



MELROSE

THE GREEN MOVIE  
Empowerment within  
a Framework  
or  
Don't Let the World  
Happen to You!

guide

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based on the ideas of Mark Brown

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### **The Green Movie Video**

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### **The Green Movie Questionnaire**

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About the package

MARK BROWN

USING THIS GUIDE  
AND THE ACTIVITIES BOOK

USING THE VIDEO

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## MARK BROWN

Mark Brown is the founder and Managing Director of Innovation Centre Europe Ltd which researches and promotes best creativity and innovation practice in organisations. He is Visiting Professor of Innovation at Henley Management College, where he helped set up the European Innovation Project.

In addition to consultancy and presentations around the world, he writes books and articles on management, psychology and related subjects. He also continues to research creativity and innovation in individuals and organisations at King's College, London University and Henley.

Publications include *The Dinosaur Strain*, *Memory Matters* and *Left-Handed: Right-Handed*. Forthcoming books include *Your Creative Edge*, *Super Creative Teams* and *Successful Innovation*.

Mark Brown has collaborated with Melrose on two other award-winning videos - *Ideas into Action* about Creative Thinking and Innovation, and *The Blue Movie* about Generating Great Ideas.

## USING THIS GUIDE AND THE ACTIVITIES BOOK

Melrose's *The Green Movie* package contains a video, this Guide and an Activities book.

## WHO SHOULD READ WHAT AND WHEN

This Guide and the Activities book are addressed both to:

Trainers or anyone who intends to run a training programme based on *The Green Movie*

10- Individuals who wish to use *The Green Movie* on their own.

The former should read the whole of this Guide and the Activities book as part of their preparation for running the training programme.

The latter should quickly read through this first section of the Guide (*About the Package*) and have a go at *The Phone Test* **immediately before** watching the video. Having watched the video, they might then like to do *The Green Movie Questionnaire* (*Handouts 1 and 2* in the *Handouts* section at the back of the Activities book), read the rest of the Guide, and try some of the other suggested activities in the Activities book to consolidate and develop what they have learned from the screen.

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## STRUCTURE OF THE GUIDE AND ACTIVITIES BOOK

These two companion volumes are divided into seven main sections (two in the Guide, five in the Activities book). The page numbers run on consecutively from the Guide to the Activities book.

The first, *About the Package*, explains how to use the video, Guide and Activities book.

The second, *The Green Movie - the video*, covers the points raised in the video in more detail.

The third, *Programme Outlines*, sets out three suggested training programmes, ranging from 90 minutes to 1 day.

The fourth, *Preparation*, lists for trainers/course leaders everything they need to prepare in advance of the course.

The fifth, *Green Exercises*, contains a variety of exercises/ activities to do with empowerment and putting your ideas into action.

The sixth, *Training Programmes*, contains tips for running the three suggested programmes.

The final section, *Handouts*, contains photocopy masters for 13 handouts.

## USING THE VIDEO

### WHAT'S IT ABOUT?

**The Green Movie** is a 15 minute video about empowerment and translating your ideas into action.

It takes its title from the three-colour Ideas into Action Model for creative thinking and innovation, in which the idea actioning phase of the process is represented by the colour Green. This model was originally introduced in Melrose's Ideas into Action, a companion video to The Green Movie. However, you do not need to have seen Ideas into Action to understand or use The Green Movie - the two videos complement one another but, equally, both stand perfectly well alone.

The Green Movie video begins by spotlighting a choice we all have - between taking charge of our life and letting life just flow over us, (put another way) between being empowered and being disempowered. It does not imply either option is right or wrong, it makes no value judgment.

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It then briefly outlines (during the title sequence) the three stages of the creative thinking process.

It goes on to link the issue of change to the phenomenon of 'Empowerment', putting empowerment into a historical context. The Green Movie treats Empowerment not as a fashionable buzzword but as an actual contemporary organisational/work phenomenon, which it undeniably is. It doesn't matter what you call it, it is happening, one way or another, like it or not, all around us.

It continues by defining "the E word", dividing the concept of Empowerment into two dimensions - Personal Empowerment and Organisational Empowerment.

It examines Personal Empowerment in terms of the characteristics of the empowered/disempowered attitudes of mind (the 'Success/Failure Profile').

It then looks at Organisational Empowerment, highlighting the organisational structures and attitudes which back individual employees into a defensive corner.

Next it addresses the question of how to make empowerment work in practice both for the individual and the organisation. By way of answer, it proposes a model for structured empowerment - the Four Box Model - which is the nub of The Green Movie.

It concludes by reminding us that ultimately each and every one of us has a choice to make about how much control, responsibility and action we want in our work and life.

The video has been produced in a lively, striking and original style to reflect the subject-matter - creativity, innovation and transforming ideas into action.

## **AIMS**

**The Green Movie** is intended to make creative, innovative ideas actually happen at work.

It aims to:

Encourage people to develop a 'Success Profile' (i.e. an empowered outlook) both in themselves and their team

10. Provide people with a practical, immediately applicable framework for empowerment which they can apply both to their own jobs and their team's jobs

Encourage people to feel free to make 'sensible' mistakes (i.e. to experiment thoughtfully and innovate) and urge them to liberate their team similarly.



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Ultimately, The Green Movie is intended to help viewers develop and implement good, practical ideas for new/improved products and services, processes and procedures that customers (both external and internal) really want.

### **WHO'S IT FOR?**

**The Green Movie** is deliberately designed to be appropriate for a very broad range of audiences. In particular, it has been carefully constructed to address simultaneously both

People in a position to be empowered

No. People in a position to empower (i.e. management).

In other words, it can be usefully viewed by people at any level of the organisation, from the shopfloor to the boardroom.

It applies to any type or size of organisation in any industry or economic sector.

The video can be viewed in a group context or by individuals.

### **HOW AND WHEN IS IT TO BE USED?**

The Green Movie is designed for use in training sessions/courses covering the areas of creative thinking, innovation and empowerment. In particular, it works well in training programmes based on Ideas into Action (a companion video to The Green Movie) when focus is on the Green ideas actioning stage.

The video can also be used to get training courses on other related subjects, seminars, conferences, team meetings, idea generating sessions and all kinds of work gatherings off to a flying start, to bring them to a powerful conclusion or to boost them in the middle.

Essentially, the video is designed to provoke thought and discussion. It is much more effective when the viewing is supported by some exchange of ideas and experiences, or working through of thoughts and techniques, whether in a group or individual context. The impact is even greater when viewers actively partake in some of the complementary exercises recommended in the Activities book.

Three training programmes constructed around The Green Movie are set out at the front of the Activities book. Otherwise it can be integrated into courses or sessions on Problem Solving, Creative Thinking, Innovation, Change, Teamwork, etc.

Individuals using The Green Movie on their own may like to combine it with a reading of Mark Brown's book The Dinosaur Strain (published by Innovation Centre Europe, 1993 - available from Melrose. The book covers the subject-matter of The Green Movie and other closely related areas in an engaging, interactive manner. Working through some of the exercises contained in The Dinosaur Strain is an effective way of consolidating and developing the ideas contained in the video.

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Whatever the context in which the video is being viewed, it is strongly recommended that immediately before watching it viewers have a go at *The Phone Test*.

Since the style of the video is challenging and fast moving, you may well like to play the video twice. Once straight through, then perhaps once pausing at points you wish to pick up on.

Exchanging views, sharing experience, working through thoughts prompted by the video will inevitably enhance its impact. Giving it a proper training context will help crystallise how it applies to people's/your specific work circumstances.

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## The Green Movie - the video

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Don't Let the World Happen to You!

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## INTRODUCTION - The Choice is Yours

**The Green Movie** begins by offering you, the viewer, a choice.

The choice is between taking a plush, comfortable seat in a cinema and watching a film, and taking the director's chair in a studio and directing a film.

It is not an easy choice.

The first option is comfortable, you don't have to work too hard, you can let things just flow over you. On the other hand, it is a largely passive experience.

The second option is rather daunting, it could be pretty hard work, you might not be sure whether you are up to it. The plus side, however, is that it is exciting and challenging.

This is the choice between 'Disempowerment' and 'Empowerment'.

Empowerment involves taking control of your work - getting more freedom in how you carry it out and, at the same time, taking on more responsibility for how it turns out.

The Director character in the film chooses the second option on your, the viewer's, behalf - the Empowerment option. The Director isn't going to watch the world go by. The Director is going to make it happen!

The Director character changes throughout the film - changes gender, ethnicity, accent. This is because The Director represents us all - we all have the choice.

To be empowered or not to be empowered, that is the question... and it is not an easy one to answer. The quiet life can look pretty appealing at times. Taking up the big challenge can look daunting in the extreme. Then again, nothing ventured, nothing gained.

The Director picks up the gauntlet - or rather picks up the megaphone - on your behalf, showing us the trials and tribulations, obstacles and pitfalls of taking up the Empowerment challenge and how to overcome them.

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## THE IDEAS INTO ACTION MODEL

Success is a question of coming up with ideas, selecting the best and, ultimately, of making those winning ideas happen. Success is turning ideas into action.

