Warfighter - Centered Design

Facilitator Guide

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GENERAL INFORMATION

CENTERS FOR ADAPTIVE WARFIGHTING (CAW)

MISSION

Adapt industry best practices to increase warfighters, individual and collective, competitive advantage.

Arm individuals and teams with the necessary critical thinking skills, from the strategic level to the tactical level, through an environment that drives diversity of thought and problem solving.

WARFIGHTER-CENTERED DESIGN THINKING (WCD)

PURPOSE

Empower warfighter(s) and supporting agencies to work collectively / collaboratively in formulating rapid solutions which address the core needs of those impacted, resulting in increased efficiency and lethality across the force.

WHAT IS WCD?

A colloquialism of Human-Centered Design (HCD), a creative approach to problem solving, a philosophy which empowers groups of people to collaborate in the design of products, services, systems and experiences primarily focused on addressing the core needs of all those affected by the problem. WCD was specifically designed by warfighters for warfighters through precision formulation of HCD; Design Thinking, Creative Problem-Solving Cycle, and Brainstorming. Collectively, and through multiple iterations of exploring - discovering – refining –testing – implementing - [iterate], Warfighter-Centered Design has evolved into a process that supports the needs of the warfighter and those in support of.

PROVIDES THE WARFIGHTER

- A system which encourages self-awareness of personal factors such as egos and bias, breaking down the barriers enabling warfighters to overcome friction.
- An opportunity to collaborate, share ideas through a process that encourages warfighters view situations and information objectively and unemotionally.
- An intellectual edge based on knowledge and experiences.
- Rapidly identify problems through multiple layers of perception.
- Problem framing, mental imaging, critical thinking, analysis, reasoning, and problem solving through a rapid cyclic process
- Continuous exploration of new ideas.
- Methods that have limitless applications.

COMPOSITION OF WCD

DESIRABILITY LENS

To ensure innovation discovery is staying on target, teams should constantly use the design thinking principles.

- ☐ Desirability (people)
  - ☐ Ensures a desirable experience
  - ☐ Does it meet the needs of those affected?
- ☐ Feasibility (technical)
  - ☐ Optimizes operational efficiency
  - ☐ Is the idea feasible?
- ☐ Viability (business)
  - ☐ Maximizes operational effectiveness
  - ☐ Is the idea attainable?
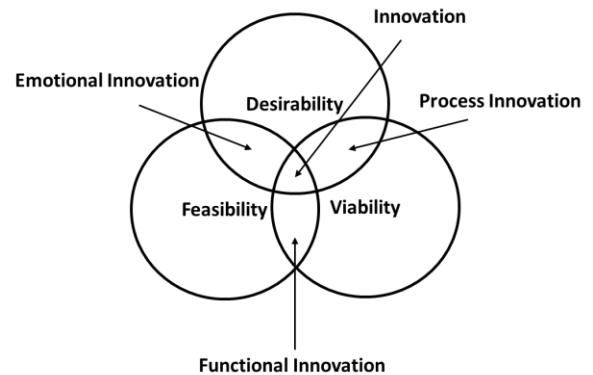
PROCESS OF DESIGN THINKING

To maximize quantity and efficiency, facilitators should understand the design thinking process, when and where to apply techniques and identify pivot points. The design thinking process serves as the basic cyclic process within WCD, steps within are iterative throughout.

- ☐ **Empathize**: Know your audience, discover their pains. Understanding and addressing the core problem(s). Solve the fundamental, underlying issues, not the symptoms.

- ☐ **Define:** Understand the needs and capabilities, consider the warfighter and all involved. Understand the human connection between different yet supporting or supported agencies. Frame their pains into opportunity statements.

- ☐ **Ideate:** Utilizing an activity-centered systems approach, focus upon the entire "thing" under "construction". Fixing the immediate problem may not fix the bigger problem, identify the connectors, or what "things" support or influence the problem. Through limitless iterations of divergent to convergent thinking, warfighters rapidly discover and hone in on precise solutions for new ideas, areas of concern, and impediments.

- ☐ **Prototype and Test:** Rapid iterations of prototyping and testing. The first solution recommendations are rarely the last, the process is cyclic. Practitioners of Warfighter-Centered Design are more likely to participate and accept repeated testing more so when it is understood that it is a trial not a final forced solution. Does it align with the principles?

- ☐ **[Iterate]:** Repeat the cycle
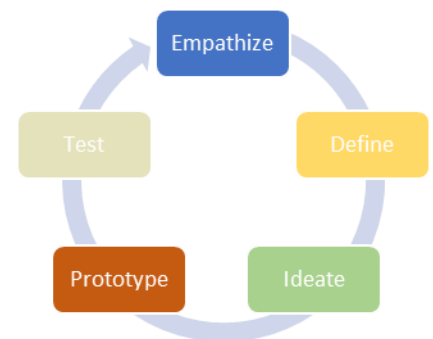
BRAINSTORMING

Brainstorming is not a design system or process rather it is the divergent thinking mechanism within the design thinking process. Primarily found in the Emphasize, Define, and Ideate steps but certainly not limited to. Brainstorming is not a group of individuals generating ideas in a disorganized manor, rather it does at its core, generate many ideas in a barrier free, divergent method.

Principles of Brainstorming

- **Defer Judgment.** Divergent thinking is about the free flow of ideas, no idea is bad, no idea is perfect; collectively they will likely formulate a near perfect idea / solution.

- **Combine and Build.** One's idea may inspire another's. Use them collectively to improve the ideas.

- **Seek Wild Ideas.** Stretch the imagination beyond what seems unreasonable. Allowing yourself / others to think "outside the box" provides room for extraordinary discovery.

- **Quantity [over quality].** Maximize the tools within in order to generate a substantial quantity of possible ideas /solutions. Through utilizing these tools, quality will present itself through quantity.
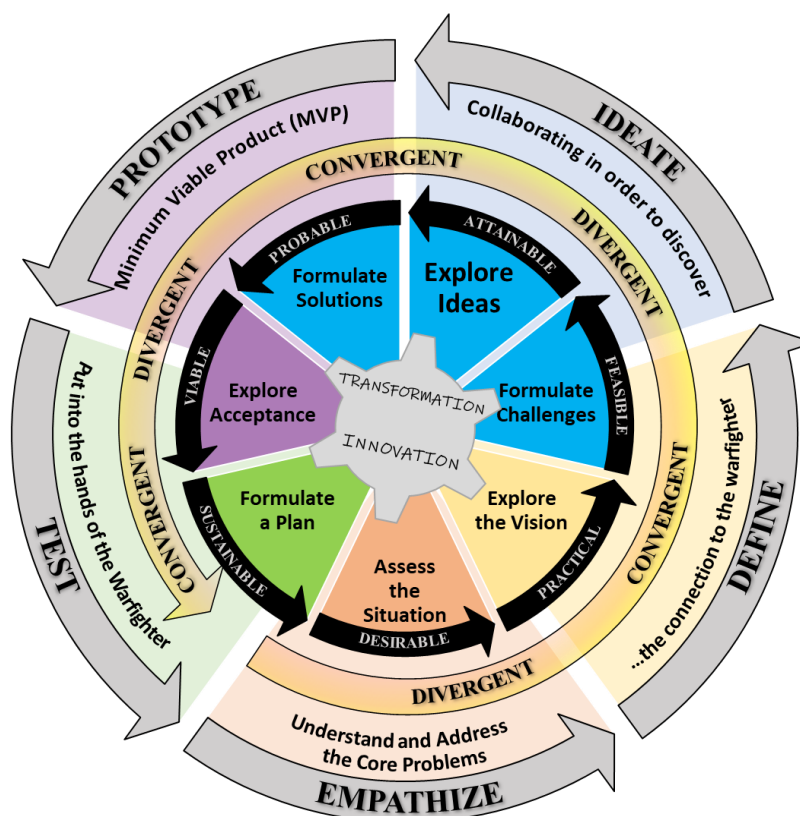
- **Improve Frequency** through **Rapid Iteration**

