been identified. This will help guide the team when they discuss each stakeholder.

For each stakeholder, discuss the following key questions:

- What is the stakeholder's role?
- How will the stakeholder react to the effort?
- What are the stakeholder's needs and concerns?
- What do we need from the stakeholder?

3. The 3. Power/Interest Grid for Stakeholder Prioritisation

- Map out your stakeholders on the Power/Interest Grid and classify them by their power over the work and by their interest in the work. Someone's position on the grid shows you the actions you have to take with them:
- High power, interested people: these are the people you must fully engage with, and make the greatest efforts to satisfy.
High power, less interested people: put enough work in with these people to keep them satisfied, but not so much that they become bored with your message.

Low power, interested people: keep these people adequately informed, and talk to them to ensure that no major issues are arising. These people can often be very helpful with the detail of your project.

Low power, less interested people: again, monitor these people, but do not bore them with excessive communication.

The **4. Stakeholder Analysis Summary** form can be used to summarise information gathered in the group meeting. Given all we know, how do we plan to deal with this stakeholder?

**WORKSHEETS**

1. **Stakeholder List Worksheet: Name Your Stakeholders**

**Instructions:** A stakeholder is any person, group, or entity that can influence the success of, or is impacted by, the change effort. List all possible stakeholders on this page (e.g., names of key individuals, groups of employees, Primary Care, Secondary Care, Health Board).

**STAKEHOLDERS**

1. 
2. 
3. 
4. 
5. 
6.
1. Stakeholder Analysis Guide: Issues to Consider

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Role</th>
<th>Anticipated Reaction</th>
<th>Stakeholder Needs/Concerns</th>
<th>Our Needs</th>
<th>Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>A stakeholder is any person, group, or entity that:</td>
<td>Each stakeholder may assume <strong>one or more roles</strong>. Identify each stakeholder’s role(s). Will this stakeholder:</td>
<td>How will the effort and any resultant changes be likely to impact this stakeholder? Will this stakeholder benefit or be adversely affected? Given the likely impact and their prior behaviors, how is this stakeholder likely to react?</td>
<td>What are the primary concerns of this stakeholder?</td>
<td>What do we need from this stakeholder?</td>
<td>Given all that we know, how should we work with this stakeholder?</td>
</tr>
<tr>
<td>• Can influence the change</td>
<td>• Need to approve resources and/or decide whether the change can proceed (a &quot;sponsor&quot; or &quot;gatekeeper&quot;)?</td>
<td>• What do they need or expect from the change?</td>
<td>• Approval/resources</td>
<td>• How will we prepare them for the change?</td>
<td></td>
</tr>
<tr>
<td>• Or...</td>
<td>• Need to change as a result of the effort (a &quot;target&quot;)?</td>
<td>• What might influence whether they are supportive of the change?</td>
<td>• Visible support/public endorsement</td>
<td>• How will we communicate with them?</td>
<td></td>
</tr>
<tr>
<td>• Is affected by the change.</td>
<td>• Need to implement changes or convince others to change (an &quot;agent&quot;)?</td>
<td>• What will this stakeholder need to feel informed, involved, prepared, or validated during the change?</td>
<td>• Access to them</td>
<td>• How will we address their needs/concerns?</td>
<td></td>
</tr>
<tr>
<td>Stakeholders can be:</td>
<td>• React to or “judge” the success of the effort?</td>
<td>• What are the “red flags” or “hot buttons” for this stakeholder?</td>
<td>• Access to people on their team</td>
<td>• Should they be part of the change team directly or indirectly involved (representative on team, solicit input, or provide regular feedback)?</td>
<td></td>
</tr>
<tr>
<td>• Individual people</td>
<td>• Need to be an advocate of the effort (a &quot;champion&quot; or &quot;supporter&quot;)?</td>
<td></td>
<td>• Lack of interference with or blocking of the effort</td>
<td></td>
<td>• Perform work that can influence the success of the effort (an &quot;input&quot; or &quot;resource&quot;)?</td>
</tr>
<tr>
<td>• Groups of employees (e.g., first line supervisors)</td>
<td>• Perform work that can influence the success of the effort (an &quot;input&quot; or &quot;resource&quot;)?</td>
<td></td>
<td>• Information</td>
<td></td>
<td>• Active supporter (vocal, visible supporter)</td>
</tr>
<tr>
<td>• Committees</td>
<td></td>
<td></td>
<td>• Task completion</td>
<td></td>
<td>• Passive supporter (cooperative, quiet)</td>
</tr>
<tr>
<td>• Departments/Units</td>
<td></td>
<td></td>
<td>• Flexibility</td>
<td></td>
<td>• Neither supporter nor resister (on the fence)</td>
</tr>
<tr>
<td>• Customer groups</td>
<td></td>
<td></td>
<td>• Change in behaviours</td>
<td></td>
<td>• Active resister (expresses concerns vocally)</td>
</tr>
<tr>
<td>• Government or other external agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Passive resister (says okay but obstructs or complains behind the scenes)</td>
</tr>
</tbody>
</table>
2. Power/Interest Grid for Stakeholder Prioritisation