This process of creative thinking and innovation is summarised in the Ideas into Action Model below.

This model is not shown in The Green Movie video, but the video takes its title from it, and it forms the theoretical basis and starting point for The Green Movie. (It was actually introduced in Ideas into Action, the companion video to The Green Movie - available separately).

The Ideas into Action Model for creative thinking and innovation begins with a goal. That goal can be either a problem or an opportunity.

With the goal in mind, we start generating ideas or solutions. This is the Blue phase - blue like the sky, limitless, free, as in the phrase “it came to me out of the blue”.

The key characteristic of the Blue phase is the suspension of judgment. It is vital to liberate yourself during idea generation from the constraints of logic and analysis, precedent and prejudice, rules and received wisdom. Feel free to think beyond the realms of your day-to-day thinking.

The Blue phase is covered in detail in The Blue Movie.

Once we have thought up various Blue ideas, we select the best. This is the Red phase of analysis and judgment. The light turns red - we stop and look carefully at the ideas. At this point we ask ourselves “Does this idea work for us? Does it meet our criteria?” and we bring back the logical, rational, analytical powers we suspended during the Blue phase.

The final phase is Green - the action phase, as in “getting the green light”, going ahead. This is when we actually transform our ideas into concrete reality.

The Green Movie focuses on this phase of the creative thinking process - turning ideas into action.

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## IT'S AN ATTITUDE OF MIND

Following the introductory sequence of Green = Go images (traffic light turning green, frog leaping, champagne bottle launching ship, etc.), the video continues with another significant question - the Phone Test.

The Phone Test challenge goes like this:

Think of a well known person, alive today

Imagine you have got some very important research to do and you have to contact that person

You are allowed you up to six phonecalls to get through to him/her.

The question is: What do you do?

- A** Is your reaction to think something like “That’s impossible” and give up? Do you get paralysed by the difficulty of the task and the obvious obstacles ahead?
- B** Or do you give it a go, think through a sequence of calls that might get you to your objective, apply some cool logic to the challenge?

The video illustrates both kinds of reaction.

A reaction akin to A indicates an attitude of disempowerment, a lack of confidence in your ability to make an impact on ‘the system’, to make things happen.

A reaction like B is a sign of an attitude of personal empowerment, the feeling that you can make your mark and achieve your objectives.

The point is that attitude of mind is a very big factor in being able to turn ideas into action.

## EMPOWERMENT PAST AND PRESENT

### CHANGE AND EMPOWERMENT

The big challenge of the modern world, for both individuals and organisations, is Change.

One of the ways organisations have responded to economic, social, technological and other changes of recent times is by restructuring themselves to cope better with the prevailing circumstances. The Oscars sequence of the video illustrates the structural changes which have taken place in the last few years in many organisations and which continue apace.

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The general pattern which has emerged is to flatten the old pyramid structure of organisations by thinning out the layers of hierarchy. This strategy, 'delaying', is designed to increase flexibility and speed of response, two key qualities of the successful modern organisation.

The next stage is to reverse the flattened pyramid structure so that the emphasis switches from the management to the front-line staff, that is, to the interface between the organisation and the customers it exists to serve. With this switch of emphasis the managers' role changes from issuing instructions and commanding the staff to supporting and enabling them. It becomes a key function of management to realise the full potential of their people and help them work as an efficient, flexible team.

One consequence of delaying is that greater demands are made on fewer people. To cope with this it is essential for managers to pass on control and responsibility to the streamlined team. In other words, to 'empower' their people.

This switch of emphasis to the front line, redefinition of management's role, and passing on of control and responsibility is what, according to the theory, is supposed to accompany the structural changes. Indeed, these are essential for the structural changes to achieve their desired effects. However, as is the way of the world, practice and theory are not always one and the same. It is questionable in many cases whether these necessary shifts of attitude and power have actually taken place in conjunction with the structural changes.

### **DISEMPOWERMENT THEN**

The kind of notice being pasted up on the factory wall in the next black and white sequence in the video betrays the historic attitude of bosses to workers. "Hands Wanted". Bosses were not so keen on the rest of the person - their individual personalities, their physical needs, their aspirations, their creativity - because these, in their eyes, caused trouble and cost money.

The combination of this kind of management attitude with mundane, mechanical, meaningless jobs - jobs totally lacking in personal challenge, creativity, potential for development - was the perfect recipe for alienation and disempowerment. No wonder such circumstances could transform homo sapiens into homo mechanicus, machine-man, without thought, without hope (as illustrated by the trudging parade of robot-like workers in the video).

### **DISEMPOWERMENT NOW**

jobs which fall short in terms of challenge, meaning and potential are still to be seen all around. Psychological retirement, as demonstrated in the video by the moribund man with tombstones in his eyes, is no rare phenomenon even in this day and age. Think how often you deal with people at work, at the shops, wherever, who clearly feel detached and distant from their job.

Developing jobs which stretch people, which give them room to apply their individual

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creativity, which call on their strengths, which really involve them, is a key tactic in the battle for efficiency, innovation and success.

### **EMPOWERMENT NOW**

The Empowerment movie trailer in the video is a fun way of summarising the effects, the energy, the enjoyment of the current tendency towards the Big E - Empowerment.

With Empowerment comes the recognition of individual potential in all employees. It provides the opportunity to call on creativity which lay dormant and wasted in the past, as jobs, processes and activities are reviewed and rethought.

It really is “an awesome force”, frightening both for those being empowered and those empowering them. The Green Movie is all about how to take the fear out of the force without in any way diminishing it.

### **SO WHAT'S THIS WORD “EMPOWERMENT” ALL ABOUT?**

‘Empowerment’ is the most common of various terms which effectively describe the same phenomenon. Other synonymous terms include ‘Employee involvement’, ‘Delegation to lowest possible level’, etc.

‘Empowerment’ cannot be simply written off as some fashionable buzzword. It corresponds to changes actually happening to the nature of work and organisations now. How far these changes are force of circumstances, and how far they are being deliberately made to stay ahead of the game, varies from case to case but happening they certainly are.

To understand the concept of Empowerment it is important to recognise that it has two dimensions:

Personal Empowerment

Organisational Empowerment



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## PERSONAL EMPOWERMENT

The chessboard sequence of the video illustrates the notion of the Success/Failure Profile, a scale against which to measure Personal Empowerment.

At one end of the scale are people who think “life happens to me”. These are people with a Failure Profile. They do not feel in control of their life, and commonly believe luck or fate dictates what happens to them. Needless to say, such beliefs lead to their life becoming a self-fulfilling prophecy. They leave everything to fate (a handy excuse for doing nothing?) and, sure enough, fate controls them.

The Talking Pawns in the video speak some characteristically fatalistic words:

*It's just about being in the right place at the right time.*

*It's not what you know, it's who you know.*

*Whatever will be will be.*

This kind of disempowered outlook leads to people doing nothing. What's the point? What can I do about it?

At the other end of the scale are those whose basic view of the world is “I happen to life”. These are people with a Success Profile, people who (regardless of their status) feel they have the power to make a difference.

The go-ahead modern organisation no longer wants pawns or automatons. For their success they look to people who take the initiative, who champion new ideas and make things happen.

The key question then is how can you enhance your sense of personal empowerment, how can you become more of a ‘happener’?

## THE SUCCESS/FAILURE PROFILE

A fundamental way of increasing your personal empowerment is consciously to develop a Success Profile.

The juggler sequence in The Green Movie looks at the concept of the Success/Failure Profile in detail, defining the two profiles, showing tell-tale symptoms and indicating the kind of attitude that will help develop both your own Success Profile and your team's.

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The sequence begins by examining attitudes to failure or mistakes. We see the responses of both the juggler with the Success Profile and the juggler with the Failure Profile to dropping a ball. The Success Profile juggler is filmed in green light. The Failure Profile juggler is filmed in scratchy black and white.

The Failure Profile juggler's response is:

*I'm so clumsy I couldn't catch a cold.*

He puts his failure down to himself, his own inadequacy or lack of skill. People with a Failure Profile characteristically blame any failure in their work or life on themselves.

By contrast, the Success Profile juggler does not simply blame himself for his mistake. He attributes it to adverse circumstances - he has not had the time or opportunity to do enough practice. He identifies a specific reason for the difficulty and it does not put him off continuing to try. He immediately recognises the way to overcome the setback - get some more training and develop his skills. The strength of his attitude lies, on the one hand, in the fact that he is not blaming any inadequacy in himself and, on the other hand, in the way he is demonstrating belief in his own potential to develop and improve.

*Oops. I'm going to need a little more practice. Maybe I should get some lessons or something.*

*I didn't give myself quite enough time to get properly to grips with this.*

*I'm really going to have to work on my technique a bit more.*

The sequence goes on to look at attitudes to success. The juggler with the Failure Profile typically attributes his success to factors other than himself:

*Beginner's luck.*

*Yeh, but this is really basic stuff.*

*Any idiot could do it.*

In contrast to this basic lack of self-confidence, the juggler with the Success Profile would undoubtedly put his successes down to himself and his own efforts.

