Interrelationship Diagram Directions and Guidelines

A Tool for Team Decisions

Purpose: The interrelationship diagram is used to show cause-and-effect relationships between identified factors surrounding an issue. Teams can look globally at several factors and determine the logical sequence of events to obtain the desired results or priorities for a strategic plan. Individuals can also use it to prioritize goal setting.

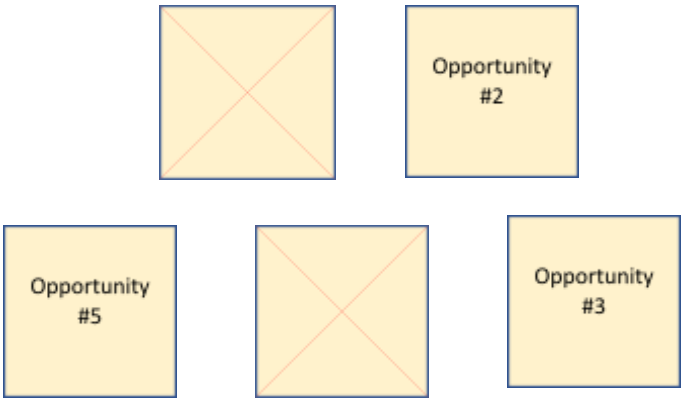
Process: List the top areas of opportunity (up to 5); resources to develop the factors used for the interrelationship diagram could come from a self-assessment, an affinity diagram, brainstorming, a feedback report, strategic plan, or voting can be done. Systematically study the relationship between each pair of items and ask the following questions for each relationship:

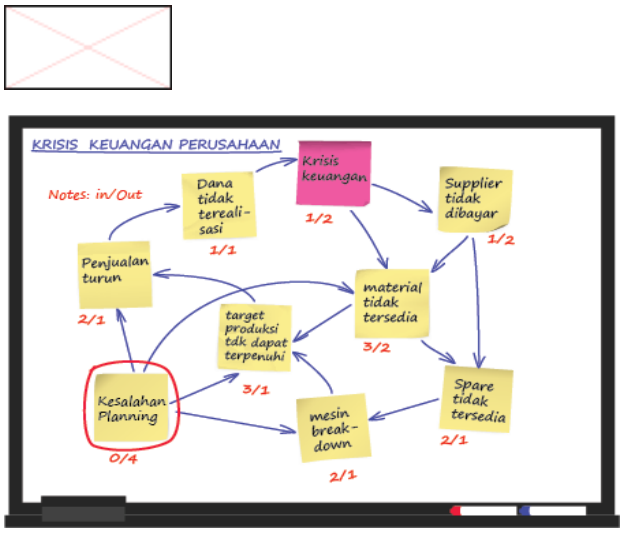
Does a relationship exist? If so, then draw a line connecting the 2 opportunities

Which opportunity affects which the most? Between opportunities where a relationship exists, decide which item affects the other the most. Put an arrowhead on the end of the line which points to the affected item.

_____ is affecting _____

- If a relationship does not exist, you do not draw an arrow. Continue around the circle until all relationships have been studied.
- Clearly tally the number of incoming and outgoing arrows for each opportunity. Rank the items from highest to lowest according to the # of arrows stemming from each item (outgoing). A high number of outgoing arrows indicates the opportunity is a possible **driver**.
- Subsequent analysis should reveal a logical implementation sequence in order to achieve the overall desired result.





Source: Langford, David. *Tool Time for Educators.* Version 15.0. Molt, MT: Langford International, 2010.

KnowledgeWorks

Guidelines for Creating Your Initial List

- Determine **no more than 5 learning focus areas** that you are considering exploring for this pilot
  - If you have more than 5, use power voting or another protocol to get it down to 5
- Zone in on the ***competency level*** rather than the condition as a whole
  - You could select more than one competency from a condition or none from a condition; which ones you select need to be based on your personalized needs
- What makes your initial list needs to be aligned to your team assessment:
  - **Establishing**: feels urgent/want to get started/getting started is going to provide some early on set "wins"
  - **Developing**: have momentum/want to continue evolving things that are already in place
  - **Operationalizing**: Want to continue growth schoolwide
  - Almost to the next level of implementation so easier to implement



Power Voting

Purpose: Use group voice to determine the most essential components or parts

Process: From a list or chart, individually, determine which you think are the most essential