- Create a sense of **Ownership** of work through trust and **Empowering** the Warfighter

- **Break the Status Quo – Improving** and **Increasing Efficiency** through rapid and cyclic **Problem Solving.**

COURSE PREPARATIONS

FACILITIES

- ☐ Space for 1:3 Student Facilitator to participant
- ☐ Open floor plan
- ☐ (1) table, preferably round, per team w/ 1 chair per person
- ☐ Restrooms
- ☐ Media Connection (optional)
- ☐ Lounge Area (nice to have)

SUPPLIES

- ☐ 3"x3" (100 page) super sticky pads
  - ☐ Yellow (100) pads
  - ☐ Red (25) pads
  - ☐ Green (25) pads
  - ☐ Blue (25) pads
- ☐ (50) Fine tip black permanent markers
- ☐ (6) Dry Erase marker packs, multi-colored
- ☐ (10) rolls of 1" blue painter's masking tape
- ☐ (7) Easel Stands (optional)
- ☐ (7) 25"x30" sticky easel pads
- ☐ (1) 36"or 48" x 600' roll of brown shipping wrapping paper (butcher block paper)
- ☐ (1) 3,000 count multi-colored, 0.375" round color coding circle dot stickers
- ☐ Certificate Paper
- ☐ Certificate Folders
- ☐ Any additional items for specific activities

PRE-START PREPARATIONS

- ☐ Agenda posted in plain sight
- ☐ Scrum board (optional)
- ☐ Pre-made "care and feeding of stickies"
- ☐ (2x) Zombie Exercise Stickies
- ☐ Paper is pre-cut and available
- ☐ 3-minute Pitch Example
- ☐ Facilitator Warm up: Facilitators conduct an ice breaker prior to starting the class

BASELINE AGENDA

Facilitator	Event		Notes
	Start	**End**	
	Getting Started		Intros and Operating agreement
	Ice Breaker		Breaking down barriers
	Straw Poll		Effective Communication
	Pull Back the Layers		5 Whys
	Climbing the Mountain		Status Quo, Utopia, Climb
	Grouping		Break Out Groups, story, team names
	Ice Breaker		Physical Activity
	Yes, and…		Idea Building
	Statement Starters		How might we… In what ways might we….
	Ice Breaker		Iterative type
	Brainstorming		Divergent
	Affinity Diagram		Separate, refine clusters, label
	Impact vs Feasibility		Zombie
	PICK		
	Presentations		3-Minute Pitch
	Course Critique		Rose Bud Thorn

GETTING STARTED

INTRODUCTIONS

- ☐ Provide a brief introduction of why everyone is here. Try to avoid detailed explanation of the course, you will cover it throughout the day.
- ☐ Introduce yourself
- ☐ Ask the other facilitators to introduce themselves. Consider asking them each by name to avoid the awkward pause of "who's next?"

OPERATING AGREEMENT

- ☐ One Conversation.
- ☐ Hands up for silence. If you see an arm go up, put your arm up as well and please end all conversations
- ☐ Jargon Giraffe: If we/you do not understand something said such as an acronym, toss up the jargon giraffe and respectfully ask if the person could explain.
- ☐ Rabbit-hole fingers: Used when conversations start to veer off into something unrelated. Use time wisely, focus on the current topic.
- ☐ First Name use.
- ☐ Be on time, stay on time. We appreciate you all taking the time to be here and we want to respect your time by making the most of it.
- ☐ Cell Phones: (Lead facilitator option on cell phone use) However, discourage having cell phones in hand during brainstorming.

STUDENT INTRODUCTION

- ☐ First name, where you work, what you do (occupational specialty)

"We will learn more about each other throughout the course"

"This is an abbreviated version of design thinking"

"you're getting the 'Hitch Dance' version of design thinking, eventually you may want to work your way up to the 'Q-tip'." – Jon Margolick, CAW HQ Director 2019-2020

ICE BREAKERS

BREAKING DOWN THE BARRIERS

Ice breakers serve many purposes and **must** serve a purpose for the WCD course. They're an opportunity for participants to know one another through various methods designed to break through social norms, encourage interaction, and enhance team building. CAW facilitators are encouraged to create and or search the internet for ice breakers for class use. Bonus points if shared with other facilitators.

OPENING ICE BREAKER(S)

Plan for more than one opening ice breaker. A facilitator must maintain awareness of the class energy and pivot as necessary.

- ☐ Consider a conversation starter such as "2-minute Conversation"
  - ☐ Flow into (examples): Super Power, Special Talent, Super Hero, Deserted Island

ICE BREAKER (PHYSICAL TYPE FOR IDEA BUILDING)

- ☐ Choose an ice breaker/physical activity requiring a "build on" or iterative process.
  - ☐ Examples:
  - ☐ Bob Ross
  - ☐ Ball Game
  - ☐ Special Talent
  - ☐ Would you Rather (requires extra time)

STRAW POLL

PURPOSE

This exercise is meant to show that there is always room for improvement and everyone has the ability to impact change.

FACILITATE

- ☐ Have the class gather around
  - ☐ Inform the participants that several statements are going to be read. If any of the statements relate to something they have experienced in the work place, ask them to nod or raise their hand.
  - ☐ Facilitators should nod their head and raise their hand after each statement in order to encourage class participation.
- ☐ Read the following statements and pause after each statement to allow participants to nod or raise their hand.

  - ☐ Haggle over **precise** wordings of communications, minutes, resolutions.

