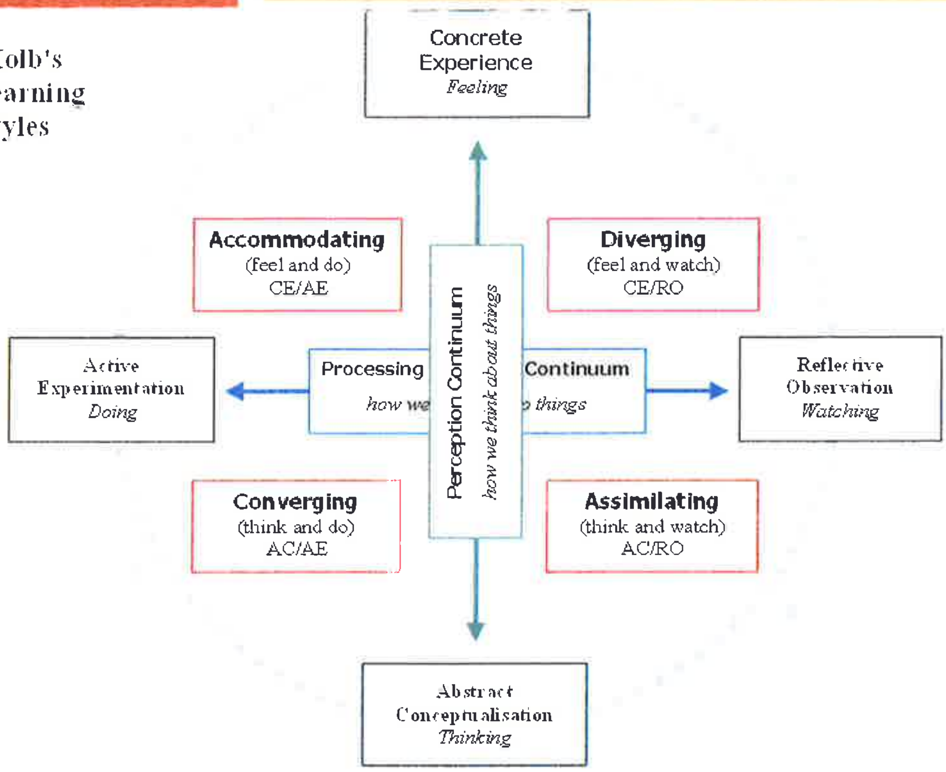
Kolb's learning styles



FACILITATION PROCESSES

Linked to Kolb's Learning Preferences

- Concrete Experience
- Reflective Observation
- Abstract Conceptualisation
- Active Experimentation

Contents

Experience Processes

Jigsaw

What
The Jigsaw strategy encourages the development of specific skills within individual team members.

Why
Originally developed by Eliot Aronson, it is a cooperative strategy that promotes shared responsibility within a group. Each group member is assigned a different piece of information (for example- a particular section of a professional reading). Eventually, participants return to their 'home group' to try to 'piece together' a clear picture of the topic at hand.

How

1. Divide the material that needs covering (e.g. professional reading or research topic) in four segments.
2. Put participants into groups of four. These groups will be the 'home groups' of the jigsaw.
3. Allocate each person in the home group a different segment or selection of the material to become an 'expert' on.
4. Participants leave their home group and sit with a group of participants assigned to the same segment. Participants engage in professional reading, discuss their segment, and decide what and how they should present to their home groups.
5. Participants regroup with home groups. Each participant is responsible for teaching their segment/ selection to their home group.

Gallery Walk

What
The Gallery Walk is a discussion technique.

Why
A gallery walk allows participants to review issues, brainstorm solutions, and share feedback in a non-threatening way.

