Facilitated Discovery

raising design value

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Roles, An Inventory

a. The basic ideas in discussing and presenting roles are:

- Give visibility to the overall structure of the session
- Help those who might otherwise volunteer to focus on their roles

b. The basic ideas in reviewing and eliciting participant roles are the following. Note that the elicitation activity helps each participant tailor the session to support their personal style of contribution, or to include styles they believe are important.

- Validate mlutiple points of view and approaches
- Encourage inclusion   seeking participants offering value to the group

c. The "Roles" concept goes way back. This list is a modification and extension of the lists used by the Grove Consultants and in the Sam Kaner work, among others. The central differences in function for FD are:

- Roles are distributed no single "facilitator," "time keeper," etc.

  Successful execution of FD depends on a flexible environment expect lots of in-and-out, significant mixed-technology participation, etc. Even the structure of FD allows for this: think *not* of a questionnaire run-through from the top to bottom, but rather of a meandering dialog that is managed (by the group) so as to eventually cover every question.

  In this environment successful time control and agenda progress, for examples, are dependent less on early decisions and more on in-the-moment decisions based on current participants and the relative value of the current work. For example, organization participants, especially those just arriving or departing in a session, will often be better informed about important time issues; it is worthwhile to advise everyone of their role in helping in time control. Similar opportunities exist for facilitation (according to topic, for example), recording (according to technology or information type, for example), floor control (according to media, for example), and coordination (according to groups involved, for example).
- Focus shifts from session conduct to session content, with an emphasis on an adaptive, evolving framework responding to the emergent and allowing the chaotic.

d. The *Participants* chart is an important framework for eliciting participant roles; most work extending the Roles should come during the creation of that chart.

See *Participants*

Roles
An Inventory

- Facilitate
- Scribe, Record
- Time control
- Floor control (particularily with computer-mediated collaboration)
- Technology support
- Coordinate
- Participate
  - Stakeholder
  - Contributor
  - Expert
  - Visionary
  - Constructive Skeptic
  - Quality Guide
  - Risk-Taker
  - Historian
  - ____________
  - ____________
  - ____________
  - ____________

Participants

a. The basic ideas in listing participants are:
   - Help participants get to know each other in the collaborative problem-solving context. Note that this is not the introduction "Hi I am Sally, I run engineering." exercise (which is discussed elsewhere and shouldn't be run that way anyway). This exercise comes later, and is aimed at the participants' place in FD.
   - Help identify those people outside of the identified group who should be added to the group.
   - Enrich and extend the concept of roles in the collaboration.

b. In "Who" list, first, people in the room for the current session, then those not in the room that have some contribution to the session's topic.
   - If convenient, try to create only one entry per person across all of the FD sessions. This implies: That you must leave the participant charts up (stacked), that you must leave space under each name to allow the addition of later information, and that you benefit by using actual FD session names to group the "Contributions."
   - Those in the room should attempt to add entries for others they feel have contributions, including stakeholders.
   - The consensus group (See Consensus Group) should come prepared with such names (created during preparation for FD, ideally in a formal DB/spreadsheet reflecting the structure of this chart) but should suggest them within the flow.

c. In "Responsibilities" we are targeting the usual organizational responsibilities.

d. In "Contributions" we are targeting the specific knowledge (including tacit knowledge) that the individual might contribute, or might be helpful in creating (making explicit).

e. In "Roles" we wish the individual to suggest roles from the list, and add role types.

f. Use of the numbers will aid in locating an individual's entry for addition.

See *Roles, Consensus Group*

Note re sequence: The introduction of the Interfacility team occurs before this. As does an introductory exercise.

That introductory exercise may include an orienting role-play or something similar. It is followed by a free-form group-wide introduction where, in no particular sequence and possibly across multiple floor events, individuals share their answers on a couple of specific questions (e.g., When was first time you encountered the web and (topic)? What is your passion for and about the web?) Participant tracking/recording is *not appropriate* during the introductory exercise.

Consensus Group

a. The basic ideas in discussing and presenting ground rules are:

- Give a sense of this work in the larger context
- Introduce the need to move beyond the well-known (e.g., personal favorites, corporate myth) and into the unknown.
- Discuss the experience of too-early and inappropriate convergence Are we there yet? and the exhaustion and confusion that attends that necessary stage.
- Make it clear that even consensus ideas resulting from the collaborative work still require additional work.

b. Consider leaving this chart up throughout the FD sessions.

Consensus Group

- Process Leaders
  — Shape the character of the effort
  — Communicate and shape general understanding of the effort
- Tailor the process
  — Adjusting the sequence and size of sessions
  — Extend invitations
  — Handle basic venue and technology logistics
  — Prepare required background information
- When asked during sessions,
  — Reconcile uncertainties
  — Indicate general priorities and emphasis
  — (Care should be exercised not to steer the collaboration)
- Monitor the overall process
  — Including declaring "Done"
- Guide, manage, and integrate the necessary outside work
  — Including work identified as required to continue FD
- Coordinate Post Mortem, participate; report
- Includes representatives from all major participant groups

Responsibilities & Relationships

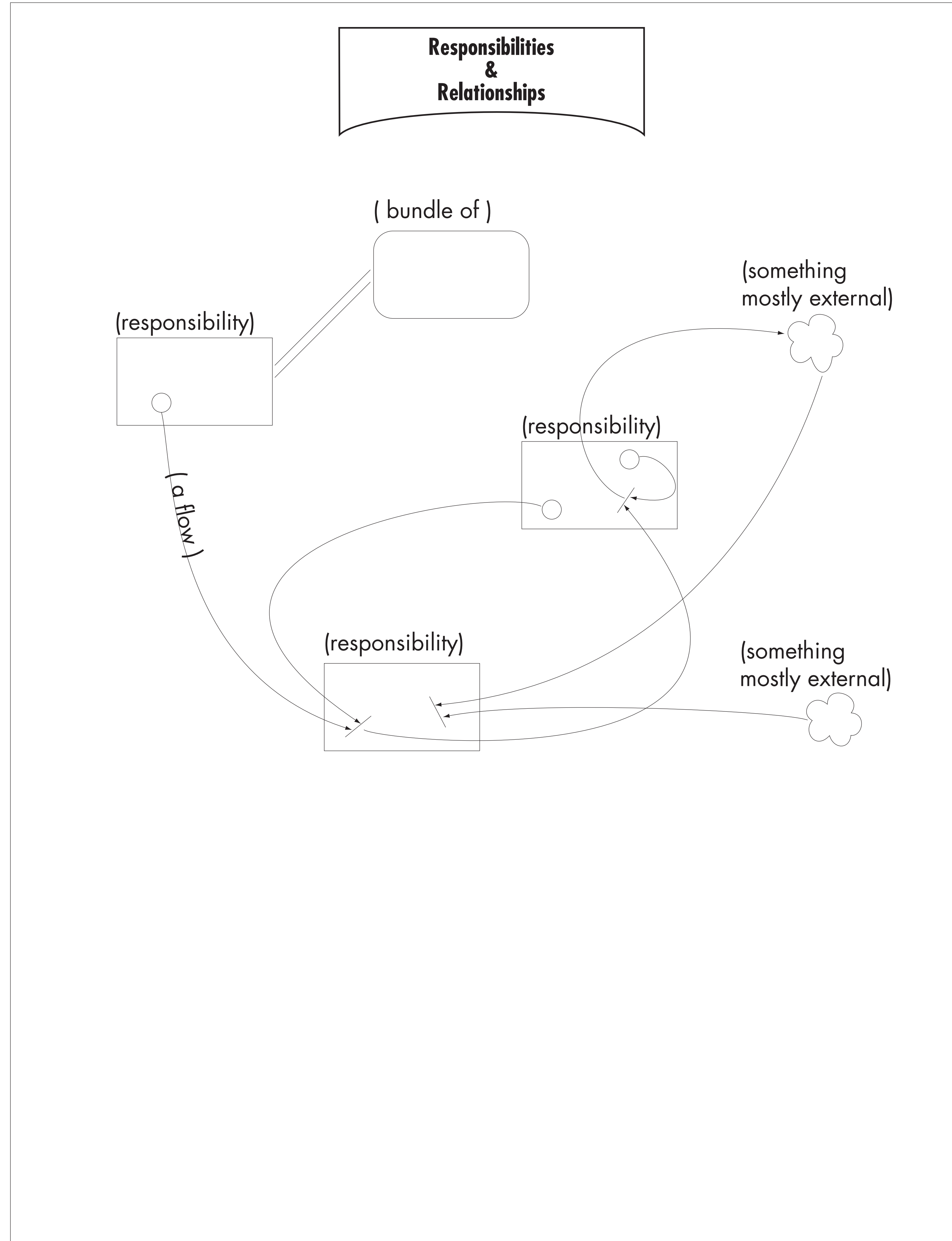
a. The basic purpose of this chart is:
  - To establish (or enhance) knowledge of the context for the Facilitated Discovery work.
  - To help put into prespective the "Responsibilities" as listed on the Participants chart.
  - As an warm-up exercise for the group it's often an occassion for confusion and discovery.

b. After having collected responsibilities on the participants chart, and possibly reaching a pause there, move to this chart to cultivate more ideas and to probe the character of the group's knowledge and collaborative capabilities.

c. The chart is intended to be a high-level, general description and map. Not a detailed process diagram. The basic notation set derives from Petri Nets and Systems Dynamics.
  - Label each box with a responsibility.
  - Where something flows from one responsibility to another, draw an arc.
  - If there's a dependency or related flow from another area into the same area, draw the two arcs to the same side of a line.
  - If one or more further flows are initiated by the occurance of one or more flows, draw the flows from the other side of the line.
  - Use a rounded-corner box to signify a process that is described elsewhere (for specialty sessions).

d. Perform this exercise with each major turnover of the team (possibly for each FD session). Conduct it in plenary, with the entire group. Begin with unstructured callout. Proceed to facilitator-led elaboration on missing areas. Then use structured go-around to be sure that everybody that wants to has contributed.
  - In specialty sessions, use study groups to focus on a narrow collection of boxes, a sub-process. Represent this as a rounded-corner box on the more-global charts.

e. Use Post-It Comments to gather further information
  - Participants write on Post-Its and attach them at the end of the session.



History Chart

a. The basic purpose of this chart is:
  - To establish a common awareness of the group's experience, including, for example, the language, players, activities, events, global view, triggers.
  - Situate the remaining discussion about history (e.g., motivation, transitions) and for strategy.

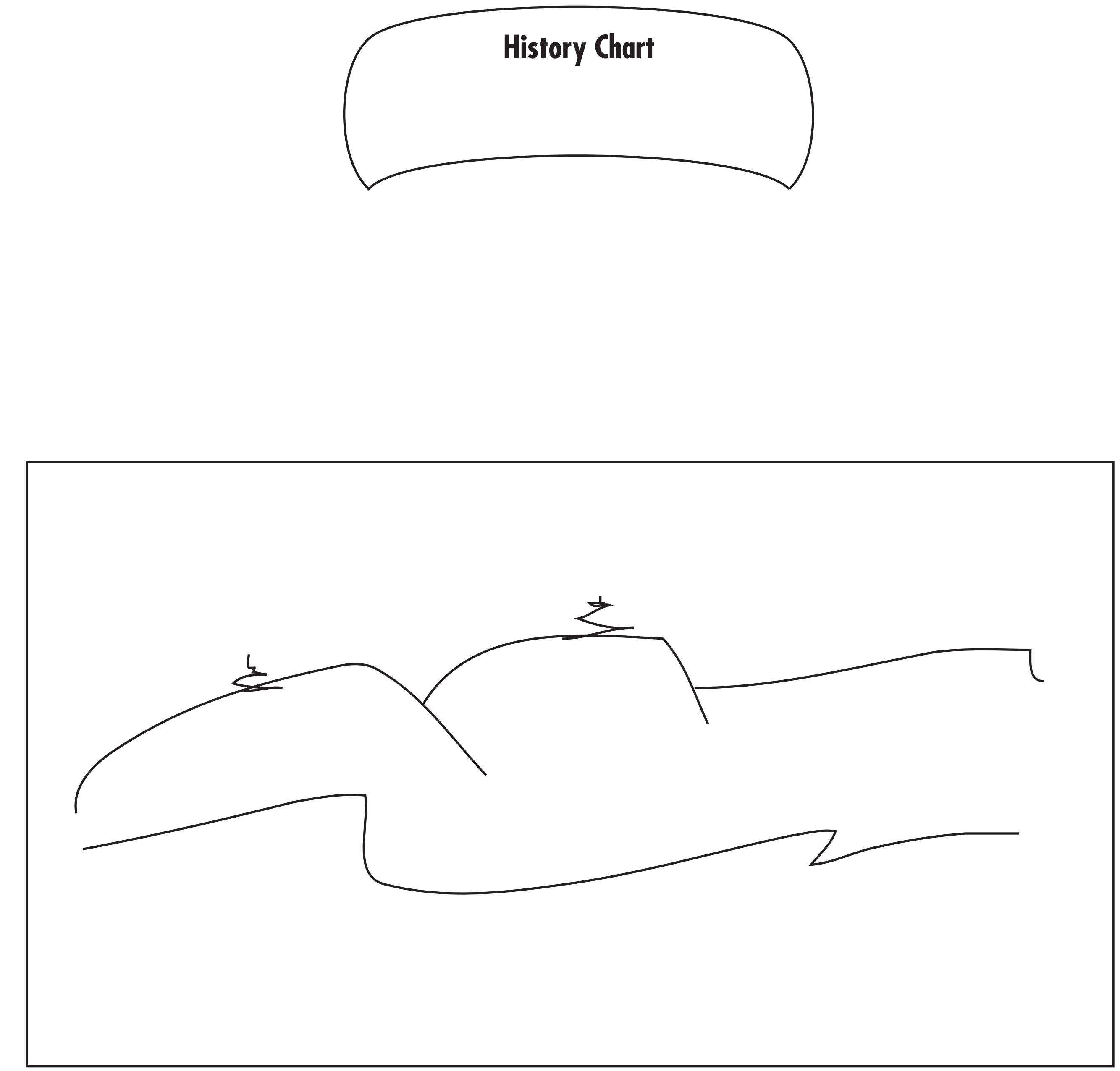
b. If lacking an alternate metaphor, use a landscape-and-travel motif.

c. The history sessions include many representatives who are outside of the organization. They are encouraged to make contributions regarding outside elements, specific market and technology triggers, and their own experiences. They can provide a global view. In orienting the group for the work on this chart, enlist these 'other' groups (which may include recently merged/acquired and etc. organizations) to also ask questions.

d. To situate the timeline, especially t=0, look for the major transitional events in external services:
  - hosted or vpn services (ala Compuserve, etc)?
  - on the Internet (ala WAIS, etc.)?
  - on the web?
  - optional integration of web services with any business operations?
  - forms?
  - specific services primarily on web?
  - integrated advertising on site (banners, etc)?
  - traffic driving techniques (advertising programs on/off web)?
  - ecommerce?
  - a major revision of services?
  - a major revision of "look"?
  - a major revision in content available, or methods?

