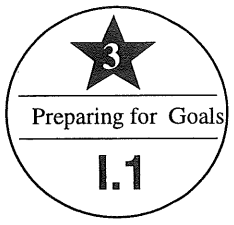
Phase 3

Activities

Who Are We Now?

Source: M. Keyes



Purpose:

- To describe the characteristics of the groups of students in the target system.
- To describe the characteristics of the groups of community members in which the target system is located.
- To illustrate the demographics of the school in easily recognizable form, such as a graphic.

Demographics: The statistics describing the life of a community.

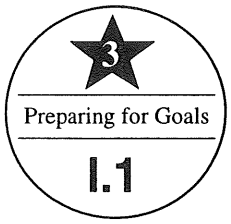
Time Required: 3 Hours

Resources Needed: Enrollment data for students in the target system; census data for members of the community; materials to develop a model, graphic, poster, or other illustration of the demographics

Procedure:

1. Gather enrollment data from the school administration on the population in the target system. Disaggregate the data by gender, race, language spoken, socioeconomic status (those receiving free and reduced-cost lunch is a good source), students with disabilities, and other groups. Remember that in Wisconsin and many other states, students fall into "protected classes" because of their sex, race, national origin, religion, creed, ancestry, sexual orientation, marital or parental status, pregnancy, and physical, mental, emotional, and learning disability. These are good categories to start with, adding socioeconomic status. You may have determined these data from school registration, but

REMINDER: All students have a gender and a race, so all students are protected.



REMINDER: The "target system" is the issue you're focussing on for change, and its surrounding system.

others you may not have selected and may not want to collect. For example, it would be an inappropriate violation of a student's privacy (and probably illegal) to inquire about a student's sexual orientation or parental status. However, you may have asked about those characteristics on an anonymous survey during data collection in Phase 2.

2. Find a way to show the various, interwoven demographics of the target system on a chart, model, graph, or other visual. The object is to be able to illustrate the diversity of the target system (even if the students are all of one race or ethnicity) and the need to develop a variety of strategies for helping students learn about diversity.

   Some suggestions:

   - A chart with a graphic of women and men (each representing 10 people or so) in many colors to illustrate numbers in terms of gender and race. Other symbols may be used over the graphics to illustrate how may females with disabilities who are European American go to school in your target system.
   - A globe in which colored squares represent a number of African American males, located together, side-by-side with another color to represent African American females, side-by-side with Hispanic males, Hispanic females, and so on. When finished, the globe representing the entire population of the system is filled.
   - A "tesselation," or similar pattern such as a quilt design, with the proportionate colored paper or material for each depiction, with a key for each characteristic.

   Be creative and develop a graphic of your own!

3. Do the same for the demographics of the surrounding community. You might find the demographic statistics in local government offices.

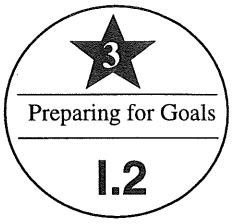
   Both of these tasks would make a good student project.

4. Compare the two illustrations.

Reflection:

1. Are there differences in the demographics of the target system and the surrounding community?
2. What implications does this have for the community buying in to your plans for change?
3. How can you set reasonable goals for completion of this project while taking into account the various stakeholders who should and want to be involved?

What Do We Want to Create?



Time Required: 1 Hour or more

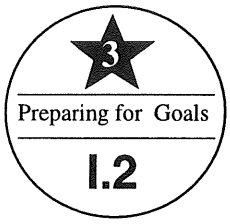
Resources Needed: Flip charts and felt-tip pens

Procedure:

Step 1: The Vision of the Future

It is five years from today's date and you have, marvelously enough, created the organization you most want to create. Now it is your job, as a team, to describe it as if you were able to see, realistically, the shared vision of your future organization. Make sure each member of the team has an opportunity to comment on each of the questions. Note the main points on a flip chart that everyone in the group can see.

1. Who are the stakeholders of this organization we have created (five years from now).
   How do we work with them?
   How do we produce value for them?
2. What are the most influential trends in our school?
3. What is our image in the community? How do we compete?
4. What is our unique contribution to the world around us? What is the impact of our work?
5. How do we make money/earn credit for our school?
6. What does our organization look like? How do the important elements of the infrastructure interact?
7. How do we handle good times? How do we handle hard times?
8. In what ways is our organization a great place to work or learn?



9. What are our values? How do people treat each other? How are people recognized?
10. How do we know that the future of our organization is secure? What have we done to ensure its future for ourselves? What have we done to ensure its future for our grandchildren?
11. What is our organization's role in our community?

