

## Welcome to: “Harnessing Problem Solving”

Another tool to help establish  
project / plan objectives

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## Purpose

- To show how to use the tool
- Not
  - Making “experts”
  - Conducting a detailed practical



## What will occur today?

- Form groups
- Look at problem of setting objectives
- Understand context
- Look at device / tool
- Practice use
- Comment / feedback
- Leave with another device to use



## What you can do?

### Have booklet

- PowerPoint presentation
- Extract from the original document

### Participate

- How could you use the tool?
- Work in your groups

### Feedback

- Ask questions



## What is the problem?

### Projects can suffer from:

- Lack aim or objectives
- Lack of agreement
- Obscure objectives

### Means evaluation:

- Can be compromised
- Working “in the dark”



## Evaluators confront “fuzzy” goals

Evaluators often need to determine:

- Goals genuinely fuzzy?
- Goals fuzzy to disguise or detract from other goals?
- Are they used to avoid conflict?



## What are others doing?

- Struggling
- By-passing
- Ignoring
- Leave to others
- Ripping hair out



## Consequences

- Fuzzy goals
- Conflict
- Confusion
- Frustration
- Undesirable outcomes
- Blame the evaluator
- Blame anyone!



## Why important?

- Capture essence of intent
- Facilitate change
- Express consensus
- Agreed directions
- Evaluable



## What can be done?

### Apple exercise

- You want an apple
- Only one apple
- Grub in small spot
- Have a knife and apple
- What are you going to do?
- Do it!
- Write it down – key words



## What did you do?

- What do the results say?



## Did results include?

- How many people talked about:
  - Aim
  - Objective
  - Strategy
  - Activities
  - Measures
  - Accountability
  - Logic
- The language of planning and projects



## What does it mean?

- Majority are “problem solvers”
  - Evidence – it’s cultural
- Are not “strategists”



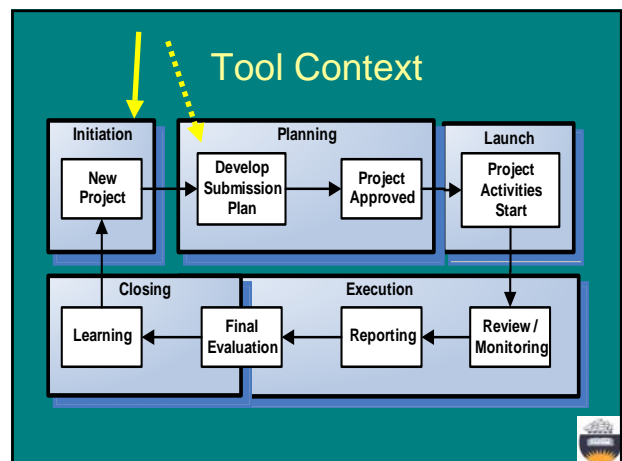
## How can we use this?

- Use process that harnesses problem solving
- Work with how majority think

## Presenter Experience

### Projects and Plans

- Participants
  - Want to solve problems
  - Don’t relate well to technical terms
- OSAM
  - First version 2005
  - Tested in the field
- Harness Problem Solving 2006



## Tool Structure

### Combines elements of

- Brainstorming
- Nominal Group Technique
- Affinity Diagram
  - Sequence replicates how people solve problems

### Results in a framework

- To build a plan / project
- Program logic



## Key Elements

- People working together
- Addresses power imbalances
- Encourages participation
- Does not “negate” ideas submitted
- Gets first draft fast



## Process Outcome

### Two Options:

- A draft plan
- Draft Program Logic

### The real outcome:

- A team
- Work together, better understanding etc



## Reflecting on process

### Group characterised by:

- Diversity of interest, skills and specific knowledge
- Differences in expectations
- Different ideas on what is “best”
- Different power positions in organisations and within group



## Reflecting on process

### Who is in control?

- Nobody – if facilitated
- “Control” - directed by process



## Reflecting on process

### Who contributes?

- Everybody has opportunity at key points

### What about conflict? How handled?

- Role of the facilitator
- Is rare
- Can “authorise” group members



## Reflecting on the process

### Individuals don't agree on item!

- What happens?
- Nothing “happens” to item
- Stays in the process



## Step 1 – What needed

- Facilitator
- Sticky post-it-notes
- Pens
- Participants
- Butcher's paper
- Blank Plan templates (Appendix 3)
- Whiteboard and markers
- Open mind (very important)
- Explain process



## Step 2 - Aim

- State aim as problem / question

e.g. How can we ensure that by 2020 there will be no cases of childhood meningococcal disease?



