

STEP 1. SURFACING PROBLEMS

Aim – To have workshop participants surface, discuss and converge on key problems, challenges & opportunities.

Workshop participants list problems, opportunities and challenges that they would like to do something about.

- A problem by definition is where actual performance falls considerably short of desired performance.
- An opportunity by definition is where performance could be exceeded by taking advantage of a situation or choosing an alternative.

Participants converge on their list and generate a short narrative of the problem. We call this a fuzzy problem.

STEP 2. FINDING FACTS

Aim – To have workshop participants identify, share & converge on the key facts related to the challenge(s) identified in the previous step.

In divergent mode, participants answer key fact-finding questions, such as:

- What do you know, or think you know, about this problem?
- What do you not know, but would like to know about this problem?
- What gaps exist in terms of your thinking or what data do you need?

Sharing the facts provides real insights into the problem for all participants.

Participants then converge on the most relevant and insightful facts, gaps, revelations etc.

STEP 3. DEFINING PROBLEMS

Aim – To have participants clearly define the problem – “a problem defined is a problem half solved.”

Deferring judgement, participants list as many creative challenges based on their problem & related facts from the previous step.

Each challenge is stated in terms of the preposition “HMW” followed by an action verb and then the challenge statement.

For example, “HMW provide better working conditions than the competition?”

Then further analysis is undertaken using 2 of our most frequently used problem definition tools:

- WHY – WHAT’S STOPPING ANALYSIS – participants generate a Challenge Map
- WHY - WHY ANALYSIS – participants generate a Root Cause Map

Participants converge on a few key HMW cards from their Challenge Map or Root Cause Map to take into the next CPS step.

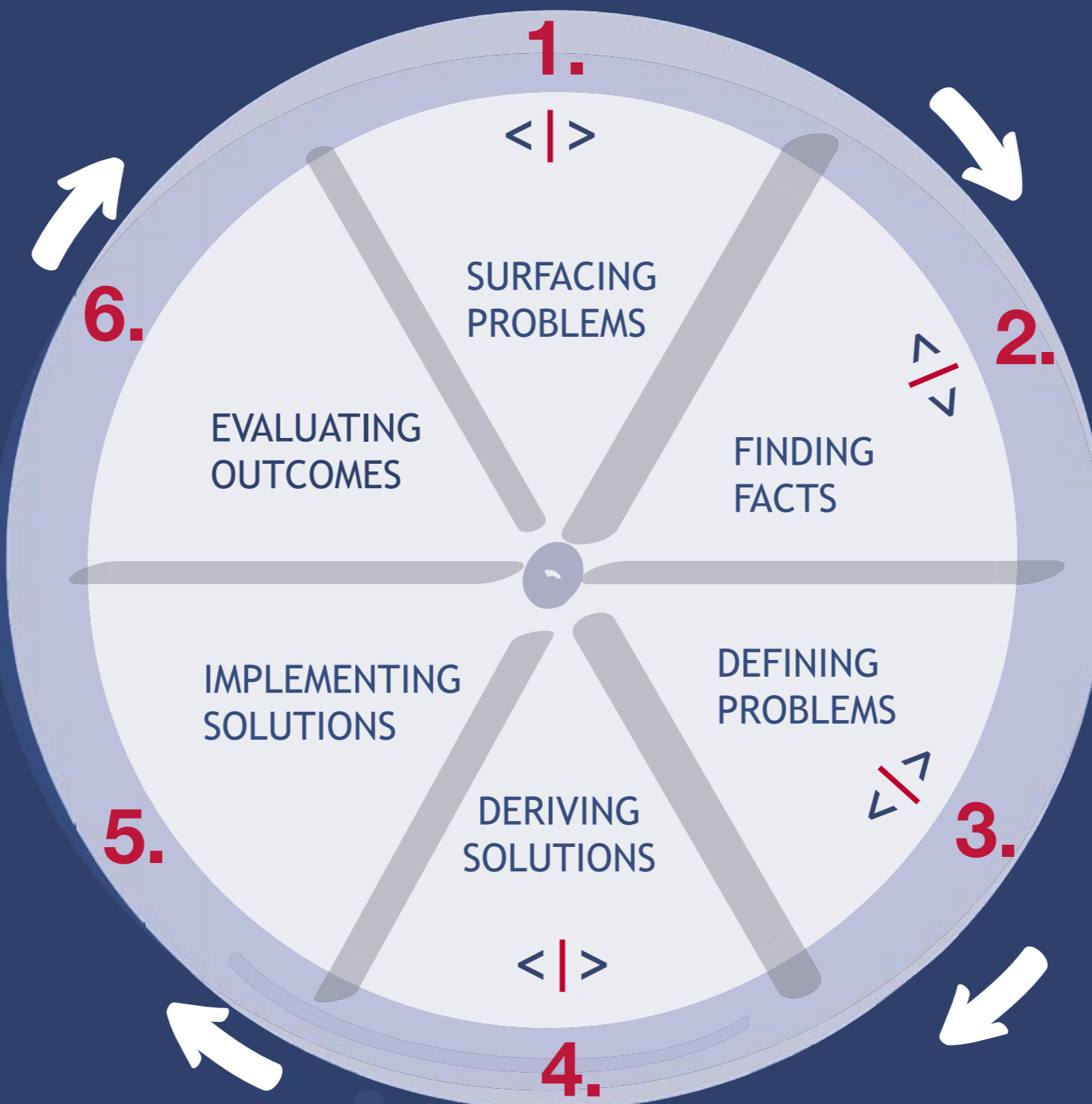
Assumptonal Analysis may be used to further analyse the problem as defined.