<table>
<thead>
<tr>
<th>POWER</th>
<th>INTEREST</th>
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<tbody>
<tr>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>KEEP SATISFIED</td>
<td>MANAGE CLOSELY</td>
</tr>
<tr>
<td>Low</td>
<td>Low</td>
</tr>
<tr>
<td>MONITOR (Min Effort)</td>
<td>KEEP INFORMED</td>
</tr>
<tr>
<td>Low</td>
<td>High</td>
</tr>
</tbody>
</table>
### 3. Stakeholder Analysis Guide: Summary

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Role</th>
<th>Involvement at which phase of the process</th>
<th>Stakeholder Needs/Concerns</th>
<th>Our needs from the stakeholder</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>
TOOL 2 - HOW AND WHY TO USE A RESPONSIBILITY CHART

Definition  A Responsibility Chart helps you determine “who-does-what-and-who-helps.” This can be useful as the team is forming, or as new work emerges as part of the team’s responsibilities.

Responsibility Charting is a technique for identifying functional areas where there are process ambiguities, bringing the differences out in the open and resolving them through a cross-functional collaborative effort.

It enables managers from the same or different organisational levels or programs to actively participate in a focused and systematic discussion about process related descriptions of the actions that must be accomplished in order to deliver a successful end product or service.

Managers and supervisors are not accountable for everything in their organisation. Responsibility charting ensures accountability is placed with the person who really can be accountable for specific work. Often this results in accountabilities for actions being moved down or up to the most appropriate level.

A Responsibility Chart can be used to clarify understandings, improve the distribution of work, and build agreements that involve all and therefore can last.

This chart may be completed in several different ways:

- By the team as a group (this method may be somewhat time-consuming but will result in a high degree of commitment and understanding).
- By a sub-group of the team (this may be a bit more efficient. A review by the full team and agreement on the chart content would be an important second step).
- By each team member (the team would then need to confirm areas of agreement and discuss areas of difference to reach agreement).
By the team leader (while probably the most efficient method in terms of time, discussion by the whole team is needed to ensure clear understanding and accountability).

A. Setting Up the Responsibility Chart

The main parts of the chart are shown in the partial illustration below. These parts must be named to set up the chart for use. They are:

1. **Purpose.** Defining exactly what project or work you want to understand is a vital first step in employing the chart. The purpose appears at the top of the chart.

2. Across the columns, list the **people** involved.

3. Next, list the **tasks** to be done. List these at the level of detail that seems right to you. You can increase or decrease that level as needed, and every task does not need be listed at the same level of detail. Look for the amount of detail that will ensure understanding and good distribution of responsibility.

**SAMPLE RESPONSIBILITY CHART**

**Purpose:** Responsibility Chart for determining distribution of financial responsibilities in our department.

<table>
<thead>
<tr>
<th>Task</th>
<th>Person or Role</th>
<th>Admin Asst.</th>
<th>Manager</th>
<th>Fiscal Officer</th>
<th>Faculty Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare budget</td>
<td></td>
<td>A</td>
<td>R</td>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Obtain budget approval</td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Submit travel receipts</td>
<td></td>
<td></td>
<td></td>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Complete travel reports</td>
<td></td>
<td>R</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchases &lt; £2500</td>
<td>R</td>
<td>I</td>
<td>C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchases &gt; £2500</td>
<td>A</td>
<td>R</td>
<td>A</td>
<td>C</td>
<td></td>
</tr>
</tbody>
</table>
B. Making Responsibility Assignments

Once you have completed the initial setup of the chart, assign letters in each of the boxes.

