Types of Business Analysis

An Additional Help for ADS Chapter 597

Full Revision Date: 02/28/2022
Responsible Office: M/MPBP
File Name: 597sah_022822

Types of Business Analysis

This ADS supplementary resource covers the following types of analysis:

1. Appreciative Inquiry
2. Balanced Scorecard
3. Behavioral Insights and Interventions in Business Analysis
4. Benchmarking
5. Business Process Mapping
6. Change Management
7. Cost-Benefit Analysis
8. Cost-Effectiveness Analysis
9. Customer Experience Journey Mapping
10. Data Validation
11. Desk Review
12. Financial Analysis
13. Fishbone Analysis
14. Open Space Technology
15. Problem Tree Analysis
16. SWOT Analysis
17. Trade-Off Analysis
18. USAID Decision Model/RACI
19. Workload Analysis

Appreciative Inquiry

What: Appreciative Inquiry (AI) is a process-oriented method for studying and changing social systems within organizations. AI promotes collective inquiry into "the best of what is" in order to imagine what could be. It looks at *what is going right* to improve an organization or function. The process involves an analysis of the organization, function, or behavior; examining its culture, environment, and relationships, to identify and build on existing strengths rather than scrutinizing problems and deficiencies. The differences between AI and a problem-based approach are highlighted below.

Problem Solving	Appreciative Inquiry
• Identification of problem(s)	• Appreciating, valuing the "Best of What Is"
• Analysis of Causes	• Envisioning what might be
• Analysis of possible solutions	• Engaging in dialogue about what should be
• Project Planning (treatment)	• Innovating, what will be

How: There are five phases/steps to guide the AI process. The aim of these phases/steps is to build (or rebuild) organizations, functions, or behaviors around what works, rather than trying to fix what does not.

1. **Define "the what" by identifying the focus of your study.** To set the tone for the study, the focus should not be worded as a problem, but on how to expand on strengths. For example, a focus could be "ways to accelerate staffing" rather than "ways to fix staffing problems." Although this may seem like semantics, it will influence both the character of the questions and the respondents' answers.

2. **Discover "the best of what is" by identifying where the organization's processes, functions, or individual-driven behaviors worked perfectly.** During this phase, interviews and focus groups are conducted to identify past best practices and what is currently working well. Questions are open-ended and written in the affirmative so that people can provide wide-ranging answers and stories about what they find to be valuable.

   Once the data is collected from the interviews, categorize the responses to determine what was most valued and motivating among respondents. Using this data, map the positive core of an organization, function, or behavior and gain insight into best practices and innovative ideas and experience.

3. **Dream "what might be" by envisioning processes that are effective every time.** This phase builds on the organization's function, behavior, or positive

processes, and maps how they may be used constructively. In addition to the interview analysis (which should yield best practices), set up a brainstorming session with a diverse group of stakeholders for additional creative ideas. This is often a large conference or workshop. It is intended for the organization, stakeholders, and/or development actors to talk about successful moments within the organization, its functions, or individual-driven behaviors and what the organization, function, or behavior would look like if these were the ongoing norms. The facilitator can break the participants into smaller working groups to expand on the vision. This is a collaborative process that is meant to encourage positive interaction among participants. Once a vision is agreed upon, the design phase begins.

4. **Design "what will be" by refining processes and best practices for future use.** Once ideas from the interviews and the brainstorming session begin to solidify, examine how these ideas can be implemented. This occurs in a selected working group from the brainstorming session or is explored in breakout groups at the conference or workshop.

   You may choose to implement this in a larger group by designing a "possibilities map" which contains concentric circles of: (1) the dream of an organization, an ideal function, or an ideal behavior; (2) the key relationships that have impact on this dream or ideal; and (3) the key design elements needed to deliver the aspirational outcome. In smaller groups, members can discuss these design elements. The smaller group maps the best practices identified and explores innovative ideas to existing systems, processes, and strategies. It also looks at how systems can be tweaked to incorporate the changes needed.

5. **Deliver "The Plan" by Implementing the Path Forward.** The final phase is the largest level of effort for an organization, function, or those advancing a behavior, and it takes a lot of planning and preparation. It is helpful to have smaller working groups to follow up on elements and applicable processes identified within the design phase. The key to success in executing the plan forward is to make sure the vision for "what might be" is the focal point for progress. Each member within the organization, or individuals that participate in the function or behavior, has their own processes to complete and modify, but true success occurs when all members provide changes at the same time, thus using positive energy within the study to focus on the vision forward.

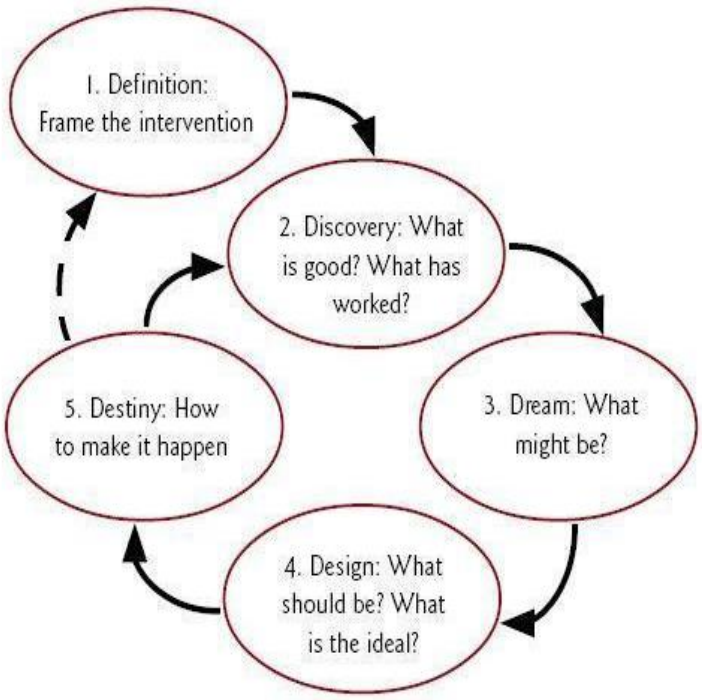
When to Use: Appreciative Inquiry's focus on the positive can be useful in helping teams create a safe environment to delve into difficult issues and build group cohesion. It is best used when there is a need to change group dynamics. The approach is highly collaborative and creates energy to enhance teamwork and motivation within an organization or group.

AI works well when members can identify and link best practices that are already in existence in an organization, function, or behavior. New practices are discussed, but the

process usually focuses on what already works. AI should be used when members of the organization, or individuals that participate in a function or behavior, are aware of best practices and historically successful decisions and can use them to influence future work. This method contributes to USAID's culture of continuous performance improvement and facilitates knowledge management.

Additional Information:

- Harvard Business School, The Art of Appreciative Inquiry
- Champlain College, "A Positive Revolution in Change: Appreciative Inquiry"
- Mind Tools Appreciative Inquiry Overview



Balanced Scorecard

What: Balanced scorecard is a strategic planning and management method used extensively in businesses, industries, government, and non-profit organizations worldwide to align business activities with the vision and strategy of the organization, improve internal and external communications, and monitor organization performance against strategic goals.

