



BUSINESS ANALYSIS CONFERENCE EUROPE

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MASTERING WORKSHOP CUSTOMISATION

WHO AM I?

BRONIA ANDERSON-KELLY

CONSULTANT BUSINESS ANALYST

18 YEARS IN IT CHANGE WITH 11 YEARS
AS A BA

FACILITATION & WORKSHOPS - GUIDE &
MENTOR

TRAINER - PERSUASION & GAMIFICATION

TODAY'S MATERIAL:

- DAVE GRAY'S GAMESTORMING
- PENNY PULLAN'S MAKING
WORKSHOPS WORK
- CIALDINI'S SOCIAL PSYCHOLOGY
- OWN 'MEANDERING EXPERIENCE'

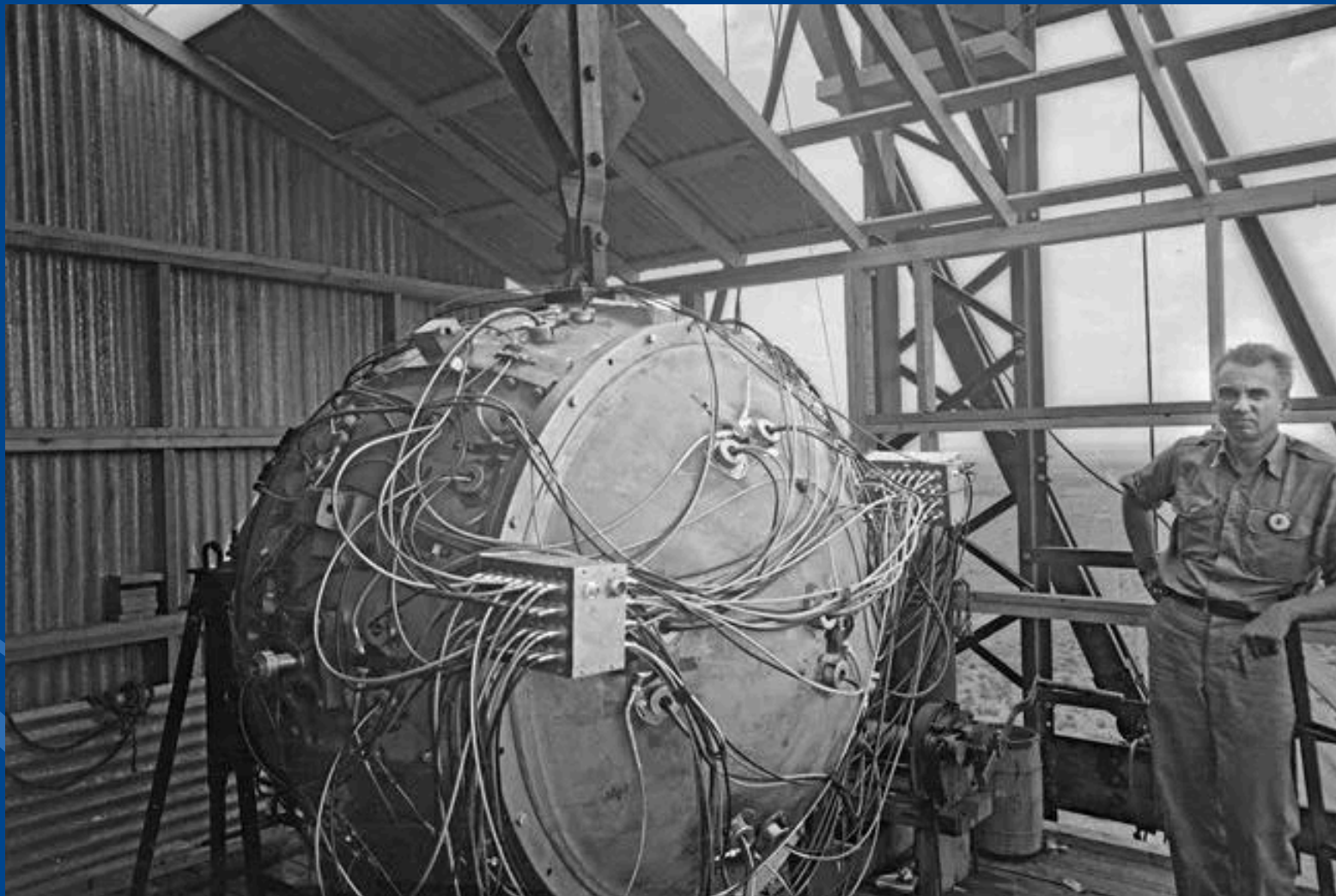


OUTLINE

- WHY WORKSHOPS MATTER
- WORKSHOP SHAPE
- TAILORING WORKSHOPS BEFORE THEY START
- EVOLVING WORKSHOPS DURING FACILITATION



WHY WORKSHOPS MATTER!



THEORETICAL DIVISION MAY 10, 1945

H. A. Bethe, Division Leader, E-208, Ext 71
 V. F. Weisskopf, Deputy Division Leader, E-218
 J. von Neumann, Consultant, E-205½, Ext 72 R

GROUP T-1
 R. Peierls, Leader, E-119, Ext 178
 R. F. Christy, Section Leader, E-120
 Ext 178 R2
 K. Fuchs, Section Leader, E-118
 Ext 77
 Baroody, E. M., E-121, Ext 178 R2
 Calkin, J. W., E-117, Ext 77
 Inglis, D. R., T-35, Ext 54
 Keller, J., E-120, Ext 178 R2
 Penny, M. G., E-101A, Ext 470
 Podgor, T/S S., E-116, Ext 469
 Roberts, T/S A. E., E-117, Ext 77
 Skyrme, T.H.R., E-118, Ext 77
 Stark, R. H., E-116, Ext 469
 Stein, T/S P. R., E-121, Ext 178

GROUP T-2
 R. Serber, Leader, E-109, Ext 177
 L. I. Schiff, Alt. Leader, E-108
 Ext 76
 Case, E. M., E-107, Ext 76
 Glauber, R., E-107, Ext 76
 Kurath, T/3 D., E-202, Ext 205
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 Richman, C., E-110, Ext 177
 Stehle, T/S P., E-107, Ext 76

GROUP T-3
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 R. E. Marshak, Alt. Leader, E-218
 Ext 74 R2
 Bellman, Pvt. R., E-222, Ext 468
 Cohen, T/S S., E-219, Ext 74 R2
 Lennox, E., E-218, Ext 74 R2
 Olum, Paul, E-216, Ext 74
 Smith, J. H., E-219, Ext 74
 Wing, Milton, E-222, Ext 468
 Bowers, M. A., E-216, Ext 74

