

## Problem solving and decision-making analysis tools

This practical guide gives you the ability to select the right tool and ‘how to’ tips to enable you to facilitate sessions that get results.

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## Brainstorming – but not as you know it!

Most facilitated sessions/ meeting aim to gather and organise information to help a group get to the heart of a particular issue. Tools and techniques can be invaluable in helping you to achieve your objective and supporting the process. However, it is important that you are clear about what the group are trying to achieve, the stages they will need to go through to get there and the kind of information that needs to be discussed at each stage.

Remember that *asking the right question* can be your most powerful tool.

Do consider the tip about allowing thinking time first – it can create more ideas, focus and energy!

### How to use

- Identify the question relating to the topic & note on a flip chart (so that everyone can see)
- Encourage group to generate ideas quickly by
  - First spending a minute or so jotting down their ideas on a piece of paper – encourage them to go for as many ideas as they can and include seemingly wild or crazy thoughts. The emphasis is on ideas generation. Take an idea from each person in turn and note it on the flip chart until you have the full list
- Check for additional thoughts and ideas
- Facilitator should be neutral and should focus on:
  - Setting and keeping to time
  - Ensuring that the group avoids evaluating ideas (this comes later) – all ideas are good ideas
  - Encouraging the group – (e.g. “what else?” “Good! – some more?”)
  - Writing up what the person says accurately (not what you think!)
  - Asking questions to clarify what they mean, note additional information
- Group size 5-11 is best

### Useful for:

- Capturing lots of ideas quickly
- Can generate creative ideas that would otherwise be dismissed
- Opening up discussion in early stages
- Involving the group

### Watch out for:

- Any evaluation during the ideas generation stage – keep the focus on coming up with ideas rather than commenting on each others’ ideas which can stop the flow of ideas
- Breadth/ creativity of ideas (people can have a tendency to ‘piggyback’)
- Involving everyone (even the quiet people)
- Dismissing off the wall ideas (could these be modified?)
- Allowing enough time to categorise/ sort the ideas

### Tips and Alternative approaches

- Brainstorm using post-it notes to give people more time to reflect/think - though this can then be difficult for others to see.
- ***Pose the question and allow people thinking time in pairs. Ask them to take 2 minutes each way. Note that this isn't a discussion, one person talks (even if they are silent for a while they have uninterrupted time to think through their ideas) and the other person gives them their full attention, keeping their eyes on their eyes and staying focussed on and interested in their partner's thinking. After 2 minutes they swap. You can then move to gathering ideas.***

### Why give people time to brainstorm on their own first?

- It's a speedy way of generating lots of ideas and our experience you get both greater quantity and range of ideas. It also avoids piggy backing – the situation that occurs when peoples' thinking is influenced by what someone else has said and goes along the same lines.

## 'Brown paper'

### How to use

- Define the topic to be discussed
- Put brown paper/ flip chart paper up on the walls of the room
- Give everyone post-it notes and ask them to brainstorm ideas
- Get each person to explain each of their ideas and put them on the wall
- Encourage them to place similar ideas close together (this helps to start the categorisation)
- Identify categories/ key headings and group ideas under these
- Write up output and circulate for review

### Useful for

- Involving the whole group
- Generating ideas quickly
- Generating ideas which then need to be grouped/ sorted into categories or a sequence

### Watch out for

- Ensuring that everyone explains their ideas & add to post-it notes if necessary
- Allow plenty of time to categorise/ group ideas
- Ensuring everyone is happy with groupings/ categorisation of ideas

### Tips and Alternative approaches

- If you know categories/ key stages already, you can use these as headings (common categories include people, communications, systems, customers/ suppliers, environment, material, equipment)

## SWOT

Strengths	Weaknesses
Opportunities	Threats

### How to use

- Define the topic clearly & write category headings on a flipchart
- Ask group to write responses on post-it notes
- Once you have gathered the information, you can decide whether each is
  - Under our control (or not)
  - We can influence it
  - Important (or not)