How: To construct and implement a balanced scorecard:

1. Articulate the vision and strategy;

2. Identify the performance categories that best link the vision and strategy to its results;

3. Establish objectives that support the vision and strategy;

4. Develop effective measures and meaningful standards, establishing both short-term milestones and long-term targets;

5. Ensure acceptance of the measures;

6. Create appropriate budgeting, tracking, communication, and reward systems;

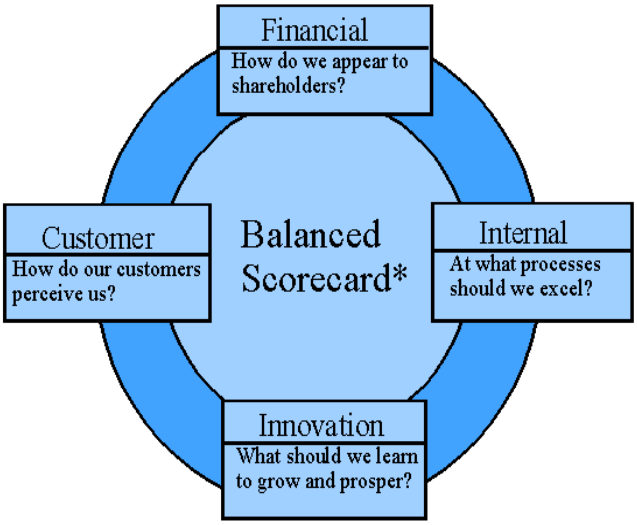
7. Collect and analyze performance data and compare actual results with desired performance; and

8. Take action to close unfavorable gaps.

When to Use: A balanced scorecard should be used when it is time to transform an organization's strategic plan into implementable actions. It offers a framework that provides performance measurements by helping planners identify what should be done and how it should be measured.

Additional Information:

- Bain & Company Brief on the Balanced Scorecard Model



Behavioral Insights and Interventions in Business Analysis

What: Insights from behavioral science assert that the human decision-making process is fast, associative, intuitive, and influenced by emotional and social dynamics including social identities, networks, norms, and cultural worldviews. This contrasts with the traditional economic framework of decision-making based on rational, informed, and slow decision-making. Behavioral interventions seek to apply behavioral insights to align policies, programs, or products to human tendencies to impact decision-making and improve outcomes.

How: Approaches to applying behavioral insights and interventions are guided by five key overarching steps:

1. **Understand or define the problem:** This involves identifying, defining, and understanding the problem clearly and concretely without presuming to know the reason for the problem. Strategies to employ in this step include:

    - Observe the context of the people's behavior as they engage with a program, product, or policy;

    - Engage directly with users, customers, or stakeholders to understand the experiences and perspectives of a program or policy through focus groups or key informant interviews; or

    - Use existing quantitative data as a supplement to data collected through direct engagement or observations. Quantitative and qualitative data allows for exploring patterns such as variations in context, background, or other factors. Quantitative data helps identify possible bias in self-reporting.

Table 1: Understanding or Defining the Problem
The USAID-funded and Pathfinder International-led Integrated Family Planning Program (IFPP) aims to increase use of modern contraception methods. In Mozambique, Population Services International (PSI) deploys family planning promoters to engage directly with local women via one-on-one interactions, share information about family planning, observe their behavior with services, and, where appropriate, give out referrals to clinics for free family planning services. According to PSI's administrative data, 47% of women who receive referrals visited a clinic during the period analyzed. PSI Data also shows that 97% of women who visited a clinic took up a family planning method. Together, these findings inform possible interventions for USAID/Mozambique and PSI to employ for increased impact.
Source: General Services Administration, Office of Evaluation Science

- **Step 2: Diagnose behavioral bottlenecks:** After defining the problem, diagnosis requires staff to gather related qualitative and quantitative data and analyze the context and factors contributing to process or procedural bottlenecks. This involves identifying behavioral decision points within processes that undermine programs or policies' expected outcomes and overall efficiency. Bottlenecks and other burdensome friction are known in behavioral science as "sludge" and the process of assessing bottlenecks' cost on efficiency is known as a "sludge audit." For more information on sludge management, see the Bureau for Management, Office of Management Policy, Budget, and Performance's primer on Sludge Audits & Nudge Theory.

  Staff can adapt various business analysis tools to behavioral intervention design. USAID utilizes a range of tools that staff can integrate into behavioral science-based analysis of programs and processes, including customer experience mapping, business process mapping, and problem tree analysis. Additional information about various business analysis tools can be found throughout this document.

Table 2: Diagnosing Behavioral Bottlenecks
Analysis of Integrated Family Planning Program promoter interactions that resulted in a clinic referral suggest that for women who visit a clinic, around 75% of them do so within the first three days after receiving a referral from a promoter. Following this period, the number of women who visit declines rapidly. Among women in urban Mozambique, barriers to clinic visits are diverse and can include transportation cost or availability, a shift in user preferences for family planning, or inattention. The project aimed to target behavioral interventions for inattention.
Source: General Services Administration, Office of Evaluation Science

- **Step 3: Design interventions:** The next step after identifying and diagnosing bottlenecks is designing interventions to address them. Interventions should align with behavioral insights on human decision-making. For example, resolving some bottlenecks will require interventions that use behavioral prompts, also known as "nudges," while others will require interventions that evaluate the extent to which processes perpetuate bottlenecks.

Table 3: Designing Interventions
To address the inattention barrier, the General Services Administration's Office of Evaluation Sciences (GSA/OES) in collaboration with PSI and USAID

designed a series of eight messages to send via text to women during the first week and month following a promoter interaction. The texts reminded them of their referral for family planning and encouraged them to visit a clinic. The text reminders were designed with three principles that promote behavior change: 1. Timeliness - Include multiple and frequent reminders that give ample time and opportunities to take action. 2. Simplicity - Provide and prioritize key information about actions to take including simple step-by-step instructions about the family planning appointment. 3. Personal - Provide personalized information such as the name of the family planning promoter that the recipient met.
Source: General Services Administration, Office of Evaluation Science

- **Step 4: Test interventions:** At this stage, staff pilot-test interventions for effectiveness. Pilot-testing interventions help researchers assess how the proposed solutions improve customer and stakeholder experience, fit into a program or process' overall workflow, identify interventions with the most potential for impact, determine effective approaches with the lowest burden of effort, and allow for necessary adjustments before full implementation.

  Preferably, pilot testing will involve randomized controlled trials. However, in cases where such rigorous trials are not possible, examining historical program data and comparing outcomes before and after the implementation of the interventions can help analyze the impact of behavioral change.

Table 4: Testing Interventions
This evidence-based intervention of text message reminders was tested with an individual-level randomized evaluation in urban and peri-urban Mozambique. The sample was 5,370 phone numbers corresponding to women who received a referral from a promoter, provided a phone number, and consented to participate in the evaluation. Of those, 2,728 were randomly assigned to receive text message reminders, and 2,642 received normal follow-up from promoters. The test compared the probability of a clinic visit for follow-up care for women who were and were not sent text reminders. The results indicate that text message reminders to women who received referrals for family planning in urban and peri-urban Mozambique increased clinic visits by 4.10 percent.
Source: General Services Administration, Office of Evaluation Science

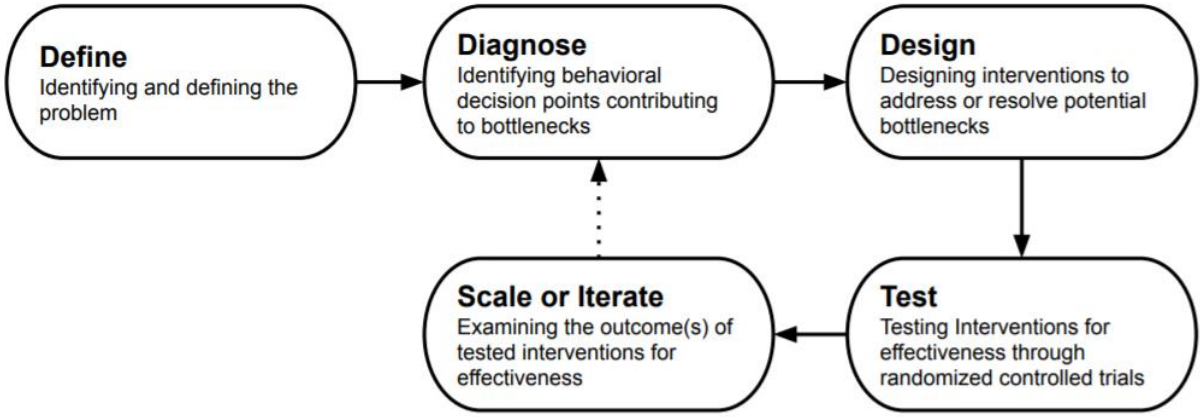
- **Step 5: Scale or iterate:** During this step, staff apply learning from the testing phase to determine if the proposed solution should be scaled or if further iteration of the behavioral science approach is needed to improve outcomes.