  It will happen that a purpose of the web development to which Factilitated Discovery is being applied includes among improvements to a "modern" web site, the bringing online of some content or service that hasn't yet been on the web (or at least not at a "modern" level). These situations create a tension between those wanting only to look and move forward, and those who need to talk about their experiences and need to hear about the experiences of others. In such cases, carefully work back to a time zero that seems appropriate, keeping an ear open for earlier events that have and are shaping assumptions and the well-known ideas in the organization.

e. As appropriate, collect information on the *Lessions Learned* chart



Motivations

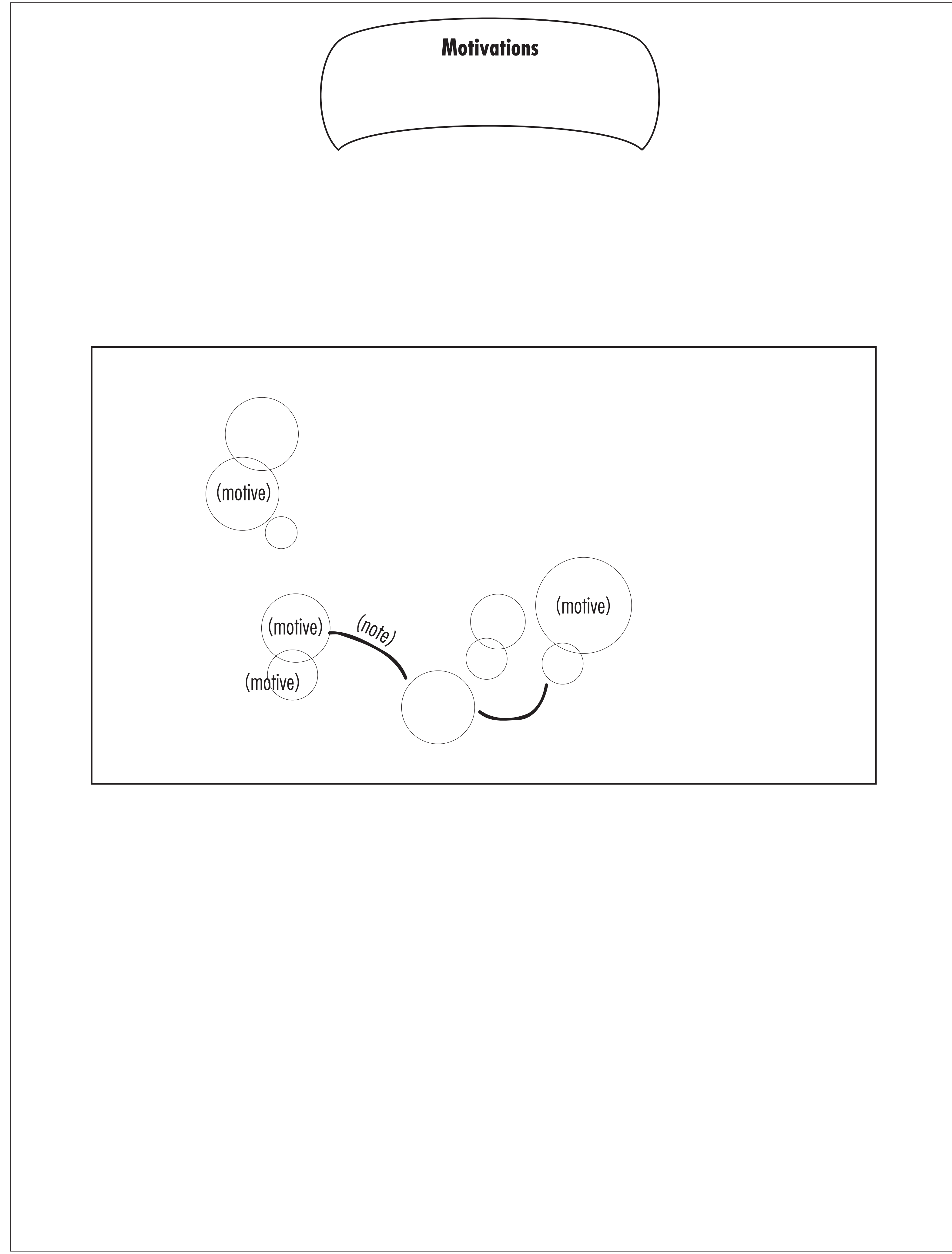
a. The basic purpose of this chart is:

- Capture the major motivations impacting current and past efforts on the web, in bringing services to the web, or related.
- Attempt to organizate these motivations, with the hopes of locating any feedback loops and other system effects.

b. Motivations tend to cluster and reoccur, especially when using BCQ to "drill down" through a surface motiation. Keeping this in mind, at the beginning keep notes well-separated; preserve the center of the diagram for later, more significant notes. If a clustering metric emerges, such as a scale or a grid (such as profitability), transition to that metaphor.

c. Motivations (which includes restraints, events, and other phenomena) vary widely. Here are some to look for:

- Customer demand
- Customer value
- Market opportunity
- Returns
- Competitive threat
- Alliance
- Optimization
- Flexibility
- Synergy
- Emergent result
- Globalization
- Localization
- External requirements
- Standards and recommendations
- Norms
- Limitations
- Risks
- Failures
- Goals
- Personal values
- Commitments
- Reciprocity
- Compromise
- Experiment
- Learning
- Preservation
- Escalation
- Positive feedback cycle/network effect
- Prior successes
- Vicious cycle
- Tragedy of the commons
- Erosion
- Spoiling
- Proprietary capabilities
- Expectations
- Philosophy
- Limitations
- Law, regulation, contracts
- Margins
- Cash flow
- Market capitalization
- Leverage
- Urgency
- Compatibility



Lessons Learned & Cautions

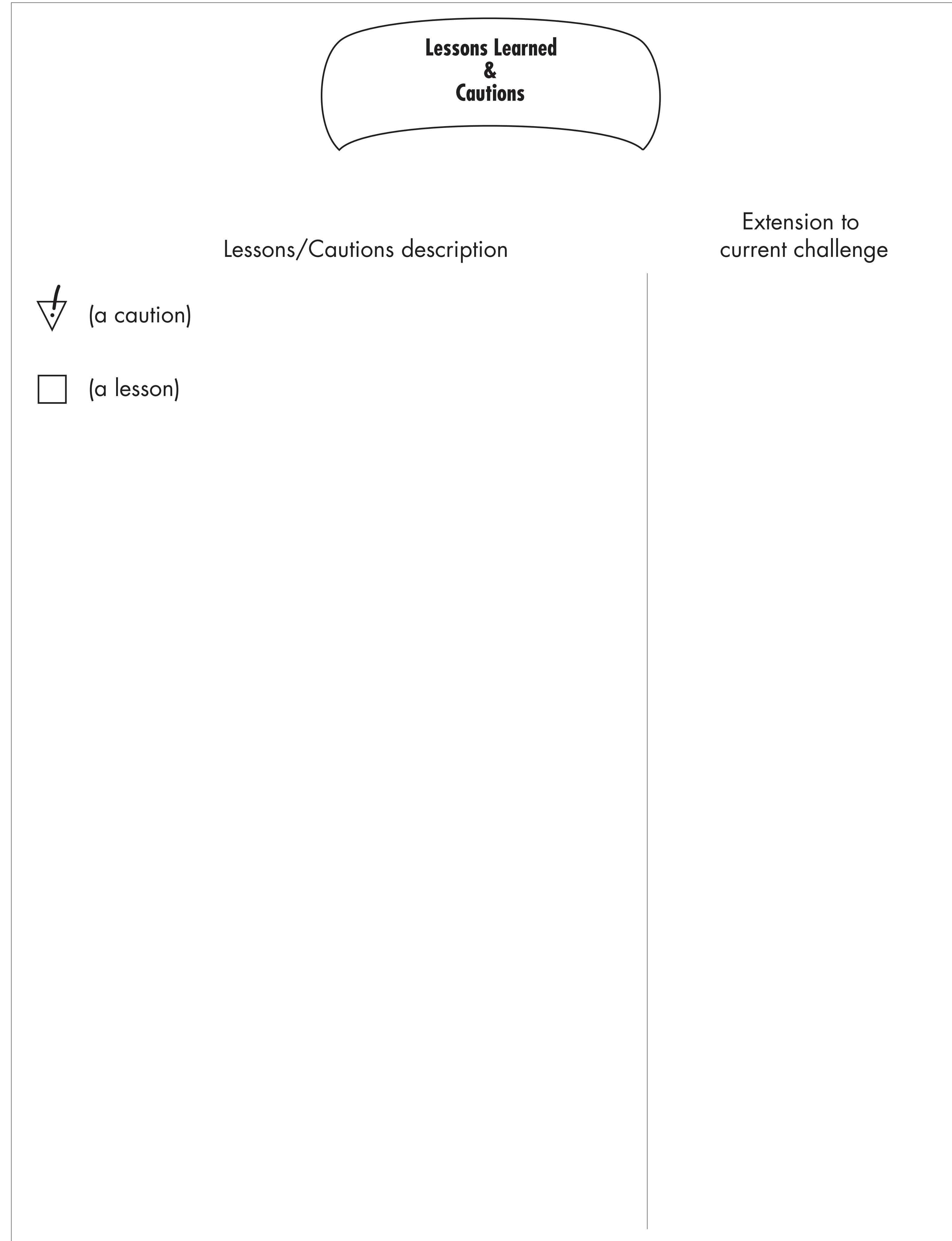
a. The basic purpose of this chart is:
   - To distill tacit knowledge of group on things relevant to future success

b. Collect these as the group proceeds and updates the history and motivations.

c. To encourage participation in this exercise, especially as an aid in the transition from tacit to explicit knowledge, encourage the use of figurative language and symblism: such as, metaphor, analogy, and models.

d. In "Extensions" encourage general and transformative ideas over those that are perscriptions.

e. While executing the History and Motivations charts, make additions to this chart. Afterwards, perform a structured go-around specifically on this chart.



Transitions

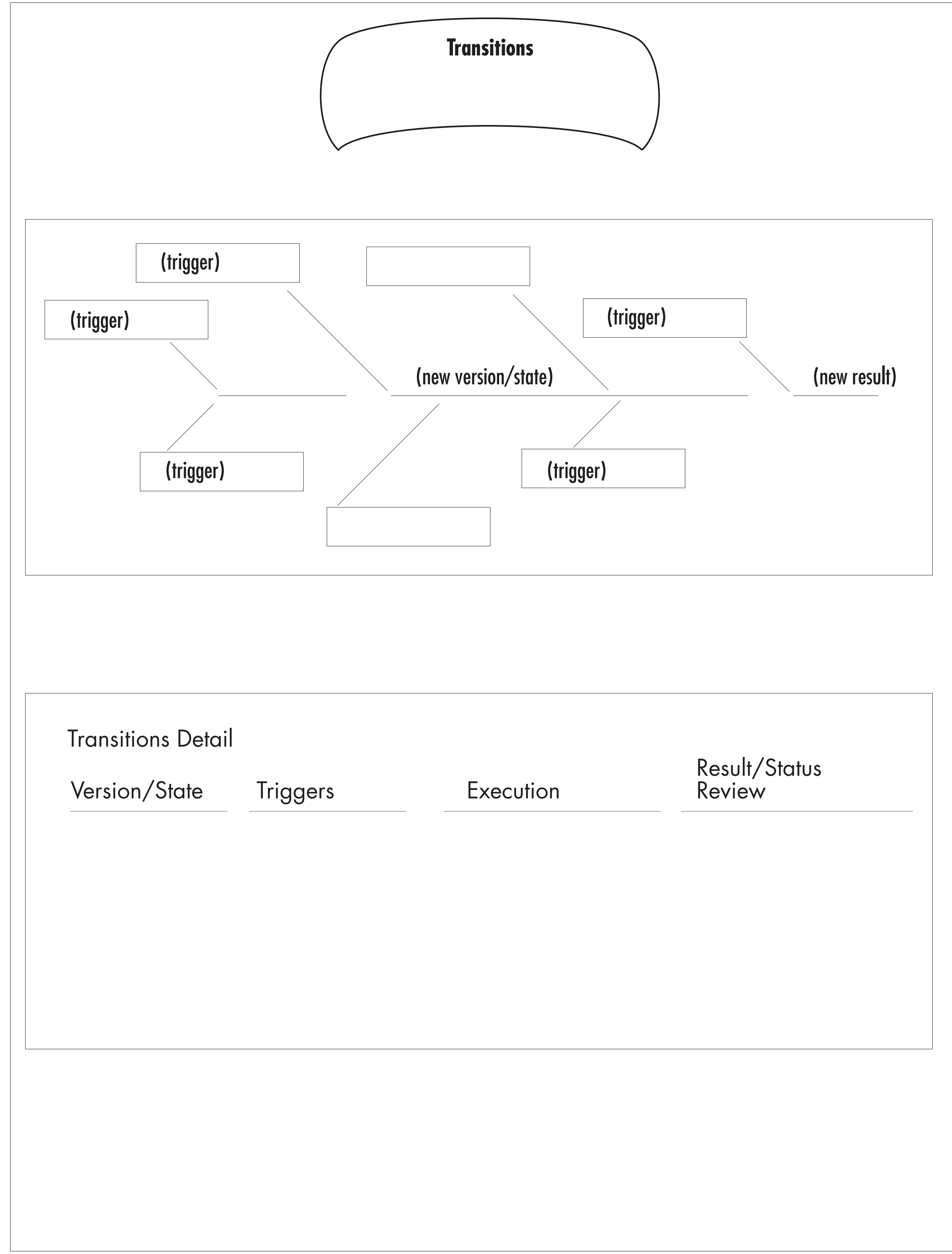
a. The basic purpose of this chart is:
   - To discover and make explicit the major transitions in services, content, methods, technology, and organization.

b. The general diagram model is a tree, arranged in one or more fishbone-like flows.

c. Show the significant "triggers" that forced a transition.

d. Title each of the major states (e.g., web site versions).

e. The Transitions Detail chart facilitates a focus on each version or state, collecting (and relating) the various triggers and inheritance conditions, comments about execution, and the current status (including suitability for further transitions).



Strategy Inventory

a. The basic purpose of this chart is to elicit factors relevant to strategy, for the organization, and for the interactive product.

b. This is a brainstorming exercise, unstructured and without analysis. Later activities and charts will elaborate and organize this information. Collect in "Strategic Element" category titles (e.g., interaction, competition) and specific details (e.g., personalization, Microsoft).

c. During the brainstorming, collect BCQ and KSF as they occur.

d. After making progress on the chart, execute an open voting exercise: Direct participants to place markers (e.g., dot, small Post-It Notes, make checkmarks) next to the items according to their personal view (however conceived) of importance . Relative to each individual -- more marks, more important. No scale, no limit to marks. Because it is a group exercise the participants interact and adjust their idea of what is important and how to indicate it. For example, there is mark inflation on the "really important" items, there is mark competition between conflicting items, etc. As in all open voting, the idea isn't to rank (although that happens as a side effect) but to express.

e. Here are some areas to pursue:

- Perceived value
- Competitive advantage
- Loyalty
- Relationships
- Community
- Interactivity
- Support
- Personalization
- Convenience
- Brand system power
- Usability
- Content
- Development system
- Proprietary technology
- Differential competencies
- Product pipeline
- Research and development
- Network effects
- Alliances
- Partners
- Competitors
- Synergy
- Core competencies
- Responsiveness
- Flexibility
- Integration
- Vision
- Positioning
- New entrants
- Mergers and acquisitions
- Standards and recommendations

Strategy Inventory

Strategic Element	Votes
1.	