How
1. The facilitator prepares several discussion questions. Participant teams in a Gallery Walk typically number three to five. So, for a group of twenty, write four to five questions. For larger groups, either write more questions or repeat the same set of four to five questions, posting the same question set in different sections of the room.
2. Questions are posted on different 'stations' on walls, placed on pieces of paper on tables in different locations around the room, or typed on Google docs. Plan on sufficient space for groups to congregate and discuss questions.
3. At each posted question a participant team reviews what previous participants have written and adds new content. After a short period of time, say three to five minutes but the exact time will depend upon the nature of the question, say 'rotate. The group then rotates, clockwise, to the next station. The rotation continues until all posted questions are addressed.
4. As participants discuss questions, the facilitator can circulate around the classroom, clarifying questions, gauging understanding, and addressing misconceptions.
5. When the group returns to the station where it started, the group synthesises comments and makes an oral report to the whole group. Participants may also be given a coloured marker and be invited to tour all of the sheets of brainstormed solutions/ ideas to check off the three ideas/ solutions they think should be implemented.

Value Line

What
A technique to form groups.

Why
The Value Line provides a way to form heterogeneous groups.

How

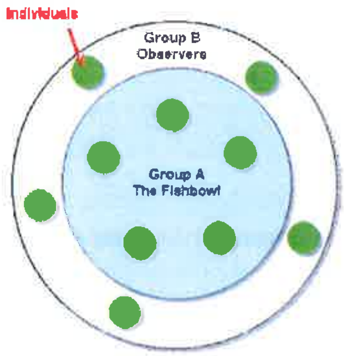
1. Present an issue or topic to the group and ask each member to determine how they feel about the issue (could use a 1-10 scale; 1 being strong agreement, 10 being strong disagreement).
2. Form a rank-ordered line and number the participants from 1 up (from strong agreement to strong disagreement, for example).
3. Form your groups of four by pulling one person from each end of the value line and two people from the middle of the group (for example, if you had 20 people, one group might consist of persons 1, 10, 11, 20).

Fish Bowl

What
A fishbowl conversation is a form of dialogue that can be used when discussing topics within large groups.

Why
- To include the 'public' in a small group discussion.
- To generate dynamic group involvement and have active participation from participants.
- To discuss controversial topics (less productive for heavily didactical content).
- To observe, analyse and learn from another group's thinking process (outer circle).
- As an alternative for a traditional debate.

How
Fishbowls involve a small group of people seated in circle and having a conversation (fish). They are surrounded by a larger group of observers, seated in an outer circle (bowl). The facilitator or subject matter expert gives a short input of 5-10 minutes which sets out the general outline of the discussion, and after that the inner circle starts to discuss. The outer circle usually listens and observes. Whenever someone wants to participate and move to the inner circle, a participant from the fishbowl must free a chair and move to the outer circle.



There are two types of fishbowl:

The **open fishbowl**, in which a few chairs (1-2) in the inner circle (5-8 people) remain empty. Any member of the audience can, at any time, occupy the empty chair and join the fishbowl. When this happens, an existing member of the fishbowl must voluntarily leave the fishbowl and free a chair. The discussion continues with participants frequently entering and leaving the fishbowl.
Limitations to participants joining the inner circle can be put in place:
Time limit (1-5 minutes).
Only make one substantial statement or comment.
Participants can only enter the inner circle by changing position with the one on 'the visitors' chair'.

In a **closed fishbowl**, all chairs are filled. The facilitator splits the participants in two groups (or more as needed). The initial participants in the inner circle speak for some time about the subject as indicated by the facilitator. When time runs out (or when no new points are added to the discussion), initial participants leave the fishbowl and a new group from the audience enters the fishbowl. The new group continues discussing the previous issue.
This may continue until many audience members have spent some time in the fishbowl.
In both cases, when time runs out, the fishbowl is closed and the moderator summarises the discussion.

Mission Impossible

What
An ice-breaker or energiser.

How

1. Before the commencement of your workshop, stick 'missions' under each participant's chair. Missions might be as follows:
   - You are looking for somebody who has more than 5 letters in his/ her first name.
   - You are looking for somebody who can move his/ her ears.
   - You are looking for somebody who can speak at least two different languages.
   - You are looking for somebody who has slept in an airport.
2. Participants are invited to look under their chairs where they can find an envelope with a letter describing their mission. At the same time music (the Mission Impossible track) starts, it determines the time to complete the mission.
3. At the end, the group will verify who has completed the mission, and if any name corresponds to every question.

Three Levels of Text Protocol

What
A text analysis process.

Why
To deepen participants' understanding of a text and explore implications for their work.