## Step 3 – Brainstorming

- Group or individual brainstorming
- Ideas to address question
- One idea per sticky post-it-note
- Place on butcher's paper - random
- 10 minutes - today



## Step 3 cont'd

Lots of post it notes - Group or individual

Have a meningococcal awareness week.		Health Department provide education at schools and for GPs	School Principals and GPs work together
Schools to develop a health promotion topic for each year.		Develop a TV commercial	
	Local council to participate in local awareness program.		

Fig 3: Step 3 – Butcher's Paper



## Step 4 – Sorting

- Set up sheets on wall
- Sort post it notes
  - Do not discuss them
  - Create topic headings
  - Move notes around
- Create duplicates
- 10 minutes



## Affinity Diagram – Possible Results

Headings	Marketing	Education	Partnerships
Sticky notes	Have a meningococcal awareness week.	Health Department provide education at schools and for GPs	School Principals and GPs work together
	Develop a TV commercial	Schools to develop a health promotion topic for each year.	Local council to participate in local awareness program. (Duplicate)
	Local council to participate in local awareness program.		

Table 1: Step 4 – Organised Sticky Notes



## Next Step - Options

- Option 1 - Develop draft plan
- Option 2 – Develop Program Logic map



## Step 5 – Option 1 – Develop draft plan

### Step 5.1 – Transfer to Plan Template

Question /Aim: How can we ensure that by 2020 there will be no cases of childhood meningococcal disease?

Topic: Education

Objective What will be the primary way of addressing the aim?	Strategy What will be done?	Activities How will it be done?	Measure Did it succeed? What is the evidence?



## Step 5 – Option 1 – Develop draft plan

### Why this Option?

#### Concepts commonly used / required:

- Aim
- Objectives
- Strategies
- Activities
- Measures

Program Logic not as common – public system



## Step 5.1 – Transfer to Plan Template

- Transfer information to plan template
- Add activity or strategy information
- 20 minutes for Steps 5.1 & 5.2



## Step 5.1 – Possible Result

Question /Aim: How can we ensure that by 2020 there will be no cases of childhood meningococcal disease?

Topic: Education

Objective What will be the primary way of addressing the aim?	Strategy What will be done?	Activities How will it be done?
	S1: Health Department provide education at schools and for GPs	S1A1: Regional Department officers provide health promotion education at school. S1A2: Local Div, GPs and Department provide an accredited education program for GPs
	S2: Schools to develop a health promotion topic for each year.	S2A1:Using S1A1 schools develop locally relevant topic.

Table2: Step 5.1 – Template Building



## Step 5.2 – Option 1 – Objective Development

- Sticky notes under Topic heading e.g. “Education”
- What trying to do ?
  - Improve knowledge !
- Check – is it a primary device?
  - Yes!
- Write up objective
- Change “question” to an Aim



## Step 5.2 – Objective Development – Possible Result

•Aim: To have no cases of childhood meningococcal disease by 2020.

•Topic: Education

Objective What will be the primary way of addressing the aim?	Strategy What will be done?	Activities How will it be done?
O 1: Improve the knowledge of stakeholders about meningococcal disease	S1: Health Department provide education at schools and for GPs	S1A1: Regional Department officers provide health promotion education at school. S1A2: Local Div, GPs and Department provide an accredited education program for GPs
	S2: Schools to develop a health promotion topic for each year.	S2A1:Using S1A1 schools develop locally relevant topic.