GROUP T-4
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 J. Ashkin, Alt. Leader, E-209
 Ext 72 R2
 Ehrlich, R., E-210, Ext 72 R2
 Feshkin, T/4 M., E-203, Ext 79 R3
 Reines, F., E-210, Ext 72 R2
 Welton, T. A., E-209, Ext 72 R2

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 D. Flanders, Leader, E-205
 Ext 69 R1
 P. Whitman, Alt. Leader, E-204
 Ext 69 R2
 Atkins, A. L., E-211, Ext 73 R2
 Davis, R. R., E-215, Ext 74
 de la Vin, E., E-201, Ext 79
 Elliott, J., E-213, Ext 73 R1
 Hauser, T/S F. H., E-214,
 Ext 73 R1
 Huber, T/4 D. C., E-120, Ext 70
 Hudson, H., E-214, Ext 73 R1
 Inglis, B., E-212, Ext 73 R2
 Johnson, M., E-212 Ext 73 R2
 Kellogg, T/S H., E-203, Ext 69 R3
 Langer, B., E-201, Ext 79
 Page, T/3 W., E-214, Ext 73 R1
 Rau, E. T/3., E-120, Ext 70
 Staley, T/3 J., E-212, Ext 73 R2
 Teller, W., E-214, Ext 73 R1
 Vuletic, T/S V., E-211 Ext 73 R2
 Wilson, F., E-212, Ext 73 R2
 Wright, T/S E., E-213, Ext 73 R1
 Young, T/Sgt., G., E-211, Ext
 73 R2

Goldberg, T/S., E-108, Ext 76
 Kenney, Pvt. J., E-105, Ext 75
 Hamming, R. W., E-114, Ext 78
 Hearmans, Corp. A., E-105, Ext 75
 Keller, T/S A., E-105, Ext 75
 Kurvitz, T/S D., E-105, Ext 75
 Johnston, T/3 J., E-103, Ext 75
 Kington, T/4 J., E-105, Ext 75
 Livesey, N., E-112, Ext 75
 Ninger, W., E-105, Ext 75
 Noah, P. E., E-105, Ext 75
 Vorwald, T/S A., E-105, Ext 75
 Zimmerman, T/3 W., E-105, Ext 75

GROUP T-7
 J. Hirochfelder, Leader, T-30
 Ext 206
 J. Nagas, Alt. Leader, T-30, Ext 206
 Brunner, T/S E., T-28, Ext 206
 Fockete, T/4 P., T-28, Ext 206
 Larson, T/4 L., T-26, Ext 206
 Ostrow, E., T-30, Ext 206
 Schwartz, T/4 P., T-28, Ext 206

GROUP T-8
 G. Placzek, Leader, E-220, Ext 468
 Mark, C., E-221, Ext 468 R2
 Carlson, B., E-221, Ext 468 R2
 Day

Images:
 Los Alamos National Laboratory
 Atomic Archive

WHY WORKSHOPS MATTER!

Why use them and why make them good?



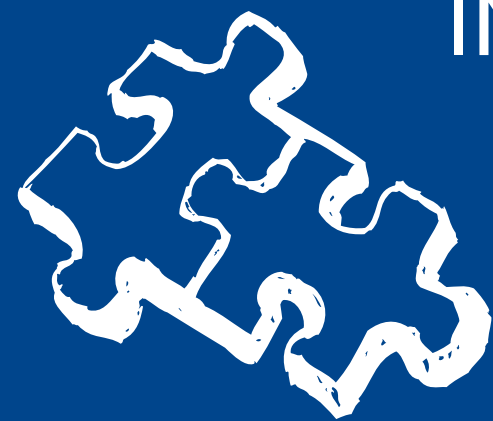
CATALYST FOR
INNOVATION &
CREATIVITY



PROMOTES
COLLABORATION
AND DEEPER
ENGAGEMENT



ENJOYMENT
AND
ATTENDANCE



INTERACTIVE
NATURE
BUILDS
GREATER
BUY-IN



CONSENSUS
AND
ACTIONABLE
OUTCOMES

WORKSHOP SHAPE

OPENING

Not an introduction. Not an unrelated “ice-breaker”. Important for managing energy and flow. Establishing context, frame of reference and generation of ideas.

EXPLORING/EXAMINING

This is the main body where we dig-deeper, expand, verify, test out etc. It may involve periods of discussion but usually we work this around a game or technique.

CLOSING

The final part where we agree actions, make decisions, determine priorities. A convergent part of the meeting.