Value Creation

a. The basic purpose of this chart is to illustrate the major generators of perceived value.

b. The key perspective for value perception is the ultimate end user. This is not the sole perspective, however, as creating value requires a building-on by one party of the value they perceive as part of creating value for another party.

c. For this reason we illustrate value creation as a network or web. There will be many sources upon which the client organization builds, and many partners who create further value, including the ultimate user.

In some instances the participants will understand well their sources, and their own mechanisms, but without understanding specific value as built-on and perceived by others. In these cases the central component will be rather large.

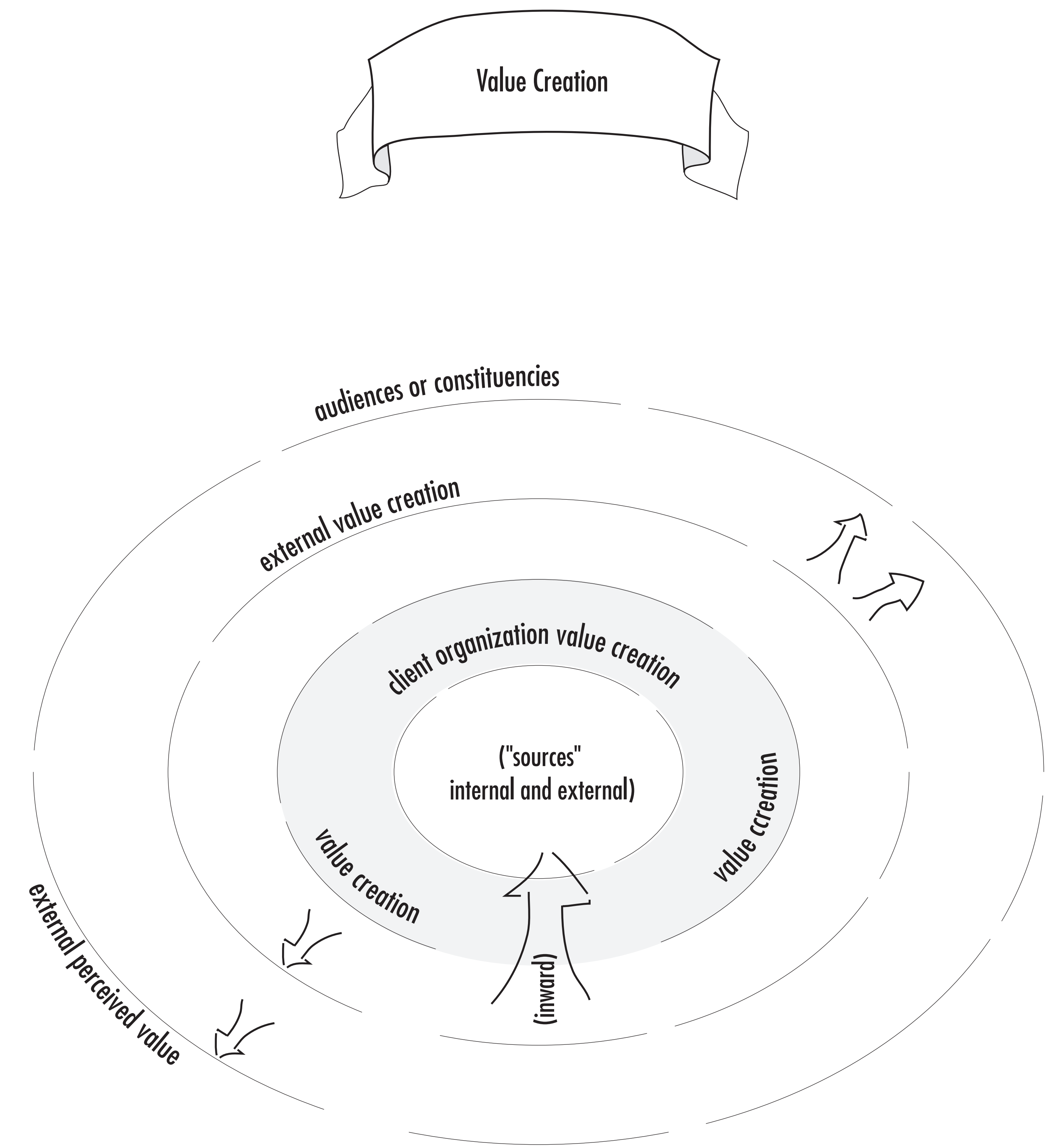
In other instances the participants will emphasize artifacts of interaction and experience, but without identifying specific value. In these cases, begin near or just inside the perimeter and investigate the flow in both directions what value do users perceive? how is that value generated by the client?

d. Draw on the Strategic Inventory for ideas. Strive to represent in this flow the most-highly ranked of the inventory.

e. Relationships with partners will often have bi-directional flow, and sometimes through to the end user, or across to another partner.

f. If possible, identify specific interaction types and content types and streams as they are created and carry the value. It is important to note this for the intended "ultimate" users. This information will be amplified and extended in later sessions in the Facilitated Discovery, especially in the work on Audiences and Persona.

g. Be prepared to collect BCQ and FSK during this exercise.



Multi-Dimensional Scaling: Competitive Offerings

a. The basic purpose of this chart is to gain an understanding of the position of the client's interactive products relative to their competitors.

b. The activity is a study group, tour group, study group exercise (See *Study Group* and *Tour Group*).

c. Use a plenary brainstorming format to gather the dimensions considered most important for discussing competitive offerings. These should reflect the top items in the *Strategy Inventory*, and have been made explicit in *Value Creation*. As the list of dimensions accumulates, and after it has reached a significant level, list the numbers of the other dimensions to which each dimension might be usefully compared. Then rank those comparisons to produce the desired number of comparison pairs or triples (or quads, if the data is of a suitable type).

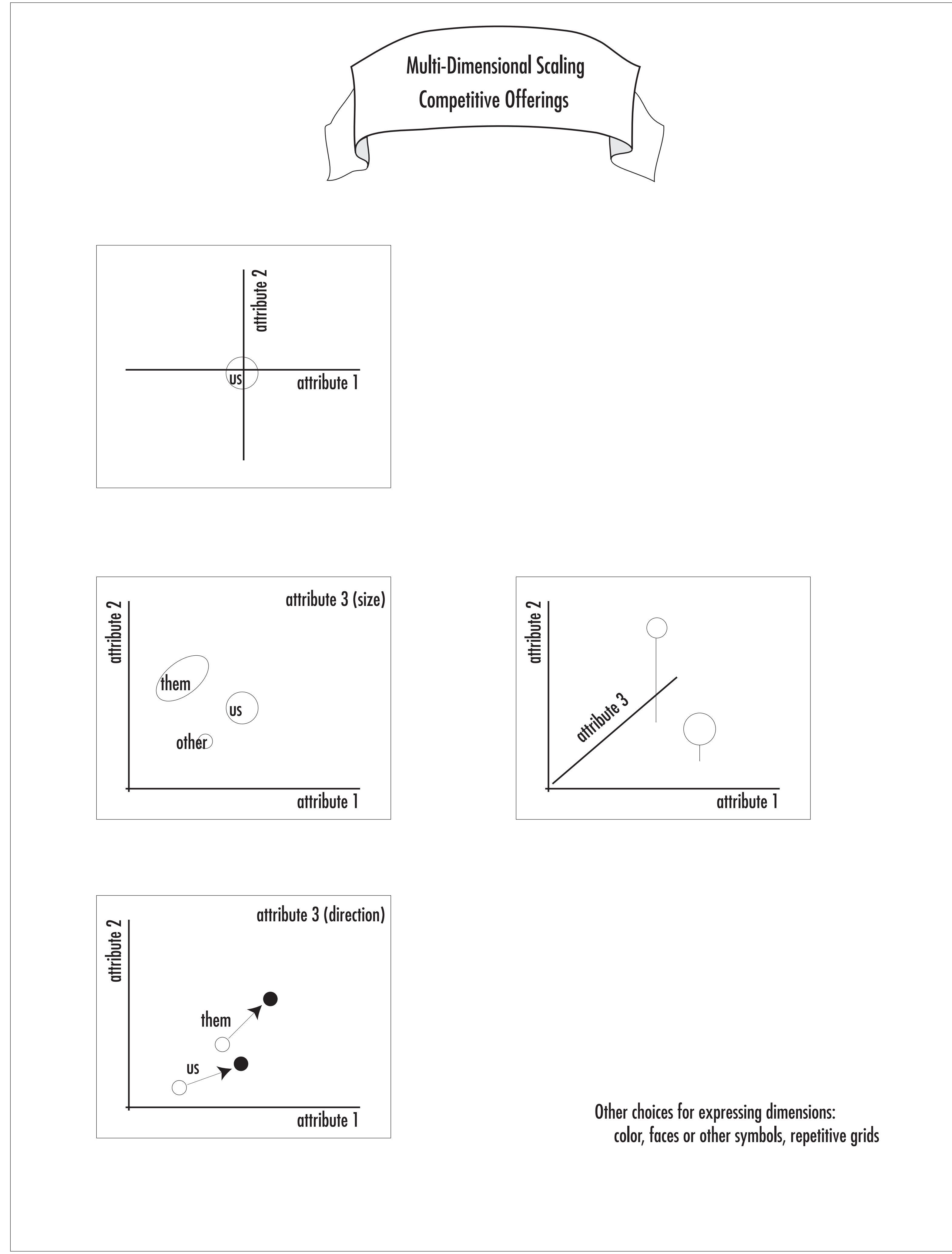
	Dimension Name and description	Compare to
1.		

d. Group the comparisons into the number of appropriate groups, then assign them to groups. Allow for this to be a flexible, convergent process as participants decide the best grouping of people and comparisons.

e. Have each group prepare the assigned charts.

f. In the tour group, suggest that the "guests" in the tour carry some Post-It Notes, and write down additional data and observations which they may have and that are relevant to the analysis. Post these directly on the applicable chart.

g. Prepare the groups for the likelihood that they will need or want additional data. Encourage them to analyze and estimate, but to note where and how additional data might have aided their work, and what the likely alternative conclusions may be.



Multi-Dimensional Scaling: Competitive Sectors

a. The basic purpose of this chart is to gain an understanding of the position of the client's interactive products relative to competitive sectors.

b. The activity is a study group, tour group, study group exercise (See *Study Group* and *Tour Group*).

c. Use a plenary brainstorming format to gather the dimensions considered most important for discussing competitive sectors. These should reflect the results of the competitive offerings activity (clustering those individual competitors), the top items in the *Strategy Inventory*, and the items that were made explicit in *Value Creation*. As the list of dimensions accumulates, and after it has reached a significant level, list the numbers of the other dimensions to which each dimension might be usefully compared. Then rank those comparisons to produce the desired number of comparison pairs or triples (or quads, if the data is of a suitable type).

Dimension Name and description	Compare to
1.	

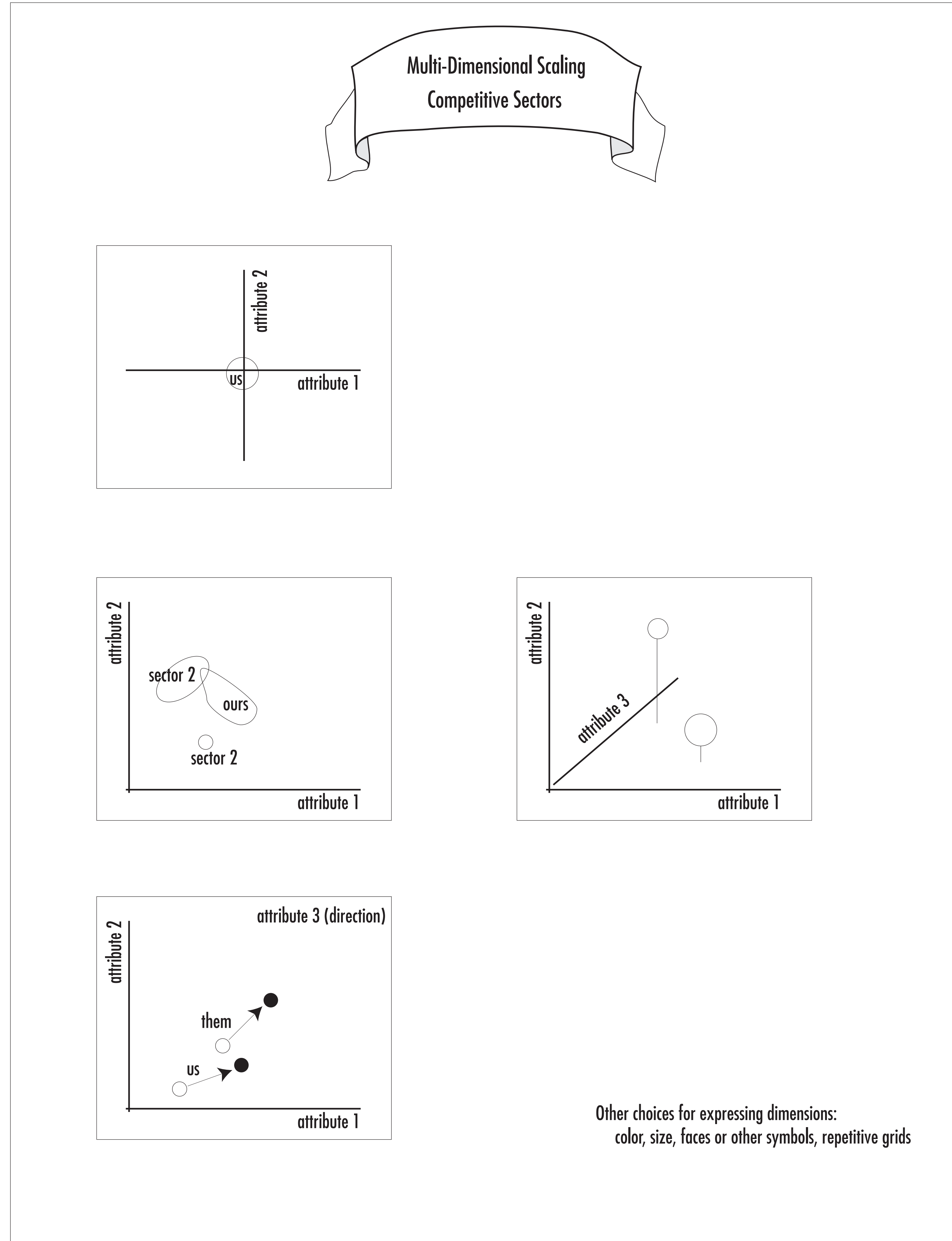
d. Group the comparisons into the number of appropriate groups, then assign them to groups. Allow for this to be a flexible, convergent process as participants decide the best grouping of people and comparisons. Recommendation: although the dimensions will be different, and the types of analysis possibly different, use the same groups as for Competitive Offerings (you will change these groups later in the Branding activity).

e. Have each group prepare the assigned charts.

f. In the tour group, suggest that the "guests" in the tour carry some Post-It Notes, and write down additional data and observations which they may have and that are relevant to the analysis. Post these directly on the applicable chart.

g. Prepare the groups for the likelihood that they will need or want additional data. Encourage them to analyze and estimate, but also to note where and how additional data might have aided their work, and what the likely alternative conclusions may be. These are candidates for BCQ.

h. This exercise is crucial when the client is in, or is considering, a substitution strategy providing an interactive product where one or more alternative methods are already available to the customers. Application Service Provision is an example. However, even seemingly singularily-web-centric applications may have several real world alternatives, plus a handful of emerging models representing entirely new sectors of competition (with possibly undeclared or as-yet non-existent competitors).