### Useful for

- Getting a group to think broadly about an issue (thinking about internal/ external issues)
- Surfacing all ideas/ issues
- Focusing actions on areas that can be addressed by the group

### Watch out for

- Sometimes people may feel constrained by the headings (e.g. in a creative session) in which case you may want to do a general brainstorm first and then categorise the ideas
- Putting ideas on post it note makes it easier to categorise them quickly by placing them on a grid

## Action Planning

Use questions to prompt clear action planning:

- ✓ What do you want to achieve?
- ✓ How will this impact the business (benefit)?
- ✓ How will you move forward?
- ✓ What help/ support do you need & from whom?
- ✓ What obstacles could you encounter?
- ✓ How will you overcome each one?
- ✓ What timescale will you work to?
- ✓ Who will do what?

### How to use

- Use in a group/ break into smaller groups
- Hand out list of questions & gather answers on flip
- If you have used smaller groups, get them to present back

### Useful for

- Helping to thoroughly think through what needs to be done, how to approach it and ensuring issues are identified early
- Creating shared understanding of action plan

### Watch out for

- Realistic/ achievable timescales

## Decision tool

Factor/ Criteria	Option 1	Option 2	Option 3
1			
2			
3			
4			

### How to use

- Decide on the criteria/ factors to use
- Assess each option against each criteria (this can be by ranking them or giving them a rating e.g. on a scale of 1-5)

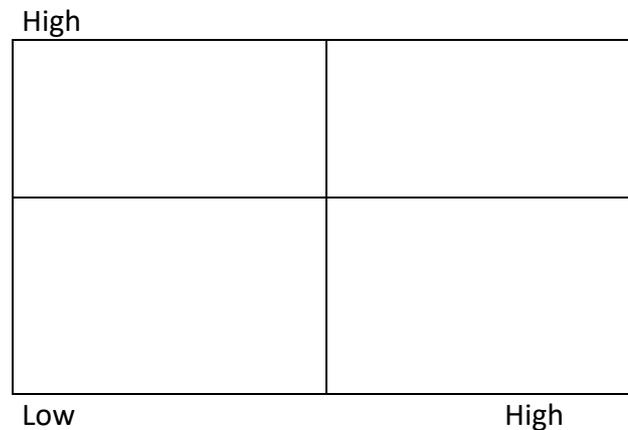
### Useful for

- Creating clear, shared understanding of decisions
- Helping to gain consensus/ commitment

### Watch out for

- Ensuring the right criteria are used (for all stakeholders)
- The group buy-in to the criteria
- You discuss fully any differences in ranking/ rating within the group
- You test consensus on the right option

## Prioritisation Grid/Window (e.g. Cost/ benefit, Risk/reward)



### How to use

- Identify 2 characteristics (e.g. Cost/ Benefit, Risk/Reward, Likelihood of implementation/ Benefit, Strategic fit/ Ease of implementation)
- Be clear which quadrant is the 'best' e.g. Low cost, high benefit or High likelihood of implementation/ high benefit.
- Ask group to plot ideas/ issues against the two characteristics (e.g. on a flip chart or individually)
- Review how items can be moved to the target quadrant
- Take 'best' ideas forward and develop action plans

### Useful for

- Assessing options/ ideas against 2 factors
- Visual representation of whether ideas are worth pursuing
- Highlighting ideas which could be modified to make them 'High/ High'

### Watch out for

- True consensus in the group (you could get each person to plot the ideas using different colours)
- Dismissing ideas which are not in the 'best' quadrant without thinking about how they could be improved

## Mind Mapping

### How to use

- Start with a large sheet of paper and at least 6 coloured pens.
- **Begin at the centre of the page with a picture** rather than just a title or words. Pictures jump start your imagination and are easier to remember.
- **Use Key Words.** Try to only use one word. You will be amazed at how uncluttered this leaves the mind map and how much easier it is to keep track. It also forces you to consider the most important message. This leads to a better structure.
- **Connect the Key Words with lines** radiating from the central image.
- **Use colours and pictures within the map** to highlight important points or to give a constant 'key' e.g. Red used to indicate questions you want to put to your audience. Green as the expected responses etc. You could highlight using, say, red for your most important points, and green for secondary points and so on. Images should be used whenever possible.