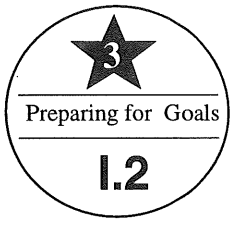
After each of these questions, ask: "How would we measure our progress?"

Step 2: Current reality

Now come back to the current year, and look at the organization as it is today.

12. What are the critical forces in our system?
13. Who are the current stakeholders today—inside and outside? What changes do we perceive taking place among our stakeholders?
14. What are the most influential trends in our industry today?
15. What aspects of our organization empower people? What aspects of our organization disempower people?
16. How is the strategic plan currently used?
17. What major losses do we fear?
18. What do we now know (that we need to know)? What don't we know (that we need to know)?

Creating Scenarios



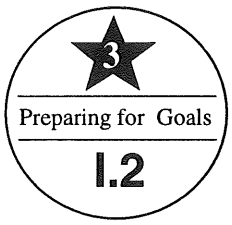
Purpose: Contrary to what many people believe about scenario exercises, their purpose is not prediction. A scenario, as longstanding scenario innovator Napier Collyns puts it, is "an imaginative leap into the future." You don't predict what will happen: you posit several potential futures, none of which will probably come to pass, but all of which make you more keenly aware of the forces acting on you in the present. You know a scenario exercise has been successful when you feel a premonition that shakes your worldview. Kees van der Heijden calls this the "aha" experience.

Time Required: Several weeks

Resources Needed:

Background:
A scenario planning exercise is a bit like a storytelling workshop, set up to bring forth distinctions and phenomena that the conventional wisdom ignores. Discerning the differences between Iran and Saudi Arabia, while everyone else viewed the "Arab nations" as a single bloc, helped Royal Dutch/Shell scenario planners anticipate the oil shortages of the 1970s. Seeing the demographics and economic pressures on the Soviet Union, while Western politicians saw only an "evil empire," helped Shell's scenario planners foresee *glasnost*. Looking at the slow-starting but ultimately explosive dynamics of advertising

Continue reading for education adaptations.



revenue in news media helped us envision the wave of mergers between telephone and cable television companies. The method can be applied to subjects ranging from the price of gold to the economic stability of East Asia, from the future of energy efficiency to the competitiveness of hospitals, from the cost of a new school building to the cost of too many dropouts.

People often want to condense scenario work to a half-day or weekend session, but it's becoming clear that such efforts usually don't give people enough time to move past their existing preconceptions. The annual workshop for artists and managers at New York University's interactive telecommunications program meets twice a week for six straight weeks, supplemented by regular conversations over computer networks. Even that amount of time feels inadequate. Each of the steps in that six-week process is an exercise in reeducation: creating a collective set of new assumptions about the outside world.

Procedure:

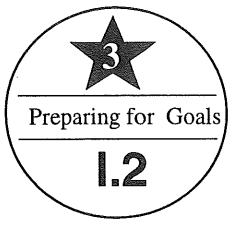
Educational scenarios

Step 1: Refining our sense of purpose

Scenarios provoke genuine learning only when they respond to genuine concerns. Otherwise, they are merely an academic exercise. The concerns should be compelling, shared by the entire group (ideally of eight to twenty people), and beset with uncertainty. "Should we start a charter school?" "What sort of career should we prepare students for?" "How can we build a new high school?" Articulating your focus is not a trivial task, especially because the participants should ideally be diverse people with a common interest. As with a vision exercise, it requires moving past the concerns people *think* they have to the concerns that truly motivate them.

Step 2: Understanding driving forces

Scenarios are built upon the distinction between two types of driving forces. Predetermined forces are reasonably predictable.



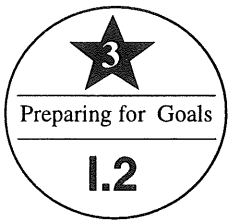
We all know, barring unforeseen calamity, how many twenty-year olds will exist in any country nineteen years from now. We can assume that the pace of technological growth will continue, with the costs of new devices falling at a fairly predetermined rate.

But the vast majority of forces at play are *un*certain. Will investors gravitate to less-developed countries? Will consumers continue to eagerly want new media products? Will American manufacturing catch up to Japan's quality standards? You can't know the answer, but you can become more aware of the reasons why events might move in one direction or another, and the implications of their movement.

The predetermined elements set the boundaries within which your scenarios take place, while the act of picking key uncertainties leads you to the most significant ramifications of your decision. This typically requires both intensive give and take within the group, as well as outside research.