Watching the Success Profile juggler working on his various impressive tricks, the essence of the Success Profile becomes clear. On the way to perfecting his tricks, he is not put off by the occasional dropped ball. People with a Success Profile recognise that learning and experimentation by their very nature involve failure and mistakes - what could be called

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“sensible mistakes”. As the old saying goes: *Only fools never appear foolish.*

The Failure Profile thinks in terms of an innate, fixed level of ability (or typically, inability):

*You’ve either got it or you haven’t - and I just haven’t.*

Such people are blind to the possibilities of development and improvement, both in themselves and others.

By complete contrast, the capacity to learn and improve is fundamental to the Success Profile. As is belief in the value of trying and trying and trying again.

People with a Success Profile apply these convictions both to themselves and their teams. This is illustrated by the way the Success Profile juggler encourages his young protegee.

*Yeah, my first time went a bit like that. You’ll get the hang of it, keep trying.*

*You’re just going to have to throw a lot of hours at it.*

You don’t have to soft soap your people - by all means give them a realistic idea of the time and effort required to achieve what they have to achieve - but equally you should take care not to dispirit them or put them off trying.

\* Try consciously to adopt a Success Profile yourself - and encourage it in others

## **ORGANISATIONAL EMPOWERMENT**

The second dimension of empowerment is Organisational Empowerment.

Even if you feel personally empowered, the culture of the organisation you work in inevitably affects to what extent you actually use your empowerment.

Organisations can develop a variety of disempowering, alienating structures - excessive top-down controls, rigid job definitions, strict hierarchy reinforced by status symbols - which all contribute to people’s sense of being unable to make an impact, of being without influence or control. The image of the Charlie Chaplin marionette, manipulated from on high by anonymous hands, summarises such feelings of powerlessness.

In organisations where the personnel are seen as a cost rather than an asset, where they are informed on a ‘need to know’ basis rather than in an open, involving way, people end up disowning their role in the organisation, rejecting responsibility, and generally behaving like a small cog in a large machine - because that is how they feel.

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Even people who, individually, would love to innovate and be creative, ultimately get worn down and surrender to the habit of pointing an accusatory finger away from themselves - ‘the rigid digit’. Feeling of little consequence themselves, like a pawn in someone else’s game, they point the finger of blame at others or at amorphous bodies like the Organisation or “the System”, at authority (“the boss”) or at other distant scapegoats (such as another department).

The more that people talk and think in terms of abstract corporate bodies (“the organisation”, “the company”, “the authority”), the less empowered they feel. The Lips sequence in the video illustrates the sense of alienation engendered by this type of thinking. These abstract bodies are not beings in their own right, they are not great giants with an existence of their own, they are merely collections of individuals. They rely on people like us for their very existence. It is vital not to lose sight of that perspective.

It is also essential to remember that when you point the finger of blame away from yourself there are always three fingers pointing right back at you, as shown in the video, three fingers asking “What can you do about it?”

\* Don’t point the rigid digit!

Once the organisation sees its people as assets and individuals, and once employees see the organisation as merely a grouping of individuals like themselves, the stage is set for some action.

### **EMPOWERMENT WITHIN A FRAMEWORK**

So the big question is: How can we make Empowerment work in reality, how can we make it work both for the individual and the organisation?

As Mark Brown answers from within the cinema screen

\* Empower people *within a framework*

Understandably, many managers will initially react with scepticism to this whole notion of empowerment and passing on control/responsibility.

The Film Producer in his office, manically busy, buried in paperwork, phones ringing left right and centre, represents management, complete with its huge workload, the pressures, the worries. He voices the common fears of managers when faced with the prospect of an empowered workforce:

#### **loss of control**

*I mean, bow’s a guy supposed to keep control?*

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## disorder

*It'll be total chaos!*

The best way to guard against these anxieties is to give the process of Empowerment a proper structure and context, to give it a framework.

### TIGHT AND LOOSE MANAGEMENT

If you think of management in terms of a scale ranging from 'tight' control at one end to 'loose' at the other, and then think of a variety of organisations (from a multinational company to your own family to society as a whole) in these terms, it soon becomes evident that both styles have their advantages and disadvantages.

Tight control guards against mistakes or unforeseen events, but it also limits people's room for manoeuvre and innovation, and curbs their sense of being meaningfully involved.

A loose style increases the possibilities of participation and innovation, but at the same time multiplies the possibilities of errors and duplications.

So which is best - Tight or Loose? The answer is neither... and both. The point is, it is not an either/or situation - Tight and Loose can and do co-exist. The case of the airline in the video exemplifies this.

The airline's Statement of Values includes:

- Get it right first time
- Continuous improvement
- Innovation

The first of these is tight, whereas the last is loose. Yet there is no contradiction here. Each has its time and place. The example shown in the video is landing the plane - an unequivocal illustration of when tight is right.

*No, it's not really the time for a little continuous improvement or innovation, is it?*

There are times for tight and times for loose, and the two extremes happily co-exist.

Similarly, for empowerment to work in organisations people need to be simultaneously empowered and disempowered. In other words, they need to know clearly when and where they are free to create and innovate. Mark Brown's Four Box Model for Empowerment within a Framework is a means by which to achieve the simultaneous empowerment/disempowerment necessary for empowerment to work in practice for individuals and their organisations.

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## THE FOUR BOX MODEL

<b>NO</b>	<b>YES</b>	<b>GO</b>	
	<b>then</b>	<b>then let</b>	<b>GO</b>
<b>GO</b>	<b>GO</b>	<b>KNOW</b>	

These four boxes represent the empowerment scale, from total disempowerment (No Go) to total empowerment (Go).

### **NO GO**

The “NO GO” box is total disempowerment.

Some areas of activity at work are necessarily “no go”. These are represented by the montage of safety signs in the video. Activities relating to safety, legality, security and quality often have to be highly regulated. Likewise finance must be closely controlled. People working in these areas may well need to know that they are not allowed to do certain things or are only allowed to do them in a very controlled, prescribed manner.

In essence, it is similar to the way society disempowers individuals from driving on the wrong side of the road. That kind of disempowerment is essential to the smooth running of the social (and highway!) system.

### **YES THEN GO**

The “YES then GO” box is where people are largely disempowered. You must get a “yes” before you can go ahead.

To pick up on the same image, it is like the way society demands that we get a driving licence before we go driving on our own. Look out for the green L plate on the Keystone Cops van in the video.

### **GO THEN LET KNOW**

The “GO then let KNOW” area is where people are basically empowered. You can go and do what you want but it is helpful to let others *know* what you have done. The notion of communicating your actions is central to this box.

### **GO**

“GO” represents total empowerment. The flash of open sky in the video when the Go box is being described indicates complete freedom of action.

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## YOUR JOB AND THE FOUR BOXES

Think about your own job in the context of these Four Boxes.

What percentage of your work is in the last two boxes (Go then let Know, Go)?

The higher the proportion of your work in these two boxes, the greater the energy and enthusiasm you probably bring to work. These two indicate a high degree of control and self-determination.

This is reflected in the video by the Director who makes his way with increasing energy from the No Go box to the Go box where he starts directing his movie.

## OTHER'S JOBS AND THE FOUR BOXES

Now think about other people's jobs in the context of the Four Boxes. In particular, think about jobs where most, if not all, is in the first two boxes (No Go, Yes then Go).

What can really be expected of people put in that situation, with little or no control over their work? Why should they be interested or care? How can anyone be surprised if the only things that turn them on are mischievous or destructive? And no wonder they make customers fume.

The Worker who trudges back from the Go to the No Go box, finally setting fire to the film, typifies the frustration and destructive impulse which result from disempowerment.

## EMPOWERMENT AND DEVELOPMENT

The Scriptwriter typing away at her desk in the video represents office workers and employees in general. When the sequence begins half of her job is in the first two boxes and half in the second two. As it progresses more and more of the Go then let Know and Go boxes open up for her. This illustrates the principle that

- † people should have at least 50% of their job in the last two boxes (*Go then let Know, Go*)
- † over time that percentage should increase.

Development and training are crucial to Empowerment. If you want people to take on more responsibility and innovate, it is essential to give them tools adequate for the job. For example, if you want people to become fully responsible for organising their own work, skills such as time management, project management, etc. become all the more vital. Once you commit to people's development it soon becomes a virtuous cycle - the more they are developed, the more responsibility they can handle.

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## THE FOUR BOXES - KEY POINTS

The Fruit Machine sequence in the video summarises the Four Box Model. *No Go* is a closed door. *Yes then Go* and *Go then let Know* are partially open doors. *Go* is an open door with the promise of open sky beyond.

You and your team need to be clear about which elements of your job belong in which of the Four Boxes. That gives you a framework for initiative and innovation. You will then be certain when and how far to take control.

- \* Make sure you are clear about how your own job fits into this Four Box framework
- \* Help your team clarify how their jobs relate to it

## SENSIBLE MISTAKES AND INNOVATION

The series of out-takes of the green champagne bottle failing to smash at the ship launch reintroduces the whole issue of 'mistakes'. In the juggler sequence we looked at the difference in attitude to failure and mistakes between people with a Success Profile and those with a Failure Profile.