**R** -- This person is responsible for carrying out the task, or accountable to see that the task is done. Every task must have an R.

Then assign letters A, C, and/or I as needed:

**C** -- This person consults to the R person for the task. Consulting means that the two work collaboratively, with both having significant responsibility for doing the work.

**A** -- This person assists the R person with the task. Assisting means this person helps carry out the work but is not as involved in making decisions about what is to be done or how.

**I** -- This person is informed about the status of the work, including when it is done, but is not directly involved in planning or doing the work.

**Ground Rules for guiding these assignments**

- There must be an R for every task.
- There is only one letter per person per task.
- A task may have just an R or may have an R and other letters in as many other boxes as needed.

C. Tips

- Building the charts in Excel or another spreadsheet allows for easy editing after the meeting.
- As new tasks emerge, you can add them to the existing Responsibility Chart to make sure the new responsibilities are clear.
### D. Responsibility Chart

<table>
<thead>
<tr>
<th>Person or Role</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**R** = primarily responsible for ensuring task gets done  
**C** = consults in planning and doing task  
**A** = assists by doing some of the task  
**I** = is informed of progress on task and when task is complete
TOOL 3 – THE GROW MODEL for solving problems and achieving goals.

The power of GROW is that it is easily understood, straightforward to apply and very thorough. In addition, once you have an understanding of how it works, it is possible to apply it to an amazing variety of issues in a very effective way.

Even complex, multi faceted problems can be tackled with GROW and it often enables individuals to make progress on issues even when they have been stuck for a long time.

*Why does the GROW model works so well?*

The GROW model provides a structured, effective process for goals and challenges.

The GROW Model enables you to break down an issue into its constituent parts. Once these are clear it becomes straightforward to develop solutions.

With GROW, you create the solutions yourself so it is likely you will be committed to carrying them through.

Below are examples of questions you can use at each stage. Don't limit yourself to these. Find questions that work for you and the person you're coaching.
<table>
<thead>
<tr>
<th>The Step</th>
<th>Questions you could use</th>
</tr>
</thead>
</table>
| **G = Goals**  
What is your goal? | What do you want to accomplish?  
What are you trying to do?  
How do you know this goal is worth achieving?  
How will you (and I) know when you have achieved it?  
How will you know when you have reached the result you want? |
| **R = Reality**  
What is the reality of the situation? | What is really going on, as you see it?  
How do you know this is accurate?  
What's happening now?  
Where do you find yourself at this time?  
What solutions have you tried? What worked? What didn't? |
| **O = Options**  
What are your options? | What alternatives do you have now?  
What are the possibilities in front of you?  
Which choices do you have at this time?  
What have you seen work in similar situations?  
If constraints were removed what would you do?  
What else do you need to consider?  
Who might be able to help? |
| **W = Wrap Up**  
What are you willing to do | What can you do now?  
What are your next steps?  
What will it cost you if you don't take action?  
What might get in the way?  
Who needs to know?  
What support do you need and from whom?  
How much are you likely to pursue the direction you're targeting?  
What will it take to get moving towards your goal? |

Source: [http://www.excellerate.co.nz/qcgrowmodel.html](http://www.excellerate.co.nz/qcgrowmodel.html)  
G.R.O.W Model John Whitmore's Coaching for Performance 1996
TOOL 4 – SCOT ANALYSIS

SCOT is an acronym examining an organisation’s

- Strengths
- Challenges
- Opportunities
- Threats

And using the results to identify priorities for action.

SCOT MATRIX

<table>
<thead>
<tr>
<th>STRENGTHS</th>
<th>CHALLENGES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OPPORTUNITIES</th>
<th>THREATS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Checklist for a Successful SCOT Analysis

1. Be **realistic and honest** about your organisation’s strengths and challenges.

2. Remember, a SCOT analysis is **subjective**.

3. A SCOT Analysis distinguishes between where your organisation is **today**, and where it could be in the **future**.

4. Keep your SCOT **specific**. Avoid grey areas. Stay focused on the topic being analysed, in this case, the workforce.

5. Keep your SCOT **short and simple**. Avoid complexity and over-analysis.
TOOL 5 – MILESTONE PLANS & GANTT CHARTS

Two simple planning techniques are useful to Project Teams; Milestone Plans and Bar or Gantt charts shown below.