### Useful for

- Creating pictorial map of ideas
- Helps to link/ structure ideas
- Stimulating creative thinking

### Watch out for

- Ensure you have a large enough piece of paper to give lots of room
- Using lots of colours if you are not confident in using the tool

### Alternatives

- You can create Mind Maps using words alone – this can be simpler to start with, though the lack of colour and pictures will mean it is less memorable.

### Additional notes/ ideas

Read Tony Buzan, The Mind Map Book, Brain Sell, and Use your Head.

## Nominal Voting

### How to use

- Explain the overall task to the group
- Ask each table/team/ pair to
  - discuss the task
  - brainstorm their ideas
  - select their preferred 3 ideas/solutions and to write BRIEF descriptions (if necessary specify maximum number of words) on to a piece of flip chart paper
  - ensure that they write large enough for the ideas to be visible from the back of the room
- Allow each table/team to present their ideas as they display them at the front of the room (if necessary, specify time for presentation and use an egg timer to monitor)
- When all are presented/displayed check if there are any questions for clarification
- Ask the whole group to agree which are duplicate ideas and draw a line through the duplicates so that there is only one version of each idea displayed
- Allocate each person 3 votes
- Ask them to put a tick against the idea or place a sticky dot. They can allocate votes as they wish
  - one idea 3 votes
  - one idea 2 votes and another one vote
  - 3 ideas one vote each
  - put votes in a no vote area (arrange for a blank space if necessary/desired)
- Give them time to decide where they wish to allocate their votes
- Organise them to go to place their votes by table or similar to avoid congestion, or allow them to do so as they go out to a break
- Ensure everyone has placed their votes
- Count the votes for each idea and clearly display the prioritised list

### Useful for

To quickly give everyone an opportunity to vote on the priorities

### Watch out for

- Individuals holding back so that they can vote strategically (encourage everyone to do it at the same time)

### Alternatives

- Add a second round: Outputs are more robust if you ask people to explain why they voted for a particular option. Ask people to talk through their rationale and then allow people to vote again – some may change their views.
- If you have to come up with a set number of priorities and you have a tie on one item, ask people to allocate one vote to one option or the other.

## 7 Step Problem Solving

### STEP 1 - Define the problem & outcome

- What are the Facts?
- What are the underlying/ root causes?
- What have you or others done to resolve this or similar problems?
- What has worked and not worked?
- What resources do you have available?
- What would a successful outcome be?

### STEP 2 - Consider the possibilities

- What other ways are there to look at this?
- What do the data imply?
- What are the connections to larger issues or other people?
- What theories address this kind of problem?
- What are the possible ways to approach the problem?
- What options do we have?

### STEP 3 - Weigh the consequences

- What are the pros and cons of each course of action?
- What are the logical consequences of each?
- What are the consequences of not deciding and acting?
- What impact would deciding on each option have on other priorities?
- Would this option apply equally and fairly to everyone?

### STEP 4 - Weigh the options

- How does each option fit with my values?
- How will people involved be affected?
- How will each option contribute to harmony and positive interactions?
- How can I support people with this decision?

### STEP 5 - Decide

- What are we actually going to do?
- Which course of action is the best and why?
- What risks are we taking and how will we minimize them?
- What could go wrong and how will we deal with that?

### STEP 6 - Act

- Who will do it?
- How?
- When?
- How will we know when we have succeeded?
- How will we measure our success?

### STEP 7 - Evaluate

- How successfully have we resolved the problem?
- If we deviated from the plan – why?
- What went well?
- What could we have done better?
- How do we ensure this doesn't happen again?