How
1. Participants form into groups of 4-5.
2. Identify a facilitator/timekeeper.
3. If participants have not done so ahead of time, have them read the text and identify passages that they feel may have important implications for their work.
4. A Round consists of:

One person using up to 3 minutes to:
LEVEL 1: Read aloud the passage she/he has selected
LEVEL 2: Say what she/he thinks about the passage (interpretation, connection to past experiences, etc.)
LEVEL 3: Say what she/he sees as the implications for his/her work.
The group responding (for a TOTAL of up to 2 minutes) to what has been said.

5. After all rounds have been completed, debrief the process.

Stand and Declare

What
A technique to explore participants' opinions on statements.

Why
To facilitate the exploration of a variety of opinions on a particular topic or issue.

How
1. Place signs for 'strongly agree', 'agree', 'disagree' and 'strongly disagree' around each of the four corners of the room.
2. The facilitator makes a statement to the group, to which members can strongly agree, agree, disagree, or strongly disagree.
3. Groups form around each of the four responses to the statement, showing the group's 'differences'.
4. Members from each opinion group are asked to explain their stance, fleshing out the many facets of the issue. People must listen carefully, and can change positions if they change perspectives.

This activity helps everyone learn to disagree without being disagreeable, but must be carefully facilitated. Questions are intentionally stated to allow for personal interpretation and to limit responses to one of the four categories. Several group members will want to take some sort of an intermediate stance, but should be encouraged to choose the stance about which they feel the strongest, or which is their instinctive response. Part of processing this activity can then be discussion how it felt to be so limited, to be categorised.

Reflective Processes

Concentric Circle- What? So What? Now What?

What
A reflective process.

Why
To promote discussion that begins with reviewing the details of the experience and moves toward critical thinking, problem solving, and creating an action plan.

How
1. Divide the group in two, with half of them forming a tight circle in the centre of the room. The remaining people then pair up with someone in the circle.
2. The facilitator poses a question for each pair to answer in a few minutes. The following questions provide an effective structure for reflection:
3. This structure for reflection questions is perhaps the most widely known and used. It is a basic way to promote discussion that begins with reviewing the details of the experience and moves toward critical thinking, problem solving, and creating and action plan.

What? questions:
- descriptive
- facts, what happened, with whom
- substance of group interaction

So what?:
- shift from descriptive to interpretive
- meaning of experience for each participant
- feelings involved, lessons learned
- why?

Now what?:
-contextual– seeing this situation's place in the big picture
- applying lessons learned/insights gained to new situations
- setting future goals, creating an action plan

4. Following discussion of the first question, either the inner or outer circle is asked to rotate "x" spaces to the right or left.
5. Another question is asked for the new pair to discuss.
6. This activity can go on for as long as desired, giving people the chance to have one on one discussions with many different people in the group.

Parking Lot

What
A process to gather group, team or individual feedback, ideas and reflections.

Why
Stakeholder feedback is collected anonymously. This allows people to provide honest feedback in a safe and trusting environment.

How

1. Use poster size paper (or smaller for individual use).
2. Draw up the Parking Lot to capture thinking in four main areas:
   - +: What is going well?
   - Δ: What can we improve?
   - ?: What are the questions?
   - I: What are the issues or ideas?
3. Gather the feedback using either sticky notes, or allow people to write directly onto a template. Ask users to place their feedback directly onto the quadrant it relates to.
4. Collate the feedback (where sticky notes have been used, an Affinity Diagram can help with this).
5. With the stakeholder/s: discuss, explore, agree priorities, and action.

A word of warning: don't ask for feedback if you are not prepared to discuss and act upon it!

Written Brainstorming

What
A private and individual idea-generation technique in which people write down their ideas, then pass them to other group members, who build on them.

Why
Written Brainstorming is useful when people are reluctant to speak in front of others, or when there are outspoken members who might dominate a traditional brainstorming session. The anonymity of this process provides the freedom to encourage people to express their ideas.