Table 5: Scaling or Iterating
The relatively simple and low-cost intervention of text message reminders has the potential to meaningfully increase one-off clinic visits and is being brought to scale. Additional research could also look at the relationship between clinic visits and family planning method choice and health outcomes, to understand the long-term impact of a simple messaging intervention like this.
Source: General Services Administration, Office of Evaluation Science

When to Use: Behavioral insights and interventions can be useful throughout the lifecycle of programs, policies, and services, from the design stage to close-out, and for continuous learning and improvement.

Additional Information:

- General Services Administration Global Health Insights from Applied Behavioral Science
- Department of Labor Practitioner's Playbook for Applying Behavioral Science Insights to Labor Programs
- Department of Health and Human Services Nudging Change in Human Services
- Cambridge University, “Sludge Audits”
- The World Bank World Development Report 2015: Mind, Society, and Behavior
- Think Big: Behavior Integration Guidance



Benchmarking

What: Benchmarking is the comparison of one organization's practices and performance against those of others. It is the process of identifying best practices in relation to outcomes and the processes that create and deliver those outcomes. Managers compare the performance of their products or processes externally with those of competitors and best-in-class companies and internally with other operations that perform similar activities.

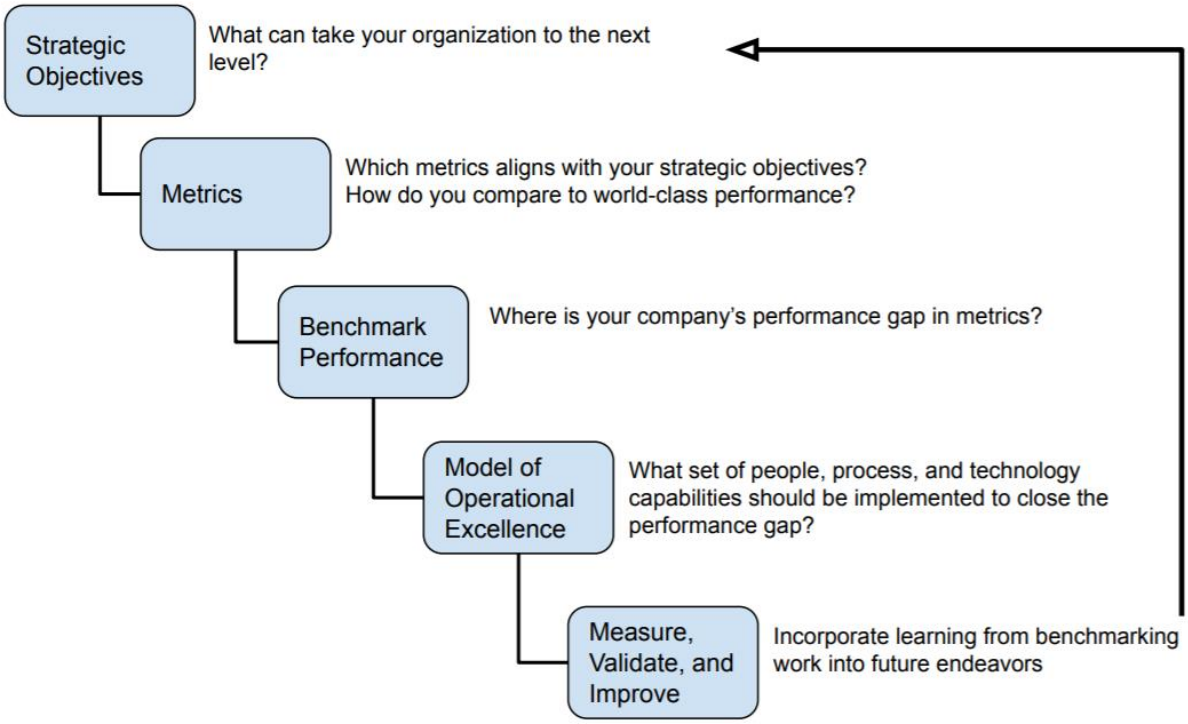
How: The critical steps of the benchmarking process are:

1. Select a product, service, or process to benchmark to help achieve the strategic objectives;
2. Identify key performance metrics;
3. Collect data on metrics;
4. Choose companies or internal areas to benchmark;
5. Collect comparison data on performance and practices;
6. Analyze the data and identify opportunities for improvement; and
7. Adapt and implement the best practices, setting reasonable goals, and ensuring organization-wide acceptance.

When to Use: Benchmarking should be used to identify industry best practices, so an organization can make improvements or adapt specific best practices to increase performance.

Additional Information:

- Bain & Company Brief on Benchmarking



Business Process Mapping

What: Business process mapping involves graphically defining what an organization does, who is responsible for each step, and how long each step takes. Business Process Modeling Notations (BPMNs) are the graphical objects that comprise the map. For example:

- Ovals show input to start the process or output at the end of the process;
- Boxes or rectangles show tasks or activities performed in the process;
- Arrows show process direction flow; and
- Diamonds show points in the process where a yes/no question is asked or a decision is required.

How: Guidelines for process mapping include:

1. Assemble the core process Team;
2. Walk through the process using wallpaper and "sticky" notes to keep the mapping visual and inclusive;

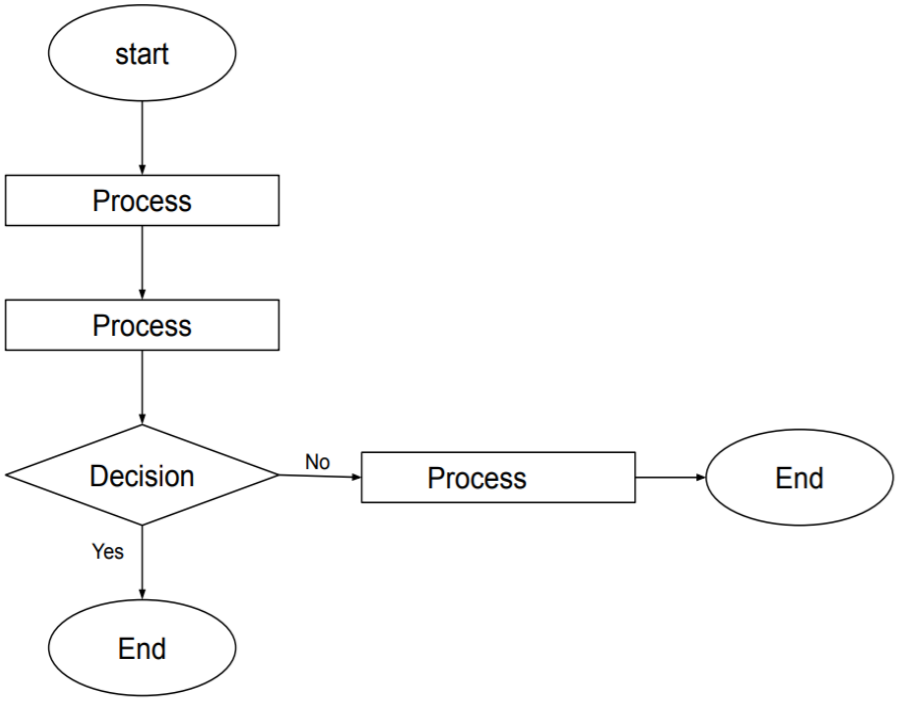
3. Discuss each step in the process and come to agreement on a) who is responsible and b) in what time frame; and

4. Document the final map using diagramming software such as Microsoft Visio.

When to Use: Business process mapping should be used when trying to identify specific pain-points and areas where the organization can gain efficiencies.