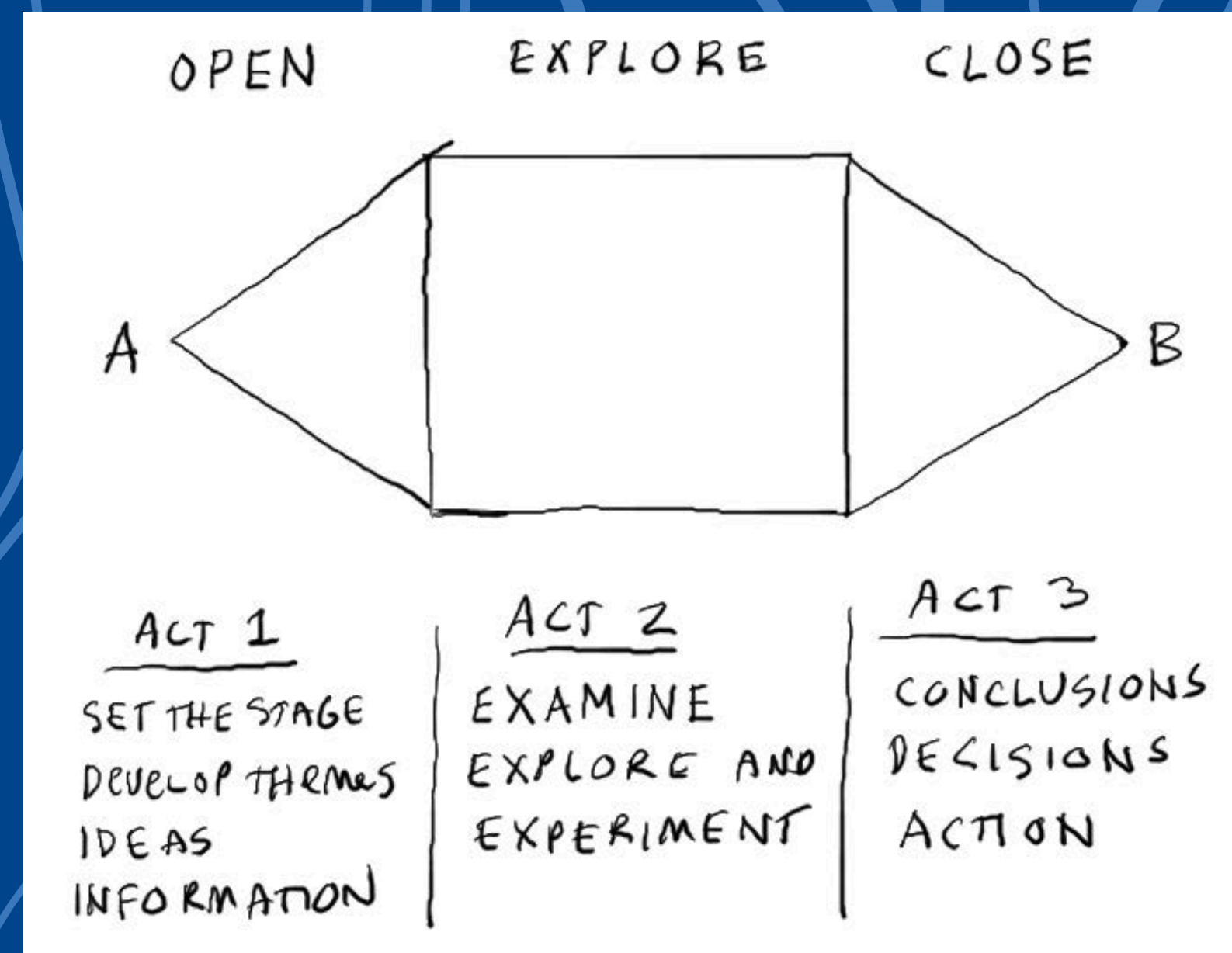


Image: Dave Gray O'Reilly.com -
applied from one game shape to workshop shape

WORKSHOP SHAPE

OPENING - AIMS & GAMES

AIM (DIVERGENCE):

Start the Fire: Set the challenge, pose a question, state the problem.

Set the scene: context to the discussion, get people thinking on the right lines

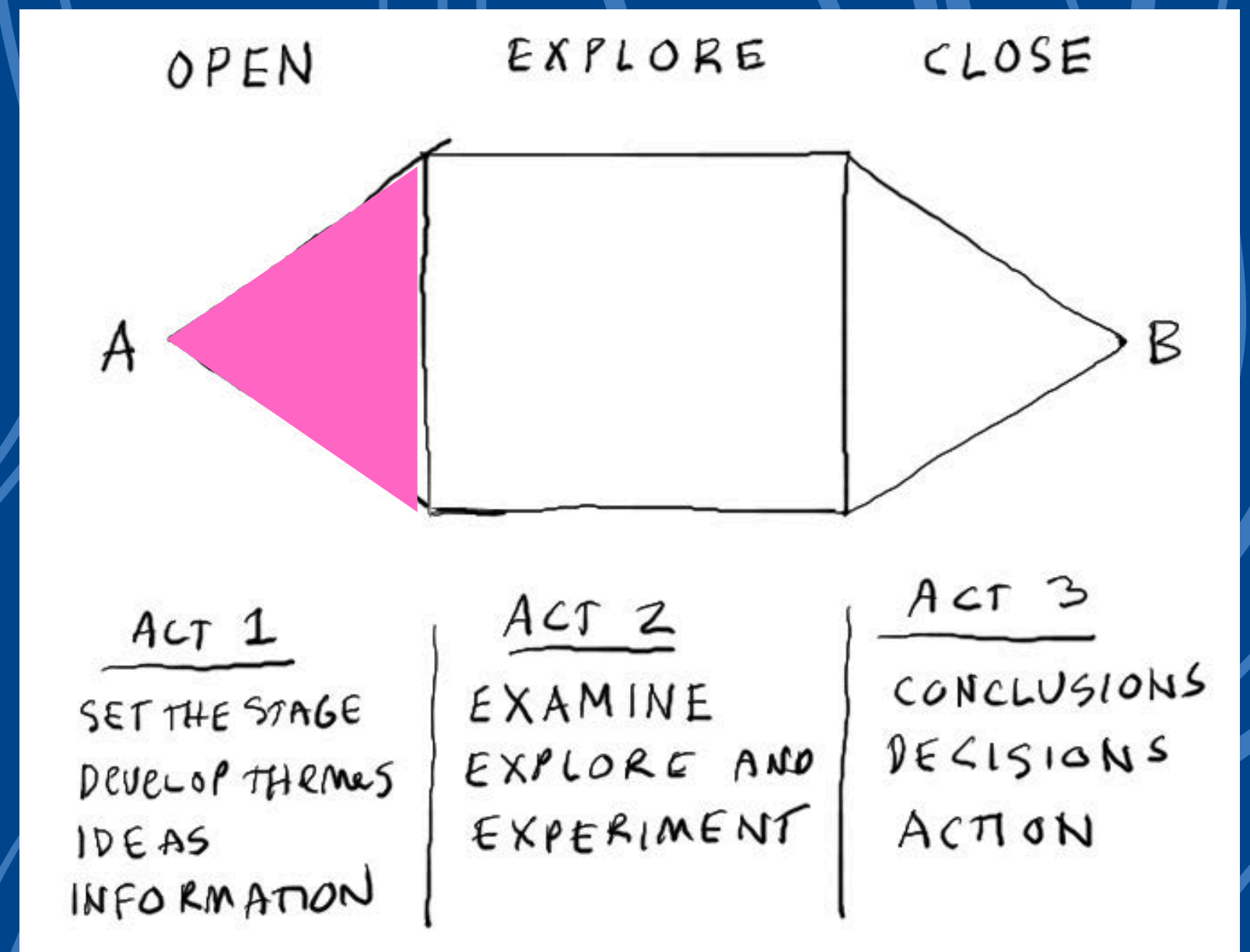
Node generation: getting a diverse set of ideas/answers without exploring them in details

EXAMPLE GAMES:

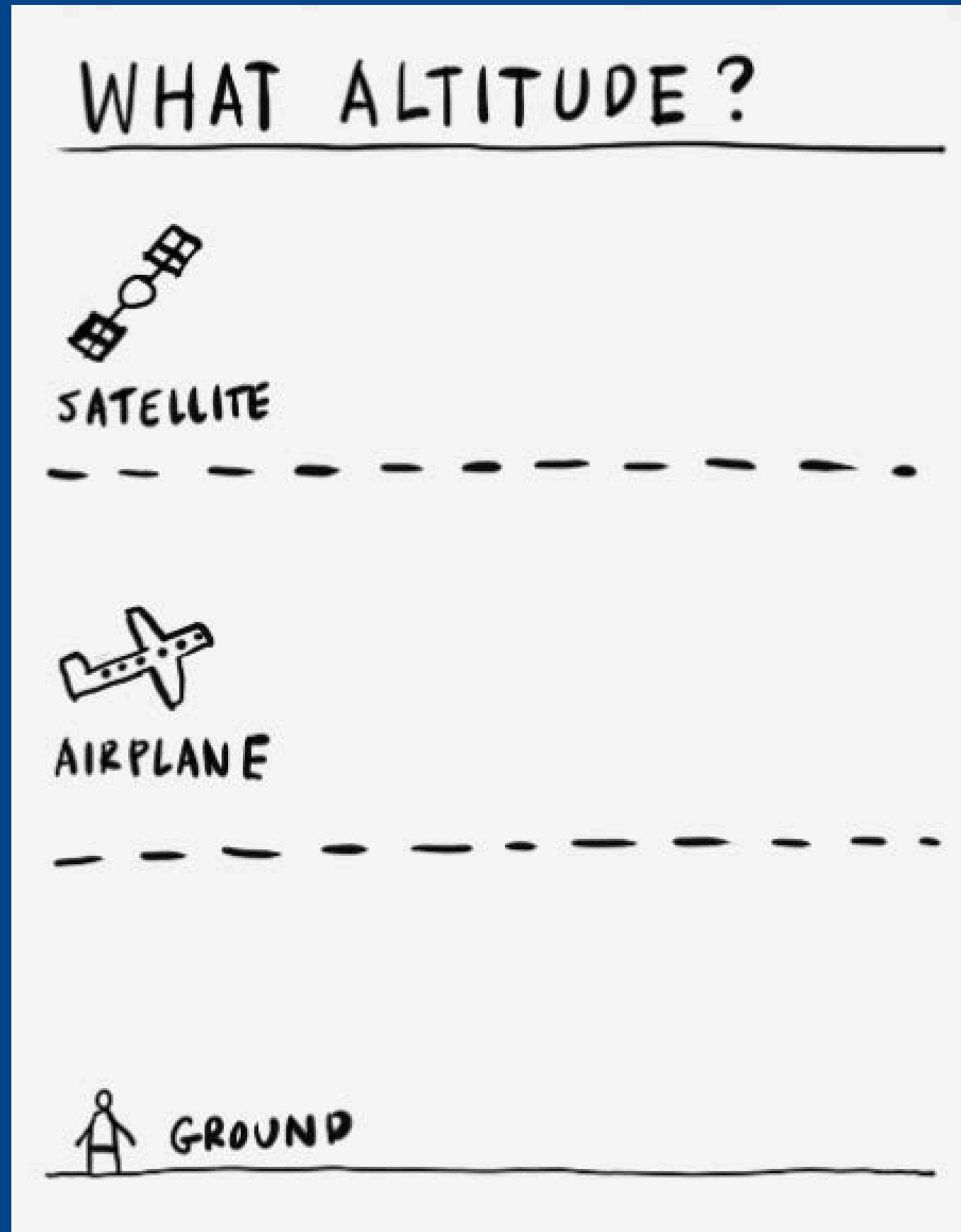
Friend or Foe: Stakeholder Mapping

Altitude: Setting the depth of the discussion

Carousel: Ideas generation on any topic



ALTITUDE



WORKSHOP SHAPE

EXPLORING & EXAMINING - DEVELOPMENT BY DESIGN

AIM (ELABORATION):

Examine - deepdive into points raised in the opening

Explore - search for surrounding points or related issues

Experiment - invoke imaginative solutions

EXAMPLE TECHNIQUES/ GAMES:

Business Model Canvas

SQUID

4 Cs

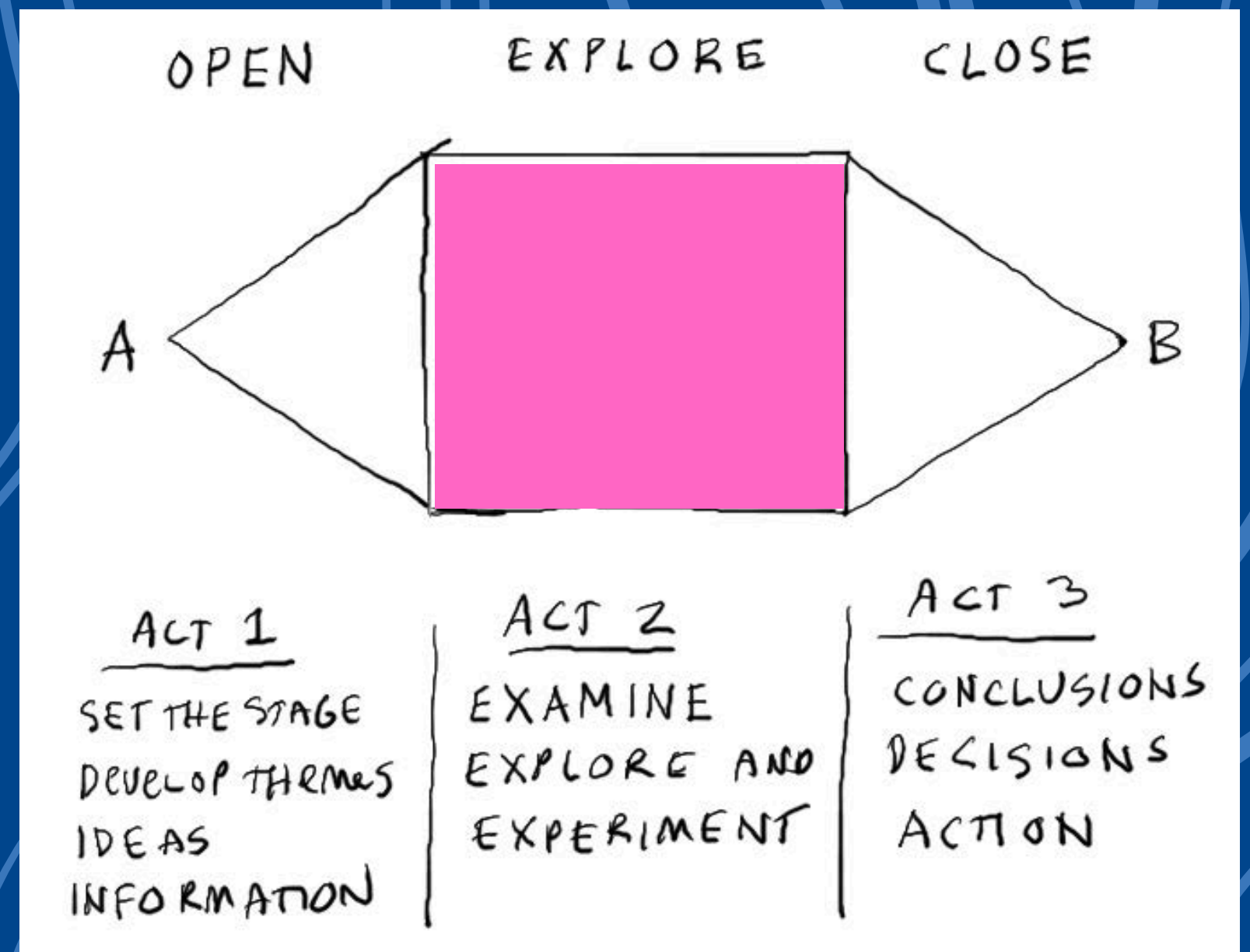
Porters 5 Forces

5 Why's

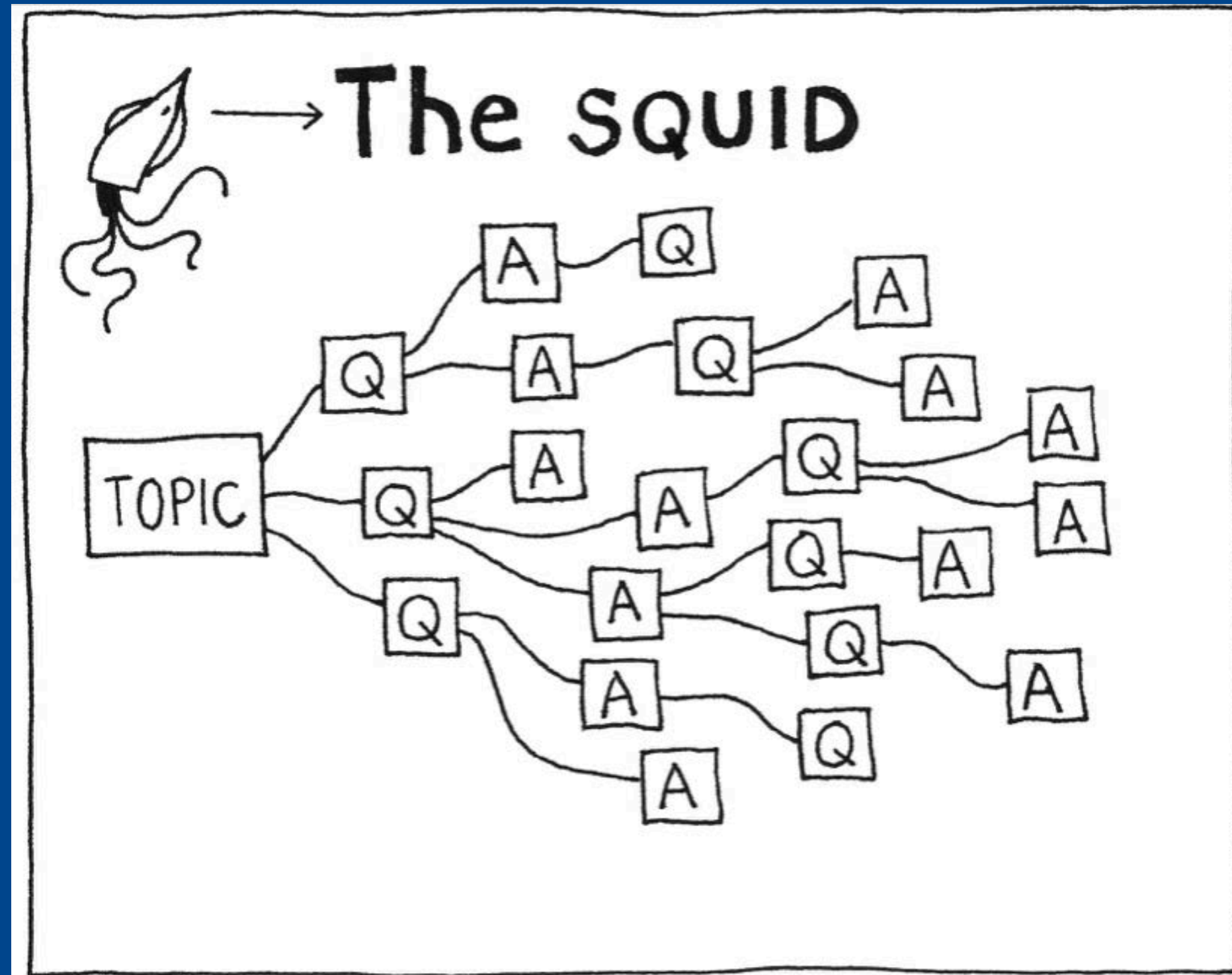
Atomise

Wireframing

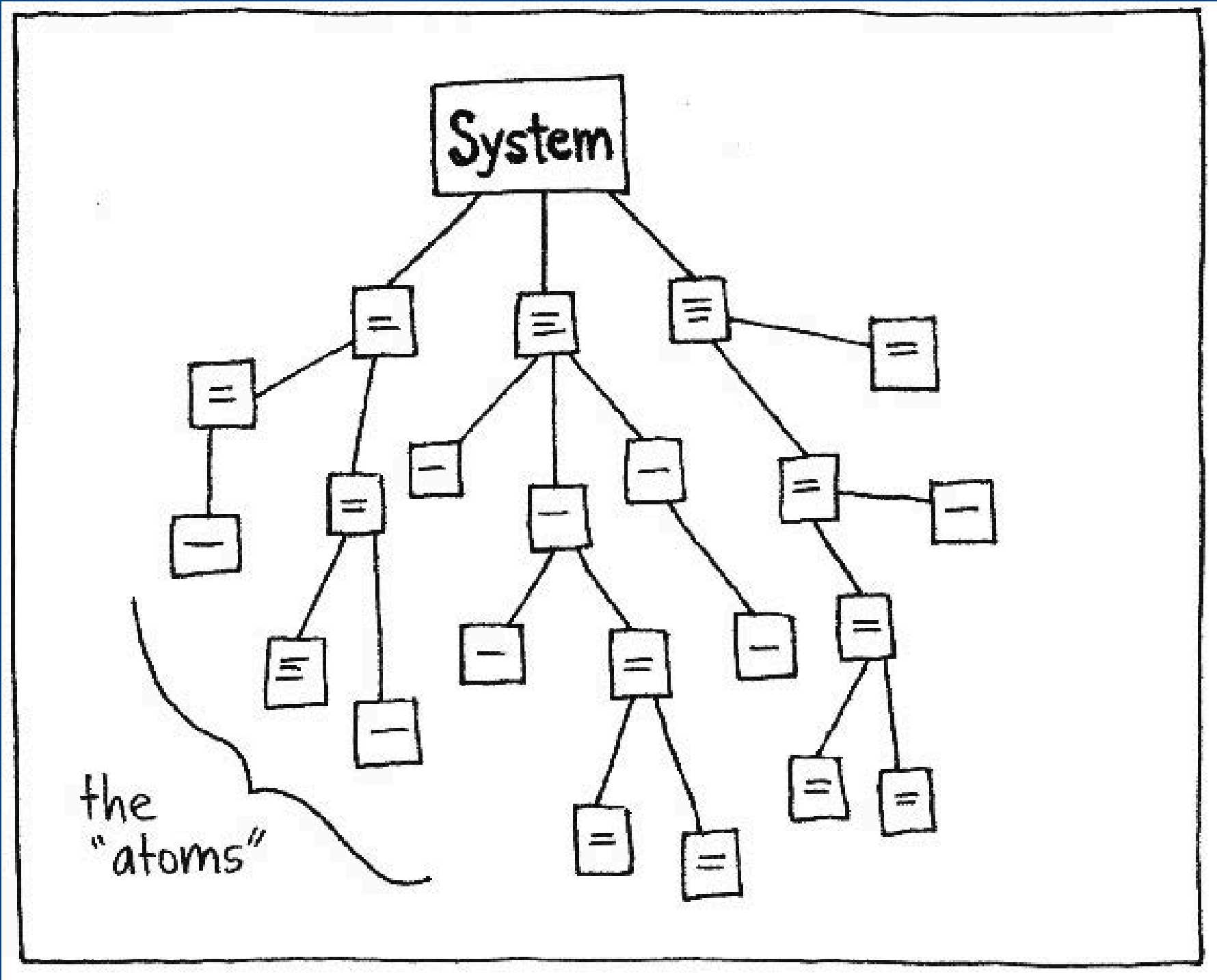
Power-Interest Grid



SQUID



ATOMISE



WORKSHOP SHAPE

CLOSING - CONSENSUS & ACTIONS