Step 3: Scenario plots

Like working with system archetypes, developing scenarios involves considering "classic stories" in terms of your current situation. You create several stories of your own, trying to make each evoke a future which pulls you past your own blinders. As you talk, you enrich the plots, developing sketches of what might plausibly happen. You don't care how likely or unlikely each story may be. You care about whether it illuminates your understanding. In fact, if a substantial drop in the demand for your product or service is undeniably plausible—even if it seems like the chances against it are 100 to 1—the you owe it to yourself to create a story around that event, to spark the necessary creativity and preparation that you might never need, but which is worth developing in any case.

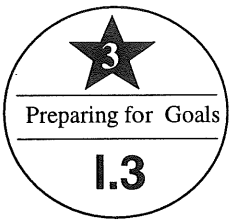


Step 4: Strategy, rehearsal, and conversation

This may be the most important step. Regrettably, it is the one most often ignored. Having developed two, three, or four scenario plots, you now consider each of them. What strategies would be effective no matter which of those futures came to pass? What would it feel like to live in those worlds? Some teams go so far as to rehearse the scenarios, as if they were involved in improvisational theater, with each participant taking the part of a different key actor. It's also important to describe the scenarios to others to get insights from the rest of the organization that may make your pictures of the world richer.

You may find that your scenarios themselves go through several iterations. That's all for the better. When you are done, you will have a language you have created, in which collective assumptions can be voiced. "Will this strategy stand up in a world of shrinking resources?" you may ask each other. Or, if a "virtual world" comes to pass, "Will we be prepared?"

Who Has Been Left Out?



Purpose:

- To review the function or practice in your school that is your greatest concern.
- To determine whether there is a pattern in who is not doing well and if there are groups that fall into one of the "protected" categories or groups that may share a culture.

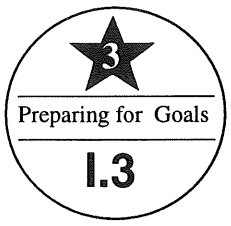
Time Required: 30 Minutes

Resources Needed: Data analysis materials from Phase 2

Procedure:

1. Review data collected in Phase 2. See especially "Collecting Information About the Target System." The spreadsheet used to compare indicators of success with the groups that are disaggregated is particularly helpful.
2. Look for patterns in the data. Do some groups experience more in-school suspensions than others? Is there a pattern to who is often late to school? What are the achievement scores for specific groups?
3. Things to keep in mind when you find there are patterns:
   - the pattern usually did not develop consciously or deliberately. Our responsibility now is simply to try to find ways to address inequities.
   - the pattern arose over time due to many factors: bias, poverty, neglect, lack of education in the family, lack of awareness in educators. The task now is to leave guilt and defensiveness behind and look for solutions.
   - because the results are due to many factors, it will take many factors to begin to improve them. It will also take time, plus much trial and error.
4. List indicators that need immediate attention. Find patterns that tell you whether specific groups or cultures need focus. Review "Levels of Fix, " Supplemental Materials.

Pattern: a regular or logical form, order, or arrangement of parts. In this case, a pattern would emerge if you find that nearly everyone late to school is from an Asian American culture. Another pattern is the gender of students shooting others at school: the shooters have generally been all male. What might this mean?



Fact Packets can help you analyze what works, what needs to be done, for a particular population.

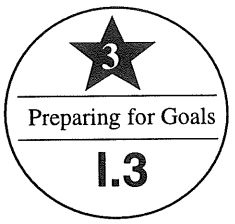
REMINDER: Just because there is a large number of people from a particular group who create a pattern, that does not mean ALL people in that group are the same.

5. See sample Fact Packets in Appendix to give your team ideas about how to collect information on what works for a particular population.

Reflection:

1. Did you find that many educators become defensive when looking at data on students who are not doing well? Were you able to acknowledge your school's responsibility, yet look outside the school to see how your team could include other important players in your students' lives?
2. Do you know where to find information on new strategies and instructional techniques to address the concerns you have about students not doing well in your system?

What Has Been Done Before?



Purpose:

- To find out whether there are current programs in the target system that are doing all or part of what your team wants to accomplish.
- To share the tasks associated with a particular goal or plan.
- To determine whether measures of results are needed for existing programs.

Time Required: 30 Minutes

Resources Needed: "What's Going On Here?" Worksheet from Phase 2

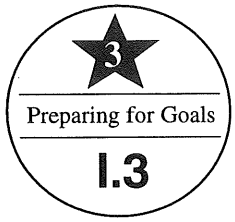
Procedure:

1. Review the "What's Going On Here?" Worksheet from Phase 2.
2. Find programs that have as their purpose many of the same goals you are trying to achieve.
3. List ways you can join forces with other initiatives. In Phase 4, you will begin to expand the current team, so now is the time to propose the names of specific people who might be helpful and willing to work with you. Hold this list for reflection and use in Phase 4.
4. Discuss how your particular knowledge of equity and diversity might give teams working on other initiatives in your school new information they can use to be more successful.