- ☐ Bring up **irrelevant** issues as frequently as possible.
- ☐ Hold conferences when there is more critical work to be done.
- ☐ Insist on doing everything through **"channels."** Never permitting shortcuts to expedite decisions.
- ☐ Tell the class the following: *"If you know 100% where these statements came from, I ask that you not say it until the end to let the rest of the class participate. If you think you know where these came from, raise your hand."*
  - ☐ Allow participants to share their ideas for where the statements are from.
  - ☐ Inform or affirm, "These statements are from the 1944 OSS Simple Sabotage Manual. We gave these manuals to our agents and inserted them into foreign governments to sabotage them."

TIE-IN

- ☐ Closing: "If our agents did this to foreign governments to upend them, why do we do it to ourselves?"
  - ☐ Talk about the remainder of the day and how you are going to give some tools to help minimize these events from occurring in the future.

PULL BACK THE LAYERS

DISCOVERY

- ☐ Ask the 5 "whys" or more, Example:

"Work performance is poor"

"Why?"	**"Why?"**
Working too many hours	Employees do not understand the work
"Why?"	**"Why?"**
There is a lot of work that must accomplished	They are not trained correctly
"Why?"	**"Why?"**
Higher tasks us beyond our capacity	The trainers teach the old stuff
"Why?"	**"Why?"**
Higher does not know our limitations	Outdated course materials
"Why?"	**"Why?"**
The personnel strength report is outdated	New process/technologies w/out Train the Trainer

CLIMBING THE MOUNTAIN

This module provides a summary of the collective opinions of the participants to areas such as their command or organizations. This exercise is meant to show collective opinions, good and bad, and quick ideas on how we could improve. The mountain exercise focuses on steps one and two of the Design thinking cycle, Empathize and Define.
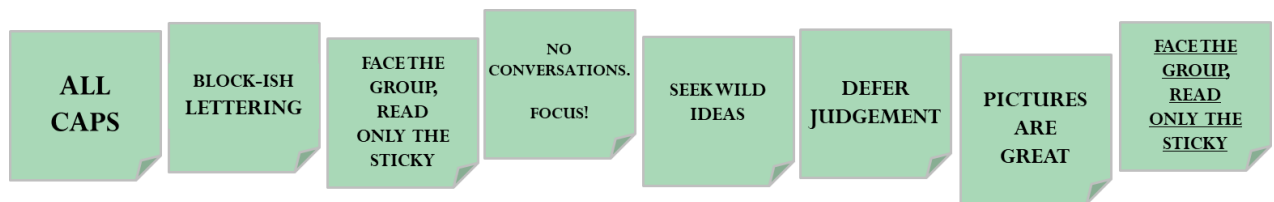
GETTING STARTED

- ☐ Provide each participant with a marker and a pad of stickies

- ☐ Gather around the facilitator *near a wall.* (paper should already be in place from pre-class preparations)

CARE AND FEEDING OF STICKIES

It is imperative that everyone continues to adhere to the original Operating agreement and equally as important that they see and hear the exercise guidelines.

- ☐ Using premade stickies, like those depicted, place one sticky at a time, face the group and read only the sticky. Repeat.

ALL CAPS	BLOCK-ISH LETTERING	FACE THE GROUP, READ ONLY THE STICKY	NO CONVERSATIONS. FOCUS!	SEEK WILD IDEAS	DEFER JUDGEMENT	PICTURES ARE GREAT	FACE THE GROUP, READ ONLY THE STICKY

STATUS QUO (PERSPECTIVE)

- ☐ With blue painters' tape, create a horizontal line on the wall.

- ☐ Inform the class the line represents *'status quo'*.
    - ☐ Characteristics of their workplace not meeting the mark
    - ☐ Policies, rules, or anything they do not like, unfair, do not have enough of, too much of.

- Have each participant write down one *status quo* before starting the exercise, that way it begins immediately with lots of stickies and no one feels uncomfortable by going first.
    - ☐ Once most eyes are looking up, inform the participants, one at a time to come up, face the group and read the sticky, place the sticky under the blue line and step back into the group.
    - ☐ Encourage everyone to come up with as many as they can, the goal is to fill the entire space.

*This step should last between 10-15 minutes. **DO NOT** inform the participants of this being timed; it could cause some to focus more on time than on the topic.
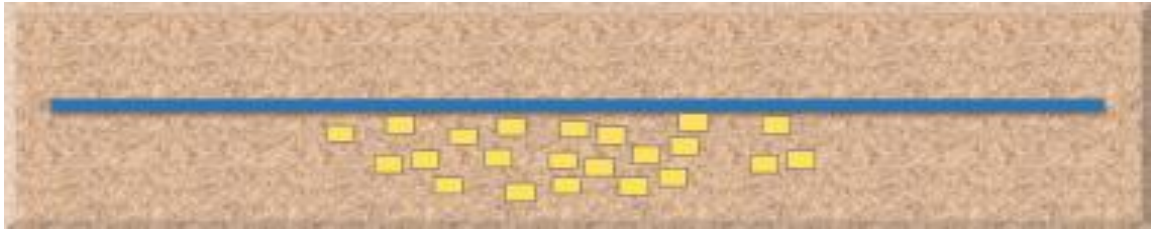
*THE ONLY WRONG/BAD/ ANSWERS* are the ones not on the board.

UTOPIA (WANTS)

- ☐ Inform the participants at the top of the mountain represents **'utopia'**. They must write down characteristics of their "perfect" workplace, if the problem statement were totally resolved, and place these ideas at the top of the mountain.

- ☐ If the group starts to slow, inform them that in order to move onto the next portion, "5 more people must add stickies". More ideas might also come to them if they take inspiration from the "status quo" stickies, or think through their experiences in the last couple of months.
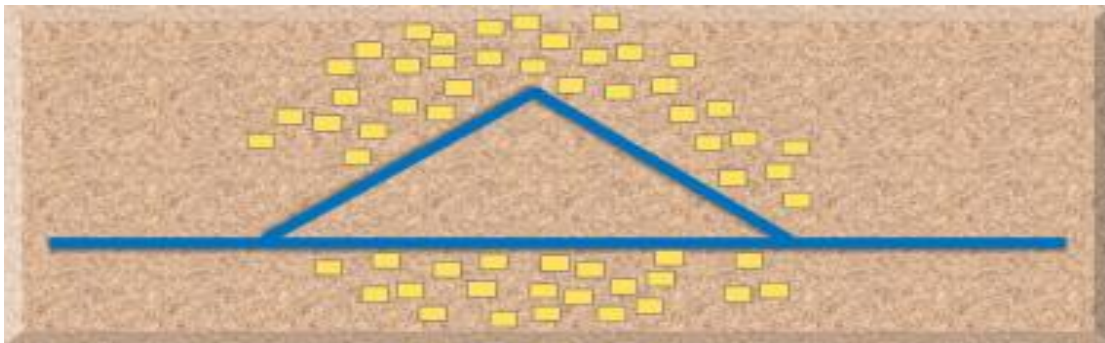
THE CLIMB (NEEDS)

- ☐ Inform the participants the inside of the mountain represents the "climb". They must write down things that get us from the *status quo* to their *utopia* at the top of the mountain. This can be a specific example of something that is holding them back or a barrier to remove to achieve the summit.