## 5 Why's

### What it is

Asking Why is a simple technique used to analyse the causes of problems (Step 2 – define the problem).

### How to use it

Asking Why simply involves **repeatedly asking “why?”** until the answer is “because that’s the way it is”. At this point, it is likely that you have identified a root cause of the problem. If tackled and removed, the observed symptoms of the problem should also disappear.

### For example:

1. **WHY IS THERE A HIGH REJECT RATE OF WIDGETS?**  
*Because the plastic is stained.*
2. **WHY IS THE PLASTIC STAINED?**  
*Because there is excess oil in the cutting machine.*
3. **WHY IS THERE EXCESS OIL IN THE CUTTING MACHINE?**  
*Because it is clogging as it is months since it was cleaned.*
4. **WHY IS IT SO LONG SINCE IT WAS CLEANED?**  
*Because we only service the machines when they break down, not on a preventative basis.*
5. **WHY ONLY SERVICE AFTER BREAKDOWNS?**  
*Because maintenance says it is cheaper  
(but what about the cost of rejects and rework...)*

Although called “Asking Why Five Times”, five is a rule of thumb. There may be more or less questions depending on the particular situation. It is important to beware of channelling your analysis down one avenue and completely ignoring other root causes of the same problem.

### How it helps

Asking Why is **a way of identifying the underlying root cause of a problem** so that this can be tackled rather than dealing only with superficial symptoms.

It should be seen as a simple and quick alternative to Cause and Effect analysis.

## Cause and Effect Analysis

### What it is

A technique for identifying all *the possible causes (inputs) associated with a particular problem* before narrowing down to the small number of main, root causes which need to be addressed.

A Cause and Effect diagram (also known as a Fishbone or Ishikawa diagram) graphically illustrates the results of the analysis and is constructed in steps. Cause and Effect Analysis is usually carried out by a group who all have experience and knowledge of the cause to be analysed.

### How to use it

#### 1. Select the problem

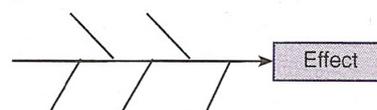
- Make sure the problem is specific, tightly defined and relatively small in scope and that everyone participating understands exactly what is being analysed.
- Write the problem definition at the top of the flip chart.

#### 2. Brainstorm

- Brainstorm all the possible causes of the effect, (i.e. problem).
- Write each idea on a Post-it to make it easy to transfer them onto the fishbone diagram later.
- If ideas are slow in coming use questions such as, “what about?” to prompt thoughts.

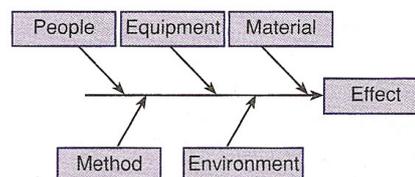
#### 3. Draw fishbone diagram

- Place the effect at the head of the fish



#### 4. Establish cause categories

- Review your brainstorm outputs to determine the major cause categories (six maximum). Frequently used categories are shown below:



#### Other commonly used categories are:

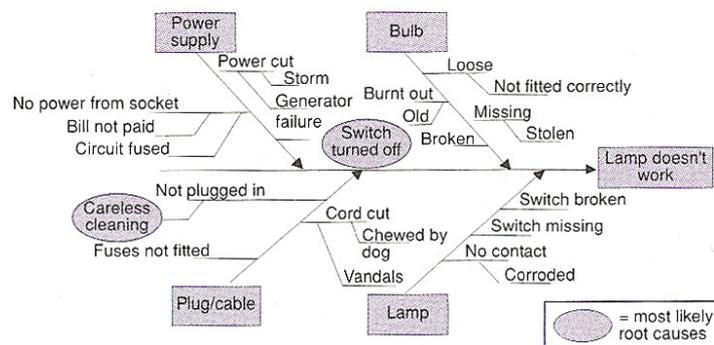
- Communications
- Policies
- Measurement
- Customers/ suppliers
- Systems etc.