Reflection:

1. Do team members realize they have particular skills and knowledge that is important and welcome by other groups working within the school?
2. Does the team recognize that equity and diversity are a part of everything going on in a system, and that they are learning how to integrate equity into everything?

How Will We Know When We Get There?



Purpose: • To review indicators of success.

Time Required: 30 Minutes

Resources Needed: Results from "What Is Success?" Activity in Phase 2

Procedure:

1. Review results from "What Is Success?" in Phase 2.
2. See "System-Building Standards for Educational Reform: An Equity Perspective," Supplemental Materials. Find additional indicators.
2. Brainstorm additional indicators of success that are quantifiable. Keep in mind that the team will use the indicators to determine its own success, as well as the success of the students in the target system.
3. Divide the list of indicators into short-term and long-term, over-time indicators.
4. You may want to divide the list into "critical" versus "not-so-critical" indicators. Those listed as critical will form the basis of later planning.

The Five Why's

Time Required: 1 Hour or more

Resources Needed: Flip-chart paper, markers, self-sticking notes

Procedure:

1. Assign someone as recorder.
2. Make a list of what the participants feel are some minor issues or irritations facing them today.
3. Choose one issue.
4. The first "why": Ask the group, "Why is _____ taking place?" You will probably end up with three or four answers. Put them all on the flip-chart, with plenty of room around them. **Note: The "why" question should not focus on personal issues or be blame-related.**
5. The successive "whys." Repeat the process for every statement on the wall, asking "why" about each one. Post each answer near its "parent." Follow up on all the answers that seem likely. You will probably find them converging; a dozen separate symptoms may be traceable back to two or three systemic sources.
6. As you trace the whys back to their root causes, you will find yourself tangling with issues that affect the entire organization. The policy to get the lowest price on supplies might have been caused by a conflict in the finance office. It might result from a purchasing strategy, or from underinvestment in maintenance. The problem is not that the original policy was "wrong-headed," but that its long-term and far-flung effects remain unseen.

AVOIDING "FIXATION ON EVENTS"

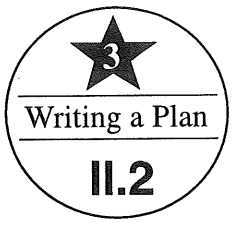
To be effective, your answers to the Five Whys should steer away from blaming individuals. For example, in answer to the question: "Why is there oil on the floor?" someone may say: "Because the maintenance crew didn't clean it up."

"Why didn't they clean it up?"
"Because their supervisor didn't tell them to."
"Why didn't he do that?"
"Because the crew didn't tell him about it."
"Why didn't they tell him?"
"Because he didn't ask."

Blaming individual people leaves you with no option except to punish them; there's no chance for substantive change. In addition, blame only leads to shame and defensiveness. One of the benefits of the Five Whys exercise is that it trains people to recognize the difference between an event-oriented explanation and a systemic explanation. Systemic explanations are those which, as you trace them back, lead to the reasons *why* "they didn't clean it up," or "he didn't tell them to," or "they didn't ask." (Maybe, for example, poor training of maintenance people contributed to the oil puddle problem; but even the best-trained, hardest-working custodians in the world could not stop the gasket from leaking.)

Stratification and "Is/Is-Not" Analysis

Source: *Team Handbook*

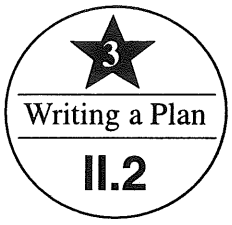


Time Required: 1 Hour, if all data are readily available.

Resources Needed: Paper, pens; authentic data; attached matrix

Procedure:

1. To stratify data, first examine the process to see what characteristics could lead to biases in data--these are not necessarily factors that actually *do* cause differences, only ones that *could*. E.g., Are graduation rates attained by girls higher than those of boys? Does the number of absences by Hispanics on Friday differ substantially from their absences for the rest of the week?
2. As a team, identify a problem or situation you wish to analyze.
3. Make a list of the characteristics you think could cause systemic differences in your results. Incorporate the information into data collection forms (for example, record the day of the week so you can later see if results depend on which day you gathered data).
4. Using the attached "Is/Is-Not Matrix," organize your knowledge and information. Your answers should help you pinpoint the occurrence of the problem and guide data collection so you can verify your conclusions/suspicions.
5. Once your data collection is complete, look first for patterns related to time or sequence. Then check for systemic differences between days of the week, teachers, courses, and so on.