- ☐ Once the participants have finished putting their stickies on the wall, tell them that at some point during the course, they should look at the wall. If there is anything on the wall that they have the power to change, tell them to think on it and make a mental note to try to improve that aspect of their organization.
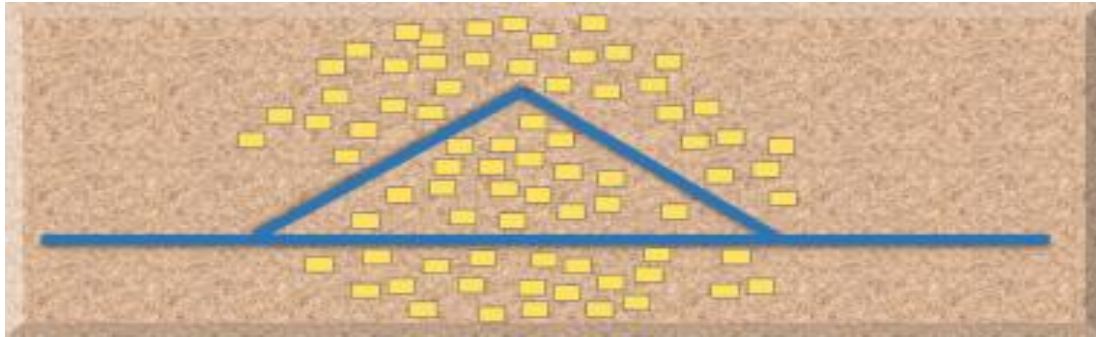
Finesse for Climbing the Mountain:

Upon conclusion, ask the group why you just did this exercise. They will usually say, "To see what others are thinking" or "Realize you aren't alone in your drive to make the organization better." We can hear different sides of an issue… We may think ADMIN is super slow and we write a sticky that says "SLOW ADMIN" as the status quo and a few minutes later someone from ADMIN might add a sticky that says, "Not enough personnel, working until 1800 every day".

GROUPING

BREAK OUT GROUPS (BOG)

Participants will split into even groups of no less than 5 people, preferably with people they do not know. They will remain in these groups for the remainder of the class.

COMPETITION EXERCISE

Once in their Break out Group (BOG);

- Come up with the most similarities between every person in their BOG.
    - Must be more than superficial commonalities.
    - Someone in the BOG will write down the similarities on stickies and place them on the wall or paper easel pad.
- This exercise should last approximately 5 minutes and or when each team has ~10 or more similarities.
- Inform the groups they have 1 minute to come up with;
    - A group name (write in on their paper easel pad, and index card, or somewhere else). Encourage creativity.
    - Using only the similarities, create a fictional story of how all the group members met and became best friends.
- Each group will tell / share their story with the class.

Finesse: *Walk the room while BOG's work on their similarities, encourage them to dig deeper. When groups are presenting, actively listen, restate some similarities with positive feedback. Laugh, be charismatic in responses to bring the energy up.*

ICE BREAKER

BRING THE ENERGY

It is important to maintain and even flow of energy and brain power to keep the participants physically and mentally engaged. After long periods of brainstorming, it is important to let the brain "cool off" a bit. Choose an ice breaker/activity that gets the blood flowing, involves team work, and breaks down barriers. Examples:

- Marshmallow Challenge
- Egg Drop Challenge
- Puzzle Game

YES, AND…

IDEA BUILDING

To ensure barriers remain down throughout the brainstorming process, participants should practice and utilize the "Yes, and…" method. Saying "no" to ideas causes participants to shut down, they are less likely to participate.

The practice of saying "Yes, and…" creates openness, increases positive communication by accepting one another's ideas as is. Facilitators must emphasize this mindset throughout the day. Ways to cover this topic:

- ☐ Facilitated discussion
- ☐ Use an activity. Create, search the internet, or use the one provided:

YES, AND… ACTIVITY

No

- ☐ Two Facilitators positioned where the class can see
    - ☐ Facilitator A asks Facilitator B a question.
    - ☐ Facilitator B can only answer with "no"
    - ☐ Facilitator A tries hard to persuade Facilitator B to say yes (they will fail in doing so)
- ☐ Have the class pair up and, one participant asks for one minute, then switch.

No, but…

- ☐ Facilitator A asks Facilitator a question.
- ☐ Facilitator B may only answer with "no, but…"
    - ☐ Example: "Do you want to go to lunch?" "No, but I would like to go to dinner"
- ☐ The pairs take turns, one minute each.
    - ☐ Ask the group if they noticed a difference between "no" and "no, but".
    - ☐ In what way?

Yes, and…

- ☐ Facilitator A asks Facilitator B a question.
- ☐ Facilitator B can only respond "yes, and…"
    - ☐ Example: "Do you want to go to lunch?" "Yes, and I would like to go to dinner as well"
- ☐ The pairs take turns, one minute each.
    - ☐ Ask the group if they noticed a difference between all three.
    - ☐ In what way?
- ☐ Encourage the participants to remember this method when they hear ideas, "yes, and…" build off the idea.

STATEMENT STARTERS

PHRASING THE PROBLEM FOR EXPLORATION

Choosing the best Statement Starter for the given problem creates the basis for ideation. Statements must be free of imbedded solutions.

How might we…?

Expand on the "How might we…?" for multiple ideas by;

In what ways might we…?

- Rephrase the problem statement as an opportunity statement
    - Examples:
        - "Moral is low"
            - "How might we improve moral for all?"
            - "In what ways might we improve moral?"
        - "Repairs for equipment is not cost effective"
            - "How might we make repairing equipment more cost efficient?"
            - "In what ways might we make equipment repair more affordable?"
        - "Failure is not acceptable"
            - "How might we change the way we look at failure?"
            - "In what ways might we change how failure is perceived?"

ICE BREAKER

ITERATION AND BARRIER REMOVAL

Choose an Ice Breaker/physical activity that is iterative, builds on collective ideas for improvement and removes barriers. Examples (not all inclusive):

- The Ball Game
- Bob Ross

BRAINSTORMING

A thought process or method used to generate creative ideas by exploring many possible solutions. It typically occurs in a spontaneous, free - flowing, "non-linear" manner, such that many ideas are generated in an emergent cognitive fashion. The overall goal is to generate multiple ideas pertaining to a topic in a short period by breaking the topic down to gain insight about the various aspects.

- ☐ Each BOG is at their own wall space (butcher block paper on the wall)
- ☐ Facilitator hands each group an opportunity statement (they may be different or all the same, using the Mountain Exercise stickies may help with creating these)

AFFINITY DIAGRAM

CONVERGENT THINKING

… is linear and systematic, taking multiple ideas generated from divergent thinking and turning them into attainable solutions.