*Hint: There is no one perfect set of categories. Adapt yours to suit the issue being analysed.*

## 5. Allocate causes

- Place the list of possible causes under the appropriate category.
- If causes seem to fit more than one category you can duplicate them. If this happens repeatedly the categories may be wrong and you should go back to step 4.
- Related causes are plotted as “twigs” on the branches.
- Branches and twigs can be further developed by asking questions such as “what?”, “why?”, “how?” and “where?”
- Beware, however, of digging in and getting into bigger issues that are completely beyond the influence of the team.

**Example:** broken lamp



## 6. Analyse for root causes

Consider which are the most likely root causes of the effect. This can be done in several ways.

- Through open discussion among participants, sharing views and experiences.
- By looking for related causes or number of causes related to a particular category.
- By data gathering using Check Sheets, Process Maps or customer surveys to test relative strengths through Pareto Analysis.
- Once a relatively small number of main causes have been agreed upon, Paired Comparisons can be used to narrow down further.
- Some groups find it helpful to consider only those causes they can influence.

## 7. Test for reality

Test the most likely causes by e.g. data gathering and observation if this has not already been done.

The diagram can be posted on a wall and added to/ modified as further ideas are generated either by the team or by others who can review the teams' work.

### How it helps

Cause and Effect Analysis is a valuable tool for:

- Focusing on causes not symptoms.
- Capturing the collective knowledge and experience of a group.
- Providing a picture of why an effect is happening.
- Establishing a sound basis for further data gathering and action.
- Cause and Effect Analysis can also be used to identify all of the areas which need to be tackled to generate a positive effect.

## Pareto Analysis

### What it is

This technique allows you to highlight the most significant areas, inputs or issues. Often a small number of failures are responsible for the bulk of quality costs, a phenomenon called the “Pareto principle”

This pattern is also called the “80/20 rule” and shows itself in many ways. For example: 80% of Quality costs are caused by 20% of the problems.

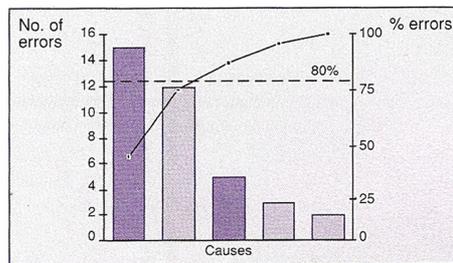
### How to use it

- Gather facts about the problem**, using Check Sheets or Brainstorming, depending on the availability of information.
- Rank the contributions to the problem in order of frequency**

**For example:** typing re-work

Error	Frequency
Improved content	15
Authors errors	12
Poor layout	5
Information out of date	3
Incorrect entry	2
Total	37

- Draw the value (errors, facts etc.) as a bar chart**  
You can add a line showing the cumulative percentage of errors as each category is added. This helps to identify the categories contributing to 80% of the problem.
- Review the chart** – if an 80/20 combination is not obvious, you may need to redefine your classifications and go back to Stage 1 or 2.



*NB: In this instance author errors and incorrect entry are the two biggest causes of the problem.*

### How it helps

Pareto Analysis is a useful tool to:

- Identify and prioritise major problem areas.
- Separate the “vital few” from the “useful many” things to do.
- Identify the major causes and effects.

The technique is often used in conjunction with Brainstorming and Cause and Effect Analysis.

*Hint: The most frequent is not always the most important. Be aware of the impact of other causes on customers or goals.*

## Force Field Analysis

### What it is

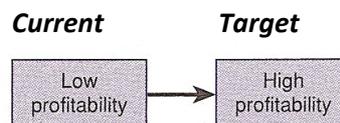
Force Field Analysis is a means of *identifying the forces that will help or hinder change*.

A plan is then developed to harness the positive driving forces or remove, reduce or avoid the negative or resisting forces. Doing so will increase the likelihood of success.