Evaluation / Reflection:

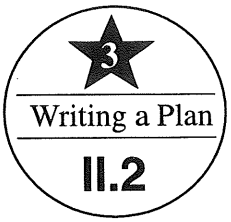
1. Did this exercise help you pinpoint a problem by exposing where it does and does not occur?
2. Did this exercise allow you to analyze a problem without wasting time and effort?
3. Did you find you were able to direct your energies to the most potentially fruitful areas?

The Is/Is Not Matrix

For use with *Stratification and "Is/Is-Not" Analysis*
Source: *Team Handbook*

	Is Where, when, to what extent or regarding whom	**Is Not** Where, etc., does this situation NOT occuur, though it reasonably might have?	**Therefore** What might explain the pattern of occurence and non-occurence?
Where The physical or geo-graphical location of the event or situation. Where it occurs or where it is noticed.			
When The hour, time of day, day of week, month, time of year of the event or situation. Its relationship (before, during, after) to other events.			
What kind or how much The type or category of event or situation. The extent, degree, dimensions, or duration of the occurence.			
Who (Do not use these questions to blame.) What relationship do various individuals or groups have to the situation or event? To whom, by whom, near whom, etc., does this occur?			

Cause-and-Effect Diagrams



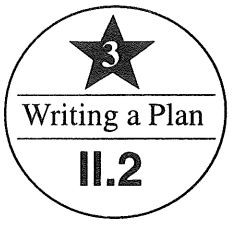
Background:

Cause-and-effect diagrams identify and organize possible causes of problems, or factors needed to insure success of some effort. The problem, situation, or event is listed on the right. Branches off the central arrow indicate main categories of items. Use of this form allows people to easily see the relationship between factors (See page 217).

The cause-and-effect diagram, also called a "fishbone diagram" because of its appearance, allows you to map out a list of factors thought to affect a problem or desired outcome. This type of diagram was invented by Kaoru Ishikawa, and, hence, is also called an "Ishikawa diagram." It is an effective tool for studying processes and situations, and for planning.

A cause-and-effect diagram is essentially a pictorial display of a list. Each diagram has a large arrow pointing to the name of a problem. The branches off the large arrow represent main categories of potential causes (or solutions). Typical categories are equipment, personnel, method, materials, and environment. Teams can customize these categories to fit their processes. Smaller arrows, representing subcategories (list items), are drawn off each main branch.

Arranging lists in this way often leads to greater understanding of a problem and possible contributing factors. For example, if one category was "equipment," you could generate a list of subcategories by asking questions such as: What main equipment could be the source of the problems? What problems does this equipment have that could cause the problem we see? Similar questions can be asked for the other categories.