Are 'mistakes' bad by definition? The experience of working in many organisations would make you believe they certainly are - you put a foot wrong and somebody stamps on it. But mistakes are altogether more complex - there are 'good mistakes' and 'bad mistakes'. Freedom to make 'good' or 'sensible' mistakes is the essence of innovation. Experimentation, learning, practice, by their very nature, involve mistakes - so development and progress actually depend on mistakes.

Violating a rule in the No Go box - for example, breaching a safety rule - would constitute a 'bad' or 'stupid' mistake. Empowerment does not imply any freedom to make these kinds of error.

Back in the Scriptwriter's office, we see her trying to write a punchy last line for Rhett Butler in *Gone with The Wind*. Even though rejected drafts are piling up in the wastepaper bin, she is pushing on undaunted. She knows that her mistakes are sensible, that several drafts are par for the course, and that she will get there in the end.

'Good' or 'sensible' mistakes come from thoughtfully experimenting in your empowerment boxes (*Go then let Know*, *Go*). Experiments, by definition, cannot always be successful. You need to make mistakes to learn from them.

- \* Feel free to make 'sensible' mistakes
- \* Encourage others to feel similarly free



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## **DON'T LET THE WORLD HAPPEN TO YOU!**

The video has two endings. Take 1: Mark Brown wishes his viewers all the luck in the future. The Director cuts him there because leaving it to luck is a Failure Profile characteristic. Being quintessentially Success Profile, the Director makes Mark retake the scene with more sense of personal empowerment and potential, with more of the spirit of The Green Movie.

*The choice is yours. You can let the world happen to you or you can happen to the world!*

## **THE MAIN TRAINING POINTS**

- Develop a Success Profile - and encourage others to
- Don't point the rigid digit
- Be clear about how your job fits into the Four Boxes - and help your team clarify how their jobs do
- Feel free to make 'sensible' mistakes - and encourage others to
- Empower people within a framework
- Make it happen!

FOR PREVIEW ONLY



**MELROSE**

**THE GREEN MOVIE**

**Empowerment within  
a Framework**

**or**

**Don't Let the World  
Happen to You!**

**activities**

written by Mark Brown & Adam Gee  
based on the ideas of Mark Brown

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### **The Green Movie Questionnaire**

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## Programme outlines

**PROGRAMME A (90 minutes)**

**PROGRAMME B (1/2 day)**

**PROGRAMME C (1 day)**

**FOR PREVIEW ONLY**

Here are outlines for three suggested training programmes centred on The Green Movie. These are suggestions only, by no means carved in stone, to be adapted as desired to fit the particular circumstances and concerns of the viewers, organisation and industry.

PROGRAMME	ACTIVITIES	DURATION
Programme A: 90 minutes	Introduction and	
	The Phone Test	5 mins
	The Green Movie video	15 mins
	Freedom within a Framework	30 mins
	Creative Championing (short version)	25 mins
	Action Planning	15 mins
Programme B: 1/2 day	Introduction and	
	The Phone Test	5 mins
	<b>The Green Movie</b> video	15 mins
	The Green Movie Questionnaire	20 mins
	Success/Failure Profile	30 mins
	Freedom within a Framework	45 mins
	Creative Championing (short version)	35 mins
	Back To The Future	40 mins
	Action Planning	20 mins
	<b>Total:</b>	<b>3 hrs</b>
	<b>Total:</b>	<b>30 mins</b>
Programme C: ½ day	Introduction and	
	The Phone Test	5 mins
	The Green Movie video	15 mins
	The Ideas into Action Model	15 mins
	The Green Movie Questionnaire	20 mins
	Success/Failure Profile	30 mins
	Rigid Digits	15 mins
	Freedom within a Framework	60 mins
	Creative Championing (long version)	50 mins
	The Charity Challenge	90 mins
	Back To The Future	40 mins
	Action Planning	20 mins
	<b>Total:</b>	<b>6 hrs</b>

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Details of the exercises/activities contained in these programmes are to be found in *Green Exercises*.

Additional notes on the programmes are contained in the *Training Programmes* section

## Preparation (for trainers)

By the time you have read the Guide and this Activities book and familiarised yourself with The Green Movie video, you will have a good grasp of Mark Brown's particular angle on the subjects of innovation, empowerment and actioning ideas. You will also be used to his Four Box Model for empowerment within a framework.

You may like to have a look at the two companion videos to The Green Movie - Ideas into Action and The Blue Movie - but this is by no means essential.

If you wish to delve still further into Mark Brown's work on innovation and creative thinking, his book *The Dinosaur Strain* is an engaging and thought-provoking read. It contains additional ideas for activities and exercises which you could incorporate in your programme.

During the process of fine-tuning the suggested programme to the particular concerns and circumstances of the participants and organisation, you may like to develop some additional written material - such as case studies, examples, etc. - to slot in where appropriate.

Besides photocopying the handouts provided (see photocopy masters in the *Handouts* section at the back of this Activities book), the only other materials you may need to arrange are as follows:

Paper & pens

Creative Championing Badges

Coloured stickers (blue, red, green) (possibly) 'Ideas to Sell' handout

The Charity Challenge

A £10 note for each group

## Green exercises

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**THE PHONETEST**  
**THE GREEN MOVIE QUESTIONNAIRE**  
**THE IDEAS INTO ACTION MODEL**  
**SUCCESS/ FAILURE PROFILE**  
**RIGID DIGITS**  
**FREEDOM WITHIN A FRAMEWORK**  
**CREATIVE CHAMPIONING**  
**THE CHARITY CHALLENGE**  
**BACKTOTHE FUTURE**  
**ACTION PLANNING**

The text in this section is addressed to trainers or anyone planning to present a session/course based on The Green Movie. All of the exercises and activities outlined below work well with groups. If you are an individual working through the package on your own, you will find most of them are also appropriate for individual use.

You may like to use these exercises and activities in the context of one of the training programmes outlined . Otherwise they can be easily incorporated into existing or new training sessions/courses.

It is recommended that *The Phone Test* (outlined below) is attempted immediately before any viewing of The Green Movie video as this simple exercise enhances the impact of the first part of the video.

### **THE PHONE TEST**

Viewers will find it illuminating to have a go at this test immediately before watching the video.

If you are an *individual* using The Green Movie, the test is set out in the box below - read those instructions, do the test, then watch the video. Finally, turn the page to make sure you are clear about the significance of the test. (Please do your best to restrain yourself from reading the notes over the page until after the viewing as it is more fun to let the video bring out the point.)

- Think of a well known person, alive today



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- Imagine you have got some very important research to do (for a big charity event you are involved with) and you have to contact that person
  - You are allowed up to six phone calls to get through to him/her
  - What do you do?

If you are a *trainer/course leader* using The Green Movie, present the challenge in the terms set out in the box above. This is a good exercise to get the session off on a strong participative note.

Once you have presented the challenge to them, give the participants two or three minutes to think about what they would do. Then ask for a few of their reactions. For the purposes of this exercise it is better to ask selected individuals for their responses rather than taking answers from eager, outgoing volunteers only. Once you have heard a few responses, explain that you are not going to pursue the discussion further yourself for the moment, but leave it for the video to indicate the significance of their reactions.

Now play the video. In the Phone Test sequence near the beginning it illustrates two kinds of reaction and explains what they signify.

If you are an *individual* who has just watched The Green Movie, the point of The Phone Test is summarised below.

If you are a *trainer/course leader* who has just shown The Green Movie, explain to the participants that the point of The Phone Test is to reveal something of their own sense of personal empowerment.

Ask them to think back to how they reacted to the challenge. Did they:

- Think something like “That’s impossible” and give up? Were they paralysed by the difficulty of the task and the obvious obstacles ahead?
- Hesitate for a while, then realise that the task might actually be achievable and gradually develop a plan of action?
- Dive straight in and put together a sequence of calls to get them to their objective?
- Change their well known person to make the task easier?

The video illustrates two extremes of reaction. The “that’s impossible” kind of reaction which reflects an attitude of disempowerment, a lack of confidence in your ability to make an impact

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on the world, to make things happen. And the 'dive in there' type of reaction which indicates an attitude of personal empowerment, the feeling that you can make your mark and achieve your aims.

Whatever one's reaction, the point is that attitude of mind is a crucial factor in being able to translate ideas into action.

## **THE GREEN MOVIE QUESTIONNAIRE**

This questionnaire gives an indication of participants' sense of personal empowerment, organisational empowerment and their ability to empower others.

Give out Handout 1 (*The Green Movie Questionnaire*). Ask the participants to fill in the questionnaire following the instructions at the top of the first sheet. Emphasise the importance of answering honestly and openly. Give them enough time to answer the thirty questions fairly fluidly, without undue pondering.

Once they have completed the questionnaire, distribute Handout 2 (*Questionnaire Analysis*) which instructs them how to work out their individual scores and explains what these indicate.

Briefly discuss any observations the participants wish to raise in relation to their questionnaire results. Stress that the questionnaire is just an indicator to help participants recognise their individual tendencies and not in any way competitive., nor the last word on the subject.