Additional information:

- Introduction to Business Process Model Notation



Change Management

What: Change management is an organizational process aimed at helping stakeholders accept and embrace changes in their business environment. Change management involves the application of a set of tools, processes, skills, and principles for managing the people side of change to achieve the required outcomes of a project or initiative.

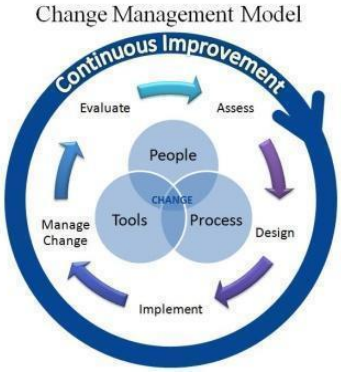
How: There are several different models for change management. Kotter's 8-Step Change Model and the Awareness, Desire, Knowledge, Ability, Reinforcement (ADKAR) Model are described here.

Kotter's 8-Step Change Model is a core set of change management activities to effect change and make it stick in the long-term. The eight steps are to:

1. Create Urgency,
2. Form a Powerful Coalition,
3. Create a Vision for Change,
4. Communicate the Vision,
5. Remove Obstacles,
6. Create Short-term Wins,
7. Build on the Change; and
8. Anchor the Changes in Corporate Culture.

The ADKAR Model is used to identify resistance to change, aid in the transition process, create a project plan for advancement during the change process, and identify why changes may not be working. ADKAR involves creating:

a. Awareness of the need to change,
b. Desire to participate and support the change,
c. Knowledge of how to change (and what the change looks like),
d. Ability to implement the change on a day-to-day basis, and
e. Reinforcement to keep the change in place.



When to Use: Change management methodologies should be used to assess the organization's ability to change, reform, and guide the organization through change. The central idea of change management is to facilitate engagement with the processes under review and increase transparency across stakeholder groups.

Additional Information:

- USAID's Change Management Best Practices Guide
- Kotter International 8-Step Process for Leading Change
- Mind Tools Four Principles of Change Management

Cost-Benefit Analysis

What: Cost-Benefit Analysis (CBA) compares the costs of a course of action to the combined generated benefits. To be effective, the analysis must consider the time it takes for benefits to repay costs. A cost-benefit analysis can use only financial costs and benefits or include intangible items to provide a larger scope. Accounting for the value for intangible factors in the analysis adds subjectivity into the process.

How: CBA involves five steps:

1. Identify assumptions and the scope, such as how far into the future to consider;
2. Brainstorm costs and benefits of a course of action over its lifetime;
3. Assign a monetary value to the financial and intangible costs;
4. Assign a monetary value to the financial and intangible benefits; and
5. Compare costs and benefits with consideration of the payback time to find out how long it would take for the benefits to cover the costs.

Operating Units (OUs) should use cost-benefit analysis to determine whether to pursue a course of action. Whenever possible, all costs and benefits considered in the analysis should be expressed in monetary equivalents.

When to Use: Stakeholders can use this form of analysis when significant changes in operations, budget, staffing, management, spending, or other key organizational areas need to be re-evaluated. An OU can determine which of its activities are mission-critical and should continue.

Additional Information:

- USAID Cost-Benefit Analysis

Cost-Effectiveness Analysis

What: Cost-Effectiveness Analysis (CEA) is a formal process for organizing information so that the cost of alternatives and their relative effectiveness in meeting a given objective can be compared systematically.

How: CEA involves three processes:

1. An analysis of the cost of each alternative;

2. An analysis of the effectiveness of each alternative; and

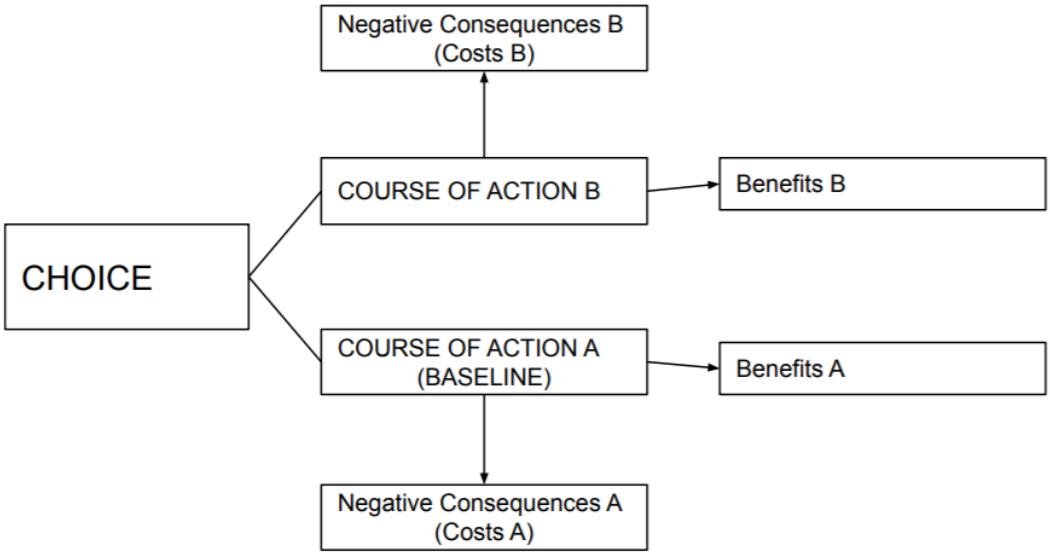
3. An analysis of the relationship between the cost and effectiveness of each alternative, usually expressed as a ratio.

OUs should use cost-effectiveness as a criterion for comparing alternatives and decision-making. A strategic option is cost-effective when it achieves the objective with the minimum expenditure of resources.

When to Use: Similar to a trade-off analysis, CEA should be used when there are multiple options up for consideration with multiple decision makers, stakeholders, and other interested parties making inputs to the decision-making process. However, the only two decision criteria used are cost and effectiveness.

Additional Information:

- World Health Organization Guide to Cost-Effectiveness Analysis
  - Executive Summary



Customer Experience Journey Mapping

What: Customer Experience (CX) maps[1] are a visual representation of a customer's end-to-end journey with a product or service. CX mapping can be a powerful exercise to better understand customers' experience as they engage in a project, activity, or

[1] Note: Maps can vary from being about a generic group of customers such as "grantee applicants" to very specific customers and scenarios such as "a local LGBTQIA+ cooperative seeking a grant for the first time." The latter is sometimes referred to as a customer journey map.

service. By creating a CX map, staff can graphically outline key events, motivations, and areas of friction to isolate and analyze components of a service and develop interventions to improve it. Staff can then reflect and evaluate the overall experience at each step to create the most efficient and effective process for their customer.

When to Use: Staff should consider using CX maps when trying to better understand and improve a process from the customer's point of view. Depending on the situation, the stages of the experience from the customer's perspective may be very different from the stages experienced by implementing staff. Drawing out this distinction is a significant contribution. Finally, CX mapping is a useful tool to define, set, and monitor specific goals.

CX mapping helps USAID staff understand:

- Partnerships with other organizations, companies, regional or multilateral organizations, and host countries; and
- End-customers' experience, such as Mission's use of Washington or Regional Platform services or development actors experience as a result of a USAID funded project or activity.