Table 3: Step 5.2 – Objective Development

## Step 5.3 – Option 1 – Measure

- Consider how Activity measured
- Enter the measure



## Step 5.3 - Measure – Possible Result

•Aim: To have no cases of childhood meningococcal disease by 2020.			
Topic: Education			
Objective What will be the primary way of addressing the aim?	Strategy What will be done?	Activities How will it be done?	Measure Did it succeed? What is the evidence?
O 1: Improve the knowledge of stakeholders about meningococcal disease	S1: Health Department provide education at schools and for GPs	S1A1: Regional Department officers provide health promotion education at school. S1A2: Local Div. GPs and Department provide an accredited education program for GPs	S1M1: Baseline: 50% of students and 75% receive health promotion education. Year 1 targets: 25% students receive meningococcal health promo education. Year 2 target: 50% etc
	S2: Schools to develop a health promotion topic for each year.	S2A1: Using S1A1 schools develop locally relevant topic.	S2M1: Baseline: 100% topics are accredited. Targets: Year 1 50% of year classes have an accredited course. etc

Table 4: Step 5.3 - Measures



## Step 5A – Option 2 – Transfer to a Logic Map

- Use nominal group technique
- Re-organise sticky notes in groups - whiteboard or butcher's paper
- Draw / make lines - connect activities and aim
  - Check: Contribute to aim?
    - No?: Why are they there? Edit or eliminate. See Fig 4



### Step 5A – Transfer to a Logic Map - Initial

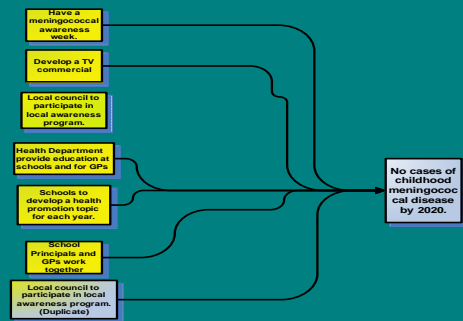


Fig 4: Initial Map Layout



## Step 5A.2 – Option 2 – Develop the logic

- Continue group work
- Fill in activities and primary tasks
- Consider cause and effect
- Are there preceding steps?
- Look at logic. Does it connect?
- What are inter-relationships? Show



### Possible Result

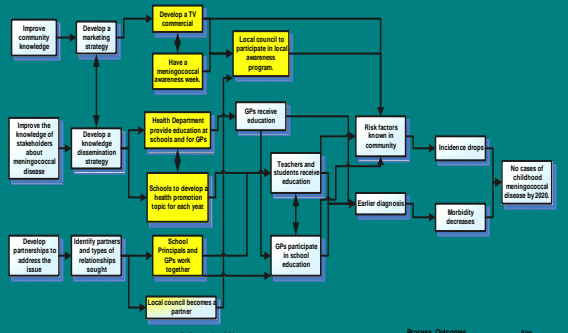


Fig 5: Step 5A.2 – Detail Logic Map



## Step 6 - Review

- Same for both “Options”
- Review what established
  - Does it “flow”?
  - Is it all linked?
  - Is it what you want to do?
  - Is it reasonable to collect & analyse?
  - Will it show that objective has been achieved?
  - Will it help achieve aim?
- Yes! Will be evaluable



## Step 7 – Where to from here?

(Depends on what originally intended)

Determine:

- Stakeholders satisfied?
- Establish next step  
e.g.: detailed plan, proposal , risk, resource and cost analyses.



## Now it's your turn!

Any questions?



Work through process  
Report back to group

Report on:  
-How process worked  
-What you learned



All

Step 1 - Get organised  
Step 3- Brainstorming

Step 2 – Set the question  
Step 4 - Sorting

Option 1 – Draft Plan

Option 2 – Logic Map

Step 5.1 Transfer

Step 5A.1 Transfer

Step 5.2 Objectives

Step 5A.2 Develop

Step 5.3 Measure

Step 6 – Review

Step 7 – Where to from here



## Feedback

- Groups present
  - How did it go?
  - Better understand how it works?
- Questions / comments?



## Summary

- Looked at problem of setting objectives
- Reflected on context
- Looked at device that can help
- Examined issues using process
- Practiced
- Discussed application
- Now have another device to use





## Thank you

- Want to discuss or more info?

Please:

- Bail me up during conference
- [peter.drake@flinders.edu.au](mailto:peter.drake@flinders.edu.au)
- Enjoy conference & Darwin – we will!