Opportunities Setup

a. The basic purpose of the opportunity sequence is to itentify and make explicit opportunities for the interactive products under consideration, and for the supporting operations and systems.

b. This chart contains the notes for identifing the categories and sources of opportunity, and for making a time-oriented (relative sequence) map of specific opportunities and the related factors.

c. Categories of Opportunities is intended to be a general catalyst. It is pre-prepared, using these categories or adjusted according to client specifics.

d. Sources of Opportunities is intended to be a fire-starter. Starting from a blank, use a brainstorming format to fill in the chart.

Categories of Opportunities

Category

- Customers
    - Current, New
- Communities
- Customization
- Marketing
- Sales
- Engineering
- Fulfillment
- Technology
- Partners
- Competitive
- Customer and User Support

Sources of Opportunities

Source

Now:

- Users
    - Suggestions, Studies, Testing
- User groups
- Competitive analysis
- Enabling technology R&D
- Research reports
- Vendors
- Technology
- Partners
- Competitors

Future:

Opportunities

a. The basic purpose of this chart is to:
  - create a description of opportunities that shows time and sequence dependencies
  - that is linked to the client's strengths, and the problems and the threats

b. Drawing on the Categories, and the Sources for Opportunity charts, put up the opportunities that seem more promising at present. Add those opportunities that are seen as future, waiting for completion of more immediate opportunities, or awaiting the acquisition or creation of strengths that will make it possible to capitalize on the opportunities.

c. Link these opportunities to their strengths (below).

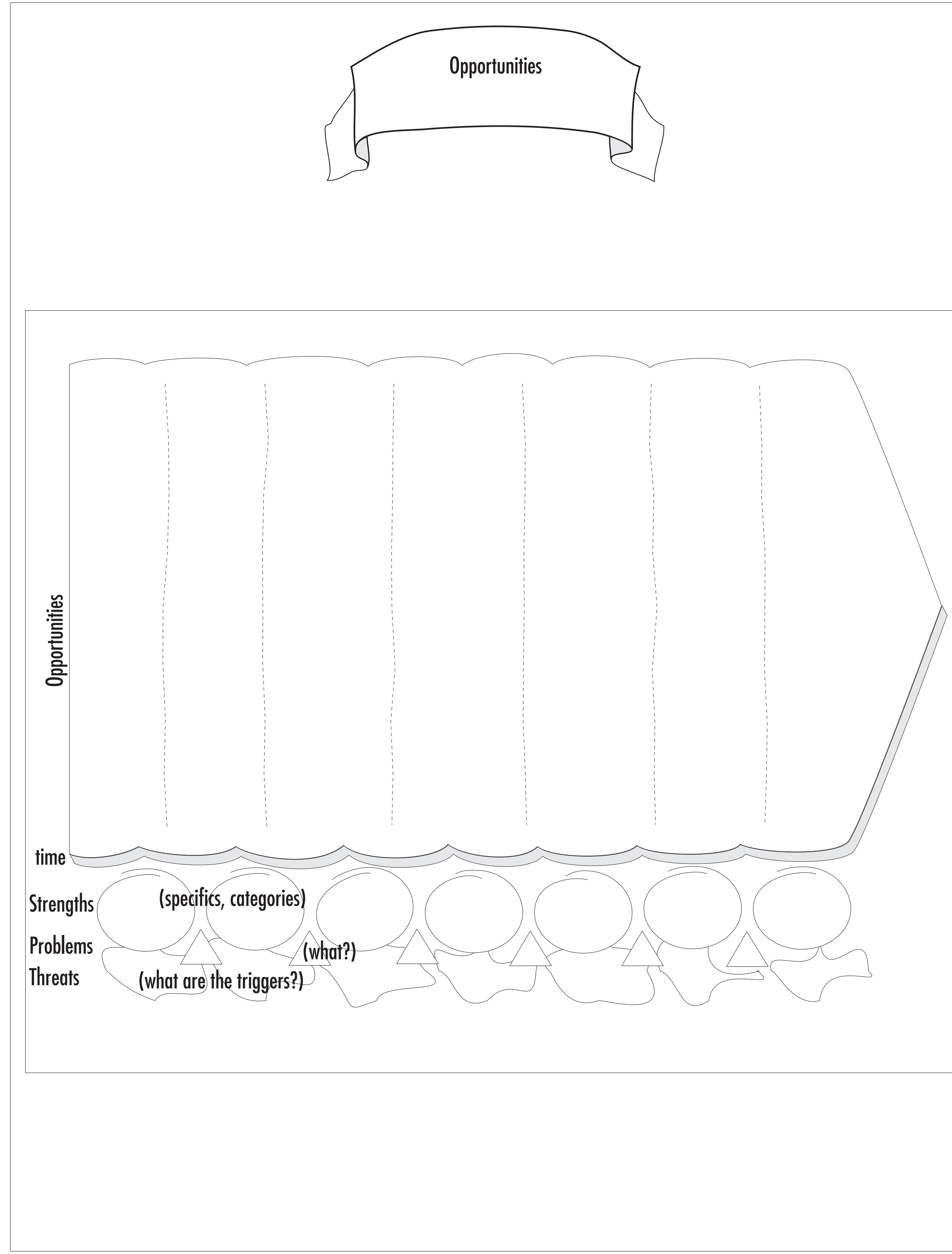
d. List the specific problems

e. Where threats are forseen, list the triggers which can cause these, or provide early warning.

f. After completing the first pass at the chart, conduct a self-study session. Ask each participant to review the opportunities, etc., and write on Post-It Notes (large ones) comments that Qualify or Build on the content. Ask that they use the Crawford Slip techniques (see *Post-It Comments*). Participants are encouraged to visit the chart, and should attach the notes themselves.

g. Now conduct a voting session. Use two different color of dots or Post-It Notes or flags (small ones): one color is for voting Urgency, the other for voting Consequencies. Limit each participant to a maximum number of votes per each color about 1.66 the number of distinct opportunities. The voting can be multiple-per-item, but each participant has a budget on votes, each participant attaches the votes to the chart.

h. The last two exercises, coupled with the group exercise, will probably have generate a lot of ideas not captured by the foregoing. The process can also isolate those who prefer reflection and thoughtful discussion. Conduct a structured go-around. Here's what to ask for:
  - Elaboration on Problems, Threats, and Triggers
  - Rationalizations and Ends-Means reasoning
  - Additional samples, examples; especially analogy and models.



Opportunities Scenarios

a. The basic purpose of this chart is to:
  - distill the proceeding work on opportunities
  - into specific scenarios

  In particular, the group is led through the work to develop and clarify the most dramatic opportunities and the most significant problems and threats.

b. This work follows a study group-tour group format (see *Study Group* and *Tour Group*).

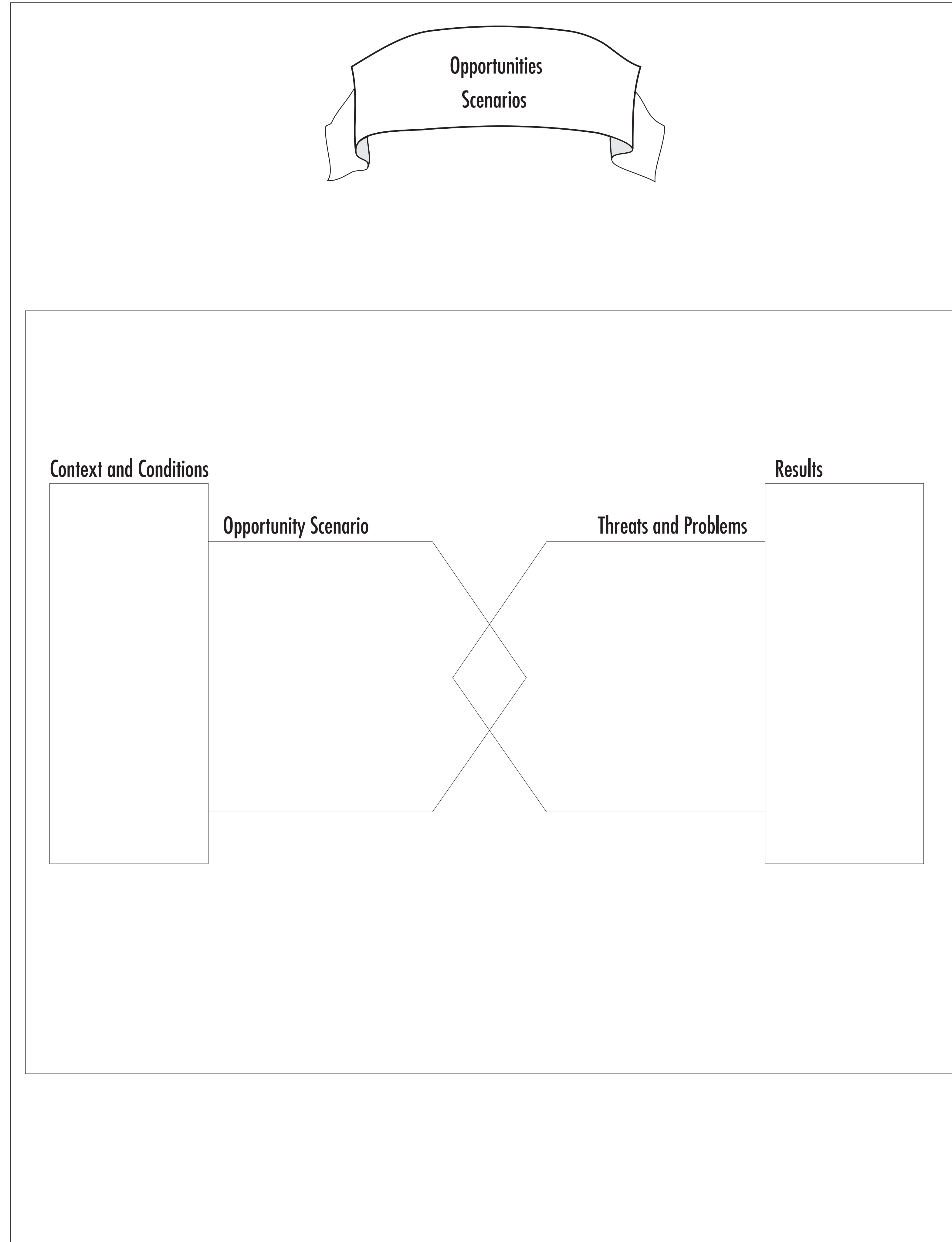
c. Use the same study groups as before. (The participants are, possibly, still seated together.) Each group will work on one scenario. That scenario will integrate three of the most urgent and consequential opportunities (from the earlier voting) and three of the most significant problems and threats. Ask each group to present its scenario preferences. Then review those choices your aim is to make sure that all of the most urgent and consequential opprotunities are covered. Also, try to minimize exact duplicates of the double-triples.

d. The groups work on the assigned scenario. They must:
  - Prepare a story that integrated the opportunities
  - Describe their vision (dark or wonderful or whatever) of the problems and threats
  - Describe the context and conditions which will give rise to the results they forsee
  - Describe the results, what and when, they envision
    (Note, the scenario can be, for example, a cautionary tale, in which case the results and context can be quite different from another group's scenario on similar opportunities.)

e. During the tours, each person should be seeking to understand the other study group's scenario, and gather information to enhance their own study group's work

f. The study groups reconvene, update, prepare and present. Suggest that for the presentations, each group might consider role playing: for example, with one or more members representing opportunity, and one or more representing problems and threats. Encourage BCQ.

g. Finish up this activity by updating the Opportunities chart.



Risks, Rewards

a. The basic purpose of this chart is to:
- look at risks and rewards
- and discover how these are balanced with respect to investment and resources

b. The activity uses one main chart to collect group thought about these issues, plus a separate chart to collect details.

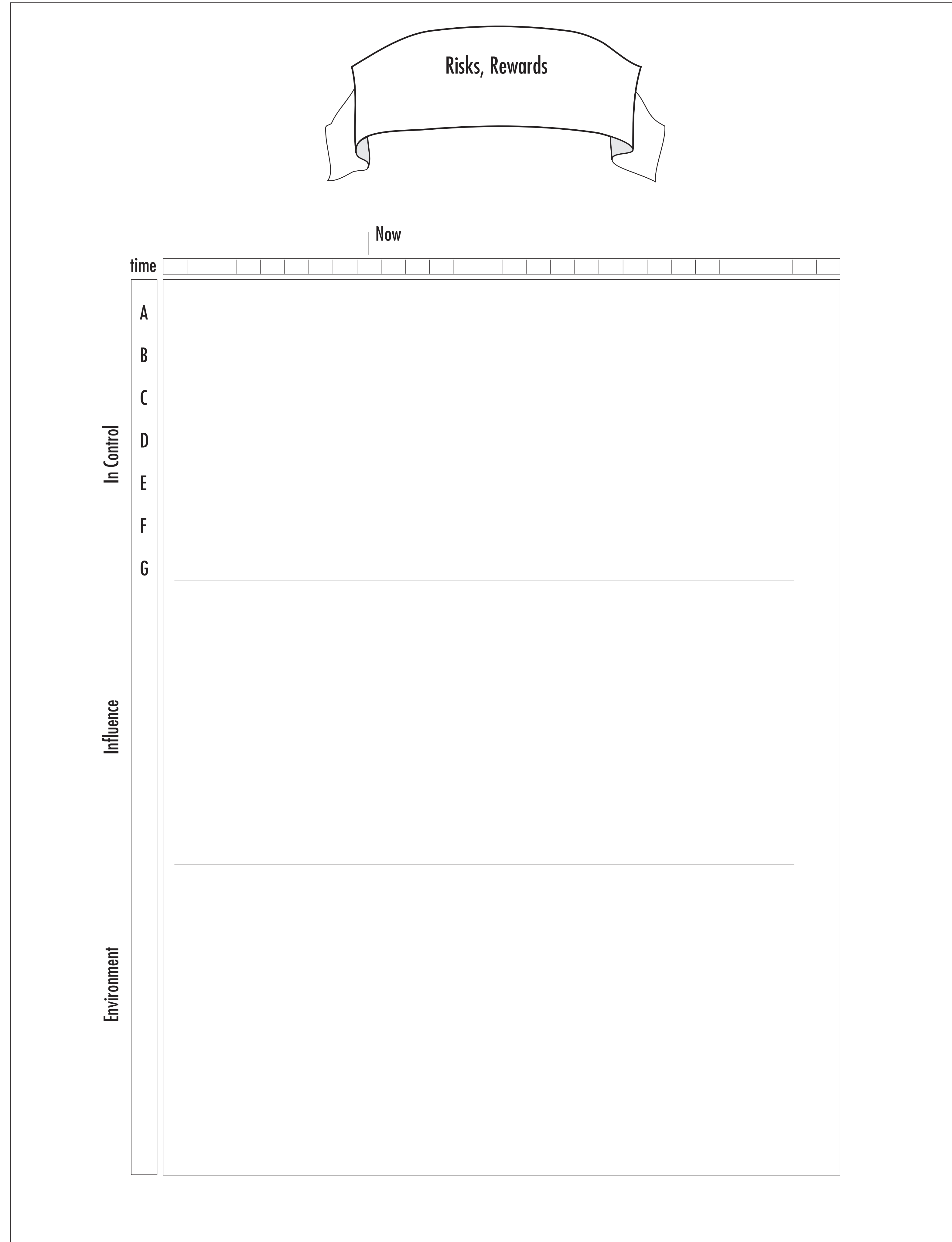
c. Each cluster attempts to afix in a timeframe the following elements:
- The **pivotal event**, e.g., a release of a product, a calendar season, competitor actions. This is the item that fixes the event in time ... it is drawn as the fulcrum around which the other elements are clustered.
- Identify the **investments** related to the event. Extend the lever arm back to the date when investments were begun, write the terms and amounts out on this line.
- Identify the **rewards** related to the event and the investments. Extend the lever arm forward through the important horizons when return is expected, write the terms and abounts out on this line.
- Identify the **resources** to be applied, dedicated and consumed. This may be a subset of the investments, or in addition; it provides an opportunity for more detail about investments in their other forms: organizations, technologies, etc.
- Identify the **risks** related to obtaining the rewards.

d. Label each cluster. Organize the cluster into three groups:
- In control   those where the client has significant control over the circumstances and results
- Influence   those where the client has influence but not such control, or those that will merely influence the main thrust of the client's work
- Environment   those impacting on the client, without effective control

e. Use that label on the Details chart, where you should record specific dates, numbers, general comments, likelyhoods, etc.

f. Following the activity identifying these clusters, conduct two unlimited votes (simultaneously, with two separate colors) on: Importance, and Likelihood.