CX mapping helps USAID staff take stock of:

- Gaps of data, evidence, or knowledge (*e.g.,* where customer data can be collected);
- Customer segmentation (*e.g..* types of customers or details about customers);
- Steps or components of a process from a customer's point of view (customer touch points);
- Roles of actors or collaborators;
- Pain-points for customers and steps or features that do not add value (*e.g.,* sludge);
- Positive areas for customers to promote;
- Tradeoffs and choices in a process; and
- Areas requiring interventions or reforms in service delivery.

How: Maps can come in many formats. The below template is a basic CX map.

Table I. Customer Experience Map Template

	Start [Step1]	Step 2	Step 3	Step 4	Finish/Final product
Customer Process	**List Actions** (*e.g.*, visit Web site, etc) **Customer's Purpose** (*e.g.* access; self-help)	**List Actions** **Customer's Purpose**	**List Actions** **Customer's Purpose**	**List Actions** **Customer's Purpose**	**List Actions** **Customer's Purpose**
Internal Process	**List Actions and Actors**	**List Actions and Actors**	**List Actions and Actors**	**List Actions and Actors**	**List Actions and Actors**
Customer Experience	 **Describe positive experiences** **Quote**	 **Describe negative experiences** **Quote** **Statistic/ Data** ***e.g.*, of 40% of potential customers who began applying, X completed within Y hours**	 **Describe average experiences** **Quote** **Statistic/ Data**		
Metric to measure customer experience (can be multiple)	**Statistic/ Data** **Time required** **Customer effort/ expenditure**				

Directions:

1. Label the customer experience stages across the top row of the chart. Focus on customer touch points where the customer interacts with staff or the process. These are “process steps” from the customer’s perspective and experience. They typically do not reflect the experience of the staff implementing the process and may completely skip over steps that implementing staff complete.

2. On the Customer Process row, identify actions the customer takes at this stage. Identify the goal or purpose of what the customer is trying to achieve at this stage. For instance, are they gathering data to make a decision, seeking assistance with a problem, submitting a request, finalizing a transaction, etc.

3. On the Internal Process row, describe the stage the customer is in from the perspective of the employees completing the process. For example, if the employee is trying to resolve a problem or get answers, the internal process may focus on supplying self-help information on a website, or it may direct them to a helpdesk that triage callers and answer their questions.

4. On the Customer Experience row, categorize and describe the customer’s reported experience. Information can be collected from surveys, interviews, and other mechanisms. One may list representative quotes, summary of comments, rankings on a scale, data from a system, or other sources.

5. On the Lessons Learned row, provide references and insights. These could be opportunities to improve (*e.g.,* simplify a form with plain language, provide higher touch customer service at a specific stage), lessons learned about service (*e.g.,* customers appreciate self-help on simple topics like X but prefer personal guidance on Y), or opportunities to maintain high performance (*e.g.,* opportunity for staff from unit X to cross-train staff from unit Y on customer service).

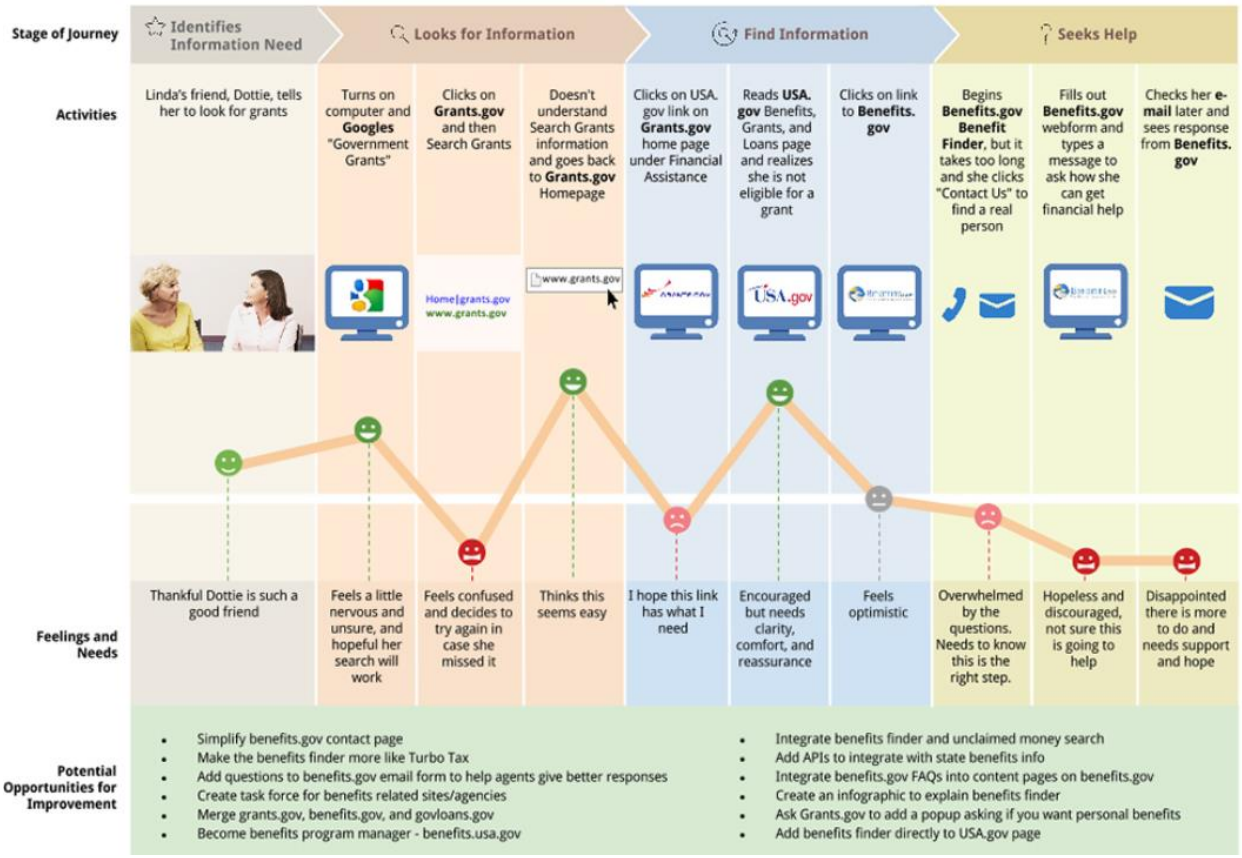
Example:
The following example is from digital.gov that has been edited for space and clarity.

Customer Profile:

Linda’s husband passed away two years ago and she’s been struggling to make ends meet ever since he died. She was working as a contact center representative, but recently lost her job when her company downsized. She is worried about how she will support herself and is frantically looking for financial support. A friend of Linda’s told her to look for government grants. She wants to learn more about government benefits.

Customer Summary:	Customer Needs:
● Linda Citizen ● 50 years old	● Help finding information online ● Easy to understand information

• Widowed, no children	• Financial support from the government to help pay her bills



Note: This map is stylistically different from the template shown in Table I. There is no set format as long as the map meets the principles outlined here.

Additional Information:

- Journey Mapping the Customer Experience: A USA.gov Case Study

Data Validation

What: Data validation of qualitative research allows research teams to code interviews and focus groups to evaluate the "trustworthiness" of responses and assumptions. This means determining that the data is credible, authentic, transferable, dependable, and confirmed through other data collection methods.

How: Ways researchers can validate data:

1. Semi-structured questionnaires or interviews;

2. Expert panels or peer review of the research or report;

3. Stakeholders who were interviewed can review the research or report;

4. Progressive focusing, or an iterative process where earlier interviews can develop follow-up questions in later interviews; and

5. Coding of interview transcripts for key themes.

USAID has developed resources to facilitate the validation of qualitative data. The Mixed Methods, Coding, Interviews, Surveys, and Questionnaires Methodology (found here) provide details of how to identify methods for coding responses, define codes and categories, test the coding, record the coding for shared access, and aggregate data.