Many Ideas → Separate Similarities → Cluster (Refine) & Label
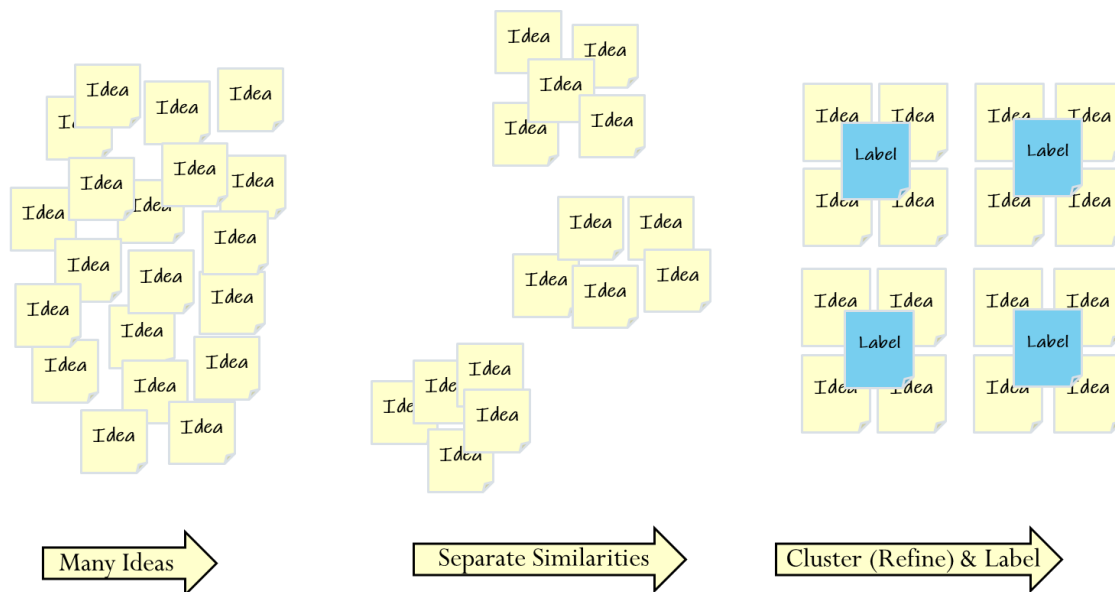
STEP 1: MASSIVE GROUP

Start with as **many ideas as possible** after brainstorming (divergent thinking) exercise. These stickies should be placed off to the far left or right of the wall this exercise is to take place.

STEP 2: SEPARATE OUT (CLUSTERING)

- Have the group form into a **single file line** and **silently** select **one** sticky at a time and place it into either its own cluster or an existing cluster, each time rotating to the back of the line after moving their one sticky.

NO TALKING UNTIL EVERY STICKY HAS A CLUSTER.

- If someone disagrees with where a sticky was placed, they can use their turn to move that sticky to the category they feel it belongs to. If another person disagrees on that movement, the sticky should be tabled until the group can talk. At that time, they may discuss where that sticky should be categorized.

STEP 3: CLUSTERS (REFINING) / LABELING

- Once rough clusters have formed, there should be some discussion to resolve conflicts and to explain logic.
- Have the participants label each cluster.

Finesse for Convergent Thinking: *Make it VERY CLEAR that there will be NO TALKING during this exercise. Utilize a line (wagon wheel) where all individuals take turns ensures each person in the group participates equally. Ensure categories contain no more than 10-15 stickies each. In the end, there should be about 5-8 main topics, groups, or nodes.*

IMPACT VS FEASIBILITY

PICK

A tool commonly used in Lean Six Sigma, originally created by Lockheed Martin, the PICK chart can be used to organize new or improve ideas and later categorize and or used to prioritize. In WCD the PICK chart is used to prioritize clustered and categorized opportunities based on impact and feasibility. This is used to assist groups with deciding which way to attack their opportunity statement and further refine their idea.

ZOMBIE – AN EXERCISE DEMOSTRATING THE PICK CHART

PURPOSE

The exercise is meant to assist with determining which of their ideas has the highest **impact** and **feasibility**.

HOW TO

Follow the instructions below while utilizing scenarios for the practical application.

Pre-set up: Pre-written stickies for chosen scenario.

- Instruct the participants to gather around a wall or workspace. Explain that the next exercise is to demonstrate how to use the titles of the categories they created in the previous module to determine which is more impactful to the opportunity statement and more feasible.
- Provide the backstory for the *scenario*;

Backstory: *News stations are broadcasting a national emergency. The zombie apocalypse has begun. Starting at sundown, the zombies will be out in full force and you need to protect yourself and your family in order to survive the night. At dawn, you will be able to re-evaluate and continue preparations. You have 5 hours to prepare for sundown and multiple things must be done to ensure your survival.*
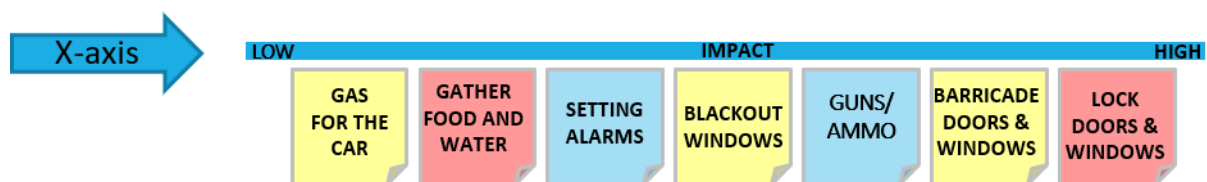
Impact: How does this affect me and my family's survival through the night?

STEP 1: (X-AXIS) IMPACT LOW TO HIGH

X-axis represents *IMPACT*; the far left is *low* impact and the far right is *high* impact. Place the first problem sticky on the wall and tell the *impact* as detailed in the scenario. Take the second problem sticky, tell them the *impact* as detailed in the scenario, then say;

*"Without speaking, give a **thumbs-up** if this sticky is **more impactful or thumbs-down** if **less impactful** than the first problem sticky."*

X-axis → LOW   IMPACT   HIGH

| GAS FOR THE CAR | GATHER FOOD AND WATER | SETTING ALARMS | BLACKOUT WINDOWS | GUNS/ AMMO | BARRICADE DOORS & WINDOWS | LOCK DOORS & WINDOWS |

- ☐ Place the second sticky based on the group's collective answer. (majority wins!!)

- ☐ Do the same with the remaining stickies ensuring to start the "more or less" with the farthest left sticky, providing the *impact* statement for each sticky.