## **THE IDEAS INTO ACTION MODEL**

You may like to remind the participants of the three-colour Ideas into Action Model for creative thinking from which The Green Movie derives its title.

Distribute Handout 13 (*The Ideas into Action Model*) and talk the participants through the model stage by stage, referring to the handout diagram.

Encourage discussion of the model. Bring out the point that models are by definition simplifications of life - in practice the creative thinking process is not strictly linear. We are likely, for example, to switch into Blue mode several times in the process of developing and realising an idea as we address identified weaknesses or potential objections.

When discussing the Goal stage make sure the distinction between problem and opportunity-type goals is clear.

You may like to talk about how the Blue and Red stages are commonly fused, causing people

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to judge and reject ideas prematurely.

Emphasise how Green is the all-important stage - without implementation ideas are worth no more than the paper they are written on.

### **SUCCESS/FAILURE PROFILE**

This exercise helps participants pinpoint areas for self-development and encourages them to challenge any Failure Profile characteristics in themselves.

Point out to them that there are areas of potential competence at work which they are convinced in themselves they can acquire - that is, where they already have a Success Profile.

There are other areas of potential competence which at this point are not really even “potential” because they don’t believe they could master them - in other words, where they have an unadulterated Failure Profile.

Give out Handout 3 (*Success/Failure Profile*) and get them to fill in Sections A and B. Section A reminds them of the Success Profile areas. Section B helps them identify the Failure Profile areas. Now ask them to fill in Section C (and c). Section C is designed to prompt them to think about when and how they could fulfil the areas of potential competence they are confident about but haven’t yet realised. They should fill in the ‘*how*’ in Section C, the ‘*when*’ in Section c.

Finally, ask the participants to fill in Section D (and d). Section D, the key stage of the exercise, encourages them to challenge their Failure Profile and work out how they could achieve the seemingly unachievable, thereby releasing their full individual potential. They should write in Section D *how* they can achieve the goal and in Section d by *when* they can achieve it.

### **RIGID DIGITS**

Give out Handout 4 (*Rigid Digits*). Ask the participants to note on the handout some occasions when they have pointed the ‘rigid digit’, when they have blamed another person or department, their boss, the organisation or the system for not pursuing an idea.

Generate discussion, encouraging real-life examples from the group, of the kinds of situation where people point the rigid digit, how it stops ideas in their tracks and how to avoid it.

### **FREEDOM WITHIN A FRAMEWORK**

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This exercise gets the participants to apply the Four Box Model for empowerment within a framework to their own jobs and (where appropriate) to the jobs of the people they are managing/leading.

### **INNOVATION VS ORGANISATION**

Begin by leading a brief contextualising discussion about creative thinking and innovation in the context of the organisation.

Look at the conflicting demands on the organisation in general. On the one hand, to keep pace with change in the modern world, to adapt, to grow, to innovate. On the other hand, to co-ordinate the actions of individuals, to regulate efficient and reliable processes/procedures, to organise.

You may like to use the short quotations from Peter Drucker and Theodore Levitt as a basis for this discussion.

Draw the first part of the discussion to a conclusion by emphasising that both innovation and organisation are essential to the survival and success of organisations, and that innovation needs to happen within a framework, otherwise it leads to chaos.

### **TIGHT VS LOOSE**

In the second part of the discussion remind the group briefly of the concept of ‘tight’ and ‘loose’ management as explained in the video. Then run through the following common scenario of failed empowerment.

Many organisations realise at some point that their culture has historically been too tight or controlling, too Red. Often this is because their core activity involves a commodity or product where tight control is required (money, electricity, hazardous substances, etc.) and these tight controls spread into other areas of the organisation where they are not necessary or appropriate. Such organisations then want to involve people more, empower them and spur initiative, so they swing loose and encourage creativity, innovation and empowerment. A year or two down the line, worried by some “silly mistakes” and feeling somewhat out of control, senior management decide they have to reimpose control. Scepticism and resentment result and the previous sense of disempowerment is increased.

Conclude this second section of the discussion by making sure the group is clear that ‘tight/loose’ is not an either-or concept but a continuum or scale, and that they happily co-exist. Empowerment and disempowerment can likewise co-exist as demonstrated in the Four Box Model for empowerment within a framework.

### **THE FOUR BOX MODEL**

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Give out Handout 5 (*The Four Box Model*) and talk the participants through the Four Box Model (as explained in the video) to make certain they understand it clearly.

Explain that the model represents a framework for innovation and empowerment within the organisation, and then go through it box by box. Take any questions they may have.

### **INDIVIDUAL ANALYSIS**

Distribute Handout 6 (*Four Box Analysis*).

People in organisations - both individuals and teams - need to know which parts of their job fall into which parts of this framework. They need to know their zone of control. They need to be clear about which ideas they can carry straight through into action.

Ask the participants to fill in Handout 6.

With reference to these completed handouts, discuss with them how they perceive their job in terms of this Four Box framework.

- Are they clear about which aspects of their job fits into which boxes? Has their zone of control been clearly defined?
- What can they usefully do to clarify it further?

This latter question should be addressed in detail in their Action Plan [see *Action Planning* below].

- What percentage of their work falls into the two empowerment boxes (Go then let Know, Go)? Is it over the minimum 50%?
- How could this percentage be increased? (i.e. How could they have more control and self-determination in their job?)
- What self-development/training would help increase this percentage?

Again, these last two questions should be addressed in their Action Plan.

Conclude by emphasising that initiatives are much more likely to succeed if creativity and innovation are operating within a clearly defined framework.

### **TEAM ANALYSIS**

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This part of the exercise applies to existing or prospective work teams only.

If the participants constitute one or more work teams, you may like to have them fill in Handout 6 (*Four Box Analysis*) as a team and discuss the implications. The same questions apply as in the Individual Analysis above.

### **MANAGEMENT ANALYSIS**

This part of the exercise applies to managers, supervisors or team leaders only.

Distribute Handout 7 (*Four Box Management Analysis*).

Explain that, just as you need to clarify which parts of your job fall into which parts of the Four Box framework, it is essential in the truly empowering organisation to help the members of your department/team pinpoint which aspects of their work fall into which boxes. They too need to know which ideas they can implement independently and which have to be cleared with others.

Get the participants to complete Handout 7.

Referring to these filled-in handouts, discuss with them how they perceive their team members' jobs in terms of the Four Box framework.

- Are they clear about which elements of their team's jobs fit into which boxes?
- What can they do to clarify the situation further for their people?
- What percentage of their team's jobs fall into the two empowerment boxes (Go then let Know, Go)? Does at least 50% fall into them?
- How could this percentage be increased?
- What training/development would help increase it?
- Where are they confining their team to the first two boxes (No Go, Yes then Go)? Is this necessary or appropriate?

The key questions here should be addressed in detail in their Action Plan.

Giving their team a flexible structure for their initiative and creativity is far more effective in releasing the potential of their people than giving them a blank sheet.

### **CREATIVE CHAMPIONING**

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This role-play exercise highlights the need to be creative in the selling of your ideas, not just in coming up with them in the first place. It draws attention to the need to use your imagination and think yourself into the place of the person to whom you are presenting the idea, to see the world through their eyes, to understand what makes them tick. What will turn them on, attract their interest, fire their enthusiasm, get their support?

Explain the notion of championing ideas creatively along the following lines. (You might like to use the closing sequence of Ideas into Action, companion video to The Green Movie, to illustrate this important concept ).

If you don't get 100% behind your own idea, why will anyone else? Ultimately, it is up to you to make your ideas happen. Determination and energy are vital factors in the Green phase of the Ideas into Action process, but creativity is as important here as in Blue (idea generating) thinking.

By and large, people underestimate the impact they can make with some well directed energy and commitment. To get an idea from the drawing board to the real world the best bet is to take the initiative yourself.

So to transform an idea into action you need to be creative in championing it, in persuading and motivating others.

First ask yourself: "Whose backing do I need to make this happen? Who do I need to excite with the idea? Who do I need to win over?"

Once you have identified these individuals, you have to use your imagination again and think yourself into their place. Try to see the world through their eyes and understand what makes them tick. Decide what kind of thinking they tend to prefer - Blue, Red or Green?

If Blue, stress the creativity and originality of the idea. Show how you have improved or replaced an outdated approach/method.

If Red, make it clear that the practical issues have been thoroughly thought through. Demonstrate that potential problems have been anticipated and addressed.

If Green, show how your idea is to be actioned. Draft an action plan with dates and deadlines.

## **SHORT VERSION**

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Having explained the concept of creative championing, ask for three volunteers to play a Blue Thinker, a Red Thinker and a Green Thinker. Give each a badge with an appropriately coloured sticker.

Then ask three other volunteers to sell them each a difficult idea.

Get the remaining participants to act as observers, noting:

- what angles of argument the Idea-Sellers try
- which words, phrases and expressions are effective, and which are not

The ideas to be presented can either be ones drawn by the Idea-Sellers from their own work situations, ones suggested by the rest of the group or ones you have prepared in advance on a handout.

Compare observations on the role-plays after each one, pulling together conclusions at the end. Encourage close analysis of the language used, highlighting words and expressions which betray Blue, Red and Green Thinkers and therefore which particularly hit home with each of them.