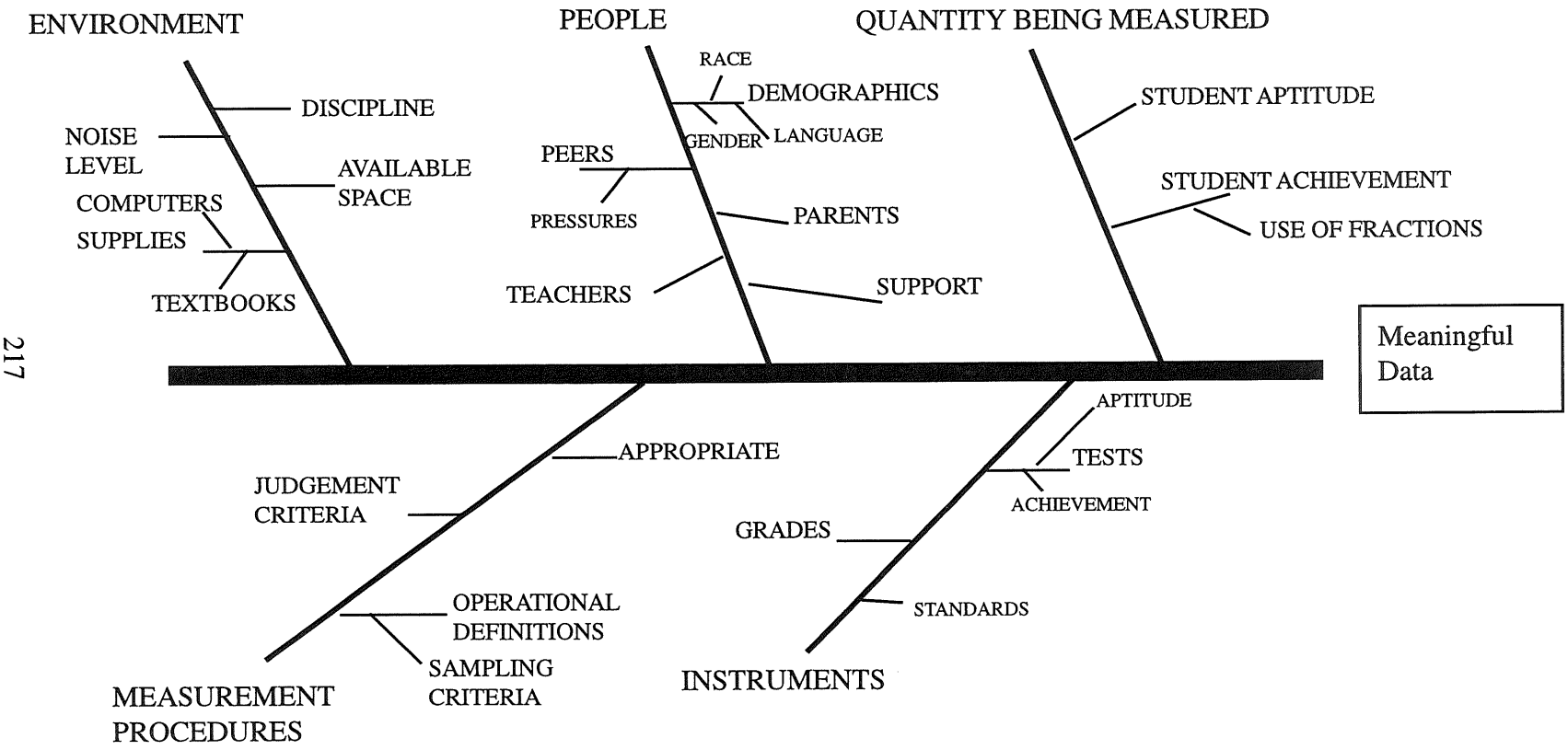


Since these questions lead to detailed discussions of how a process works, cause-and-effect diagrams are most effective after the process has been described and the problem well defined. By then, team members will have a good idea of which factors to include on the diagram. When creating a cause-and-effect diagram, consult with co-workers not on the team who are familiar with various aspects of the process. In this way, your team will be less likely to miss important factors.

Remember that cause-and-effect diagrams identify only *possible* causes. Even when everyone agrees on these possible causes, only data will point to *actual* causes.

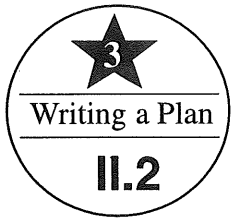
When used for planning purposes, the cause-and-effect diagram focuses attention on a desired result. The main arrow points to what you want to happen; the smaller branch arrows represent various ingredients needed to achieve the result. For instance, if the result was "installation of a machine," the categories could include testing, site preparation, training, and tools needed.

Sample Cause-and Effect (Fishbone) Diagram



ISSUE: MATH ACHIEVEMENT IN FIFTH GRADE

The Planning Grid



"We're almost there!"

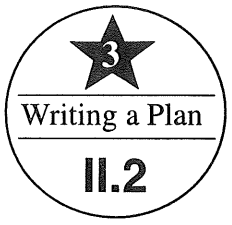
Purpose: The Planning Grid is a tool for short-term planning, used for single events or simple projects. (Longer-term projects or more complex tasks may involve the use of many planning grids—or other kinds of tools—at various points along the way.) The Grid helps you or your group organize all the key elements needed to reach a predetermined goal. It does not help you choose the goal; it only helps you reach it.

Time Required: As needed.

Resources Needed: Attached Sample Grid, flip-chart paper, self-stick notes

Procedure:

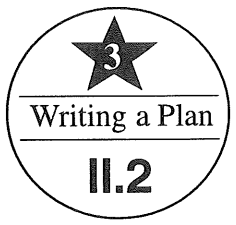
1. Specify the final outcome. How will you know when this project or task is successfully completed? What will you have accomplished? Arrive at consensus and put it in writing.
2. Identify the final step and its product. What will be the action that officially indicates the completion of the project or task? E.g., developing the format for a learning contract, implementing a flawless fire drill or building evacuation procedure, the submission of an evaluation report, filing the project documentation.
3. Identify the starting points and its product. What will be (or was) the first action that indicates the beginning of this task or project? E.g., writing the first draft of an announcement,



convening the first meeting.