- ☐ **FOOD & WATER**
  Impact: You have enough food and water for approximately three days. You only need to get through the night.
- ☐ **GUNS & AMMO**
  Impact: You need to be able to protect yourself and your family with weapons in the event you come face to face with a zombie tonight.
- ☐ **ALARMS**
  Impact: You need some way to hear when the zombies have entered your property and are approaching your home.
- ☐ **LOCKS**
  Impact: Locking all your doors and windows is the first level of defense hindering the zombies entering your home.
- ☐ **BARRICADE DOORS**
  Impact: Barricading your doors provides second level defense hindering the zombies from entering your home.
- ☐ **GASOLINE**
  Impact: You have a quarter tank of gas in your car. You will probably not use your car during the night.
- ☐ **BLACKOUT WINDOWS**
  Impact: Light at night is like a welcome beacon to zombies. Blacking out your windows to ensure no light escapes could save your life tonight.


STEP 2: (Y-AXIS) FEASIBILITY LOW TO HIGH

- ☐ Y-axis represents *FEASIBILITY*; the most difficult, expensive, or time consuming being *low* (down on the axis) and the easiest, least expensive, least time consuming being *high* (up on the axis).

☐ The sticky farthest to the left on the x-axis will be the baseline. Tell them the sticky's *feasibility*, then pick up the sticky directly next to it, tell them the *feasibility* as detailed in the scenario.

***Ask** "Without speaking, give a **thumbs-up** if this sticky has a **high**er **feasibility** or a **thumbs-down** is **lower feasibility** than the baseline sticky?"*

☐ Place the second sticky based on the group's collective answer. (majority wins!!)

☐ Do the same with the remaining stickies ensuring to start the "low or high" with the lowest sticky, ensuring to provide the *feasibility* statement for each sticky.
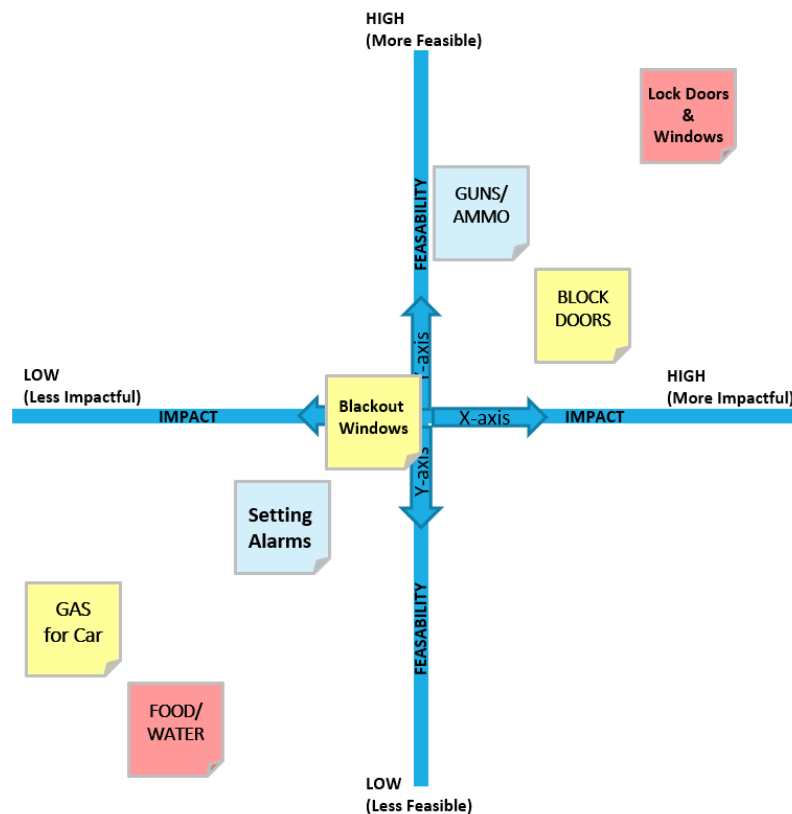
☐ **FOOD & WATER**
Feasibility: To restock food and water, you need to drive to the grocery store and battle the frantic crowds to purchase the necessities.

☐ **GUNS & AMMO**
Feasibility: You have a pistol on the highest shelf of your front closet and a shotgun under your bed. You need to pull those out and get all your extra ammunition out of the garage.

☐ **ALARMS**
Feasibility: You need to rig string and rope outside with bells and cans to ensure you hear when zombies get close.

☐ **LOCKS**
Feasibility: You have three doors that open to the outside of your home and 22 windows. You need to walk around your home and turn the locks.

☐ **BARRICADE DOORS**
Feasibility: You need to physically move large pieces of furniture; your couches, dressers, mattresses, etc. behind your three exterior doors.
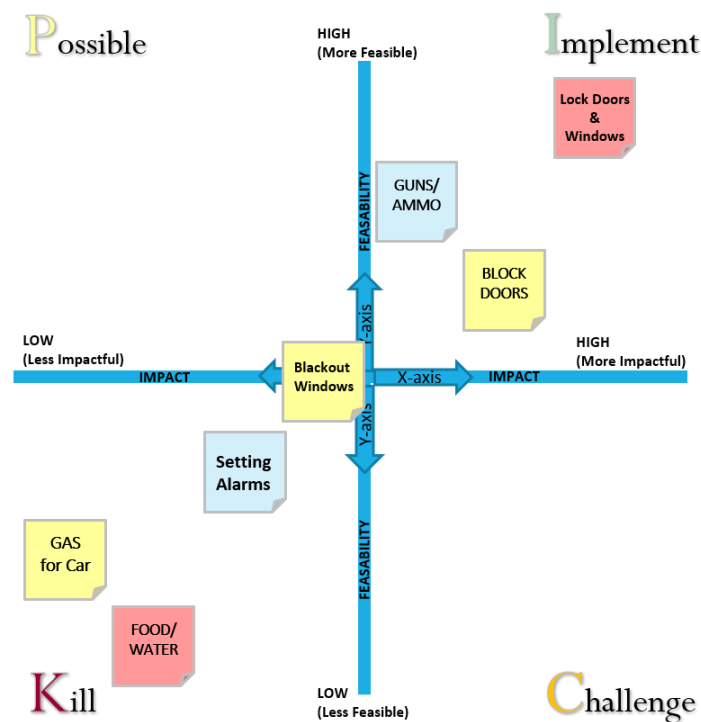
☐ **GASOLINE**
Feasibility: Filling your tank would require traveling into the mass hysteria and fighting the frantic crowds at the gas pump.