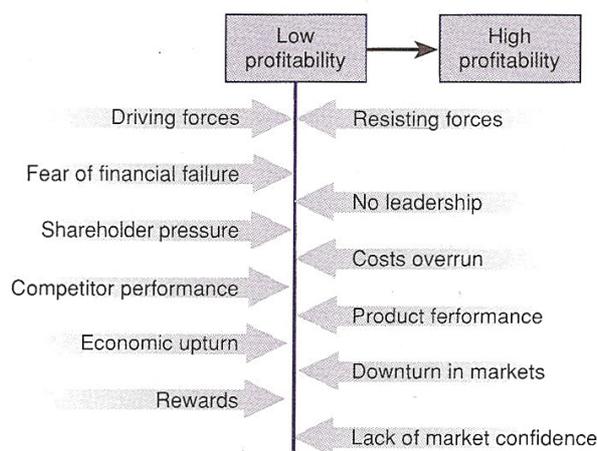
Force Field Analysis can be used in conjunction with Consensus Reaching and Action Plans.

### How to use it

#### 1. Define your current and target situations



#### 2. Brainstorm the forces which will drive you and then the forces which will restrain you from achieving your target situation. Note: It is helpful to cover the driving forces when you brainstorm the resisting forces. This will discourage you from simply listing opposites.



Note: You can add a scale (strong-weak) on each side and draw the arrows in proportion to their strength. This avoids the trap of seeing all the forces as equal.

- Analyse the forces.** Decide which will have the greatest impact. It is helpful to focus on reducing the resisting forces as this will allow the existing drivers to take you forward more quickly.
- Develop an Action Plan** to tackle the main forces which you have identified.

### How it helps

*Reducing the resisting forces can be more effective than increasing the driving forces.* Force Field Analysis is a simple but quick and structured way of reviewing the forces which will help or hinder your success, in order to identify priorities for action. It can be very powerful at turning a negative situation into a more positive one.

## Decision Chart

### What it is

A Decision Chart *helps you to identify the best solution out of a range of options* by comparing each option against a series of “musts”, “shoulds” and “coulds”.

### How to use it

1. **Agree a clear statement of the problem** to be solved or improvement to be made.
2. **Brainstorm all possible solutions** to achieve your required result.
3. **Identify the criteria which need to be satisfied** by the solution. Divide these into “Musts”, “Shoulds” and “Coulds”.
  - “Musts” are criteria which are essential for the solution to be effective;
  - “Shoulds” are criteria which are highly desirable to make the solution effective but not “do or die”;
  - “Coulds” are criteria which would be nice to have as part of the solution.
4. **Develop a matrix** to assess the performance of the solutions against you “Musts”.

For example:

Choosing a new car					
Criteria for selection	Possible solutions				
	Model A	Model B	Model C	Model D	Model E
<b>Musts</b>					
1. Seat four people	✓	✓	✗	✓	✓
2. Be under 2000cc	✓	✗	✓	✓	✓
3. Cost less than £12,000	✓	✗	✓	✓	✓
4. Be from a local dealer	✓	✓	✓	✓	✓

5. **Eliminate any solutions which do not meet all of your “Must” criteria**
6. **Determine how well each of the remaining solutions would meet your needs.** This is done using a weighted rating sheet which involves allocating a value to each “should” or “could” which reflects its importance.

Criteria for selection	Weight factor	Possible solutions			Max Score
		Model A	Model D	Model E	
<b>Shoulds</b>					
1. Seat four people	10	80	90	100	100
2. Be under 2000cc	8	56	48	40	56
3. Cost less than £12,000	6	60	24	48	60
4. Be from a local dealer	7	35	42	56	56
<b>Coulds</b>					
5. Have central locking	3	30	24	27	30
6. Have electric windows	5	20	35	25	35
7. Have metallic paint	2	6	16	20	42
Total		287	279	316	379

- a. Allocate weight factors. Give the most important criterion '10'. Allocate points 1-10 against all the other criteria showing their relative importance compared to the highest one.
  - b. For each option, rate how well it meets each criterion, allocating points 1-10. Enter in the top left corner of each divided square.
  - c. Multiply the points allocated by the weight factor and enter the total in the bottom right hand corner of each divided square.
  - d. For each option total the scores for all criteria.
  - e. For each criterion identify the maximum score allocated to any resolution and transfer it to the maximum score box.
  - f. Total the maximum score.
7. **Identify which option has the highest** score against your weighted criteria. Comparison of this highest score with the maximum score shows how closely the specific solution matches the best possible.
8. **As a final check, assess your options** in terms of any likely adverse consequences.