### **LONG VERSION**

Having explained the concept of creative championing, divide the participants into threes. Get each trio to perform three role-plays:

- i) between a Blue Thinker and an Idea-Seller
- ii) between a Red Thinker and an Idea-Seller
- iii) between a Green Thinker and an Idea-Seller

The trio should switch roles for each role-play, each person alternating between Idea-Seller, Thinker and Observer.

Every group should be given a set of four badges - one with a blue sticker, one with a red sticker, one with a green sticker and one with the letters I S. These will help avoid confusion about roles.

In each of the three role-plays the Idea-Seller has to sell a difficult idea to the Thinker.

The remaining member of the group acts as Observer, noting:



- 
- what angles of argument the Idea-Seller tries
  - which words, phrases and expressions are effective, and which are not

The ideas to be presented can either be ones drawn by the Idea-Sellers from their own work situations, ones decided on by the trio/group or ones you have prepared in advance on a handout.

Reassemble the participants at the end to share observations. Encourage close analysis of the language used, highlighting words and expressions which betray Blue, Red and Green Thinkers and therefore which particularly hit home with each of them.

### **THE CHARITY CHALLENGE**

This exercise gives the participants an opportunity to put the Ideas into Action model into practice in the context of a team and, at the same time, reveals something of their sense of empowerment/disempowerment.

Divide the participants into small groups. Give each group a £10 note and present them with this challenge:

#### **From this £10 raise £100 for a charity of your choice**

- without doing anything illegal
- without borrowing money
- without damaging the reputation of your organisation.

Give the groups a fixed time period for their task (anything from 1 hour to 1 day depending on the timescale of your course).

The key to this exercise is careful observation by the trainer/course leader. Pay particular attention to the following:

- How well do they apply the Ideas into Action model? Do they go through each of the three phases separately and fully? Does every team member contribute to every phase?
- How personally empowered do they feel? Do they dive straight in? Hesitate then have a go? Feel struck?
- How do they interpret their success or failure? Do they exhibit a Success or a Failure Profile?

Allow plenty of time for a thorough debriefing with the participants reassembled.

### **BACK TO THE FUTURE**

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This exercise helps participants look at the broad picture of their work, life and ambitions. It gets them to think about where they want to go in the medium to long term and how they can actually get there. It works particularly well as the penultimate exercise, just before Action Planning, since it throws all the detailed approaches of the various Green techniques highlighted in the other activities into relief and gives them a broader perspective.

### **DO BE HAVE**

Give out Handout 8 (*Do Be Have*) and ask each of them to fill it in individually. This prompts them to list everything they would like to be, to do, to have. In filling it out, ask them to forget about the real world and imagine there are absolutely no limits. Encourage them to let their imaginations run riot.

Once they have filled it in, get them to rank each idea according to the scale on the handout (from 0/absolutely impossible to 10/inevitable). Tell them to treat each idea in isolation - that is, not to worry about any contradictions.

Very few ideas will score 0 (i.e. be absolutely impossible). Most will be possible, even if some are extremely unlikely.

Possible it may be, but this is not necessarily enough to make a person actually head off for the goal. There needs to be a fair chance of being able to reach a destination before we are willing to take the first step in its direction. So the two key elements are 'desire' and 'perceived probability of success'. Without these we are unlikely to get out of the armchair, put on our action shoes and head out to reach a goal.

The next part of this exercise is designed to help participants increase the latter element for any of their desired goals. Everyone has an internal 'probability threshold' - unless a goal scores higher in the probability ranking than a certain personal level it will probably remain just a pipe-dream. That level varies from person to person depending on our individual character, outlook and experience. The *Planning Backwards* part of this exercise can help move most, if not all, their 'Do Be Have' goals out of the pipe-dream realm and into the realm of distinct possibility. By the end of the exercise they should find themselves in a position to make a clear, informed judgment as to whether the goal is worth the effort required.

### **PLANNING BACKWARDS**

Ask them to select a goal from Handout 8 (*Do Be Have*) which scores above 0 (i.e. is not impossible). They should try to choose one which is not too high a scorer as the chances are they are already on the case as far as the top scorers are concerned. Their chosen idea may well be one they have been contemplating for ages but never really seriously attempted to achieve.

Give out Handouts 9 (*Example Backwards Plan*) and 10 (*Backwards Plan*). Now ask them to

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have a good guess at how long they think it might take them to achieve the goal. On the basis of this have them enter the 'achieved goal' in the appropriate time column of Handout 10 - i.e. if they think it will take 2 years they should write it into the 'Year 2' column.

The next step is to work out an imaginary route - that is, what they will have to achieve by when to reach that goal on target. They should work back through the Backwards Plan filling in each column until they get back to 'Today', being as precise and detailed as possible in describing each step. The Example Backwards Plan illustrates how the completed handout should ultimately look.

Whether or not they finally go for the goal or they follow that exact route are not the main issues here. The key thing is that in carrying out the exercise the idea will turn into one of the following:

**Yes...** They are sufficiently hopeful to attempt the goal. This injection of hope may launch them into immediate action or it may, by setting out a precisely defined itinerary, sensitise them to opportunities which will set them off in the right direction. For example, if they want to write a book, they will find themselves more aware of people they know/meet who write themselves, have publishing connections, etc. Even if they end up following a different route to their goal, Planning Backwards will at least have got them out of the paralysis of hopelessness and negativity.

**Not Me** Having completed the plan, they realise that the idea is a form of 'psychological baggage', perhaps something that has been weighing them down for years. They never really wanted to do this at all, but they have always felt that they "should" or "ought" to try to achieve this. Many of the ideals which burden us like this are subtly off-loaded on to us right from early childhood by our family, friends, society and culture.

The media, for example, are an insistent, insidious source of 'how we should be'. These kind of received ideals can undermine the way we feel about ourselves. By leading us to a Not Me conclusion, backwards planning can help us revitalise our own sense of contentment with ourselves and put us back in touch with our deeper aspirations.

**Not Now** Although they will probably realise that they could achieve the goal, either there are

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too many other higher priority or conflicting ideas, or they feel the goal does not merit the required effort. Of course, they could re-examine the goal and search for a more effort-efficient, ingenious way of achieving it.

However, beware! Many of us use the plea “*Yes I can ... But my commitments, my family, my mortgage...*” whilst forgetting that, ultimately, we choose these commitments. The point to ponder is what happens to adults if they spend years trapped in a life that doesn’t suit them. How does that rub off on their family and those around them? Wouldn’t those people prefer an individual who is vibrant and alive, someone matched to his/her work-life?

Conclude by commending Backwards Planning as an invaluable technique for clarifying and evaluating your own ideas, and deciding whether and how to action them.

Additional information on Backwards Planning and related issues can be found in Chapter 7 (*Going Places That Really Suit You*) of *The Dinosaur Strain*.

## **ACTION PLANNING**

This exercise both looks at Action Planning in general and asks each participant to complete one specifically relating to this Green Movie course. It can also be used to draft an effective Action Plan for a particular project/goal the participants are currently tackling at work.

Give out Handout 11 (*Action Planning Checklist*). This is a list of key action planning questions. Work through the list, getting the group to discuss the questions one by one, sharing the fruits of their various experiences and raising any relevant issues/problems they care to.

## **ALTERNATIVE VERSION**

If the group has a particular project/goal they are currently or imminently tackling at work, or if you have been focusing on a real or example goal throughout your course, draft an Action Plan based on Handouts 11 and 12 for that project/goal.

Conclude the session in true Green spirit by giving out Handout 12 (*Action Plan*) and asking the participants to each fill in their individual plan of action resulting from this Green Movie course. Make sure that everyone has identified at least one action to take to increase their effectiveness in making ideas actually happen at work.

You may, at this point, like to check briefly with the participants that any aims you set out at the beginning of the course have been met. It is also the time to agree and organise a system of reviewing their action plans.

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## Training Programmes

**PROGRAMME A (90 minutes)**

**PROGRAMME B (1/2 day)**

**PROGRAMME C (1 DAY)**

**FOR PREVIEW ONLY**

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The notes in this section relate to the three training programmes outlined.

Detailed instructions for the activities contained in these training programmes are to be found in the *Green Exercises* section.

These programmes can be used as detailed in this Activities book or can be adapted to suit the specific concerns and circumstances of the participants and their organisation. Also they can be incorporated into larger programmes, such as courses on Problem Solving, Creative Thinking, Empowerment, Teamwork, Change, etc.

It is important to recognise that these programmes are suggested outlines only and by no means carved in stone. The more they are fine-tuned to the participants, the more effective they are.

### **PROGRAMME A - 90 minutes**

This is an intense hour and a half, primarily designed to make participants aware of their levels of personal and organisational empowerment, and to get them to relate their own job/circumstances to the Four Box Model for empowerment within a framework. The emphasis is on the practical application of empowerment in order to develop participants' ability to carry through their ideas, to turn their ideas into action.

#### **INTRODUCTION AND THE PHONE TEST      5 mins**

Introduce the session, briefly explaining its aims and outlining the structure/timing.