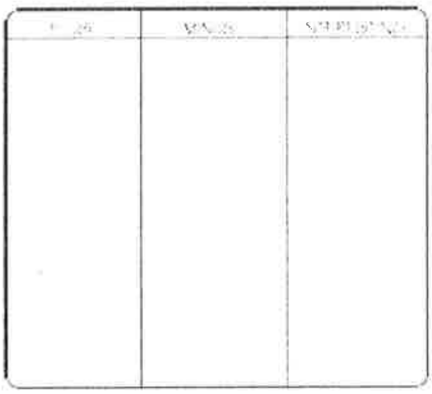
How
1. Clarify the topic or issue for which ideas will be generated. Explain the process to members.
2. Give each person small slips of sticky paper. Ask members to work alone to think of ideas that relate to the topic being discussed. Allow anywhere from three to ten minutes for the idea-generation step.
3. Ask members to fold their idea slips and toss them onto the centre of the table (slips should not have names on them).
4. Mix the slips and ask each person to take back as many as he or she tossed in. If anyone pulls out his or her own slip, that person can put it back or exchange it with a neighbour.
5. Each person now has three to five minutes to think of additional ideas based on the thoughts stimulated by reading the ideas picked from the pile. These new slips should be thrown into the middle of the table and then tossed and also distributed.
6. Once all ideas have been distributed, ask members to read aloud all the ideas on the slips they drew from the pile.
7. Discuss each idea so that it is fully understood. Do not try to find out who suggested each idea. Stick the slips on a wall or on flip charts.
8. Use a decision grid or multi-voting to sort the most effective ideas to fit the situation.

PMI

What
This process uses brainstorming to discover the pluses, minuses and interesting ideas.

Why
This is a useful reflection tool used at the end of an activity or event.

How
1. Participants individually brainstorm the pluses, minuses and interesting ideas of a chosen topic or issue. The interesting column will often provide a list of questions for further research.



Six Thinking Hats

What
A technique used to look at decisions from a number of important perspectives.

What
This technique forces participants to move outside their habitual thinking style, as well as helping them to get a more rounded view of a situation.

How

Each of the Six Thinking Hats represents a different direction or type of thinking, which is identified by a color:

White Hat Thinking: Data, facts, information known or needed.

Black Hat Thinking: Difficulties, potential problems. Why something may not work.

Red Hat Thinking: Feelings, hunches, gut instinct, and intuition.

Green Hat Thinking: Creativity possibilities, alternatives, solutions, new ideas.

Yellow Hat Thinking: Values and benefits. Why something may work.

Blue Hat Thinking: Manage the thinking process, focus, next steps, action plans.

Everyone focuses on the same type of thinking at the same time (parallel thinking), which minimises conflict and promotes progress. When switching hats, everyone changes to the different mode of thinking to tap into their collective knowledge. This eliminates egos and has the potential to dramatically reduce the amount of time spent in meetings.

Just one hat may be used ("What's your red hat on this issue?"), or a combination of the Six Thinking Hats may be used in a particular sequence to examine an issue.

Wiederhold's Question Matrix

What
A tool to assist the framing of questions.

Why
To support the phrasing of strategic and stimulating questions

	EVENT	SITUATION	CHOICE	PERSON	REASON	MEANS
Present	What is/are?	Where/when is/are?	Which is/are?	Who is/are?	Why is/are?	How is/are?
Past	What did/do/does?	Where/when did/do/does?	Which did/do/does?	Who did/do/does?	Why did/do/does?	How did/do/does?
Possibility	What can?	Where/when can?	Which can?	Who can?	Why can?	How can?
Probability	What would/could?	Where/when would/could?	Which would/could?	Who would/could?	Why would/could?	How would/could?
Prediction	What will?	Where/when will?	Which will?	Who will?	Why will?	How will?
Imagination	What might?	Where/when might?	Which might?	Who might?	Why might?	How might?

Snowballing

What
A process to facilitate discussion.

Why
Snowballing enables participants to work alone before sharing information with other individuals and larger groups.