When to Use: Researchers can use the data validation techniques to confirm stakeholders' responses in Key Informant Interviews (KIIs) and Focus Groups, remove bias from the report, and ensure findings and recommendations are objective.

Additional Information:

- USAID Mixed Methods, Coding, Interviews, Surveys, and Questionnaires Methodology

- M/CIO Data Services, USAID Data Literacy Curriculum

Desk Review

What: Desk reviews, or secondary research, involve the summary, collation, and/or synthesis of existing research and documentation. In contrast, primary research involves data collection from, for example, research subjects or experiments. Secondary sources could include agency policy, previous research reports, documented business processes, databases, and government and non-governmental organization statistics.

How: Steps for a desk review include:

1. Develop a list of sources, a list of good starting points promises more than just looking at one source;

2. Document, organize, and file key information collected from research; and

3. Document the full citation of original sources, usually in the form of a complete listing or annotated listing.

When to Use: Desk reviews should be completed at the beginning of a process or organizational review to determine what is already known, what new data are required, and to inform research design.

Financial Analysis

What: OUs can conduct financial analyses to evaluate business processes, budgets, and financial transactions. The Office of Financial Management (OFM) oversees all financial management matters relating to Mission activities and are an important key stakeholder to contact. OFM plans and conducts pre-award financial-management risk-assessments for agreements, supports the development of cost-estimates, provides assistance for strengthening financial management practices, and can conduct analysis of forward funding and pipelines.

How: See a full list of financial management reports and tools in the Enterprise Reporting Portal.

When to Use: When there is a significant expansion or contraction of an OU's budget or staffing, the OU should conduct a financial analysis. Additionally, financial analysis can validate the qualitative findings of a research team's key informant interviews, focus groups, or any workload analysis in another context.

Additional Information:

- USAID, Mission Management Assessment Data Sources

Fishbone Analysis

What: Fishbone analysis is a graphic tool to explore effects and the causes that create or contribute to those effects. These causes can then be targeted for improvement.

How: Steps for creating a fishbone analysis include:

1. Develop a problem statement: Place the problem statement at the head of the "fish." This is the end effect from which causes will be mapped. Draw a line toward the head of the fish. This is the fish's "backbone."

2. Begin to categorize: Start listing major steps in the business or service process and connect them to the backbone in "ribs." There is no specific number of steps or categories needed to describe the problem.

3. List contributing factors: Brainstorm possible problem causes and attach each to the appropriate rib. When brainstorming, it might be helpful to place ideas on

category ribs as they are generated, or to brainstorm an entire list of ideas and then place them on ribs all at once.

4. Ask why for each factor: Repeatedly ask why that factor is present.

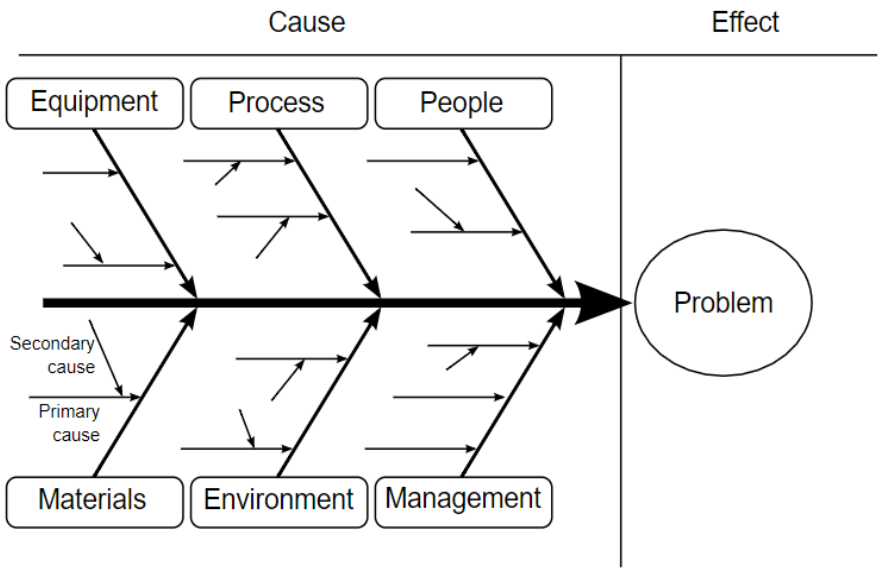
5. Look for deeper causes: There could be multiple branches off of each successively smaller rib. A team might lack expertise, for example, because of a lack of training, but also because the right people weren't hired for the job. Treat each contributing factor as its own "mini-rib," and keep asking why each factor is occurring.

6. Test for root causes: Test for root causes by looking for causes that appear repeatedly within categories or across major categories.

When to Use: Like problem tree analysis, fishbone analysis should be used when trying to determine the root cause(s) of a problem or when there are several problems identified which are competing for attention from management.

Additional Information:

- American Society for Quality Fishbone Diagram



Open Space Technology

What: Open Space Technology (OST) is an unstructured approach for meetings, retreats, workshops, and strategic planning sessions. OST focuses on a specific purpose or theme but begins without a formal or prepared agenda. Instead, meeting participants develop the agenda when they meet. Once participants form the agenda, they discuss topics in working groups.

How: There are many variations of how to use OST. Below is a brief "user's guide" to be modified depending on the organization, facilitator, and issues at hand.

- **Invitations:** Keep invitations short and non-prescriptive. Include important details, such as the time and place of the meeting, and clearly explain the theme of the event. Attendance should not be mandatory. You only want participants who are passionate and interested in the theme. However, you should explain the meeting theme and the implications of not attending. For example, if you attend, you will be able to influence the future strategy of USAID, while not attending may signal a lack of interest in doing so. The invitation should also explain that the meeting will be unstructured until participants arrive. Let participants know that they are the ones driving the conversation.

  Most importantly, keep the invite intriguing and exciting—OST relies on a positive "safe space" for dynamic discussions and participation.

- **Facilitator:** OST uses only one facilitator. It is important that the facilitator does not instruct or control the day—rather they should help the group manage their own space and time. The facilitator should encourage, engage, and empower participants and should not have "all the answers".

- **Logistics:**

  - **Materials:** A matrix with sticky notes (to display times for two-hour breakout sessions), markers, flip charts, tape, and paper. In a virtual environment, OST participants can use interactive tools like Google Jamboard, Sheets, and Documents to collect ideas.

  - **Room:** The main room should be big enough to allow all attendees to sit in a circle. There should be one unobstructed wall to tape the group schedule and key concepts. There should be additional rooms for the workgroups. Around five breakout rooms should be available for a group of 100 people. Using Google Meet, participants have the option of a "gallery view" to see most, if not all, of their colleagues. Additionally, this tool also allows for virtual breakout rooms.

  - **Time:** Events should usually last at least a day. If you want a higher level of reporting out, they should last two days. Make sure people are clear that they need to participate fully and not drop in and out of the meeting. Lunch should be eaten when the participants want to and people should be allowed to take self-selected breaks. Working groups may begin later or finish earlier than the allotted time. Once the facilitator develops the approximate times for break out groups, time should flow organically without constraints from the facilitator or other members.

- **Introduction:** Everyone should sit in a circle. The facilitator should explain the theme of the day, expectations of what people and the group will produce, and the "rules" of OST. The theme should be explained in an evocative, not descriptive or prescriptive, manner. This means that the OST theme should offer parameters for the participants' thinking but should not restrain their creativity or demand a specific outcome beyond the expectation that contributions remain relevant to the theme. Within the first hour, the group should know what they are doing, have created agendas (task groups, discussion groups etc.) and be ready to work. Introductions must be energetic and short. As introductions are made, the wall behind the facilitator should have an "important concepts" poster (described below) and space for a bulletin board where people can post ideas.