AIM (CONVERGENCE):

Convergence: Narrow down/agree/decide - on any options or ideas which have been explored

Set Actions - decide next steps or activities and get buy-in

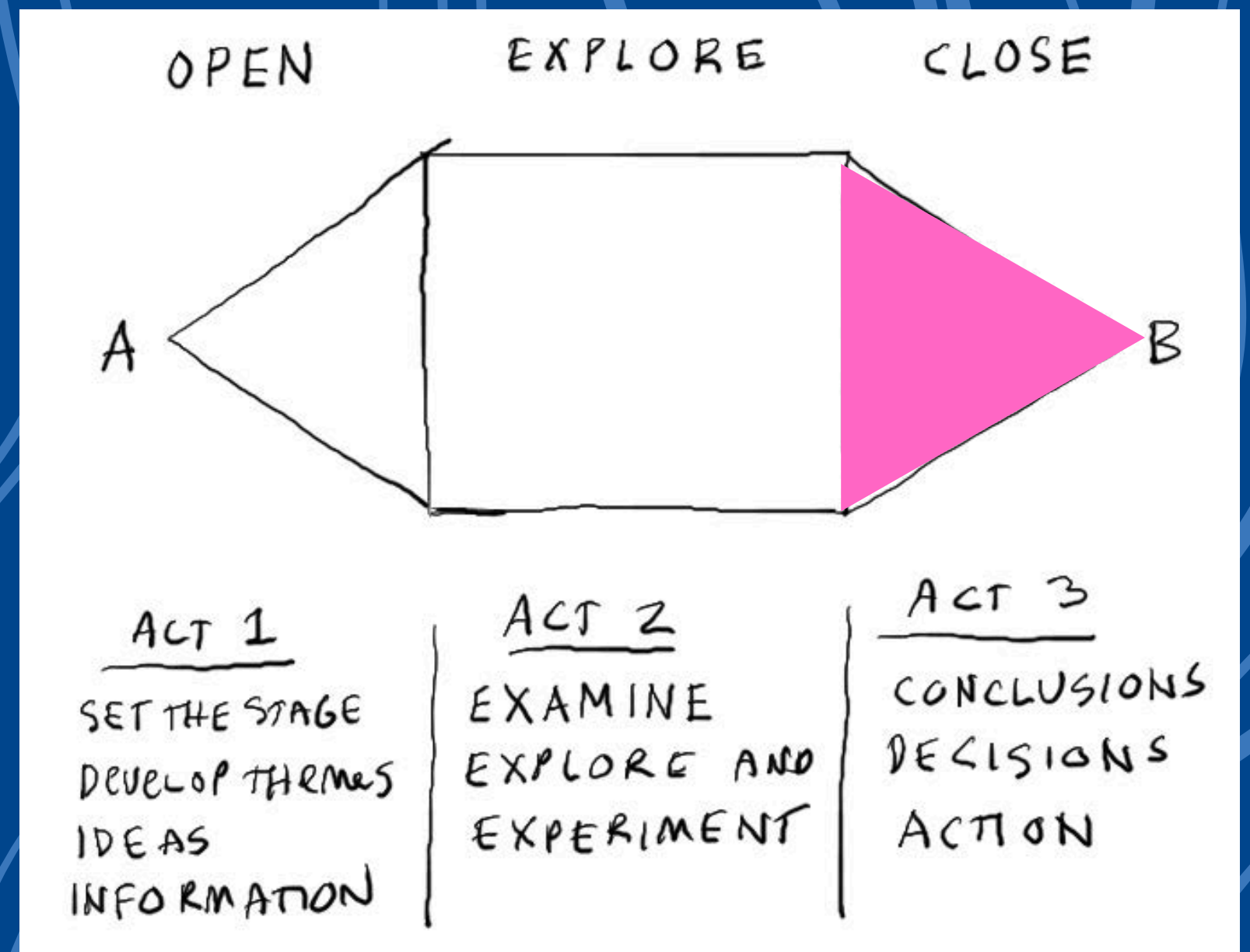
Review/Recap/Consolidate - on what was discussed or learned

EXAMPLE GAMES:

Who, What, When Matrix: Actions

35: Prioritisation game

Here, There, Everywhere: Review and consolidate learning





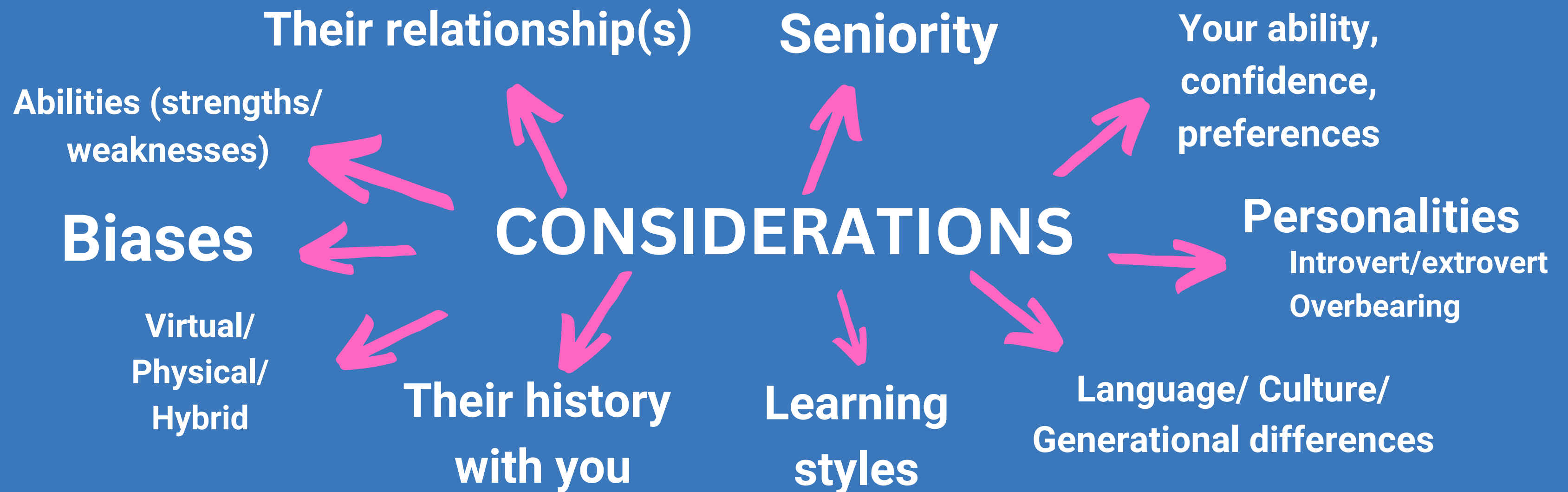
Menti.com

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**What do we
need to
consider when
planning
workshop
content?**

PRE-WORKSHOP

TAILORING WORKSHOPS BEFORE THEY START



PRE-WORKSHOP

EXAMPLE I

Expecting domination and/or expect to be sidetracked with one subject

Structure/ Game Choice

- Open discussion in the whole group to be avoided
- Smaller groups that feed back to main group
- Specific goals and deliverables with narrow timescales

Tips

Set “ground rules” or “ways of interacting” at the start. Eg.

- 1 conversation at a time
- Having a ‘parking lot’ for off-topic but important ideas



PRE-WORKSHOP

EXAMPLE 2

Expecting introverted or junior/inexperienced members of staff

Structure/ Game Choice

- Silent brainwriting
- Small groups
- Anonymous feedback

Tips

At outset share expectations: giving permission for silly/wrong answers. Recognise that some have more/less experience but it all has value as perspectives.

Use consistency principle to build up involvement (smaller game followed by more participation)



PRE-WORKSHOP

EXAMPLE 3

Expecting low involvement from online participants in a hybrid meeting

Structure/ Game Choice

Ensure activities aren't physical (in the room), all online.
Assign roles

Tips

Penny Pullan - buddying system

All online

Online whiteboards and collaboration tooling



MID-WORKSHOP

CONFLICT

Task/subject conflict

Eg. ideas, opinions viewpoints centered on content and objectives of task

Can be very constructive to the activity if debate is healthy

Focus on respectful communication, "issues not people", model active listening



May not always spot conflict - can ask the room.

Process conflict

Eg. how to allocate resources, how to organise, roles

Questions, root cause analysis, clarification

Relationship conflict

Usually pre-existing

Eg. can be value or status related

Divide to conquer

MID-WORKSHOP

DOMINATING PERSON/PEOPLE

Based on what
you've already
learned - what
would you do?



MID-WORKSHOP

BOREDOM/DISENGAGEMENT



This is usually because of decreasing energy levels

What would you do?

MID-WORKSHOP

BOREDOM/DISENGAGEMENT



This is usually because of decreasing energy levels

- Take a break (physical or mental)
- Story telling
- Use models / visuals
- Introduce a new game
- SNACKS!

SUMMARY

- WORKSHOPS ARE A GAME OF 3 PARTS - DESIGN ACCORDINGLY
- ANALYSE YOUR PARTICIPANTS AND THE SUBJECT - GENERATE EXPECTATIONS
- BE READY TO EDIT YOUR WORKSHOP AS ISSUES ARISE



TEST YOURSELF

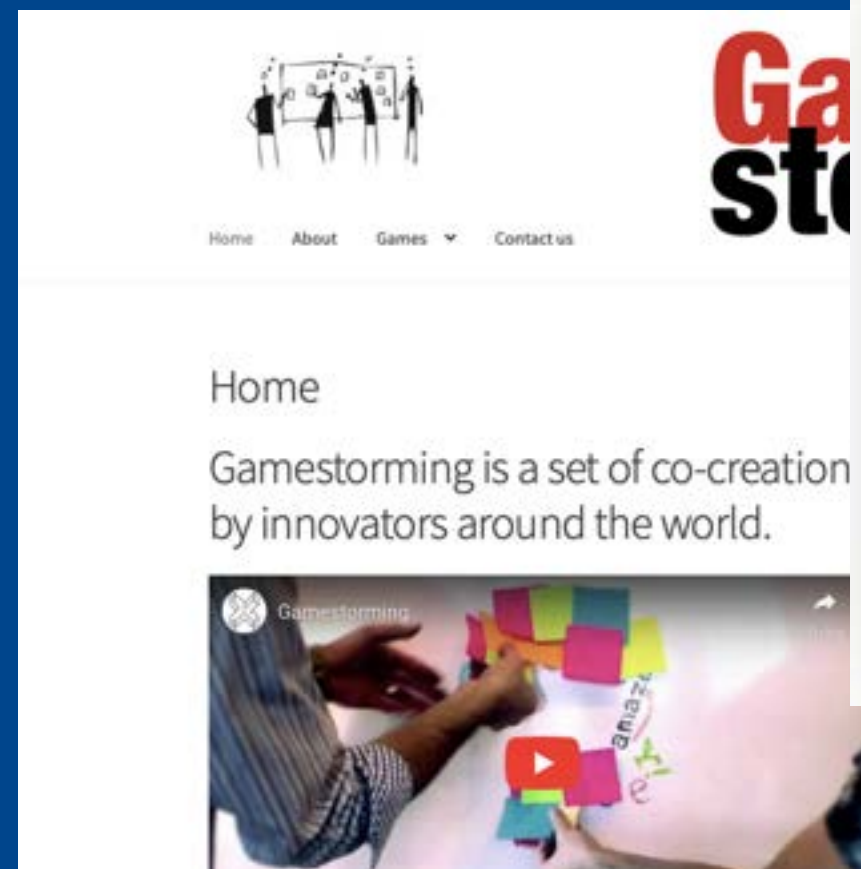
- WHAT HAPPENS IN THE 'CLOSING' PART OF A WORKSHOP?
- IF THERE ARE PARTICIPANTS WITH DIFFERING LEVELS OF SENIORITY, WHAT CAN YOU DO TO ENCOURAGE PARTICIPATION FROM ALL?
- WHAT TYPES OF CONFLICT COULD YOU GET?