How

1. The facilitator opens the session by introducing a specific question or questions for discussion. These are already written on large sheets of paper pinned to the wall or projected onto a screen. The question should be as clear and unambiguous as possible. Participants begin individually, by writing down her or his individual responses (to discuss it later with a partner). You can write on metacards, or you can use a notebook. **Time needed:** keep it brief – three to five minutes depending on the length and complexity of the question, and on the experience of the participants.
2. Participants join together in pairs and discuss their responses with their partner. They may reach a consensus agreement on the responses. If not, they should be clear about what are their differences, and why. Using A5 meta-cards, the pairs write down their thoughts. Not more than two to five words per card if possible. **Time needed:** five to ten minutes.
3. Pairs join together into groups of four. All meta-cards are put on the floor in the middle of a circle. Cards are grouped and re-written if necessary to capture similar content. Repeat the same process as for step 2. This new group shares its thoughts and reflections and any new ideas each pair has brought to the group. **Time needed:** five to ten minutes.
4. Groups of four may join together into group of eight, and repeat the process, or until the session has reached 'critical mass' – i.e. there are only a few main groups left. **Time needed:** five to ten minutes.
5. Next, the groups sort out the cards on the floor, showing the issues they have identified. As before, the cards can be easily mixed and sorted and re-organised etc. into sets or groups of types of response. Use new cards to make main headings for each group of answers. Participants do this themselves, with help from the facilitator. This stage is not easy – sorting the cards into logical but distinct groups or sets with appropriate headings (names) requires organisational, conceptual and verbal skills. **Time needed:** ten to fifteen minutes.
6. When everyone is agreed on the responses and the grouping of the responses, the facilitator asks a representative from each group to stick the cards on to the wall (with masking tape, pins, etc.), so that everyone can see them. The representative explains the group's reasons for the responses. **Time needed:** five to ten minutes per group.

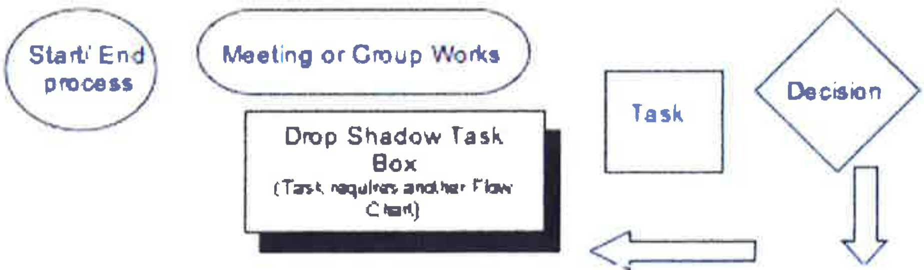
Thinking & Concluding Processes

Flow Chart

What
A diagrammatic representation or visual depiction of a set of steps that clearly guide participants through a process. Flow charts are made up of different boxes, which each have different functions.

Why
Flow charts are useful when it is necessary to have a common language and approach to a process or project. Flow charts provide a systematic approach to clarifying a process and allow the examination of the way in which various steps in a process work together.

How



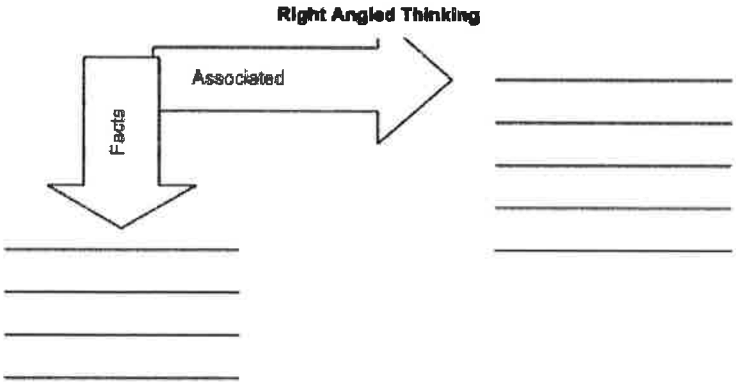
1. Clearly define the starting and stopping points of the process.
2. Gather or brainstorm the tasks and actions involved in the process.
3. Use symbols to document the flow of the processes.
4. Place/ document the symbols according to the order of the process.
5. Connect the symbols with an arrow pointing to the next symbol in the sequence of the process.
6. Review the flow chart to determine how where and when the process can be improved.

Right Angled Thinking

What
Right angled thinking provides participants with the opportunity to integrate left and right brain thinking.