The Cluster:



Success Metrics

a. The basic purpose of this chart is to:
   - make explicit the measures of success for the overall interactive media project
   - identify how measurement will be made

b. In "Element" collect specific examples of the categories on the left. Add and change those categories as part of the exercise.

c. In "Metric" collect the individual measurement types. Include specific quanta and scales. Many specific elements will have several metrics.

d. In "Measurement" describe the operational aspects of making and reporting the metric.

e. In "Results" collect examples of past results and future targets.

Success Metrics

	Element	Metric	Measurement Who, How, When	Result (History, Targets)
General Investment	1.			
	2.			
General Return	3.			
Development Investment				
Visitors				
Revenue				
- Visitor				
- Advertising/Partners				
Return				
- (types)				
Project Execution				

Interfacility Brand Model

Consumer Brand Perception

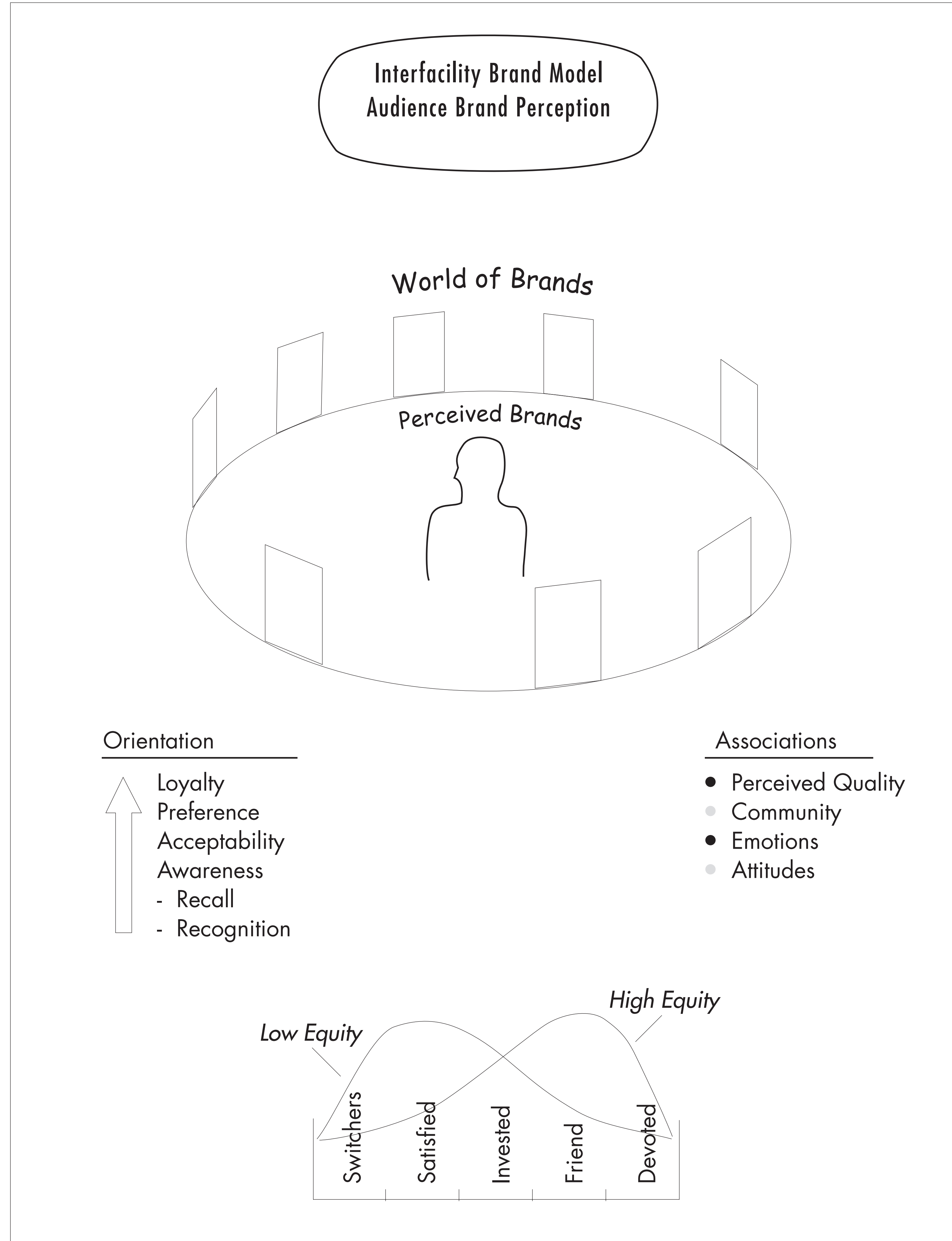
a. Nothing new here; just setting the stage.

b. We set consumers in a world of brands.

c. Our model treats consumer perception of brands as the crucial factor.

d. Perception of a single brand is significantly complicated and adjusted by the other brands in the consumer's world.

e. We can judge consumer perception of a brand by considering their individual Orientation and Associations, and by assessing their aggregate distribution.



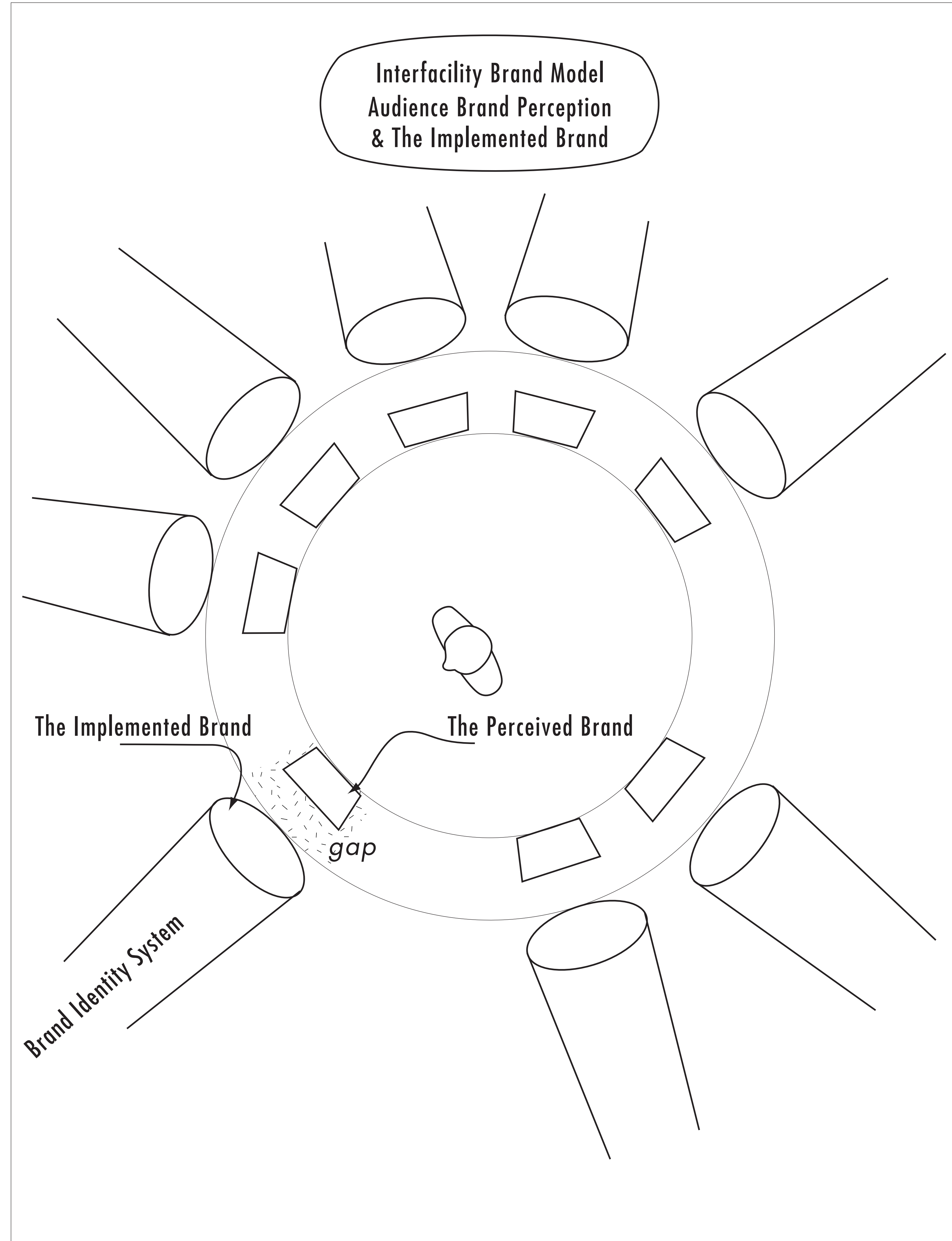
Interfacility Brand Model

Consumer Brand Perception & The Implemented Brand

a. An organization's Brand Identity System creates and nurtures a brand: it implements a brand.

b. Yet what consumers perceive is not that implemented brand, but rather an interpretation of it as mediated by other brands and their own conceptions.

c. Thus creating a gap between the brand we intended and the brand as perceived.



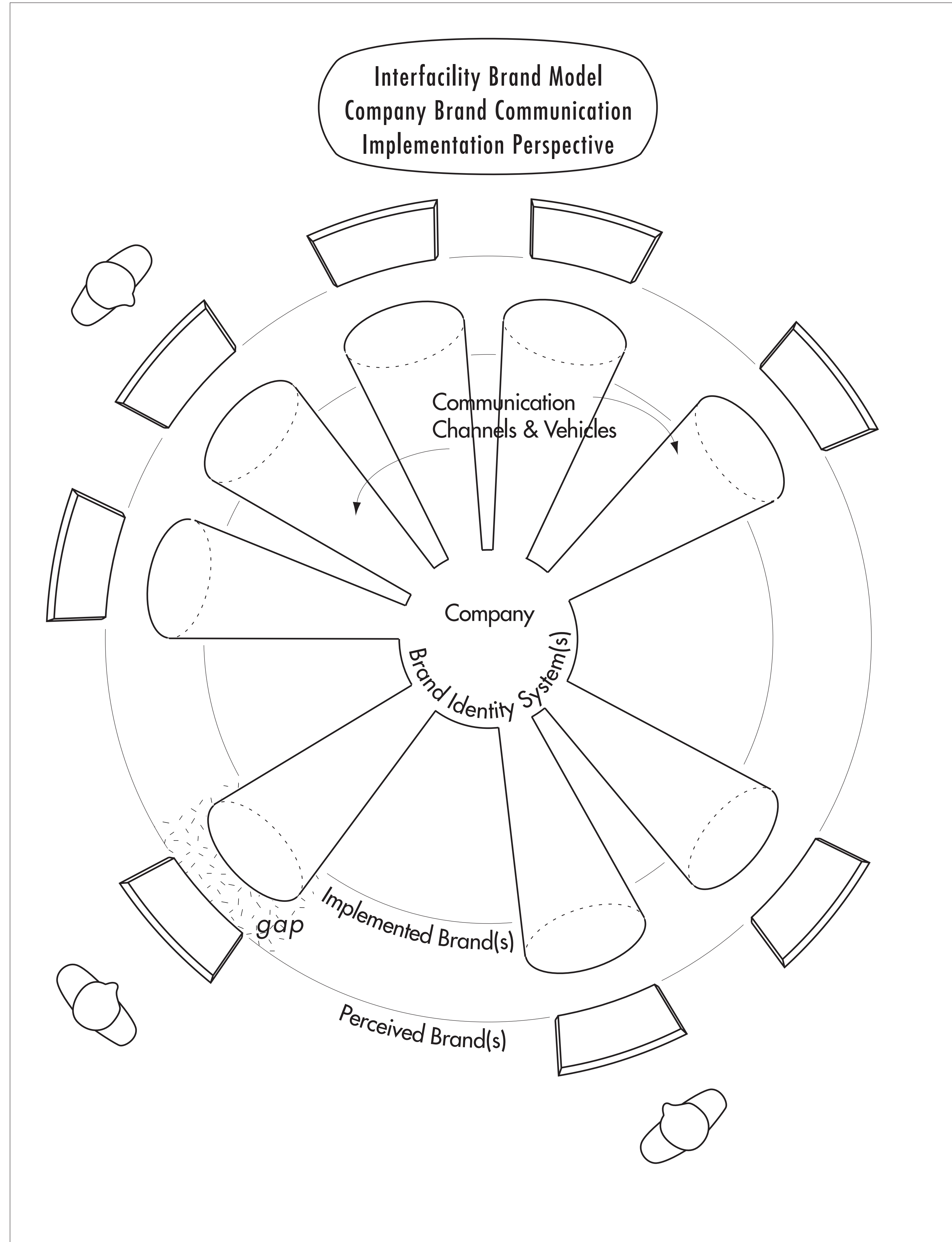
Interfacility Brand Model

Company Brand Communication, Implementation Perspective

a. When viewed from an insider's perspective, the company will use several communication challens and vehicles for distributing brands.

b. Creating, maintaining, and utilizing these channels and vehicles may involve several brand identity systems, for distinct or the same brands.

c. The variability in consumer perception of these brands is increased, possibly enhanced or possibly diluted the implemented brands.



Interfacility Brand Model

Brand Identity System Overview

a. The Brand Identity System projects the Brand Objective into an Implemented Brand.

b. Strategic Brand Analysis & Design designs a brand strategy.