Milestone Plans focus mainly on the end-dates by which something needs to be complete or by which certain objectives need to be achieved.

Bar or Gantt Charts focus more on the activities to be carried out to complete the project.

Both are invaluable in forcing a Project Team to think through the detail of what needs to be done, what the priorities and linkages are, and then as a means of communicating intentions to others in a diagram or picture.

Source: http://www.advsofteng.com/gallery_gantt.html
TOOL 6 – ROOT CAUSE ANALYSIS USING FIVE WHYS

What is it and how can it help me?

By repeatedly asking the question ‘why?’ (use five as a rule of thumb), you can peel away the layers of an issue, just like the layers of an onion, which can lead you to the root cause of a problem. The reason for a problem can often lead into another question; you may need to ask the question fewer or more than five times before you get to the origin of a problem.

The real key is to avoid assumptions and logic traps and encourage the team to keep drilling down to the real root cause.

When does it work best?

By quickly identifying the source of an issue or problem, you can focus resources in the correct areas and ensure that you are tackling the true cause of the issue, not just its symptoms.

How to use it

How to complete the five whys

Write down the specific problem. Writing it down helps you formalise the problem and describe it accurately. It also helps a team focus on the same problem.

Use BRAINSTORMING technique to ask why the problem occurs then, write the answer down below.

If this answer doesn't identify the source of the problem, ask ‘why?’ again and write that answer down.

Loop back to step three until the team agrees that they have identified the problem's root cause. Again, this may take fewer or more than five ‘whys?’

Why use the five whys?

Helps you to identify the root causes of a problem.
- Helps you to determine the relationship between different root causes of a problem
- It is one of the simplest analysis tools as it's easy to complete without statistical analysis
- It is easy to learn and apply
After your team learns the skills behind the Six Thinking Hats® system they'll:

- Hold critical meetings without emotions or egos making bad decisions
- Avoid the easy but mediocre decisions by knowing how to dig deeper
- Increase productivity and even more important -- be more effective
- Make creative solutions the norm
- Maximize and organise each person's thoughts and ideas
- Get to the right solution quickly and with a shared vision

By mentally wearing and switching "hats," you can easily focus or redirect thoughts, the conversation, or the meeting. You don't need to mention "hats", just focus on the process and the types of questions each hat would dictate. It isn't so much in the collective mental capacity, but in how well the team can tap into its collective wisdom and function together.
THE SIX THINKING HATS (OR MODES)

The White Hat

The White Hat calls for information known or needed. Fact-finding, for first instance, is when you (and in a meeting, all the others) concentrate on the facts, analyse the information you have, and identify what more you need to know.

The Red Hat

The Red Hat signifies feelings, hunches and intuition. Intuition takes command. Never ignore a ‘hunch’ or ‘gut feelings’. They result from the same intellectual processes as controlled thinking. You may not be conscious of those processes, but you can benefit hugely from the result of their silent work.

The Black Hat

The Black Hat is judgment. The devil’s advocate or why something may not work. There are also positive results from thinking negatively. It is important to think through all the negatives - all the reasons why a plan may not work. Ensure that the black, cautionary warnings have all been thoroughly examined.

The Yellow Hat

The Yellow Hat symbolises brightness and optimism. This is positive thinking, where you concentrate on the benefits and show the sunny, optimistic side of your thinking.

The Green Hat

The Green Hat focuses on creativity: the possibilities, alternatives and new ideas. Yellow goes hand-in-hand with green - creativity. While logic and organisation are required to develop creative excellence, this depends on free thought - in which lateral thinking covers a highly valuable body of techniques.

The Blue Hat

The Blue Hat is used to manage the thinking process. With this hat on, you think about controlling the process, about organising discussion, planning and execution to achieve the best possible result.
Performing a cost benefit analysis is a valuable way to weigh the pros and cons of implementing a proposed action. A cost benefit analysis that has thoroughly identified and realistically quantified all costs and benefits is an accurate way to determine whether an opportunity is worth a company’s time and energy.

A cost-benefit analysis has three parts.

1. Identify all potential costs that will be incurred by implementing a proposed action must be.

2. Record all anticipated benefits associated with the potential action.

3. Subtract all identified costs from the expected benefits to determine whether the positive benefits outweigh the negative costs.