☐ **BLACKOUT WINDOWS**
Feasibility: You need to get cardboard from your garage, sheets, and blankets, and duct tape them over the windows to ensure no one can see light escape into the darkness outside.
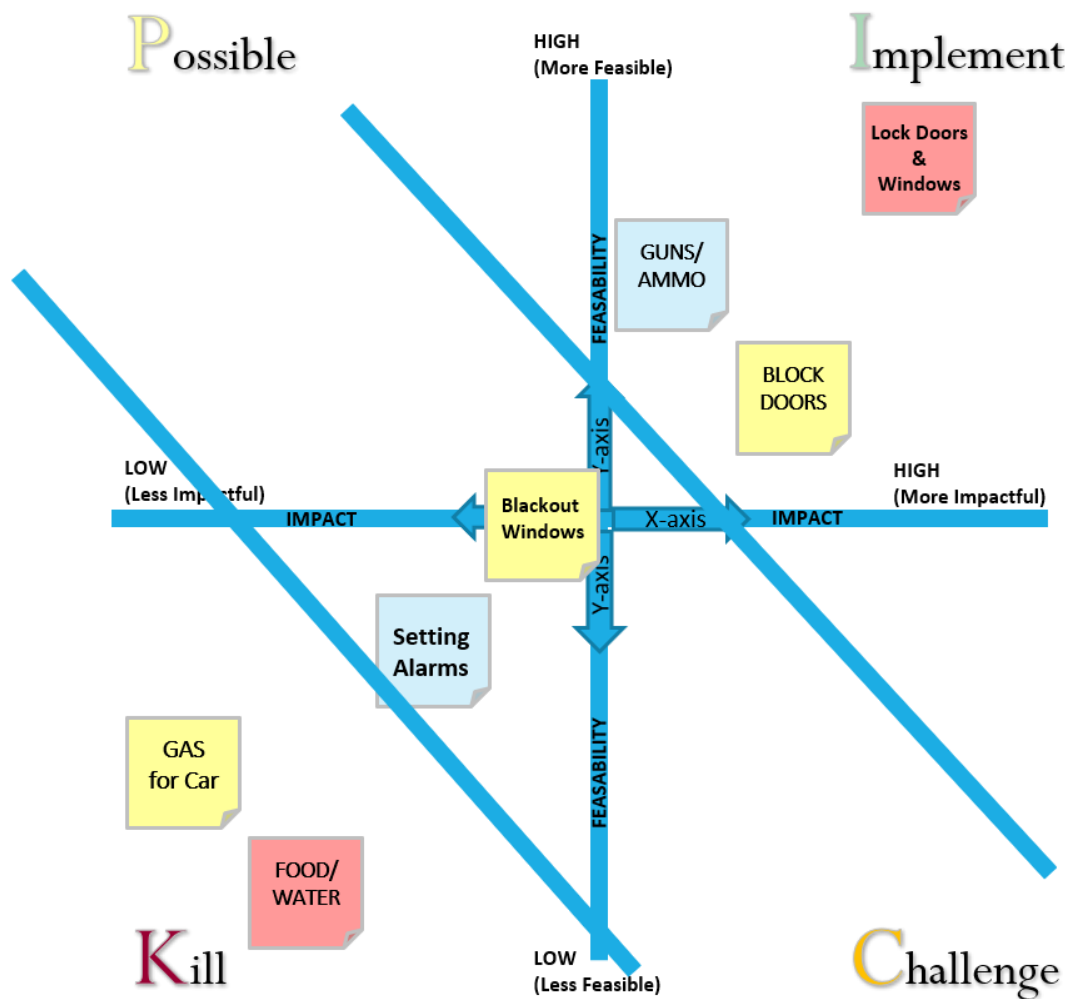
STEP 3: LABEL QUADRANTS

- Once complete, talk through the items at the top-right and explain how these are the things they should accomplish first.

Higher Feasibility / More Impactful   Higher Feasibility / Less Impactful

Possible

HIGH
(More Feasible)

Implement

Lock Doors
&
Windows

GUNS/
AMMO

FEASABILITY

BLOCK
DOORS

Y-axis

LOW
(Less Impactful)

IMPACT

Blackout
Windows

X-axis

IMPACT

HIGH
(More Impactful)

Y-axis

Setting
Alarms

GAS
for Car

FEASABILITY

FOOD/
WATER

Kill

LOW
(Less Feasible)

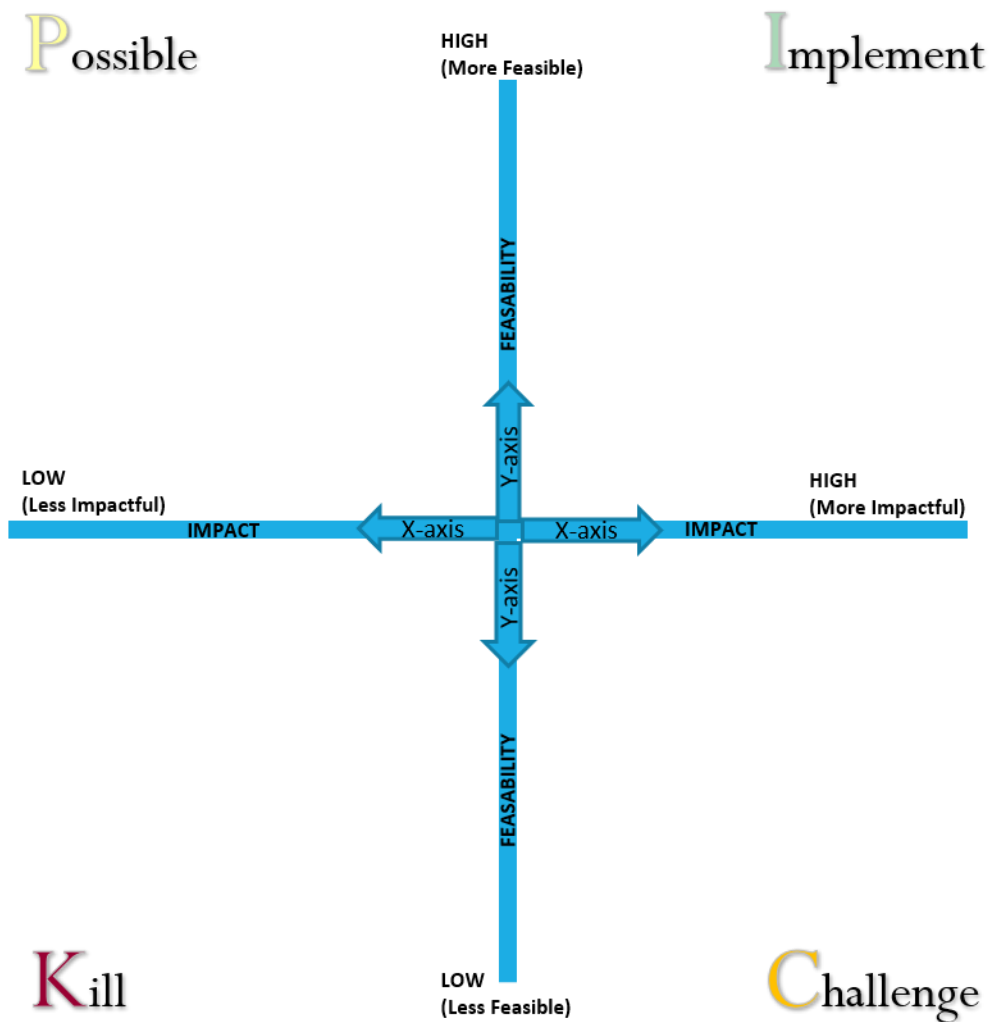**C**hallenge

Less Feasible / Less Impactful   Less Feasible / More Impactful

PICK CHART PRACTICAL APPLICATION

- Using the labels from the affinity clustering, utilize the PICK chart to determine impact and feasibility.