Why
This strategy is a structured thinking process which scaffolds thinking in a linear structured manner, as well as making connections to associated ideas and creative thoughts.

How
1. Provide participants with the Right Angled Thinking Sheet.
2. Ask participants to use the sheet to record information while listening to information, reading for information and during discussions.
3. Participants record information in two ways; facts and associated ideas.
4. Provide participants with extra time to complete the right angled thinking process so that they have the opportunity to note more facts and associated ideas, ensuring a whole brained approach.
5. Participants can pair with another and share their information to further enrich their responses/ thinking.



The Five Whys

What
A simple technique for getting to the root of a problem.

Why
This process allows for deep analysis of a problem by uncovering root causes layer by layer. In doing so, participants work beyond past symptoms to deeper, underlying issues.

How
1. Clarify the problem that's being explored to ensure that everyone is clear about what's being discussed.
2. Ask the group, 'Why is this happening?' Record all responses.
3. Ask, 'Why is this happening?" about either the original topic or about the newly recorded information.
4. Repeat the last step three more times, each time recording all comments.
5. Stop to review the notes. Ask members if they think the information generated reflects the root cause of the original issue. If there are multiple root causes identified, you can hand out voting dots and allow members to mark the three to five most significant root causes identified.

Making Analogies

What
A process that helps forge links to existing knowledge and facilitate the organisation of new material.

Why
To achieve 'compactness' in thinking and the way participants are able to communicate.
To help participants express the inexpressible.
To identify relationships between pairs of items.

How

1. Encourage participants to think about information sources relatable to everyone (e.g. information from sports, the news, current TV shows and movies, home improvement projects and food).
2. Ask participants to consider the content of the issue at hand, or the day's learning that is particularly challenging. Ask them to compare this issue or new understanding with something similar from the world of sports (for example) that everyone can relate to.
3. Participants share their analogy with the group.

Affinity Diagram

What
A process to assist in the organisation of information and ideas to see how they're connected.

Why
Useful when lots of responses and ideas are being generated and information needs to be organised and sorted in a way that will make sense and assist in decision making.

How
1. Describe the problem or issue
2. Generate ideas by brainstorming. Write each idea on a separate sticky note and put these on a wall or flipchart. Remember to:

- Emphasise volume
- Suspend judgment
- Piggyback on other ideas

3. Sort ideas into natural themes by asking:

- What ideas are similar?
- Is this idea connected to any of the others?

If you're working in a team:
- Separate into smaller groups of 3 to 4 people
- Sort the ideas IN SILENCE so that no one is influenced by anyone else's comments
- Keep moving the cards around until consensus is reached

4. Create total group consensus

- Discuss the shared meaning of each of the sorted groups
- Continue until consensus is reached
- If some ideas do not fit into any theme, separate them as "stand-alone" ideas
- If some ideas fit into more than one theme, create a duplicate card and put it in the proper group
- Try to limit the total number of themes to between five and nine

5. Create theme cards (also called affinity cards or header cards)

- Create a short 3-5 word description for the relationship
- If you're working in a group, do this together, out loud
- Write this theme/header on a blank card and place at the top of the group it describes
- Create a "super-headers" where necessary to group themes
- Use a "sub-header" card where necessary as well

6. Continue to group the themes/headers until you have reached the broadest, but still meaningful, categories possible

- Draw lines connecting the super-headers, themes/headers, and sub-headers

You'll end up with a hierarchical structure that shows, at a glance, where the relationships are.

Gap Analysis

What
A tool that assists in the analysis of where an individual, group or organisation is when compared with where that individual group or organisation would like to be.

Why
To help determine what the next course of action for a project or process improvement undertaking should be.

How

1. Make a list of characteristic factors (such as attributes, competencies, performance levels) of the present group/ organisation situation ("what is").
2. List factors needed to achieve future objectives ("what should be").
3. Highlight the 'gaps' that exist and need to be filled.

Gap analysis forces a company to reflect on who it is and ask who they want to be in the future.

SWOT Analysis

What
A strategic planning method used to evaluate the strengths, weaknesses, opportunities and threats involved in a project or venture.