Option	Adverse consequence	Probability	Seriousness
A	eg price rise likely soon	Medium	High
D	eg delays occurring in delivery times	High	Low
E	eg likely to be discontinued	Low	Low

You should now be in a position to assess the best option, given how well each meets your requirements and the likelihood and seriousness of any adverse consequences.

### How it helps

Decision Charts help you to make a systematic evaluation of option against a defined list of criteria in order to reach a logical decision on the best option to adopt.

*Hint: Beware! This can look very objective, but it still relies on personal judgement.*

## Paired Comparisons

### What it is

Paired Comparisons enables a small range of options to be evaluated by choosing between a series of pairs so that you can decide which option(s) provide the best result.

### How to use it

#### 1. List the options

List the options and alternatives that are to be evaluated on the left-hand column of a grid, e.g. possible opportunities for improvement or alternative solutions (up to 10 is best).

#### 2. Decide evaluation criteria

Determine the question to be used to evaluate the pairs of options, e.g. which option provides the biggest benefit? Which option is most likely to be successful? Which option will deliver the quickest results?

#### 3. Compare pairs

Compare option 1 with option 2, determine which is preferred and circle the preferred option on the grid.

Compare option 1 with option 3, determine which is the preferred and circle the preferred option on the grid.

Continue until option 1 has been compared against all the other options.

Then start to compare option 2 with each of the others in turn. Continue until option 2 has been evaluated against all the other options.

This process is continued until all the possible pairs have been evaluated against each other using the evaluation criterion.

#### 4. Count the preferred options

Add up the number of times each option has been chosen and rank in numerical order.

The analysis can be repeated against several different criteria if required and the findings amalgamated.

**For example:** problem to decide how to spend an inheritance of £10,000.

No	Options	Paired comparison	Times chosen	Rank										
1	Cruise	<table border="1"> <tr><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	1	1	1	1	1	2	3	4	5	6	5	1
1	1	1	1	1										
2	3	4	5	6										
2	New bathroom	<table border="1"> <tr><td>2</td><td>2</td><td>2</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	2	2	2	2	3	4	5	6	3	3		
2	2	2	2											
3	4	5	6											
3	Invest in pension fund	<table border="1"> <tr><td>3</td><td>3</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td></tr> </table>	3	3	3	4	5	6	1	5				
3	3	3												
4	5	6												
4	Invest in shares	<table border="1"> <tr><td>4</td><td>4</td></tr> <tr><td>5</td><td>6</td></tr> </table>	4	4	5	6	0	6						
4	4													
5	6													
5	New wardrobe of clothes	<table border="1"> <tr><td>5</td><td>5</td></tr> <tr><td>6</td><td>6</td></tr> </table>	5	5	6	6	4	2						
5	5													
6	6													
6	Give it to charity	<table border="1"> <tr><td>6</td><td>6</td></tr> </table>	6	6	2	4								
6	6													

Criterion for comparison: Pleasure

### How it helps

Paired Comparisons *enables priorities to be determined in a quick and qualitative way against agreed criteria*. It can be used either by an individual or by a team.