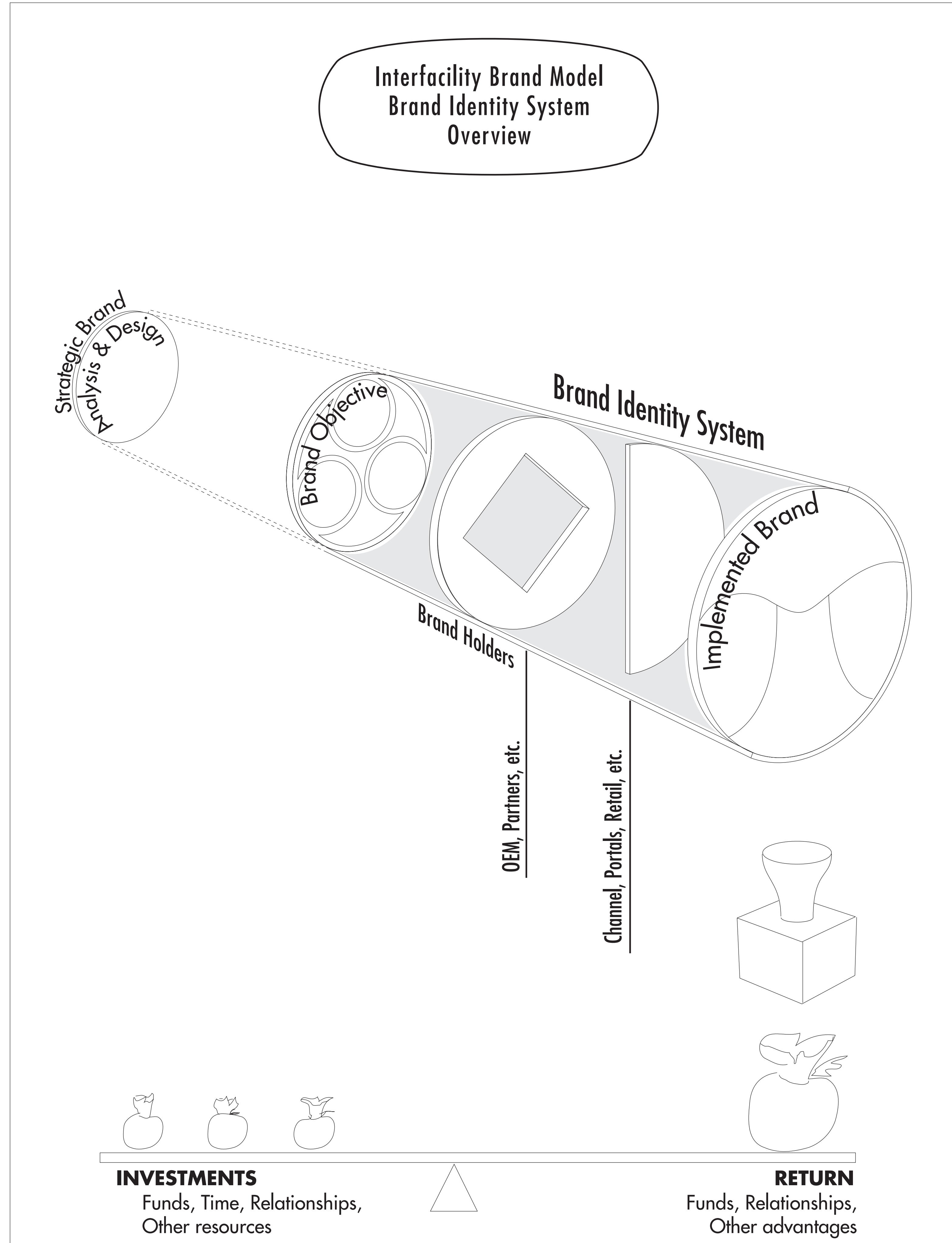
c. The Brand Objective is the concrete result of that idealized specification (as designed by the Strategic Brand Analysis & Design effort).

d. Brand Holders throughout the organization and its wider constituencies adjust the Brand Objective to fit their needs.

e. The Implemented Brand is the ultimate result, the apparent brand. There are many of these, according to communication channels and vehicles, and the action of the brand holders.

f. For each target audience the Implemented Brand is further distorted by the gap between it and the consumer's Perceived Brand.

g. Notwithstanding this indirection, the transformations, and market competition, the organization seeks returns based on the Implemented Brand.



Interfacility Brand Model

Brand Identity System   Components

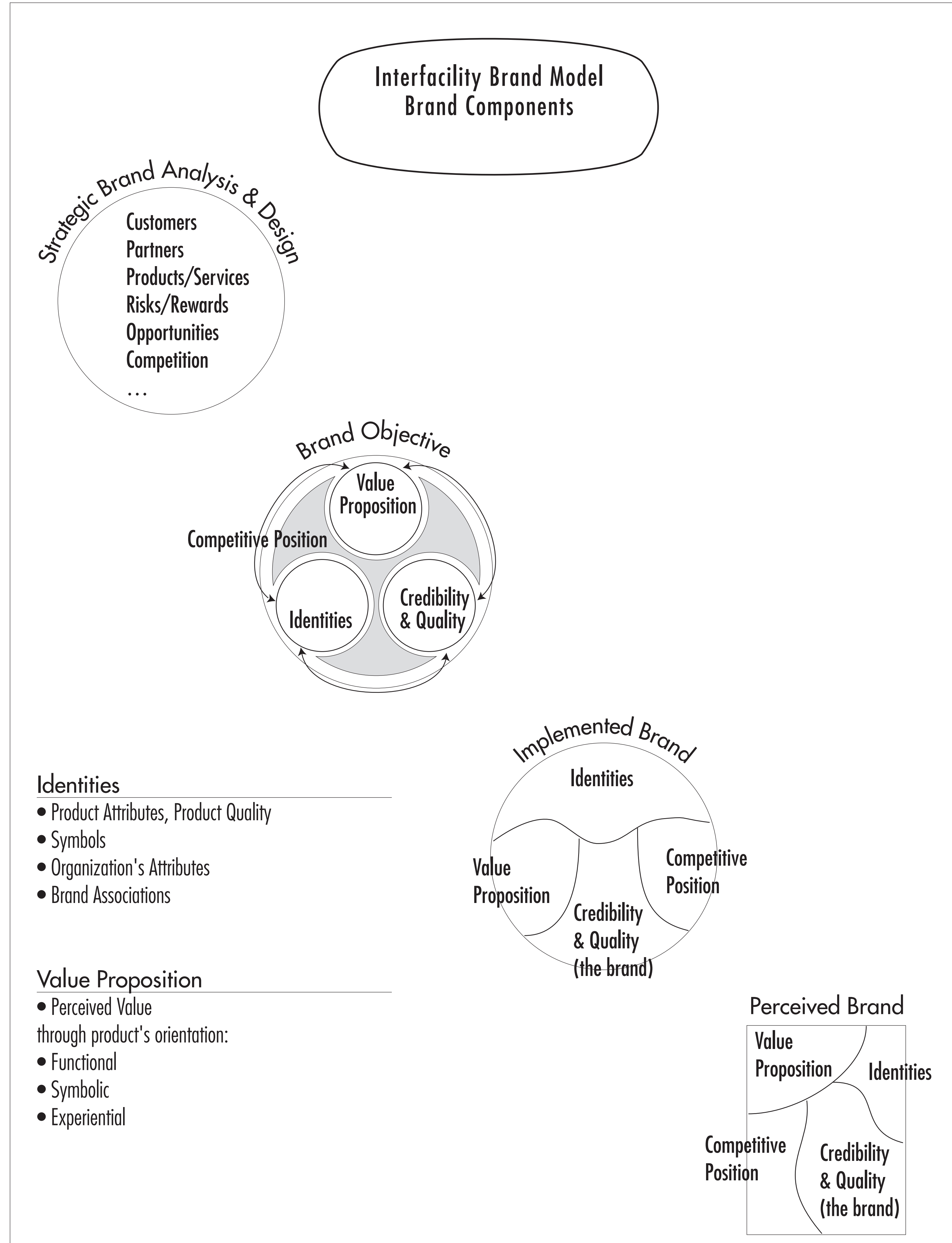
a. The four components of a strategic brand strategy are shown here (see also chart *B3, Brand Description*).

b. An important characteristic captured here is the transformation, perhaps loss in fidelity, of the strategic brand design as it moves through implementation and is reflected in consumer perception.

c. Strategic management of brands is aimed at increasing the effectiveness in projecting the strategic brand design through implementation, and as reflected in consumer perception. It requires attention from outside of any of these components.

d. Here are some of the identities appropriate to consider:

- Pricing
- Functional categories and characteristics (incl descriptions as info/edutainment, active, technical, news, etc.)
- Inherent product attributes and product quality
- Logotype
- Symbols
- Characters
- Packaging
- Slogans
- Trademarks, Service marks
- Colors
- Fonts
- Graphics styles (page balance, images)
- Interactivity
- Transaction response time
- Usability
- Policies
- Communication



Audiences & Their Brands

a. The basic purpose of this chart is to elicit the basic facts about brands, organized according to audiences.

b. This is a group interview exercise. In Facilitated Discovery it is the first formal exercise that considers individual audiences and individual brands. Be prepared to identify and collect BCQ.

c. "Audience Name," and not brand, drives the exercise, although the tendency among participants may be to think first in terms of brands. The impact of this is that although an audience should only appear once, and have all of its associated inventoried with it, you will have a given audience appearing several times. Be alert to describing the same audience in different ways facilitate clarity on this point, changing or extending past entries. This points to the need to leave sufficient clear space after each entry.

d. Individuals belonging to an audience, and even (to an approximation) the entire collection of individuals that belong to one audience can also belong to another audience (such as when comparing r-space to e-space, or service ladders).

e. In addition to those brands carried in the interactive product, be sure to include brands that the audience encounters elsewhere (such as promotional material, product packaging).

e. "Brand" should be clear-enough to distinguish the brand from other client brands and competitor brands. In "Brief Description" make clear the major distinguishing characteristics of the brand. This is especially important (and difficult) for attribute-type brands, where one or a group of implicit attributes comprise the brand, and not a specific symbol, color, shape, etc. Later, in Brand Description and Inventory we will assemble a more detailed description.

f. "Communication Channel and Vehicle" should inventory the places where the brand appears. Note when the brand is carried on or with other's products, with other brands, and in different timeframes.

g. Include audiences who are not yet served by or identified with brands.

Audiences & Their Brands

Audience Name	Brand	Brief Description	Communication Channel & Vehicle
1.			

Brand State

a. The basic purpose of this chart is to:
  - Relate brands to services and products
  - Learn of extension and portfolio strategies
  - Identify opportunities in brand-product relationships

b. Perform this activity for each of the major partners (e.g., OEMs, channels) and for each major competitor (direct, indirect, replacement).

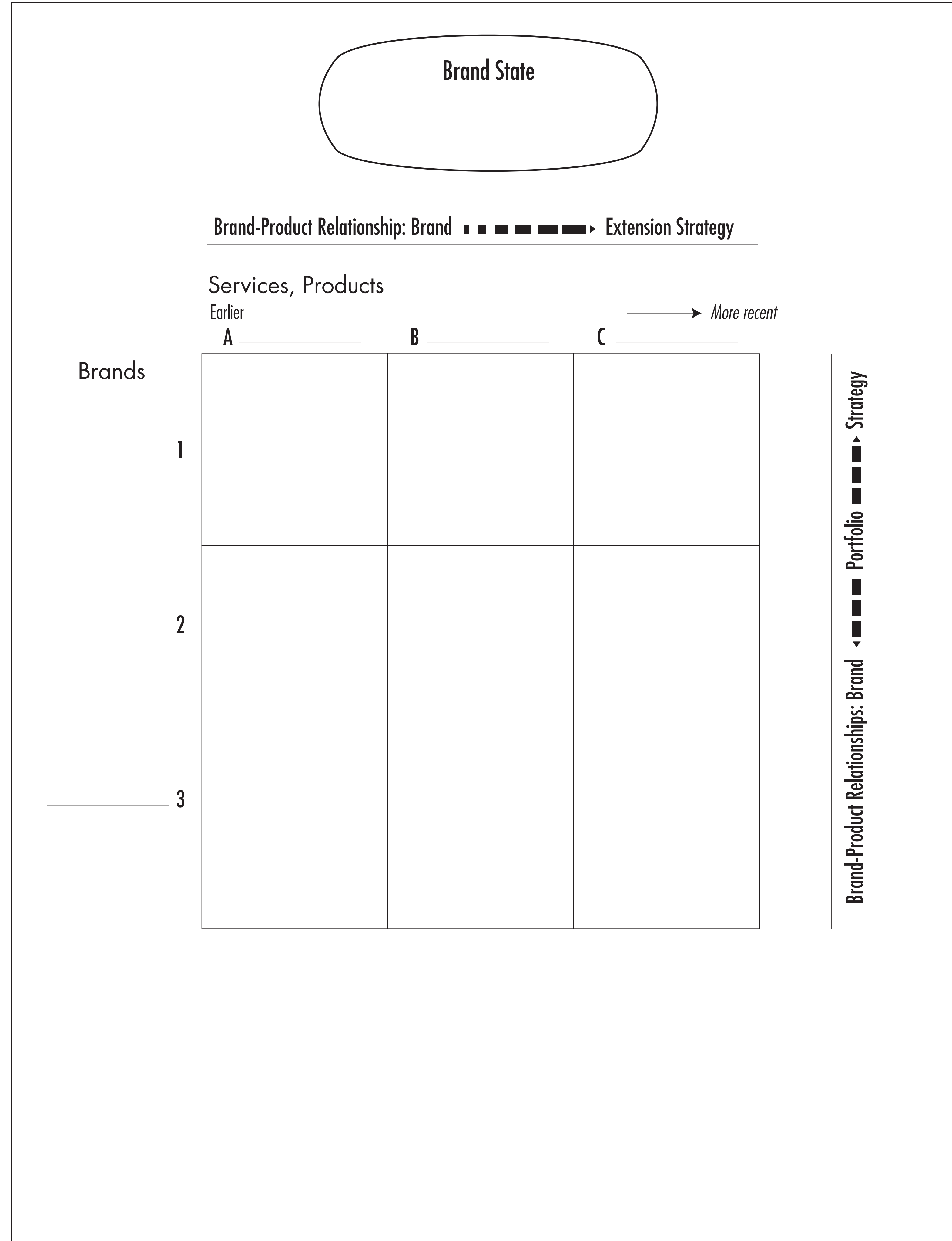
c. In preparing this chart, write in the Brand-Product Relationship labels ***after*** collecting the information.

d. Initially fill in the Brands axis with the brands identified on the *Audiences and Their Brands* chart. Extend it as new brands emerge. Reconcile these with the *Audiences/Brands* chart.

e. Populate the Services axis with information from the History and Strategy sessions. Use the information there, and participant guidance, to order them left-to-right in approximately introduction order.

f. Record in the grid intersections for a service and its respective brand how the brand is associated with the product (e.g., affixed, shape, color). Leave ample space for later additions, especially for later conducting the *Brand Hierarchy* activity.

g. After having completed the partner and competitor versions of the grid, return to the client grid and introduce the brand extension and brand portfolio concepts. Now conduct a short open discussion on opportunities; note ideas and conditions that extend or restrict extensions and portfolio adjustments.



Brand Description

a. The basic purpose of this chart is to:
   - prepare a detailed description of the attributes of the brands

b. Perform this activity for each of the major brands.

c. The description follows the structure explained as part of the Interfacility Brand Model. It is appropriate to have those materials posted during this discussion.

d. This activity is suitable for partial execution in study groups. The first, general, pass should be made in plenary many of the participants will just be learning about the brands. The study groups can be employed after moving through the major brands, assigning one or more major brands to each group for detailed elaboration, plus creation of the description for minor brands.

e. The "Identities" section is due the most attention. Here are some areas to consider. Extend and customize this for the client, and prepare a separate chart.