Why
To identify the internal and external factors that are favourable and unfavourable to achieve a particular objective.

How

1. List all of the project's or group's strengths. What makes the project/ group so great? What is working for the project or the group?
2. List all the project's, group's, or company's weaknesses. Take a look at the ways in which things are not going so well. What could be done better?
3. List opportunities that exist. What areas are there that the company, project, or group could take hold of? Are these opportunities realistic?
4. List any threats that are presented that may derail your company, group, or project. Is there anything that can be done to prevent these threats?
5. Finally, your aim will be to maximise strengths and take advantage of opportunities that present themselves while minimising weaknesses and avoiding threats.

Application & Planning Processes

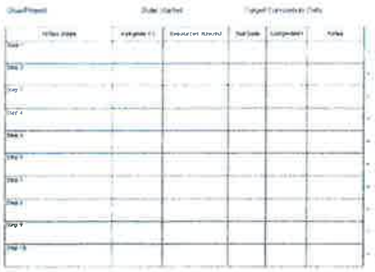
Action Plan

What
A detailed plan outlining actions needed to reach one or more goals.

Why
To assist in ensuring that an individual or group's vision is made concrete.

How

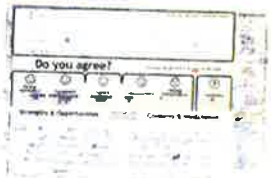
1. If the strategy or project will be worked upon by a group or entire organisation, delegate one person to 'project manage' and be responsible and accountable for tracing the progress, keeping team informed, ensuring timely action steps are occurring and adjusting the actions.



2. Clarify the goal/ objective. What is the expected outcome?
3. Brainstorm all of the tasks that need to be completed in order to accomplish the objective.
4. Analyse, prioritise and prune tasks: What are the absolutely necessary an effective steps to achieve the goal? Mark them somehow. What's the very first action you'll need to take? Once that task is complete, what comes next? Are there any steps that should be prioritised to meet specific deadlines, or because of limits on other people's availability? What action items can be dropped from the plan without significant consequences for the outcome? Cross them out.
5. Next to each step, list the individual(s) who will be accountable for overseeing the duties of the step.
6. Determine the resources/ costs involved for each step- record.
7. Set achievable deadlines. Determine a date by which each step will be started/ completed.
8. Hold periodic reviews to monitor the progress of the action plan.

Dotmocracy

What
A decision-making process.



Why
To collect and prioritise ideas among a large number of people.

How
1. Prior to the session, the facilitator identifies a topic or a piece of literature that will be discussed.
2. Next, the facilitator presents the topic/ refers to the literature and asks question(s) that could be answered during the idea-generating process.
3. Participants form into small groups and brainstorm answers and ideas (as many as possible).
4. Following this, each idea/ answer is written in the top left corner of the Dotmocracy sheets (see QR code). Only one clear and concise idea is to be written on each sheet.
5. The sheets are then posted on a wall, or are handed around among the participants.
6. Next, the participants read and consider each idea individually and then record their opinion by colouring-in one dot per sheet in the according scale reaching from strong agreement to strong disagreement. The participants also need to sign each sheet that they made a dot on.They may add a brief comment on the bottom of the sheet.
   If possible, each participant should have filled out each sheet, evaluating every single idea. This will give the best representation of what people think.
7. When the dotting process is called to a close, the facilitator collects the sheets and sorts them either by topic or by level of agreement. Then, all the results should be published, celebrating the most popular ideas, and recognising the most important disagreements.
8. The final step is to reach a decision and formulate a plan that selects, combines, prioritises and/or finds a compromise within the most popularly agreed ideas with the least disagreement.

Nominal Group Technique (NGT)

What
A collaborative process to make decisions on important issues. It puts team members on an equal footing.

Why
To allow individuals to come to a consensus by voting on the issues in priority order. In this way, least popular items are eliminated.