Participants will ideally have completed their CPS Personality Style Instrument before undertaking Assumptonal Analysis.

Participants may now quantify the impact the problem is having on their workgroup or the organisation - both qualitative impact and quantitative impact. As well as desired performance objectives, key performance indicators and sources of data.



Creative Problem Solving



STEP 4. DERIVING SOLUTIONS

Aim – To have participants generate different solutions to the defined problem and then select the best of them.

Accessing one or more of the creativity tools in the CPS Toolkit, participants generate different solutions to the defined problem.

Faced with many potential solutions the best ideas are evaluated & selected.

Tools to assist here include evaluation grids, decision trees, cost-benefit analysis, probability assessment and statistical analysis.

Participants converge on the best idea(s) to take forward to implementation.

STEP 5. IMPLEMENTING SOLUTIONS

Aim – To maximise the probability of a successful implementation of the Idea(s).

In this step, participants learn to never assume that even the best Idea in the world will automatically be accepted and used by others.

Assumptonal Analysis is used to anticipate likely obstacles, resistance and forces that will hinder or prevent implementation of the Idea(s).

Participants may now develop detailed action plans.

Also, where the solution may need to be “sold” to others, an Acceptance Plan will be generated.

And where significant expenditure is required, the signing-off of a Project Agreement Letter – including milestones, budget, timings, expected ROI & signatures from all key decision makers will be required.

STEP 6. EVALUATING OUTCOMES

Aim – To find out if the solution actually solved the problem.

Data is collected regularly (usually monthly) and compared to desired performance targets set in Step 3.

A CPS Evaluation Report is completed on a monthly basis and distributed to problem owners and other stakeholders. If the indicators are on target then we may safely assume the problem has been resolved.

If the problem is still sensed, it is likely that one of the 5 steps were performed incorrectly and an investigation needs to be undertaken to identify which steps need to be performed again.

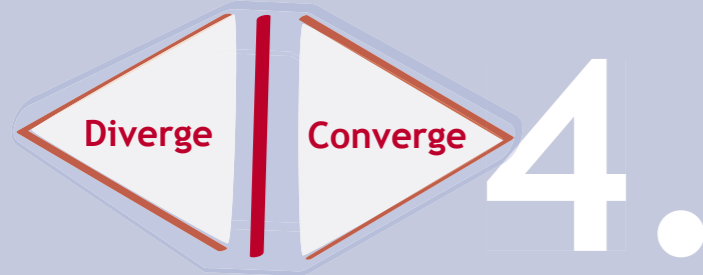
On the other hand the solution may have stirred up new problems in which case we start the CPS process again.



SKILLS

3 primary skills for effective CPS that you will learn during your workshop →

- **Diverging:** listening to others, generating a quantity of ideas & building on other's thinking;
- **Converging:** clarifying meaning, focussing on a few ideas, modifying & refining, selecting good options to move forward;
- **Deferring Judgement:** a skill that sits between Diverging & Converging.



TOOLS

Some of the tools in your **CPS TOOLKIT** →

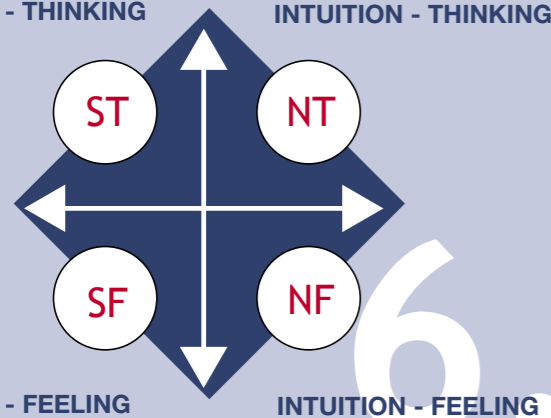
- Trigger Questions for Surfacing Problems
- Fact Finding Questions
- Why-What's Stopping...? Analysis & Challenge Maps
- Why-Why Analysis & Root Cause Maps
- Assumptonal Analysis
- Bathtub Exercise
- Osborn's Verbal Checklist
- Decision Trees
- CPS Evaluation Report
- ScoreBoards & Dashboards
- CPS Acceptance Plans
- CPS Action Plans
- Project Agreement Letter
- CPS Monitoring & Evaluating Outcomes Procedure
- CPS Personality Style Instrument

5.

PERSONALITY STYLES

SENSATION - THINKING

INTUITION - THINKING



SENSATION - FEELING

INTUITION - FEELING

CREATIVE PROBLEM SOLVING

CT = Culture Change + CPS Skills + Team Building + Strategy/Structure + Scorecards/Rewards

- *CT = Corporate Transformation*
- *CPS = Creative Problem Solving*

And, CPS = C + P + S + T

Where →

- *C = Content*
- *P = Process*
- *S = Skills*
- *T = Tools*
- *PS = Personality Styles*

1.

CONTENT

Having the right people 'the problem owners' at the table to solve the problem →

- *Customers*
- *Non-Customers*
- *Suppliers*
- *Investors*
- *IT Experts*
- *HR Managers*

Having the right data & information on hand to resolve the problem →

- *Diagnoses & Surveys*
- *Reports*
- *Baselines*
- *Benchmarks*
- *Dashboards*

2.

PROCESS




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