- Pricing
- Functional categories and characteristics (incl descriptions as info/edutainment, active, technical, news, etc.)
- Inherent product attributes and product quality
- Logotype
- Symbols
- Characters
- Packaging
- Slogans
- Trademarks, Service marks
- Colors
- Fonts
- Graphics styles (page balance, images)
- Interactivity
- Transaction response time
- Usability
- Policies
- Communication

Brand Description

(name) ____________

Identities
Product Attributes, Quality; Symbols; Organization's Attributes; Brand Associations

Value Proposition
Perceived Value through: Functional, Symbolic; Experiential

Credibility and Quality
(of the brand)

Competitive Positioning
including: relative returns (indicating underutilized or ineffective brands)

Brand Hierarchy

a. The basic purpose of this activity is to:
   - identify relationships between brands
   - identify positive brand associations
   - look for distinct brand groupings

b. Perform this activity using the completed *Brand State* charts. Proceed product-wise, conducting the Ranking, Rating, and Grouping exercise for each.

c. **Ranking**

   With each product column, interview the participants to discover the over-arching brand; mark that "1." Continue, noting whether, where and how the brands appear together or are otherwise related. If the brands of a product seem significantly clustered, consider adding a letter designation to distinguish those clusters (e.g., 1A, 2B, 3A, ...).

d. **Rating**

   Remaining with the same product, perform a structured go-around for positive ratings, e.g., "Of things you thing this brand does well, how well do you rate it?" (5 strongly positive, 1 slightly positive, 0 no rating for positives).

   Follow that with a structured go-around for negative ratings. (5 strongly negative).

e. **Grouping**

   Identify those brand groups, especially across partners, that are part of a co-branding (joint venture, multi-produce), multi-branding (multiple sponsors), and licensed branding group for the product.

f. Because this activity can take a lot of time (and attention!) be careful to note when it might be appropriate to move to do-it-yourself performance of the rating. To do that, hold all further rating until the end.

   If it appears appropriate, for the remaining brands appoint one facilitator per brand (or brand group), help them create the appropriate chart at a separate station, and have participants visit each brand at will.

Brand Hierarchy

(negatives) (positives)

5 4 3 2 1 | 1 2 3 4 5

(strong) (strong)

Dynamic Brand Value Proposition

a. The basic purpose of this activity is to:
- describe the principle dynamics between the brand and the audience
- describe the time-dynamic evolution of the brand (in relation to its audience)

b. For each top brand identified thus far, identify how it may exhibit one or more of the general types. For each type, note the type symbol and describe how the brand exhibits those characteristics for the appropriate audiences.

c. For each typing of a brand explain the circumstances and performance of the brand's introduction, elaboration (if any), and extensions (if any).

d. Perform this for competitors.

e. Review the information collected, looking for opportunities.

Dynamic Brand Value Proposition

General Type
F Functional
S Symbolic
E Experiential
& Description

Brand Evolution Stages

General Type & Description	Introduction	Elaboration	Fortification & Extension
(brand label)			
? (description of type-related characteristics)			
? (description of type-related characteristics)			
(brand label)			
? (description of type-related characteristics)			
? (description of type-related characteristics)			

Competitive Differentiation

a. This chart is the first of two parts dedicated to competitive assessment. The basic purpose of this activity is to:
   - make explicit those things seen as competitive advantages, or disadvantages
   - explain what the advantages are
   - identify for whom the advantages accrue

b. In "Competitive Advantage" describe the advantage. List the competitors to whom this is an advantage (or disadvantage).

c. In identifying the constituency for a benefit, you should be able to recognize the beneficiary as among the audiences already profiled.

d. In identifying "extent," make explicit the measures, times, etc.

Competitive Differentiation

Competitive Advantage	Explanation	To Whose Benefit?, How? Extent?

Competitor Scores

a. This chart is the second of two parts dedicated to competitive assessment. The basic purpose of this activity is to:

- estimate how the major beneficiaries of competitive advantage score the competition

b. This is suitable as a group exercise. Use a bi-level scale: one for positives (5 strong) and one for negatives (5 strong). Conduct the vote on consensus, show of hands, or free voting.

c. This is also suitable as an open voting exercise   directing participants to place a dot or Post-In Note on each of the two scales (positives, negatives) drawn on each entry.

Competitor Scores

Who benefits? (an Audience)

Competitive Advantage (from *Competitive Differentiation* chart)

	(negatives)	(positives)
Competitor	5 (strong) 4 3 2 1	1 2 3 4 5 (strong)
Competitor	5 4 3 2 1	1 2 3 4 5

Who benefits? (an Audience)

Competitive Advantage (from *Competitive Differentiation* chart)

Competitor	5 4 3 2 1	1 2 3 4 5
Competitor	5 4 3 2 1	1 2 3 4 5

Relative Brand Futures

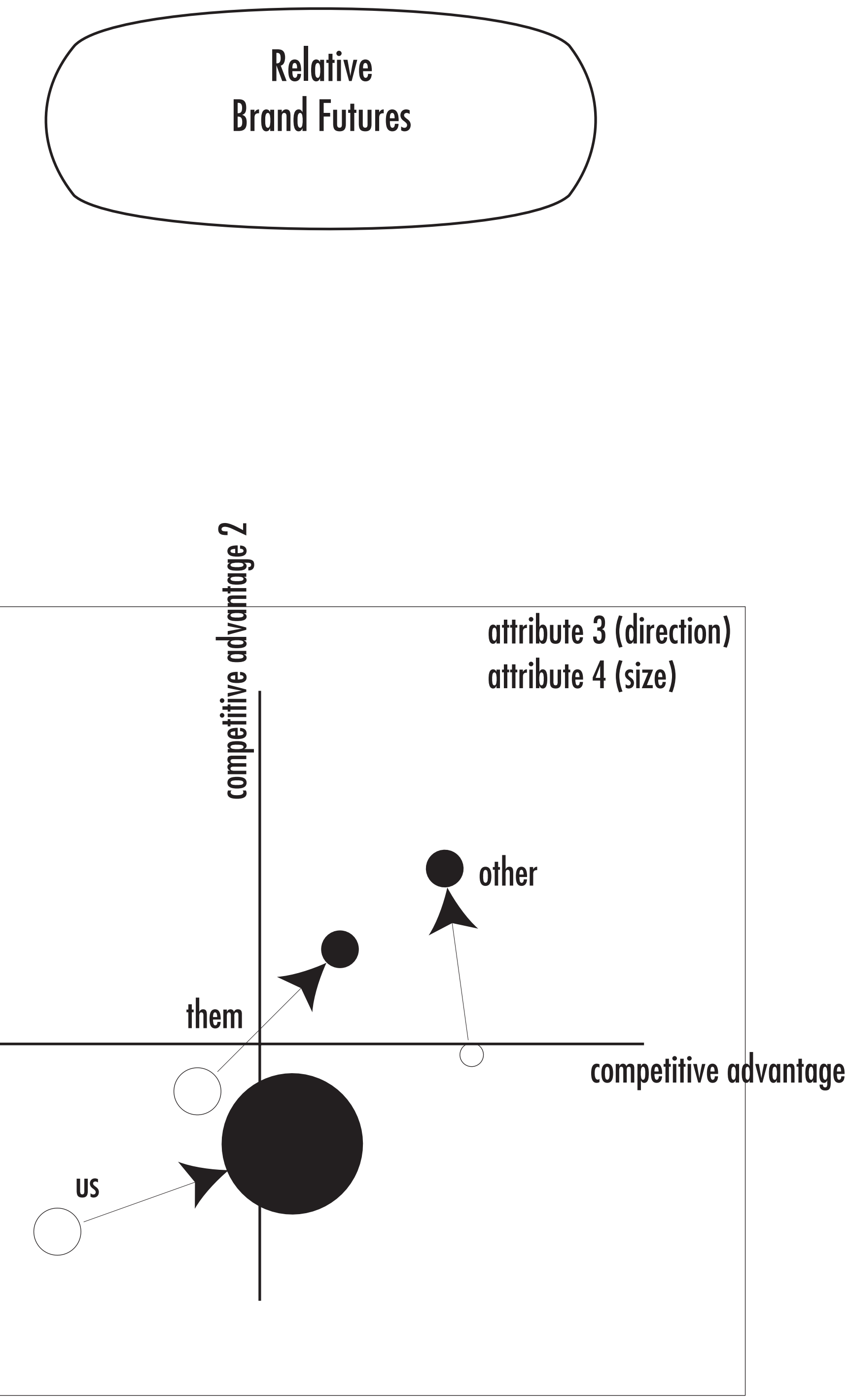
a. The basic purpose of this activity is to:
   - investigate how competitive advantage will evolve vis-a-vis competitors through brands

b. This is appropriate for a study group format.

c. In preparation, create a chart of the brands that rank highest and were the sources of the most significant differentials or significant competition in competitive advantage.

d. Use this chart to select the competitive advantages (disadvantages) to pair up on multi-dimensional scaling. The idea is to select dimensions that will help elicit thinking about how the client and competitors will evolve in competition. Create a list of the charts to prepare.

e. Determine the groups and assign the charts. Each group should be prepared to discuss the justification for the timeframes they chose to use, and any clustering, coincident action, and contingent behavior they forsee.



Brand Contribution

a. The basic purpose of this activity is to:
  - assess real contributions of brand
  - develop a rough indication of brand equity

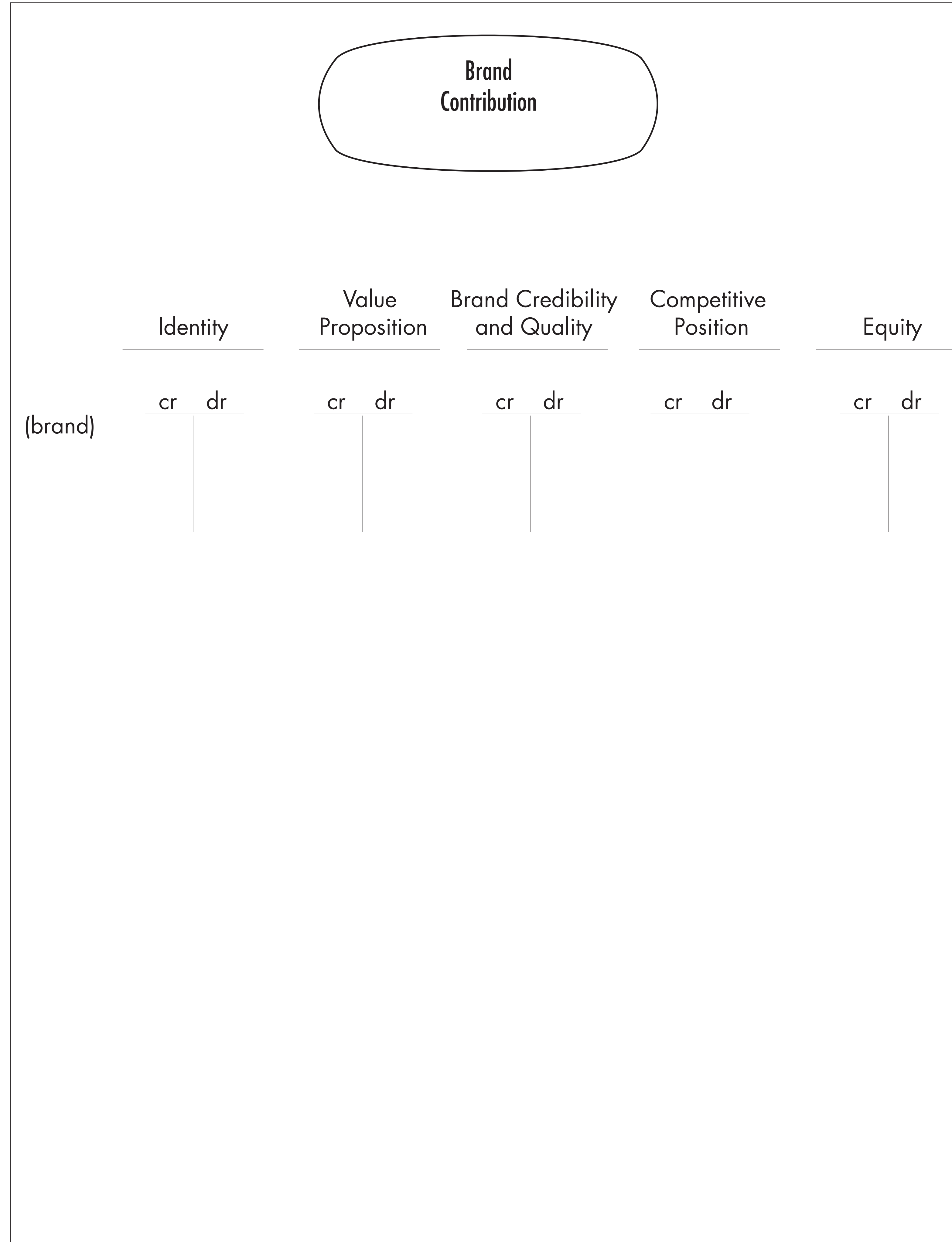
b. This is appropriate for a study group format.

c. Prepare individual charts for each brand. Prepare a key to guide the groups.

d. The four main areas are those from the Interfacility Brand Model. For each, the assigned study group is to list the assets (cr) and liabilities (dr): use revenue amounts, traffic percentages, or descriptive words.

e. Summarize these into an equity position.

f. In reporting to the plenary, the study group should be prepared to relate the equity to the prior work on brand and strategy. This should result in a BCQ chart, especially qith questions in the categories: True? Cause? Effect? Should be done?



Audience Classes

a. The basic purpose of this activity is to:
   - identify the major classes of audiences for the interactive product or service
   - prepare for work elaborating the experiences these audiences have, and their representative persona

b. Refer to the prior strategy and brand work and list them ("Audiences").