**Identifying Costs**

1. Identify and quantify all costs associated with a proposed action.

   1) Make a list of all monetary costs that will be incurred upon implementation and throughout the life of the project. These include start-up fees, licenses, payroll expenses, training, and travel expenses, among others.

   2) Make a list of all non-monetary costs that are likely to be absorbed. These include time, imperfect processes, potential risks, and influences on one’s reputation.

   3) Assign monetary values to the costs identified in steps one and two. To ensure equality across time, monetary values are stated in present value.
terms. If realistic cost values cannot be readily evaluated, consult with market.

4) Add all anticipated costs together to get a total costs value.

**Identifying Benefits**

The next step is to identify and quantify all benefits anticipated as a result of successful implementation of the proposed action. To do so, complete the following steps.

1. Make a list of all monetary benefits that will be experienced upon implementation and thereafter.

2. Make a list of all non-monetary benefits that one is likely to experience. These include, increased reliability and durability, greater patient and staff satisfaction, and improved practice reputation, among others.

3. Assign monetary values to the benefits identified in steps one and two. Be sure to state these monetary values in present value terms as well.

4. Add all anticipated benefits together to get a total benefits value.

**Evaluate Costs and Benefits**

The final step when creating a cost benefit analysis is to weigh the costs and benefits to determine if the proposed action is worthwhile. To properly do so, follow the subsequent steps.

1. Compare the total costs and total benefits values. If the total costs are much greater than the total benefits, one can conclude that the project is not a worthwhile investment of company time and resources.

2. If total costs and total benefits are roughly equal to one another, it is best to reevaluate the costs and benefits identified and revise the cost benefit analysis. Often times, items are missed or incorrectly quantified, which are common errors in a cost benefit analysis.

3. If the total benefits are much greater than the total costs, one can conclude that the proposed action is potentially a worthwhile investment and should be further evaluated as a realistic opportunity.
TOOL 9 – FORCE FIELD ANALYSIS

In any situation that you wish to change, there are forces for and against the change:

- **Supporting forces** - people or circumstances which will help and support the change.
- **Opposing forces** - people or circumstances which will try to block, oppose, and hinder the change.

Your success in introducing the change depends on that balance and how you manage it. In a Force Field Analysis you map those forces, assess the forces and the balance, and then devise actions to either reduce the opposing forces or to strengthen the supporting forces.

Lewin’s force field analysis is used to distinguish which factors within a situation or organisation drive a person towards or away from a desired state, and which oppose the driving forces.

These can be analysed in order to inform decisions that will make change more acceptable.

'Forces' are more than attitudes to change. Kurt Lewin was aware that there is a lot of emotion underlying people's attitude to change.

To understand what makes people resist or accept change we need to understand the values and experiences of that person or group.

Developing self awareness and emotional intelligence can help to understand these forces that work within us and others. It’s the behaviour of others that will alert you to the presence of driving and restraining forces at work.
The following steps are a guide to using the force field analysis and the Application Tool.

1. **Agree and define the current situation and the desired situation, Define the change you want to see** - Write down the goal or vision of a future desired state OR you might prefer to understand the present status quo or equilibrium.

2. **Brainstorm or Mind Map the Driving Forces** - those that are favourable to change. Record these on a force field diagram. Can use PostIts.

3. **Brainstorm or Mind Map the Restraining Forces** - those that are unfavourable to, or oppose change. Record these on the force field diagram.

4. **Evaluate the Driving and Restraining forces** - You can do this by rating each force, from 1 (weak) to 5 (strong), and total each side. Or you can leave the numbers out completely and focus holistically on the impact each has.

5. **Review the forces** - Decide which of the forces have some flexibility for change or which can be influenced.

6. **Strategise!** - Create a strategy to strengthen the driving forces or weaken the restraining forces, or both.

   If you've rated each force how can you raise the scores of the Driving Forces or lower the scores of the Restraining Forces, or both?

7. **Prioritise action steps** - What action steps can you take that will achieve the greatest impact? Identify the resources you will need and decide how to implement the action steps.