4. Brainstorm a list of separate, distinct activities that will take place between the starting and ending points. Follow the rules of brainstorming here. You want to elicit as many ideas as possible, not judge their appropriateness at this point.
5. Refine the brainstormed list. Clarify what is unclear; eliminate redundancy; subdivide tasks that are too large; combine those that are too small.
   - ← Enter as a single item any activities that cluster together by virtue of occurring in uninterrupted chronological sequence, being dependent on each other, and probably being done by the same person.
   - ← Enter as separate items any sequences of activities in which there are lengthy interruptions, or different deadlines that may be concurrent but not dependent on each other for completion, or that could be divided up among different individuals without harming the effectiveness of the sequence. E.g., 1) Design Training; 2) Announce Training; 3) Conduct Training are normally entered as separate items because they are not a continuous set of events. There will be interruptions between and probably within each step, different deadlines, and Step 2, in particular, can be done by a different person without detriment. On the other hand, "Design Questionnaire/Test Questionnaire / Finalize Questionnaire" could be entered as the single item "Design/Test/Finalize Questionnaire." This latter activity has a single, common deadline, and benefits from the continuity of having the same person or people involved in all three steps.
6. Prepare the Grid.
   - ← Look over the categories of information in the attached sample grid. Decide whether to add any of the optional categories to your grid.
   - ← Divide a flip chart into columns, one for each category you decide to include. Enter the titles into the column headings. Replace the generic titles given with titles specific to your project whenever appropriate.

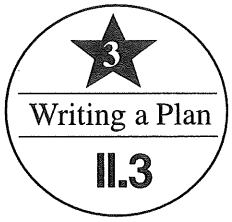
7. Arrange the list of tasks/steps in sequence down the left column of the planning grid. You may want to use self-stick notes so you can easily rearrange items until you get a sequence that seems right.
8. Fill in the Product column for each item.
9. Enter a tentative date for each item. You need to complete this step before others because the time available for performing a task sometimes affects the nature of the project. ("Do what you can in the next 30 days!") Due dates also indicate when the person responsible for that item must be available. If a person cannot be available during the specified time, someone else should probably be responsible for that step. If you have an inflexible deadline, start at the end of the list and work backwards. Use your prior experience and any knowledge about similar activities to set realistic deadlines.
10. If necessary, revise item. After setting deadlines, you may find that some items need to be reworked.
11. Complete the remaining columns.



Sample Planning Grid

Step Number	Sequential Steps or Individual Activities	Product or Event	Responsibility	Due Date	Whom to Involve/ Contact	Budget and Cost	Other Categories

Deployment Chart



Purpose: A deployment chart shows both the flow of a process and which people or groups are involved at each step. The one shown here depicts how the report preparation flowchart might look as a deployment chart. The shaded boxes indicate who has primary responsibility for that step; the ovals indicate a helper or advisor.

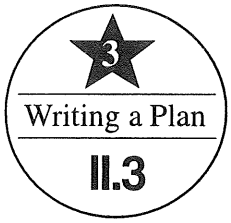
Time Required: 30 Minutes

Resources Needed: Large paper; marking pens

Background: A deployment chart combines two factors: what happens in a process or project (the tasks accomplished) and who is responsible for each step. These charts show the major steps of a process, just as in the top level of a top-down flowchart, along with which person or group is the center of activity for that step. These charts are useful for project teams and management teams to keep track of what each person or group is supposed to do, where the people involved fit in the sequence, and how they will relate to the other players at that stage. (See example on page 227.)

Procedure:

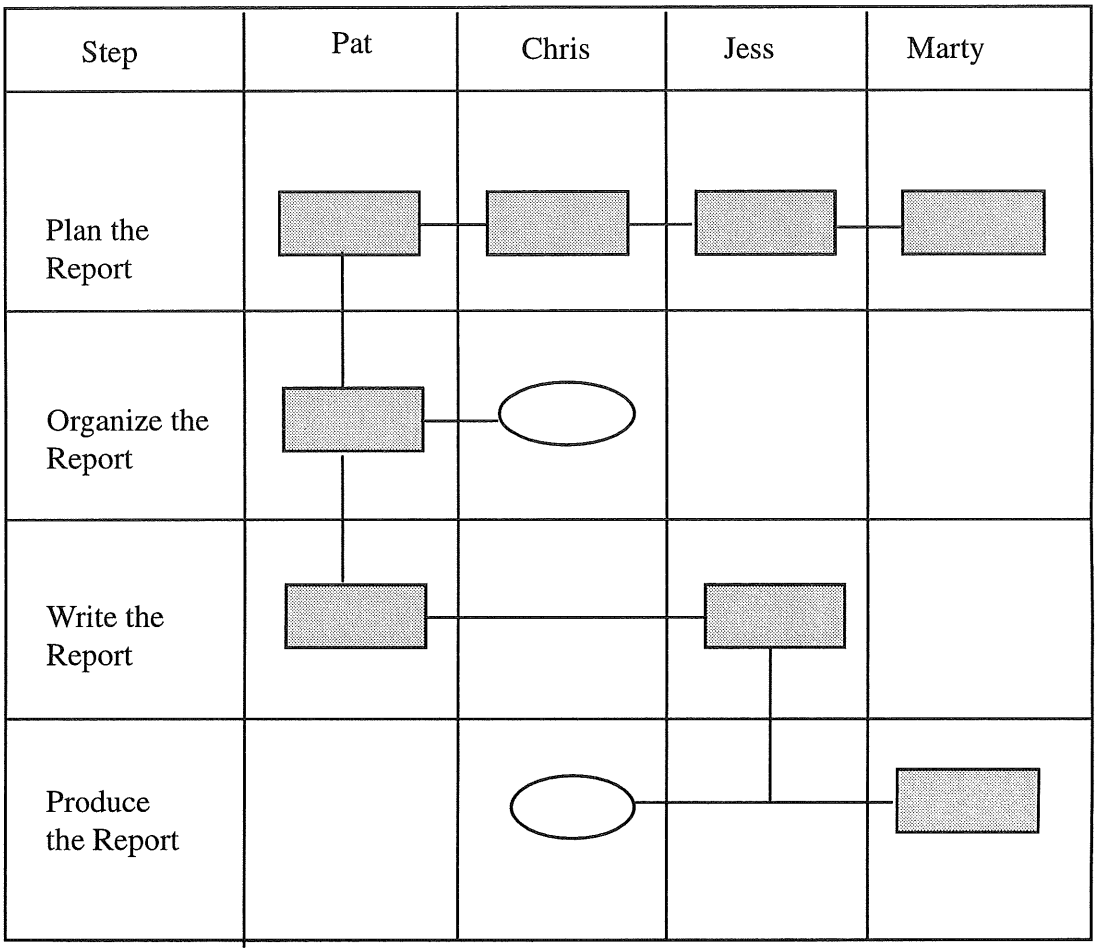
1. List the major steps of a project or process vertically on a page.
2. List each of the players—individuals or groups—across the top, and draw lines to create columns under each heading.
3. Mark the key action at each step in the appropriate column, denoting which person or group is responsible for that step. You can even use different symbols to indicate different



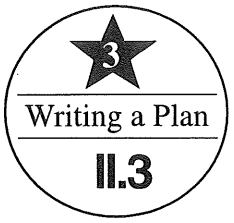
kinds of roles at each stage (such as "primary responsibility" or "advisor"). If you use different symbols, anyone can read the chart to discover how the process operates at each stage, which people are involved, and what kind of responsibility each has.

Sample Deployment Chart

Shaded boxes=primary responsibility; ovals=helper or backup



Top-Down Flowcharts

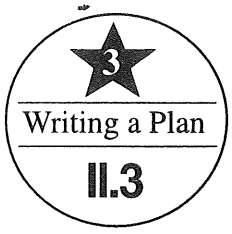


Purpose: A top-down flowchart is a picture of the major activities in a process or project. By limiting the amount of information that goes on any single chart, top-down flowcharts force people to narrow their thinking to only those steps absolutely essential to the process. The resulting picture therefore represents only useful work, omitting other activities that may have evolved to detect or respond to quality problems.

Time Required: 30 Minutes per process

Resources Needed: Large paper; markers

Background: Why is a flowchart so useful? Every process changes slowly over time, usually by accumulating complexity (steps added to fix process problems that shouldn't occur in the first place). Productivity drops accordingly. Top-down flowcharts free people to consider only what should happen in a process rather than what actually does happen. Once they chart the major steps and sub-steps, they can then ask, "Where do we go off track?" and "What causes us to go off track?" This helps them determine which steps are complex and which are necessary. These answers point them toward potential sources of problems, not just the problems themselves. Typically, this approach is faster and more efficient than spending weeks or months constructing a detailed flowchart of every step that occurs.



The same concept applies when the top-down flowchart is used for planning. Teams can avoid haggling over details and, instead, spend their energies on looking at the whole project. Once developed, the top-down flowchart of a project becomes a quick overview of how a project is likely to unfold. Particular steps can be developed in more detail by the team members involved in carrying out a specific part of the plan.

A sample flowchart is included on the next page.

Procedure:

1. List the most basic steps in the process being studied or project being planned. You should end up with no more than six or seven steps.
2. List these steps across the top of the page or flipchart.
3. Below each one, list the major sub-steps (again, no more than six or seven).