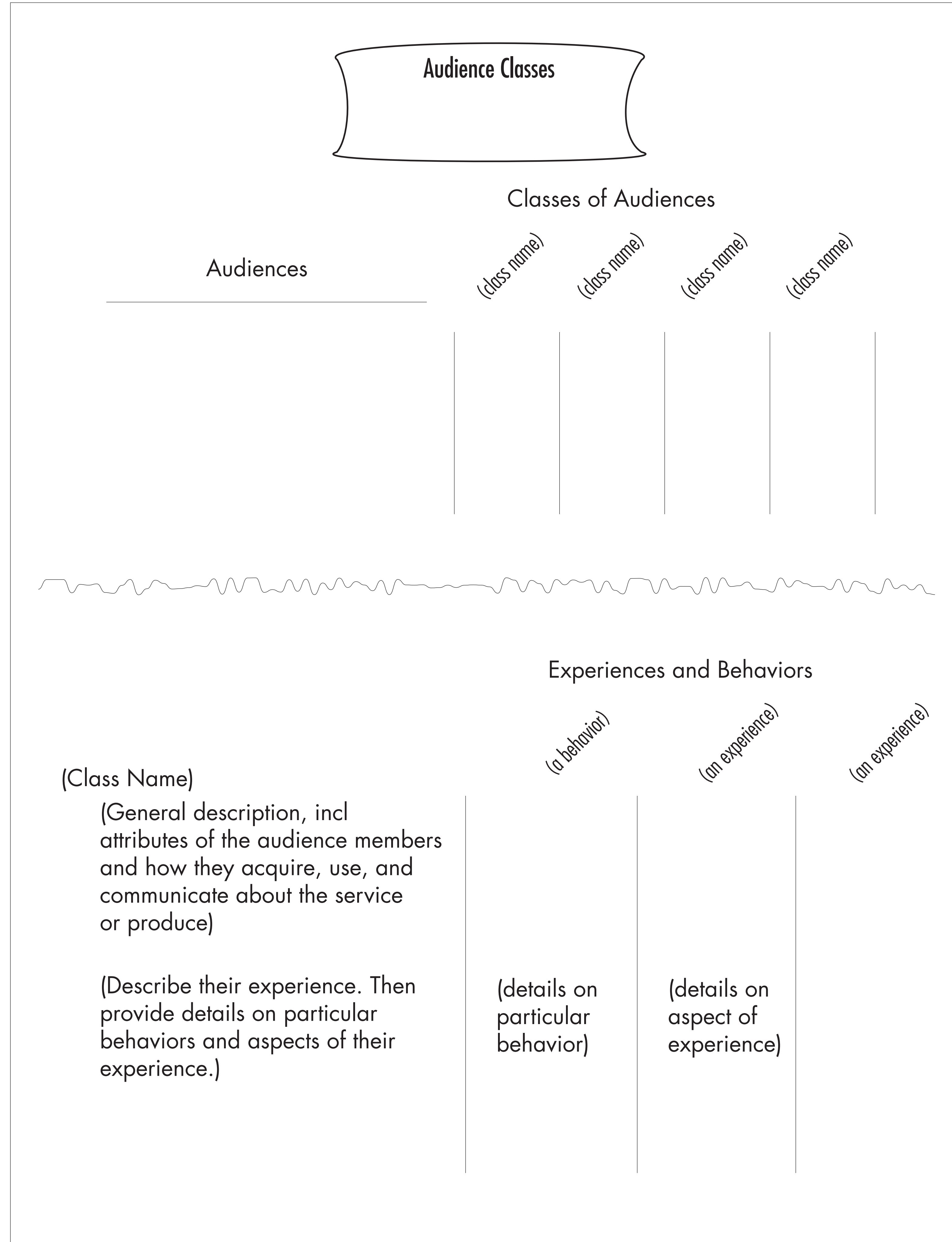
c. Identify the major classes of audiences and the audiences that belong to each. An audience may belong to several classes, and vice versa.

d. Now rank these classes. This is approximate, so a simple voice or hands vote will be sufficient (for each member, limit number of votes to 50% of the count of classes). Rank on these two attributes:
   - Crucial to Success
   - Requiring Attention

e. You are now prepared to create study groups. Distribute the classes to the study groups (the higher-ranking ones first) and assign them the job of describing each class in detail.

f. One important detail is an explanation of the experience of that particular class. Extend that description by identifying particular (and ideally, unique) behaviors and experiences common to the members of that audience class.

g. Each study group should prepare to give a very brief summary of experiences and behaviors. More detailed reporting will come after the persona work. See *Persona*.



Audience Persona

a. The basic purpose of this activity is to:
   - create persona to represent audience members

b. Refer to *Audience Classes*. That activity ends with a list of audience classes and collected details on their experiences and behaviors. The study groups used in that activity carry over to these activities.

c. This is an adaptation of the personal concept and method used at Cooper Interaction, as described by Alan Cooper.

d. After the study groups have reported on audience classes, introduce the concept of persona. Stress the approximate nature of this activity real design activities will happen outside, later. Also stress the desire to be specific, to create "real," believable, people. Note that each persona is not intended to be specific replica, but is a proxy, or more properly, a composite character. (This is not a compound character, which would be what you might get by giving the whole audience class a single name.)

e. The study groups now prepare several persona for each audience class. A small number, but enough to convey the essential nature of the audience class.

f. When time has expired, form tour groups and initiate the tour. Individuals when they are the "tour guide" should practice the role of at least one of the persona in their group, and be presenting the other persona. Questioners should focus on providing contributions that make the persona more believable.

g. The study groups re-form and adjust their descriptions. One task is to resolve name conflicts so that you achieve unique names across all persona. Another task is deciding who will present each persona. The study group should divide them up so that everybody gets to participate in presenting at least one persona. Team presentations (multiple members of the study group) of a single persona are encouraged. Each study group makes its presentations and notes comments from the plenary (again, BCQ are appropriate).

h. After the presentations, conduct a structured go-around to collect comments.

i. With all persona presented, and the structured go-around complete, direct the participants to vote on individual persona. As before the categories are: 1. Cricual to success, and 2. Requiring most attention.

   Each participant receives (of each of two colors of markers) a number of votes equal to 166% of the number of persona. Each voter may vote for a particular persona as many times as they wish. Suggest that each voter make sure that they distribute their votes across the persona so as to cover what they believe are a representative sample of their overall audience, and so as to minimize the number of persona.

Audience Persona

Audience Class ____________________

A Persona	Do	Interaction	Experience
Name: (a given name) General Description: (introduce the person(a) include some background)			

Basic Critical Questions

Purpose: To collect and organize Basic Critical Questions

Use:
General: Collect the BCQ as they arise; elaborate as appropriate.

Specifics:

a. As questions and comments arise, identify those that are in nature BCQ.

b. In "Issues that relate" identify contingent or dependent concerns.

c. Use "Ranking" as appropriate for the (topic). Typically, expect to rank on importance, choosing the scale according to the (topic). Issue relationships and common groupings tend to come up during open-group ranking. Likewise, when using open voting, suggest participants also attach their notes about "Issues" and "Grouping."

d. In "Common grouping" identify the other BCQ (and their related issues) that share significant commonality. Note the (topic) and number, plus the basis for the grouping.

e. In "Who is taking action" jot down folks who are or might or should be concerned about or is working on this BCQ.

f. Be prepared to run through a *BCQ Analysis* on any of the claims addressed by a BCQ introduced here.

(See *BCQ Analysis*.)

Basic Critical Questions

(topic) ______________________

A basic critical question	Issues that relate	Ranking	Common grouping	Who is taking action?
1.				

Basic Critical Question (BCQ) Analysis

a The Basic Critical Questions concept is taken from Dennis Matthies' work at the Center for Teaching and Learning at Stanford University. Matthies identified a framework for asking questions without redirecting the discussion, the answers to which can serve to support or refute a claim.

b. The framework is based on the (ancient!) idea that discussion proceeds from a claim or a conjecture through support or disputation to refutation or agreement. Matthies identifies the following question categories and question forms:

Question Type	Generic Question, and some forms of the question
1.The Go/No Go question	Why work on this? Importance, interest
2.Clarify or build meaning	What is meant? Vague, ambiguous, totally unknown, familiar yet weak
3.About assumptions	What is assumed? Exist, unique, similarity, testable, possible, value, stereotype, audience, ourselves
4.The basic question	Is this true? Evidence, sources, research Actions: Why do? Factuals: How know?
5.About causes	What's causing this? Why? Triggers, conditions, at which system level(s)
6.About consequences	What will be the effects? On me, on us, on them; timeframes; at which level(s)
7.About actions	What should be done? My me, by us, by them; at which system levels(s)

c. In activities such as we conduct, these questions arise all the time. The trick is to identify a statement as a BCQ of importance, or to identify a claim or conjecture as one in need of exploration through a BCQ.

d. The BCQ chart is the place to make that identification. Record the statement and enhance it with the generic question it seems to be an example of. Ask a BCQ question about a claim or discussion, possibly to regain control of the floor or to summarize or close a discussion.

e. Once a BCQ is on the chart, it should be grouped with related questions. This involves noticing that the questions involve the same underlying claim, and then segregating the questions according to the question type.

f. Then a BCQ Analysis can proceed: run-through the seven basic question types on that particular claim.

g. A productive way to perform the analysis is: (i) form and collect the specific questions in a group setting, possibly with a structured go-around to illicit the difficult questions, then (ii) use a study group format to develop initial "answers", followed by (iii) a plenary review and discussion (encourage post-it additions).

Basic Critical Question Analysis

(the claim or conjecture)

The Question Prototypes
with specific questions

1. Go/No Go

2. Meaning

3. Assumption

4. Basic truth

5. Causes

6. Consequences

7. Actions

Key Success Factors

Purpose: To collect and organize Key Success Factors

Use:
General: Collect the KSF as they arise; elaborate as appropriate.

Specifics:

a. A KSF is a thing, a metric, a behavior, a timing, an attribute, that must be met or achieved in order for objectives to be met and goals achieved. Real KSF tend to be detailed and narrow. Some goals or objectives might be KSF, if it seems that it will help to assure their performance, but most KSF are not goals or objectives.

b. Many discussions are about "really important" stuff. What distinquishes a KSF from this background is that it endures. So a KSF for identifying KSF is to be prepared to cull and elaborate KSF tend to be demoted (off of the list), promoted (to, perhaps, goals, objectives, strategies, BCQ), and extended.

c. In "Relationships" identify the goals, objectives, and strategies for which the KSF is key. This will often be, at least, the topic of the discussion in which the KSF is proposed; the effort to prepare a "Description" will suggest more "Relationships." Relationships are possible targets for demotion/promotion.

d. Use "BCQ" to list the questions that come up in the discussion. These can form the basis, later, for a BCQ Analysis on the KSF.

e. In "Disposition" jot down how a KSF was removed as a KSF, or if not removed, details about additional work assigned, if necessary.

(See *BCQ Analysis*.)

Key Success Factors

(area, topic) ____________________

Key Success Factor	Description	Relationships	BCQ	Disposition
1.				

Study Groups

a. The basic purpose of study groups is:
   - to allow for simultaneous work rather than a single whole-group effort
   - to advance one focus in multiple directions, or to attack multiple aspects of a problem
   - to create a situation for different dynamics to emerge, e.g., to form new clusters, to foster contribution br participants who prefer small groups or who prefer focused tasks.

b. Form the groups with the above in mind, and with an understanding of the following work. In the simplest case, use logical groupings of, either, the organization, or the room. Most situations will benefit by more attention to the group dynamics and potential.

c. Study group size may be important, or the number of groups may be important. If you wish to focus on the size of the group while achieving a mixture different that the clustering already in place in the room, use a count-off method for forming the groups.

d. Keep this in mind: If you intend to use a tour group as part of the exercise, the size of the *smallest* group will dictate the number of tour groups. You might wish to adjust group sizes appropriately. See the guide sheet on *Tour Groups* for a method of deciding study group size and forming those groups when using tour groups.

e. The purpose of the study group will influence its operation. For many purposes, however, it is appropriate to remind the groups to:
   - use chart paper to capture their ideas, working drafts, and results. This is appropriate even when the study group is following a "fast" style, as with a Crawford Slip Method for the first study group before a tour -- they just attach the slips up on the chart.
   - watch for and avoid premature convergence
   - appoint an ambassador to visit the other groups to share and collect information, and to report back (in some scenarios, such as competitive simulations, this or related mechanisms offers a special dynamic)
   - use the BCQ and FSK forms

Tour Groups

a. The basic purpose of tour groups is:

- communicate the results of study groups
- and prepare the members of all study groups to benefit from the work of the other groups in their continuing work

b. The tour in "tour groups" occurs between two study group sessions:

1. The study groups perform initial work. Identify the work station each study group should "hang" its charts (and perform its work). These are the stations where the tour will visit.
2. The tour groups form (see below). Following one tour group, at each station the tour group participates in an investigation about the respective study group’s work. Each tour group contains at least one member of each study group. When the tour group arrives at a work station, that member becomes the tour guide, and leads the investigation of the study group’s work:
   - present the work quickly covering the essentials, but not the details
   - elicit ideas, suggestions (write them on chart paper on the wall)
   - answer questions
   - collect confusions (write down on chart paper, on the wall)

   The job of the tour group is to gain an understanding of the work and to challenge itself to ask important questions (consider the BCQ format). The job of each tour guide is to collect that information in a form from which the next tour group can benefit and the study group can later apply.

   Note: *all* participants (including facilitators, coordinators, etc) take part in the tour.
3. The study groups re-form. Work proceeds according to the goals of the session. If important to the work, direct the study groups to use different marker sets (to set off the before/after work).

c. This study-tour-study format is often completed by a facilitated report and a discussion.

For the facilitated report, an individual from the group or one of the general facilitators leads a discussion on the study group’s results. Because everybody in the room has already seen one version of the group’s work this is not a report. The facilitator should discuss what insights it found most useful and how they were applied (or not!), should help to coalesce the results of the two study sessions, and should lead a comparative analysis of this group’s work with the other study groups.

Following this the facilitator leads a general discussion. One important activity is a discussion of how the work on the topic should evolve and carry forward. Not logistics, but the tenor, focus, and direction of the work.

Tour Groups, cont.

d. Unless other considerations dominate, determine the number of study groups as follows:

Number of Participants in Session	Number of Study Groups	Number of Participants in each Study Group
16-24	4	4 to <6
25-35	5	5 to <7
36-48	6	6 to <8
49-64	7	7 to <9

e. Form the study groups as appropriate. One method uses count off. In that case have participants count off, repeating from 1 each time the number of groups is reached. E.g., 1, 2, 3, 4, 1, 2, ...

f. It is not necessary to have counted off to create the study groups. But it is necessary to count off to form the tour groups.

1. Instruct each group to count off the number of members in the group: 1, 2, 3, 4, 5, ...
2. Ask everybody to stay in place until the assignments are complete.
3. Ask for a show of hands of those with "1" in the last counting. Show them the station where they will meet.
4. Ask for a show of hands of those with "2" in the last counting.
5. Continue this, moving around the stations in the same order you intend them to tour. Stop when you reach the number equal to the number of study groups.
6. When you have reached the number equal to the number of the study groups you will likely still have a few participants not assigned to tour groups. Have them raise their hands -- and count them off from 1 (to the number of study groups, which is automatic if the participants remain the same) and assign them to the respective tour groups.
7. Now remind the participants of the purpose and conduct of the tour groups, including the time per station!, demonstrate how to move between stations (the direction, e.g., clockwise) for the tour, and let them get to it.

Post-It Note Comments

a. This page describes the use of Post-It Notes-like devices for enhancing and elaborating group information.

b. Any form of comments will do.

- Write a short descriptive phrase at the top of the Note. This will speed the organization of the notes, ease their transcription (if that's to be done), and (possibly) improve thinking about the comments.

c. Some uses of these notes include reorganization into groups. In those cases:

- Advise participants of the groupings
- Consider if key words or phrases will help. Here are some recommendations, all 'driven' by their verbs, including three recommended in the Crawford Slip Method, on which this approach is patterned:
  1. Any of the BCQ templates (Go? Meant? Assumed? True? Cause? Effects? Do?)
  2. "How to ..." E.g., "How to increase perceived value?"
  3. Transitive verb. E.g., "Satisfying customers"
  4. The imperative verb. E.g., "Add online help"

Post-It Notes
Comments

(write a short descriptive phrase at the very top)

(anything)

(detail explainations [motivation, a formula, citations] on other card(s). cross-reference the card(s).)