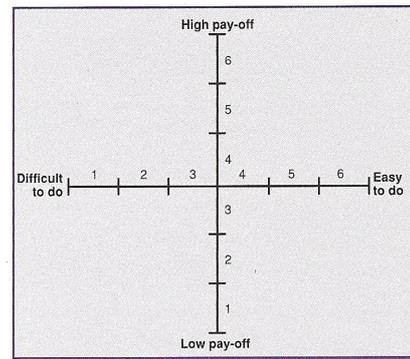
## Priorities Grid

### What it is

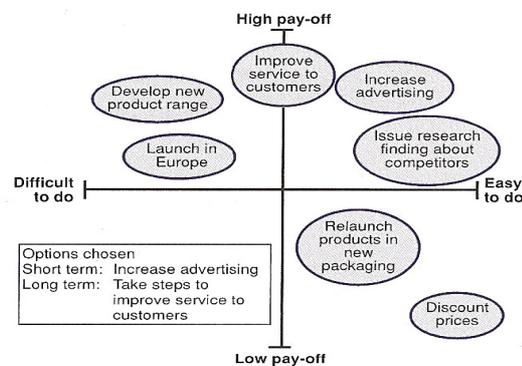
A tool to help you decide which option or solution to adopt using the criteria of pay-off and ease of implementation.

### How to use it

1. **Brainstorm the options available**
2. **Assess the pay-off available for each option** (if it helps, do a full cost-benefit analysis). Rate each option on a scale from high to low.
3. **Assess the ease of implementation of each option** in terms of time taken/ resources needed/ knock-on effects and rate each one on a scale of easy to difficult to do.
4. **Put the options on Post-it notes** and place them on the grid (you can easily move the options around).
5. **Use the relative positions of all the options** to decide which will give the greatest pay-off while being easy to do. Clearly, the nearer the top right hand corner of the grid, the better the option.



**For example:** addressing declining market share



### How it helps

A Priorities Grid is a quick and simple tool for differentiating between a range of possible solutions or options.

## Tree Diagram

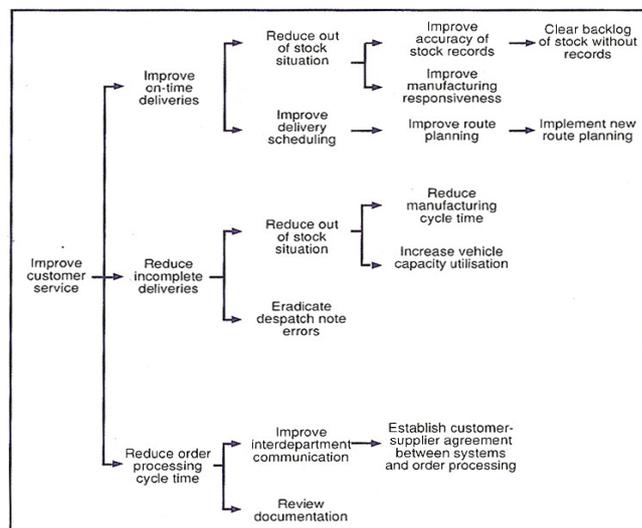
### What it is

A Tree Diagram ensures a direct cause and effect relationship between objectives and plans of action. It is most effective when used by a team.

### How to use it

1. **Agree a general statement of the goal or problem to be tackled.** Write this in the middle of the left-hand side of a large piece of paper (the trunk of the tree). If this statement is already clear enough to action, then it is not necessary to proceed.
2. **Identify how this goal can be achieved** – brainstorm and prioritise the 2/3 key means. Write these to the right of the goal statement (the branches).
3. **Check if these means are clear enough to action.** If yes, the process is complete, if no continue. Also check that acting on these means will achieve progress towards the goal. If yes, continue; if no you are probably going off track and you need to go back to step 2.
4. Continue this process of developing more specific means until there is a column of actions at the right-hand side of the paper.
5. You are then in a position to go on to complete a matrix diagram or set of planning tables adding in targets, measures and owners.

### For example:



### How it helps

It is a *useful tool for breaking down broad objectives into specific actions/ projects* and ensuring causal links between means and objectives. It also gives you *an overview of what is to be done* to achieve a particular breakthrough objective.