- **Bulletin Board:** After explaining the theme, the facilitator should introduce the concept of the bulletin board. The bulletin board should be a space where people can put their topics for working group discussions with an associated breakout room and time. A Google Jamboard, Sheet, or Document can substitute for a Bulletin Board in a virtual environment. A facilitator can share this on their screen throughout the discussion so all participants can view it.

  Invite people to the middle of the circle, to state their name and present their idea for discussion. Participants should write both on a piece of paper and post it on the wall. Once they have placed it on the wall, they will need to take a sticky from the room schedule matrix (which has room availabilities with a time on each sticky) and put the sticky on their idea. Each session should be around two hours. Once people are done posting their ideas and corresponding times for their breakout groups the facilitator should help organize each group by putting the morning session's on the far left, noon session's in the middle, and afternoon session's on the far right.

- **Market Space:** The facilitator should then "open the market space," where participants sign up for the groups they are interested in. If someone wants to combine groups, the author of the group can decide whether to do this.

- **Important Concepts:** Once everyone has signed up for their groups, the facilitator needs to explain important concepts for the day (these should be on the wall or located in a document all participants can continually access).

    - **The Four Principles**

        1. **Whoever comes are the right people**. If no one comes to a working group, that issue may not be relevant or important to the overall group.

        2. **Whatever happens is the only thing that could have.** Optimizing time means focusing on (and redirecting participants

back to) the present rather than being concerned with what could have or should have happened.

3. **Whenever it starts is the right time.** If a discussion takes a while to be productive that is okay.

4. **When it is over, it is over.** If an issue is solved in 20 minutes, and it is a 2 hour block, participants can move to another group.

- **The Law of Two Feet**
  If anyone finds themselves in a place where they are not learning or contributing they can use their feet to go to another group. This can apply to participants who want to drift from meeting to meeting

- **"Afternoon News":** After discussions in each group, the group should be called back into the main room. People should once again sit in a circle. The group should have an open mic so members can voluntarily share any positive or interesting stories that have emerged from the group.

- **Reporting out,** if possible: throughout the day people should record important points within the ongoing discussion. An easy way to organize reporting is to have one Google doc where people can insert their notes and thoughts throughout the day.

- **Closing** the day should end naturally. It is up to the facilitator to "feel" the group's energy and the best way to close the day. One suggestion is to use the Native American tradition of a talking stick. Have each member pass around a stick. Once in their possession, the participant should be able to speak freely about events or issues from throughout the day.

- **Follow up** is important to use the energy and progress made from the retreat and parlay it into after action working groups. Allow a space in the office for people to post their ideas and sign up for after action groups once the retreat is over. The role of leadership should be to send a message of encouragement to post ideas and join working groups, while not being prescriptive. Leadership should listen to results and recommendations from these groups and act on them, as appropriate.

When to Use: OST works best when there is a complex issue that leadership does not have an answer to. OST can be used in groups with 5 to 500 participants and should take place over a one-to-three-day period.

OST relies on people's interest in the theme of the workshop or meeting to produce effective, frank, and useful discussion and action items. It is most effective when leadership takes a back seat, and there is a non-hierarchical approach and discussion of issues and interests. This allows people to raise relevant issues that are important to

the group and important to them. Focusing on issues that people are invested in encourages energetic discussion and problem solving. This process empowers people to take initiative, responsibility, and follow up actions for their own ideas. It also highlights issues that would not be raised in a more formal setting.

Due to its structure as an open forum event, it is not an effective approach when there are issues with team dynamics, or tension with leadership.

Additional Information:

- Open Space World Website for Open Space Technology
- Elemental Education Open Space Technology User's Guide
- Open Space Toolkit

Problem Tree Analysis

What: Problem tree analysis helps find solutions by mapping out the anatomy of cause and effect around an issue. With this method, the problem can be broken down into manageable and definable chunks. It can provide better understanding of the problem and its often interconnected and even contradictory. This is often the first step in finding win-win solutions.

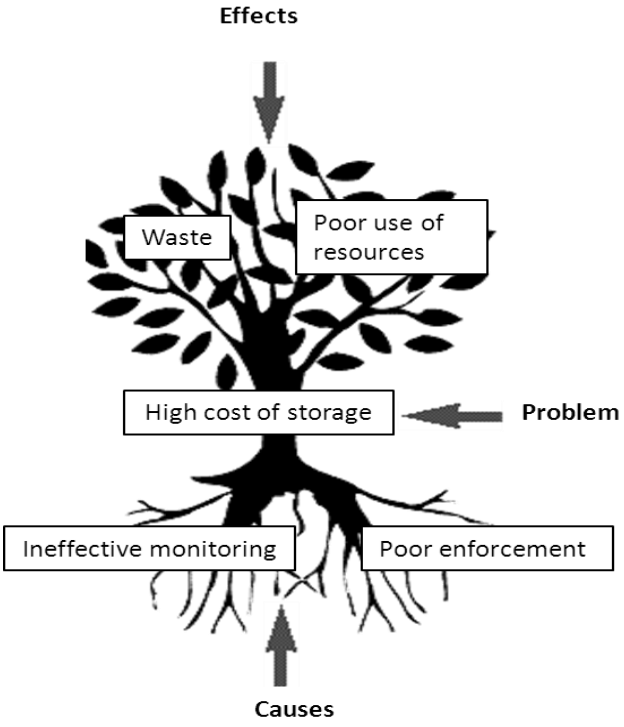
How: When building a problem tree:

1. Identify the major problem, state it as a negative condition, and place it in the diagram as the trunk of the problem tree;
2. Brainstorm all the specific causes that contribute—directly or indirectly—to the major problem;
3. Organize all the specific causes into direct cause-effect relationships and put them in the problem tree diagram;
4. Take each causal chain of problems through to as many levels as needed to complete the analysis; and
5. Identify the effects and consequences of the problem and organize them into direct cause-effect relationships as the branches of the tree.

When to Use: Like fishbone analysis, problem tree analysis should be used when trying to determine the root cause(s) of a problem or when there are several problems identified which are competing for attention from management.

Additional Information:

- Massachusetts Institute of Technology Problem Tree Analysis Tool



SWOT Analysis

What: A Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis is a business tool used to identify strategic issues within an organization by analyzing the **Strengths, Weaknesses, Opportunities,** and **Threats** of the organization. SWOT analysis can: 1) help a new group focus on developing its mission and important strategies; 2) enable a group that does not function as effectively as it could be to refocus their efforts and get on track; and 3) assist an organization to periodically renew its priorities in a systematic fashion.

How: The key steps in conducting a SWOT analysis include:

1. Brainstorming lists of strengths, weaknesses, opportunities, and threats (remembering to keep the focus internal for strengths and weaknesses and external for opportunities and threats);

2. Taking the laundry-list of ideas within each category and reduce them to the top five to ten ideas (per category);

3. Reviewing each category separately and discuss each of these ideas and the potential implications to the organization;

4. Remembering that the idea with SWOT analysis is to gain a better understanding of how the organization can relate to its external environment. As such, the next step is to look at the internal strengths and weaknesses of the organization and see how they relate to the opportunities and threats external to the organization; and

5. Looking at the following areas:

    a. Those factors that represent both strengths of the organization and opportunities in the external environment. These represent potential areas for growth.

    b. Those factors that represent weaknesses of the organization and threats in the external environment. These represent areas that need to be addressed.

When to Use: A SWOT analysis is a good tool for analyzing strategic opportunities and challenges with a group of people in a short time frame.

Additional Information:

- Asana SWOT Analysis

Trade-Off Analysis

What: Trade-off analysis is a decision-making tool used after a team has identified a range of options for addressing operations issues. Trade-off analysis helps the

organization select the best option(s) with the highest impact potential. Trade-off analysis usually includes developing a decision matrix which displays the various options with their respective scores against established decision criteria.