Get the participants to have a go at The Phone Test as set out. This gives them some indication of their own sense of personal empowerment. (Limit your explanation of the results prior to the screening to that described in the instructions because the video itself indicates the significance of their responses.)

#### **THE GREEN MOVIE VIDEO                      15 mins**

Show the video. Because it is fast-moving and densely packed with information, you may like to repeat the video in its entirety at the end of the course or perhaps replay sections of it during the course.

#### **FREEDOM WITHIN A FRAMEWORK              30 mins**

This exercise gets participants to relate their own job to the Four Box Model. Keep the *Innovation vs Organisation* and *Tight vs Loose* discussions pretty brief in this particular Programme. The timing indicated here is based on running the Individual Analysis only. Add extra time for the Management Analysis or Team Analysis.

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**CREATIVE CHAMPIONING****25 mins**

This role-play helps participants practise the creative selling of ideas. Run the Short Version for this Programme.

**ACTION PLANNING****15 mins**

**Complete the session in true Green style** by having the participants draft their individual action plans.

**THE GREEN MOVIE QUESTIONNAIRE**

You may like to get the participants to fill in this questionnaire either before or after the session. It indicates their sense of personal empowerment, organisational empowerment and their ability to empower others.

**PROGRAMME B - half day**

This programme is rather densely packed so you might prefer to drop one of the activities to allow more time for the others.

**INTRODUCTION AND THE PHONE TEST****5 mins**

See Programme A.

**THE GREEN MOVIE VIDEO****15 mins**

See Programme A.

**THE GREEN MOVIE QUESTIONNAIRE****20 mins**

Run this questionnaire. It indicates participants' sense of personal empowerment, organisational empowerment and their ability to empower others.

**SUCCESS/FAILURE PROFILE****30 mins**

This exercise helps participants zero-in on areas for self-development and prompts them to challenge any Failure Profile characteristics in themselves.

**FREEDOM WITHIN A FRAMEWORK****45 mins**

This exercise/discussion sequence gets participants to relate their own job to the Four Box Model. Don't allow the *Innovation vs Organisation* and *Tight vs Loose* discussions to run on too long - the Four Box Model is the real focus here. The above timing is based on running the Individual Analysis only. Add extra time for the Management Analysis or Team Analysis.

**CREATIVE CHAMPIONING****35 mins**

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This role-play helps participants practise the creative selling of ideas. Run it using the Short Version.

**BACK TO THE FUTURE**

**40 mins**

This exercise broadens the perspective of the Programme, getting the participants to look at their deeper aspirations and think specifically about how they can realise them. It leads neatly into the Action Planning session.

**ACTION PLANNING**

**20 mins**

See Programme A.

**PROGRAMME C - one day**

**INTRODUCTION AND THE PHONE TEST**

**5 mins**

See Programme A.

**THE GREEN MOVIE VIDEO**

**15 mins**

See Programme A.

**THE IDEAS INTO ACTION MODEL**

**15 mins**

Run a brief discussion along the lines to put the Green phase of the creative thinking process into full context.

**THE GREEN MOVIE QUESTIONNAIRE**

**20 mins**

See Programme B.

**SUCCESS/FAILURE PROFILE**

**30 mins**

See Programme B.

**RIGID DIGITS**

**15 mins**

Another brief discussion drawing on participants' experience of having the Rigid Digit pointed at themselves and pointing it at others.

**FREEDOM WITHIN A FRAMEWORK**

**60 mins**

This exercise/discussion sequence gets participants to relate their own job to the Four Box Model. In this longer Programme there is sufficient time to cover thoroughly the points addressed in the *Innovation vs Organisation* and *Tight vs Loose* discussions, but keep sight of the fact that the Four Box Model is the main focus here. The above timing is based on running the Individual Analysis only - add extra time for the Management Analysis or Team Analysis.

**CREATIVE CHAMPIONING**

**50 mins**



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This **small group** role-play helps participants practise the creative selling of ideas. Run it using the Long Version.

### **THE CHARITY CHALLENGE**

**90 mins**

An eminently practical exercise the key to which is careful, close observation of the participants by the trainer/course leader. The above timing is close to the minimum required (you could run The Charity Challenge for up to a day).

### **BACK TO THE FUTURE**

**40 mins**

See Programme B.

### **ACTION PLANNING**

**20 mins**

See Programme A.

The Green Movie has two companion Melrose videos: Ideas into Action and The Blue Movie. All three were specifically designed to complement one another, although they are each self-standing films in their own right.

### **IDEAS INTO ACTION**

One of the most award-winning training films of all time, Ideas into Action (like The Green Movie) is based on the work of Mark Brown.

It looks at the whole process of creative thinking - from the setting of the goal, through the generating and analysing of ideas, to turning the winning ideas into action. (Duration: 10 minutes)

### **THE BLUE MOVIE: Generating Great Ideas**

**The Blue Movie** focuses on the idea-generating stage of the creative thinking process.

Like Ideas into Action, it uses a highly original style, blending live action and animation, to communicate its concepts and techniques in a clear, entertaining, memorable form. (Duration: 12 minutes)

To preview, hire or purchase Ideas into Action and **The Blue Movie** contact Melrose at the address below.

### **THE DINOSAUR STRAIN**

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Mark Brown's book *The Dinosaur Strain* (published by Innovation Centre Europe, 1993) covers the subject-matter of *The Green Movie* and other closely related areas in an engaging, interactive and thought-provoking way. Copies are available from:

Melrose Film Productions Ltd

16 Bromells Road London SW4 OBL 74 Tel. 0171-627 8404 Fax. 0171-622 0421

## Handouts

The handouts in this section may be photocopied, retyped or tailored to your specific requirements.

FOR PREVIEW ONLY

### THE GREEN MOVIE QUESTIONNAIRE

*This questionnaire consists of a series of statements. For each statement please indicate whether you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree with it. There are no right or wrong answers - it is your impression that matters. However, it is very important that you answer the questions honestly and openly.*

**SA** = Strongly Agree

**A** = Agree

**U** = Uncertain

**D** = Disagree

**SD** = Strongly Disagree

- |    |   |                          |                          |                          |                          |                          |
|----|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1  | My colleagues see me as someone who has a real impact on the organisation.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|    |   | SA                       | A                        | U                        | D                        | SD                       |
| 2  | Other people make the decisions about the way things are done around here.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3  | This organisation is living in the past.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4  | My colleagues know me as someone who gets very enthusiastic when changes are implemented.                                       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5  | In this organisation taking the initiative is generally more trouble than it is worth.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6  | This organisation is not receptive to new ideas.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7  | When people suggest changing things at work I tend to point out the difficulties involved.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8  | If I were to suggest a good but radical new way of doing something at work, I know that everyone would be very receptive to it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9  | As long as my actions are seen as potentially useful to the organisation, I have considerable control over what I do at work.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | My boss sees me as someone who gets very enthusiastic about new working practices which   |                          |                          |                          |                          |                          |

---

*h a n d o u t 1 b*

- benefit the organisation.       SA     A     U     D     SD
- 11 When people suggest changing things I generally end up being rather negative.
- 12 Whether or not I have an impact on this organisation is up to me.
- 13 In this organisation new ideas and initiatives are actively encouraged.
- 14 I have to admit that I don't actively encourage my subordinates to come up with radical new ideas.
- 15 At work it is possible for me to get a good idea for changing things put into practice very easily.
- 16 Any new initiatives tend to falter and die in this organisation.
- 17 Most people in this organisation feel able to influence things.
- 18 If a subordinate suggests a good new idea to me, he/she knows that I will go out of my way to get it implemented.
- 19 I feel that I am in a position to make a real impact on this organisation.
- 20 In this organisation people feel they have little control over how things are done.
- 21 My subordinates probably view me as someone who will react with a little too much caution if they suggest improving something.
- 22 This organisation does little or nothing to encourage personal initiative.
- 23 People in this organisation reckon that they have little or no control over the way things are carried out.

- |  | <b>SA</b>                | <b>A</b>                 | <b>U</b>                 | <b>D</b>                 | <b>SD</b>                |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 24 At work I might have a good idea, but getting it put into practice is almost impossible.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25 My colleagues know me as someone who gets very enthusiastic about new working practices which benefit the organisation.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26 I feel powerless to improve the way that things are done around here.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27 My colleagues think of me as someone who encourages new ideas   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28 Most of the people in this organisation feel powerless to change the way things are done.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29 My subordinates probably view me as someone who will react with a little too much caution if they suggest radically changing something. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30 If I were to suggest alternating something, and my idea didn't work, I would feel foolish.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**QUESTIONNAIRE ANALYSIS**

## SCORING THE QUESTIONNAIRE

### 1 Personal Empowerment

Work out Score A by assigning the appropriate number of points, as indicated on the scale below, to each of the following questions only. Then add up the total score for this section and write it in the space provided.

Questions: 1, 8, 9, 12,15,19.

Strongly Agree = 5

Agree = 4

Uncertain = 3

Disagree = 2

Strongly Disagree = 1

Score A =

Repeat the same process to obtain Score B, this time focusing on the following questions only and using the scale below.