   **Hint:** Sometimes it's easier to reduce the impact of restraining forces than it is to strengthen driving forces.
## FORCE FIELD ANALYSIS: PRACTICAL APPLICATION TOOL

<table>
<thead>
<tr>
<th>Driving Forces (For Change)</th>
<th>Score</th>
<th>Proposed change</th>
<th>Restraining Forces (Against Change)</th>
<th>Score</th>
</tr>
</thead>
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<th>Result</th>
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TOOL 10 – FLOW CHART

A Flow Chart:

- Is a pictorial representation showing all the steps of a process.
- Can be applied to anything, from the travels of a communication or aspects of the patient’s care.
- Provides excellent documentation of a process
- Is invaluable for examining how the various steps in a process are related to each other.
- Can often uncover loopholes which are potential sources of trouble.
- Are handy tools to get information organised for writing a procedure.
- Puts a flow diagram into a procedure to give people a quick visual concept of the overall work flow.
- Enables procedure writersto sketch their own rough charts as they observe the performance of a task and interview the people who are doing work to get everything in the correct order.
- Consists of action items placed inside blocks and connected by arrows that indicate the sequence of steps.
- Consists of decision points indicated by diamonds, which are also connected to actions by the arrows.

Flowchart examples:

Handling results steps
The general procedure for Flow Charting is:

**Step 1 - Define the Process**
- Listing all the Key Steps involved.

**Step 2 - Draw the Diagram**
- Place the process steps in boxes linked by arrows to each other.

**Step 3 - Check the Logic and Analyse the Flow Chart.**

Look at the Flow Chart and ask:
- Are all the Steps Necessary? Can any be taken out?
- Are any Steps Missing?
- Where can Delays occur?
- Can the process be Simplified?
- What Steps can be taken in Parallel?
The questioning technique can be used after flowcharting a process as a way of examining the process, and identifying and choosing improvements. It involves using systematic questioning with your team in a structured way, going through each part of the process in turn. It needs creativity and discipline. Possible questions to ask are set out in the table overleaf.

To make improvements to a Policy etc, work with the team responsible for the process.

- **Use step 1 to:**
  - help identify the purpose of the process
  - to explore what patients and stakeholders expect the process to deliver to them

- **Use step 2 to:**
  - understand how it works now – including resource requirements, skills needed
  - explore ways of measuring how well it is working

- **Use step 3 to:**
  - examine ways to improve the process;
  - assess the implications and consequences of these improvements.

- **Use step 4 to:**
  - propose the best options, given the available resources.

Use each of the steps to examine ways of making improvements and what the implications and consequences of these improvements

**A final Tip:** Look for the small changes to the process, which could have a big impact on the process as a whole. “What small change would significantly improve the process?”
## CRITICAL EXAMINATION PROBLEM SOLVING TECHNIQUE

<table>
<thead>
<tr>
<th>Present method</th>
<th>Challenge</th>
<th>Improvement Options</th>
<th>Best Option</th>
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<tbody>
<tr>
<td>1 What is achieved?</td>
<td>Why is it necessary?</td>
<td>What else could be done?</td>
<td>What else should be done?</td>
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<tr>
<td>2 How is it done?</td>
<td>Why that way?</td>
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<td>How should it be done?</td>
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<tr>
<td>3 When is it done?</td>
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<tr>
<td>5 Who does it?</td>
<td>Why them?</td>
<td>Who else could do it?</td>
<td>Who should do it?</td>
</tr>
</tbody>
</table>

TOOL 12 – MIND MAPPING

Mind Mapping is a way of creating or recording ideas in a creative but structured way. It can be used by individuals as a form of individual brainstorming, to help to structure a presentation, or as a way of taking notes during a meeting or a lecture.

The Mind Map’s great strength is that you can link points together as they arise, in a non-linear fashion, rather than simply writing them all down in a linear fashion, only to have to review and analyse them later.

It can also be used very effectively by groups, not all of whom have to be present at the time, as another means of brainstorming.

The general procedure is:

**Step 1 - Circle the Problem or Issue**
- Write the problem or issue in a circle in the middle of a sheet of paper.

**Step 2 - Branch-Off**
- Draw initial ideas about the issue as branches out from the centre, and then link related ideas to them as in the example.
- Each Branch is developed until ideas run out and then another is pursued.

**Step 3 - Review it and let it Grow**
- Perhaps leave it pinned to the wall for a week or so, so that others can add to it.

**Step 4 - Use it**
- Gather data on the ideas and then prioritise them for action.