Example

OPTIONS	**Criterion A: Lowers costs**	**Criterion B: Streamlines**	**Criterion C: Maximizes Performance**	**Criterion D: Stakeholder/ Customer Acceptability**	**TOTALS**
Criterion Weight	Max. 20 pt.	Max. 20 pt.	Max. 20 pt.	Max. 40 pt.	100
Option 1: Train existing staff	10	10	15	20	55
Option 2: Realign Staff	15	20	20	30	85
Option 3: Reduce current staff and hire new expertise	10	15	20	10	55

How: A decision matrix allows decision makers to structure and then solve their problem by:

1. Define the ideal solution. Spend a few minutes thinking about the ideal solution. How does it look and feel? Try it on for size. Make a list of the key characteristics for the ideal solution.

2. Set Priorities. Which of these characteristics of the ideal solution are the most important? Assign a weight (percent) to each key characteristic. The weight establishes the priorities.

3. Assign the Points. Evaluate each option and give it a raw score for each key characteristic. Look at each option by itself and rate it according to how it meets the key characteristics.

4. Calculate the weighted scores. Use the raw score and the key characteristic weight (percent) to calculate a weighted score.

5. Add up the total scores. Add up the weighted scores to get the total score for each option. The option with the highest score is closest to the ideal solution.

When to Use: Trade-off analysis should be used when there are multiple options to consider with multiple decision makers, stakeholders, and other interested parties having inputs in the decision-making process.

Additional Information:
U.S. Army Corps of Engineers Tradeoff Analysis Planning and Procedures Guidebook

USAID Decision Making Model/RACI

***What*:** In the fast-paced and rapidly changing environments where USAID staffs offices, manages partnerships and implements programming, it is critical that Agency leaders and staff know who has decision-making authority for pieces of a given process. A clear delegation of responsibilities will reduce wasted time, confusion, and frustration across teams, leaders, and business units. RACI (Responsible, Accountable, Consulted, Informed) is perhaps the best-known decision-making model and it can be adapted to meet the unique needs of an agile team. USAID's teams should adapt the model to suit their needs; including utilizing the RACI-VS model as outlined below.

- **R**esponsible: The person who does the work to achieve the task. They have responsibility for getting the work done or decision made.
- **A**ccountable: The person who is accountable for the correct and thorough completion of the task. This must be one person.
- **C**onsulted: The people who provide information for the project and with whom there is two-way communication. This is usually several people, often subject matter experts.
- **I**nformed: The people kept informed of progress and with whom there is one-way communication. These are people that are affected by the outcome of the tasks, so they need to be kept up-to-date.
- **V**erify: The people who need to review the deliverable and clear.
- **S**ignatory: The person who provides final clearance. This should be one person and should be kept as low as possible (*i.e.,* the Front Office should not be the signatory on every action).

Variations of RACI

- RASCI: with the 'S' standing for 'Support'
- RACIO: with the 'O' standing for 'Out of the Loop' or 'Omitted'
- RACI-VS: with the 'V' standing for 'Verify' and the 'S' for 'Signatory'
- RAPID: Recommend, Agree, Decide, Input, and Perform

Decision-making should be kept as low as possible to keep tasks agile and timely. Only critical, high-level tasks/documents should have the Front Office as the signatory. Whenever possible, the signatory should be the Bureau or Office who the Automated Directives System (ADS) lists as responsible.

How: The type of model is less important than the process. The process should be inclusive and should start at the beginning of the Task Force/response.

1. *Identify key tasks:*

The team should establish a decision-making matrix during activation where key stakeholders in the crisis/response meet to define the objective and key tasks.

- Start with a spreadsheet listing tasks along the left side and key information about the source of a deliverable – such as a person's name, a person's title, Bureaus, Independent Offices, etc. — listed horizontally along the top.
- Project managers (such as a Team Lead, administrators, etc.) should populate the spreadsheet with key project tasks, and task-responsible stakeholders. They should break down the mandate of the team by indicating the high-level tasks associated with each responsible stakeholder underneath their name.

- To provide all of the details necessary for effective project management, the key project tasks will likely need to track more detailed sub-task lists. Teams should do so on subsequent spreadsheet tabs so that the first sheet of the workbook is a matrix that lists of all tasks and each task's status at a high level.


RACI matrix.

R	Responsible
A	Accountable
C	Consulted
I	Informed

Project tasks	Product Owner	Business Analyst	Financial Lead	Design Director	Design Lead	CRM Lead	Head of CRM	Senior Stakeholders*	Senior Stakeholders**	AGENCY
1. Research										
Econometric model	C	C	A	I	I	C	I	C	I	R
Strategic framework	A	C	C	I	I	C	I	C	I	R
2. Define										
Product concept	A	C	I	C	I	C	C	C	I	R
User testing	A	C	I	I	I	C	I	I	I	R
User journey	A	C	I	I	I	C	I	C	I	R
Design framework	C	C	I	R	A	I	I	C	I	R
Technology recommendations	C	A	I	I	I	I	I	C	I	R
Measurement framework	R	C	A	I	I	C	I	C	I	R
Product backlog	A	R	I	C	I	C	I	C	I	C
Delivery roadmap	A	R	I	R	C	C	I	C	C	R

- Project managers should assign responsibility to key stakeholders using the acronyms from the RACI-SV "types" section (below). Tasks should only have one "accountable" and one "signatory" role. Be sure to resolve any conflicts where there is more than one for a particular task.

- Keep decision making as low as possible. If someone at the executive level must provide final clearance on each action, the team will lose momentum and critical response time.

- Share, discuss, and agree on the RACI matrix with stakeholders.

2. *Hold recurring meetings:*

The team should hold regular, recurring meetings with all stakeholders. During these meetings, the "responsible" stakeholders will provide updates on each of the key tasks. Stakeholders will have an opportunity to weigh in, although in-depth conversations should occur outside of the meetings, when the "responsible," "accountable," and "consulted" stakeholders engage.

- Keep meetings short and high-level as a way of ensuring leadership is up-to-date on, and tracking, all tasks.
- "Responsible" stakeholders will provide a read out of the status of each task.
- Add new tasks as the situation evolves, always coming to agreement on the RACI-VS designations.

When to Use:

The RACI model is appropriate whenever a set of stakeholders needs to make decisions in an organized way that can be tracked to promote accountability and timeliness. RACI is perhaps the best-known decision-making model, but it can be adopted to meet unique needs of the response.

Additional Information:

- Effective Organizational Decision-Making to Boost Performance
- What Is RACI: Everything You Need to Know About This Project Management Tool

Workload Analysis

What: A workload analysis can determine the number and type of staffing mechanisms required to meet a particular objective. A workload analysis can look at the duties listed in a staff member's position description and consult with staff on what additional duties they may or may not perform. This will help researching stakeholders determine where staff can shift from low-value to high-value work and how to adjust staffing to accommodate changing mandates.

How: Steps to conduct a workload analysis:

1. Review the staffs' job descriptions within an OU and the OU's vacancy rate;
2. Identify measures of workload (an example of a metric is the number of contracts);
3. Collect data on staff's workload during a set time period through:

   a. Observation or discussions with staff on the time spent on task, or

   b. The use of a digital activity tracker or time management analytical tool to assess staff time on projects;

4. Determine the processing rate (an employee's time on task divided by the total number of their contracts);

5. Identify trends and forecast additional requirements to determine future workload (such as additional contracts due to new funding); and

6. Calculate the workforce need, based on the processing rate and the forecasted metrics.

When to Use: When an expansion in an OU's budget, a contraction in the number of staff, or service provisions for the OU change substantially trigger a business process review, a team of stakeholders can conduct a workload analysis. Stakeholders may also perform this analysis to validate responses from surveys, key informant interviews, and Focus Groups.

597sah_100223