Questions: 2, 24, 26, 30.

Strongly Agree = 5

Agree = 4

Uncertain = 3

Disagree = 2

Strongly Disagree = 1

Score B =

Now add together Scores A and B to obtain a final score for Personal Empowerment.

Score A + Score B =

Personal Empowerment Score =

## 2 Organisational Empowerment

Work out Score C by assigning the appropriate number of points, as indicated on the scale below, to each of the following questions only. Then add up the total score for this section and write it in the space provided.

Questions: 13, 17.

Strongly Agree = 5

Agree = 4

Uncertain = 3

Disagree = 2

Strongly Disagree = 1

Score C =

Repeat the same process to obtain Score D, this time focusing on the following questions only and using the scale below.

Questions: 3, 5, 6, 16, 20, 22, 23, 28.

Strongly Agree = 1

Agree = 2

Uncertain = 3

Disagree = 4

Strongly Disagree = 5

Score D =

Now add together Scores C and D to obtain a final score for Organisational Empowerment.

Score C + Score D = Organisational Empowerment Score =

### 3 Empowering Others

Work out **Score E** by assigning the appropriate number of points, as indicated on the scale below, to each of the following questions only. Then add up the total score for this section and write it in the space provided.

Questions: 4, 10, 18, 25, 27.

Strongly Agree	= 5	
Agree	= 4	
Uncertain	= 3	
Disagree	= 2	
Strongly Disagree	= 1	Score E = <input type="checkbox"/>

Repeat the same process to obtain Score F, this time focusing on the following questions only and using the scale below.

Questions: 7, 11, 14, 21, 29.

Strongly Agree	= 1	
Agree	= 2	
Uncertain	= 3	
Disagree	= 4	
Strongly Disagree	= 5	Score F = <input type="checkbox"/>

Now add together Scores E and F to obtain a final score for Empowering Others.

Score E + Score F = Empowering Others Score =



## **INTERPRETING THE QUESTIONNAIRE**

This questionnaire is designed to measure three dimensions of Empowerment: Personal Empowerment, Organisational Empowerment and Empowering Others.

### **Personal Empowerment**

**Your score**

This indicates the extent to which you feel you are able to influence both your immediate working environment and the organisation as a whole. A high score (i.e. over 40) indicates that you feel able to influence your environment, direct the way you do your work, and get good ideas for improving things put into practice. A lower score suggests that you feel rather at the mercy of the environment you work in and do not feel in a position either to control the way you work or to make a significant impact on the organisation.

### **Organisational Empowerment**

**Your score**

This shows the extent to which you feel your organisation empowers you and the other people who work in it. A high score (i.e. over 40) indicates that you consider your organisation to encourage new ideas and to help people get those ideas taken seriously. If somebody suggests a new initiative and it is workable and to the organisation's benefit, that initiative is very likely to be implemented. A lower score suggests that you perceive your organisation as being resistant to change from within and as denying people the sense that they really can have an impact on the way things are done.

### **Empowering Others**

**Your score**

This shows the extent to which you perceive yourself as being open to change and willing to help your colleagues bring about improvements in the organisation. A high score (i.e. over 40) indicates that you see yourself as being open to change and willing to help empower the people around you. A lower score suggests that you do not view change particularly positively and that your colleagues may find you resistant to their ideas.

**SUCCESS/FAILURE PROFILE**

**A Success Profile areas**

*(i.e. useful areas of competence you believe you could acquire)*

**C**

**C**

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

**B Failure Profile areas**

*(i.e. areas of competence that would be useful but which you don't really reckon you could master)*

**D**

**d**

.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

FOR PREVIEW ONLY

**RIGID DIGITS**

Pointed the Rigid Digit at...

---

**A colleague**

---

**The boss**

---

**Another  
department**

---

**The organisation**

---

**The system**

---

**Someone/  
something else**

---

FOR PREVIEW ONLY

**THE FOUR BOX MODEL**  
**Empowerment within a Framework**

NO	YES	GO	
	then	then let	GO
GO	GO	KNOW	

- \* Develop a Success Profile - and encourage others to
- \* Don't point the rigid digit
- \* Be clear about how your job fits into the Four Boxes - and help your team clarify how their jobs do
- \* Feel free to make 'sensible' mistakes - and encourage others to
- \* Empower people within a framework
- \* Make it happen!

**FOUR BOX ANALYSIS**

a) List the main activities making up your job:

<b>Activity</b>	<b>Box</b>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>

b) Into which of the four boxes of the Four Box Model do each of the listed activities fall?  
Write your answers in the squares - NG for *No Go*, YG for *Yes then Go*, GK for *Go then let Know*, G for *Go* and ? if you are not sure.

**FOUR BOX MANAGEMENT ANALYSIS**

a) List below the main activities making up the work of your team. (If you feel it is more appropriate/ simplifies matters, you may fill in one of these handouts per team member/ work group.)

**Activity**

**Box**

-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>
-----	<input type="checkbox"/>

b) Into which of the four boxes of the Four Box Model do each of the listed activities fall?  
Write your answers in the squares - *NG* for *No Go*, *YG* for *Yes then Go*, *GK* for *Go then let Know*, *G* for *Go* and ? if you are not sure.

**DO BE HAVE**

I would like to be...

-----

-----

-----

**Possibility  
ranking**

I would like to do...

-----

-----

-----

I would like to have...

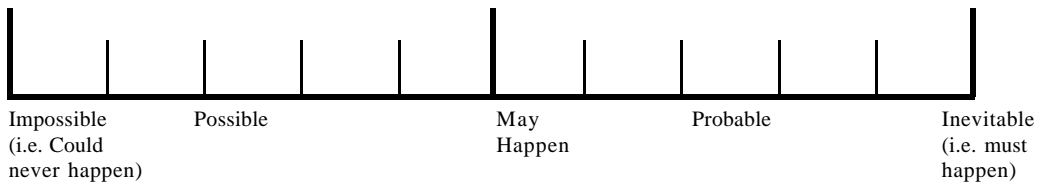
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-----

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FOR PREVIEW ONLY

Personal  
Probability  
Threshold  
**X**



EXAMPLE BACKWARDS PLAN

Today		Week 1	
<p>CALL STUART + DISCUSS HOW HE GOT HIS 1ST BOOK PUBLISHED.                      CONTACT SOCIETY OF AUTHORS.                      START WRITING FOR 1-2 HOURS A DAY.                      THINK THROUGH WHEN I WRITE BEST-AM/AM!                      DECIDE HOW TO PLAN EXISTING WORK SO AS TO HELP GET THIS BOOK WRITTEN.</p>		<p>DRAFT OUTLINE + CHAPTER 1.                      BUY 'WRITERS + ARTISTS YEARBOOK'                      CHECK IF THERE ARE OTHER BOOKS ON WRITING/GETTING PUBLISHED.                      RESEARCH BEST VALUE WORD PROCESSORS.</p>	
Month 1	Month 3	Month 6	Month 9
<p>SEND OUTLINE + WAIT!                      START WRITING THE BOOK - 1 CHAPTER A MONTH MINIMUM.</p>	<p>3 CHAPTERS COMPLETE</p>	<p>6 CHAPTERS COMPLETE</p>	<p>9 CHAPTERS COMPLETE</p>



EXAMPLE BACKWARDS PLAN

Week 2		Week 3		
DRAW UP LIST OF POSSIBLE PUBLISHERS.  REDUCE SHORTLIST.  REDRAFT OUTLINE + CHAPTER 1.		COMPLETE/POLISH OUTLINE + CHAPTER 1.  ASK ONE OR TWO FRIENDS FOR CRITICISM.		
Year 1	Year 2	Year 3	Year 4	Year 5
BOOK FINISHED + RE-READ  SCRIPT COMPLETE + ACCEPTED  <u>          </u>	BOOK PUBLISHED  <u>          </u>			
In this example the goal is entered in the Year 2 column as it was estimated that the project would take about 2 years				
DECISION: YES... !				

---

*handout 10a*

**BACKWARDS PLAN**

Today		Week 1	
Month 1	Month 3	Month 6	Month 9

FOR PREVIEW ONLY

**BACKWARDS PLAN**

Week 2		Week 3		
Year 1	Year 2	Year 3	Year 4	Year 5
<b>DECISION:</b>				

FOR PREVIEW ONLY

**ACTION PLANNING CHECKLIST**

- Who do you need to approach with your idea/involve?
- Whose backing/enthusiasm/goodwill do you need to win over?
- How is the best way to approach them? Are they Blue/Red/Green thinkers?
- What initiatives can you take to sell your idea more creatively?
- What objections can you foresee and therefore remove?
- What research do you need to do?
- What are the timings involved?
- What (if any) are the costings?
- Where are you going to do this?
- What equipment will you need?
- Exactly *what* are you going to do *by when*
- How can you monitor and measure your progress?

---

*h a n d o u t 1 2*

Action to be taken (in order of priority)	by WHEN	WHO involved

Date of first review of this Action Plan.....

with.....

Dates of subsequent reviews.....

**IDEAS INTO ACTION MODEL**