"Why use a PICK chart to make decisions?" A Student

"All estimates are wrong but some are useful."   Capt Jon Margolick

DOTMOCRACY

A simple group activity that tries to recognize group preferences among limited options.

SELECTING THE CLUSTER TO WORK ON

- Each person is provided three sticky dots.

- They put sticky dots on any cluster-level sticky to vote.

- The cluster with the highest concentration of votes wins.

- Recommend everyone vote at the exact same time to prevent bias.

    - 1-3 minutes to decide where they'll put their stickies.

    When time's up;

    - 15 seconds to tackle the wall simultaneously to affix their votes
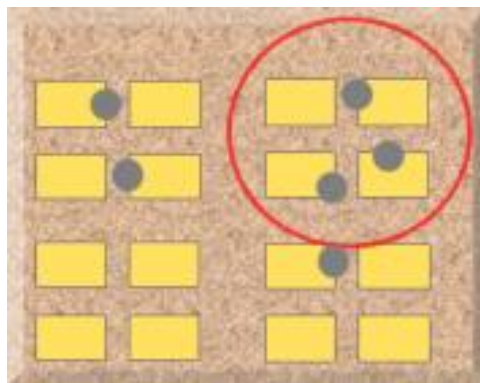
PRESENTATIONS

…uses all the skills participants have learned throughout the course and allows them to pitch their ideas for their opportunity statements.

CREATE A 3 MINUTE PITCH

- Oral presentation and one-story board
- Presentation is limited to 3 minutes.
- Every member of the team must have a speaking part in the presentation.

STEP 1: PRESENTATION DEVELOPMENT

- 15 - 20 minutes to start developing their pitch.
- Time is critical, most will not complete the task, which is intent. The purpose behind this is to stress the importance of presenting the ideas using few words that have maximum impact.

STEP 2: PRESENT THE DRAFT

- During their first pitch iteration, facilitators should provide feedback;
  - "I Like…"
  - "I wish…"
  - "I recommend…"

* Ensure feedback is positive. Just because the idea may be far-fetched doesn't mean it is impossible.
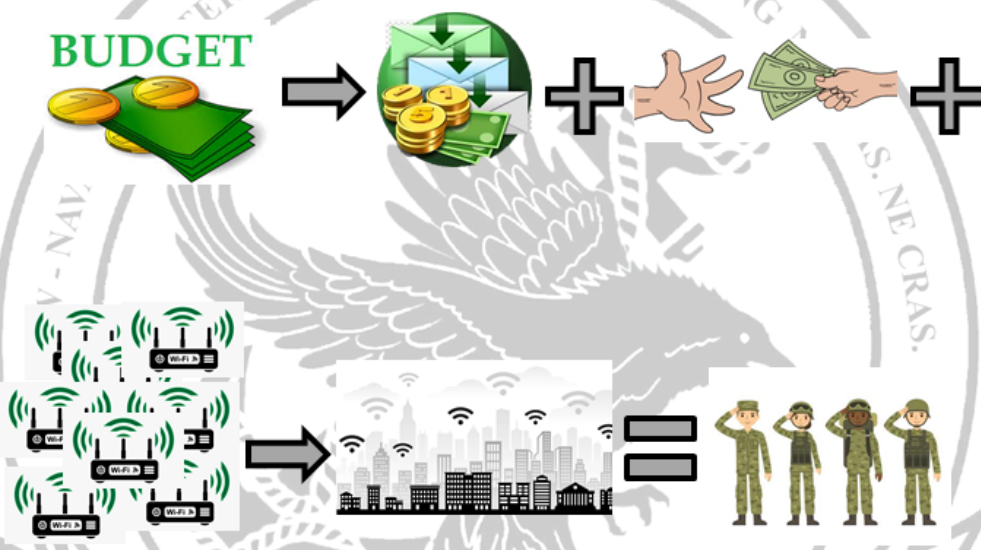
STEP 3: PRESENTATION REFINEMENT

- Allow ample amount of time for refinement. $30 - 45$ minutes if feasible
- Encourage participants to present their pitch to other team members.

STEP 4: FINAL PRESENTATION

- Participants have 3 minutes to present their final presentations.
- Pointers to give on public speaking
  - Good volume when speaking
  - Face the audience
  - Ensure everyone in the group participates
  - Allow time for questions from the audience

* Invite leadership to receive the pitch ideas.
  - Highly advised to brief leadership on the purpose of the class to prevent extreme negative feedback.
  - Provide the leadership with the three recommended feedback starters from step 2

FINAL PRESENTATION EXAMPLE

What is the Concept?
Making barracks life better

Who is it specifically for? People that live in the barracks

Problem statement: How might we.. Improve the quality of life for single Marines/sailors

BIG Idea: Free WIFI

Illustrate / Write how it works... but seriously, draw some pictures.

Why might it fail? Budget Constraints Covid

Minimum necessary supplies: Wifi routers in each room

How can we measure success? No free = fail Free = happiness

How might we test this? If approved, testing will not be required

What might full implementation look like? More money in single peoples' pockets Happier single people

COURSE CRITIQUE

ROSE – BUD – THORN

The course critique is an invaluable assessment used to adjust course materials and facilitation.

Each member of the class is provided a total of 9 post it notes, divided evenly between red, blue, and green. Ask the students to provide a response to each category, in 3-5 words;

- **Red Roses:** Like
- **Green Buds:** Things that were ok, but could improve
- **Blue Thorns:** The thing you did not like/stop doing

HOW TO

- Provide approximately 15 minutes to complete. Once complete, drop all notes in a box and mix around. Make sure they understand that these will be anonymous.

- Prep butcher-block paper on the wall.

- Each participant will pull one sticky from the box, read out aloud and stick to the butcher-block paper. Wagon wheel. Repeat until all notes are on the wall.

- [*If there's time:* Cluster! Colors should end up mixed. What you'll see here is a heat map, with red (warm) being the things that are working best, blue (cold) being the things that need the most work, and green (for spring!) being the things that folks are most excited to see introduced. Use Sharpies to outline the different sections. Yellow stickies for cluster labels.]
  [*If there isn't time:* Do the clustering for them during lunch. Provide a reflection session before the afternoon, if possible.]

- Notes are retained IOT capture in final after action to requesting Host.

- Take a picture of the board.

Rose — This is working great!
Bud — This is an opportunity!
Thorn — This is broken!