How
1. Create a list of issues, ideas, opportunities, problem etc. The list can be created individually and then as a whole group.
2. Record the list for everyone to see (eliminate duplicates) e.g. white board, blackboard, flip chart etc.
3. Assign letters to each item, for example:

Engaging students

- A Attendance
- B Subject choice
- C Gender balance
- D Classroom environment

3. Each team member lists the letters and ranks them according to importance (in this example, 4 is most important).
4. The rankings are recorded against the items and totalled

A	2	2	1	3 = 8
B	4	1	3	2 = 10
C	1	4	2	1 = 8
D	3	3	4	4 = 14

5. The team would work on the item that scores the highest points.

• Ideas from here:
· Lower items could be eliminated from all aspect of planning.
· Develop action plans with roles and responsibilities around priority items.

Role Storming

What
To examine a problematic situation in a fun and creative manner. Participants brainstorm while role playing a different person or caricature.

Why
To stimulate lateral thinking and look for solutions to a problem from someone else's perspective.

How
1. Identify the problem or issue.
2. Allocate different roles or identities to participants. From their new roles, participants suggest ideas and look at the problem from new and different perspectives (e.g. "My person would favour more frequent communication." or "The person I'm thinking of would like to see all teams interact better with each other.").
3. Repetition – when the sessions have produced insufficient creative ideas, it is advisable to repeat the entire procedure with various 'new' roles.

Rolestorming can increase the number of ideas generated by up to 75%.

The Detective Game

What
Participants compete to solve a problem.

Why
To stimulate the importance of effective group discussion and problem solving.

How
Split the group into two groups. Allocate a different mystery to each group.
Group members are each given one clue on a strip of paper.
Group members organise themselves in any way they like. They may not pass their clue around or show it to anyone else.
If group members are able to put all of the facts together, they will be able to solve the mystery. The first group to correctly solve their mystery 'wins'.

Murder Mystery Clues: http://www.edteck.com/rigor/lessons/detective/clues.pdf
Bank Robbery Clues: http://www.edteck.com/rigor/lessons/detective/clues2.pdf

Systematic Problem-Solving

What
A step-by-step approach for resolving a problem or issue.

Why
The Systematic Problem Solving process provides a structured and disciplined means for groups to explore and resolve an issue together.

How

1. Name the problem. Identify a problem that needs to be solved. Analyse it briefly to ensure that there's a common understanding of the issue. Then support the group in writing a one- or two- sentence description of the problem. This is called the problem statement.
2. Identify the goal of the problem-solving exercise. Ask the group questions such as: "If this problem were totally solved, how would you describe the ideal situation?" or "How will things look if we solve this problem?" Summarise this in a one-to two- sentence goal statement.
3. Analyse the problem. Ask a series of probing questions to help members think analytically about the problem. Categorise the observations as either 'causes' or 'effects'. The goal is to get to underlying root causes of the problem.

Some useful questions during analysis could include:
- Describe the problem in detail, step-by-step.
- What is it? How does it manifest itself?
- What are noticeable signs of it?
- What makes this happen?
- How are people affected?
- What are the most damaging aspects?

4. Evaluate solutions. Use multi-voting, a criterion-based decision grid, or an impact/ effort grid to sift through the brainstormed ideas to determine which are most applicable to the situation.
5. Create an action plan. Identify the specific steps needed to implement the chosen solution. Specify how things will be done, when, and by whom. Each action step should also feature performance indicators that answer the question, "How will we know we have been successful?" This will help focus the action step and make it easier to measure results.

Multi-Voting

What
A priority ranking tool that enables a group to quickly sort through a long list of ideas.

Why
Rapidly establishes priorities in a participative manner. Allows a group to sort a great number of ideas without having to discuss and compare them.

How
1. Clarify the items being prioritised. Have members discuss each item to ensure everyone understands the choices.
2. Identify the voting criteria to ensure that everyone votes with the same criteria in mind. Many situations benefit from voting several times, applying different criteria to each vote. Examples of criteria include:

- the most important items
- the most innovative items
- the easiest to complete15
- the most significant given the strategic direction
- the most important to our key stakeholders

3. Provide individuals with sticky dots (1 or more dots per person dependent on the number of items and the need to prioritise. 1 to 5 dots is usual).
4. Each individual uses their dots to select the items they consider important. All dots can be placed on one item or spread across a number of items.
5. You will be able to visually see the priority areas.
6. Develop action plans with roles and responsibilities around priority items.