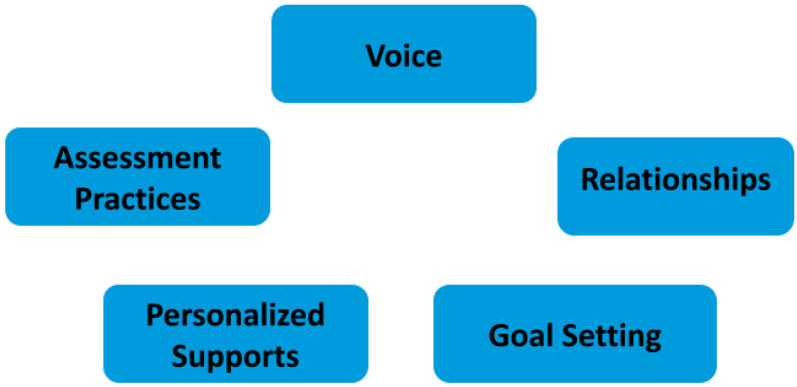
Everyone gets 5 votes (# of votes can vary) :

- Pink/red dot = 5 points (each person gets 1 of these dots)
- Green dot = 1 point (each person gets 2 of these dots)

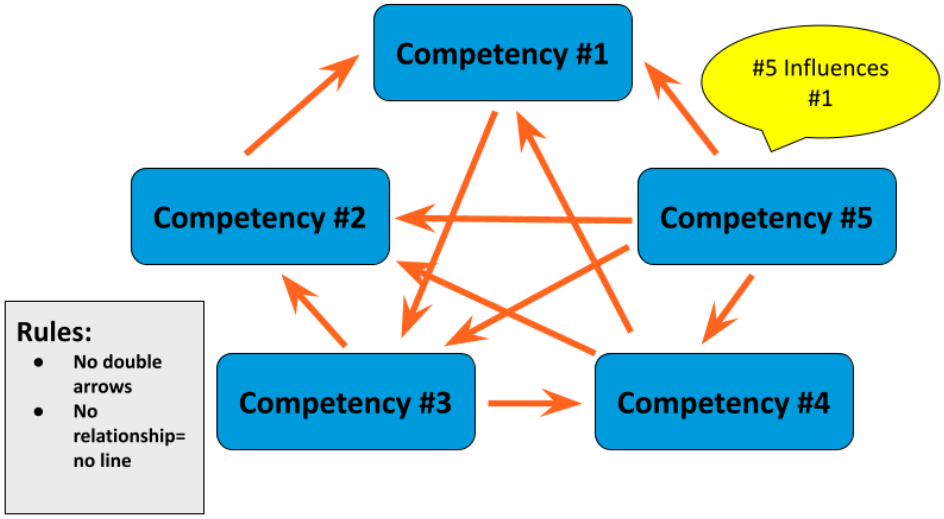


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Step 1: Using Chart Paper and the Guidelines, make a circle with all of your conditions/competencies

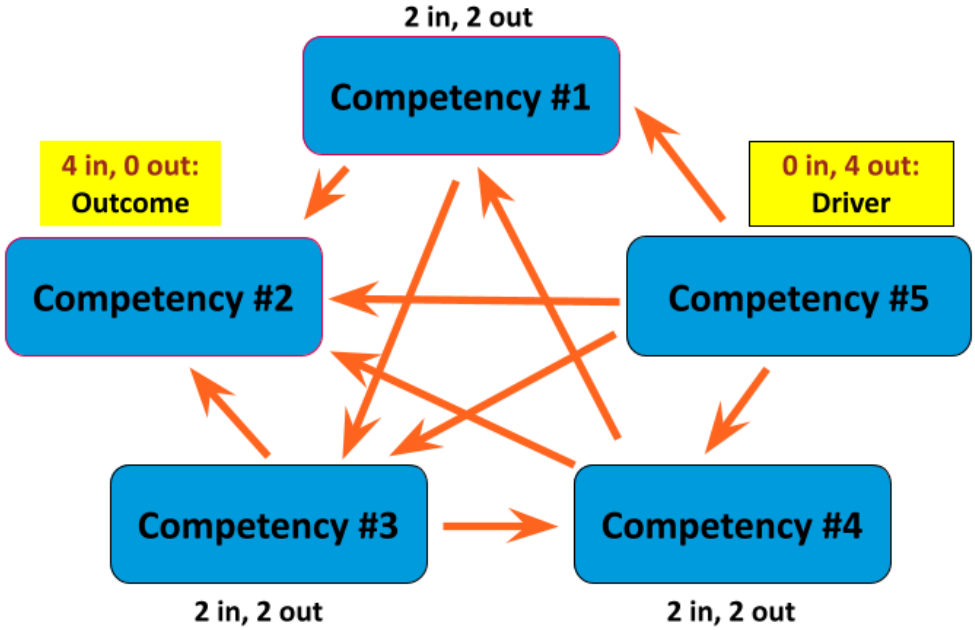


Step 2: Identify the Relationship-Influence or Influenced?



Source: Langford, David. *Tool Time for Educators.* Version 15.0. Molt, MT: Langford International, 2010.

Step 3: Identify Driver



Source: Langford, David. *Tool Time for Educators.* Version 15.0. Molt, MT: Langford International, 2010.