QUESTIONS

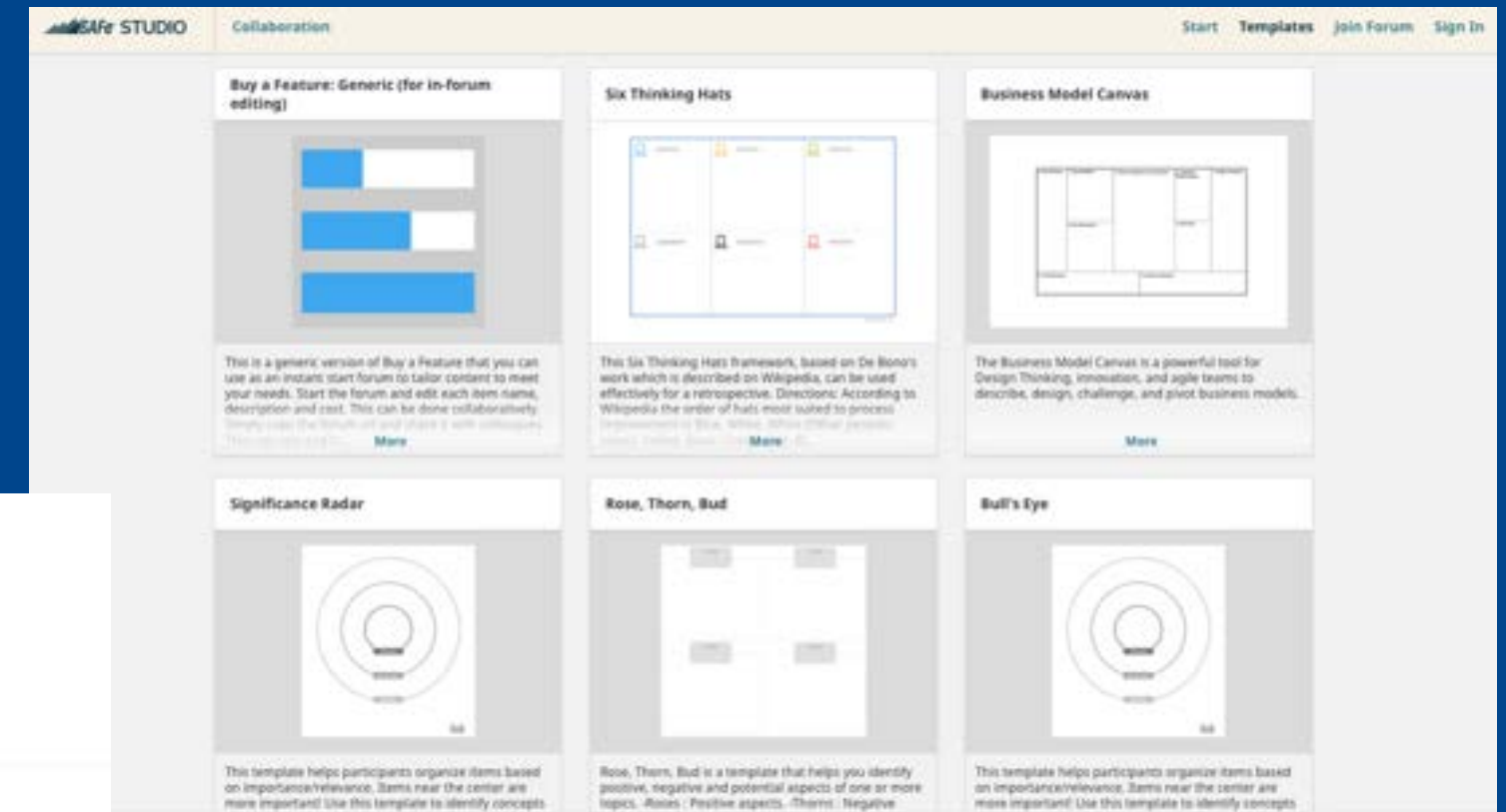
BRONIA ANDERSON-KELLY

RESOURCES

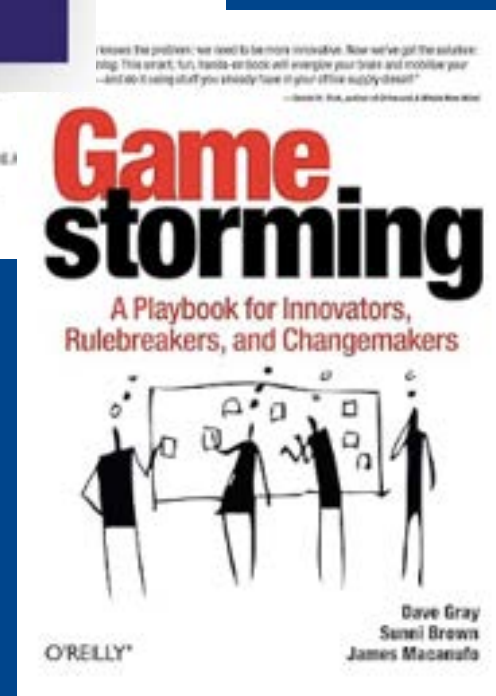
Penny Pullan's
book and
resources on
makingprojects
work.co.uk



gamestorming.com
and the Gamestorming
Playbook



templates:
innovationgames.com
(redirects to actual site)





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