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Liverpool museums

Requirement

- How do we measure our impact, against a range of government learning objectives, on children who visit in school parties?
- Issues with survey techniques
  - Figures without context, produce more issues than they resolve
  - Delay between data capture and intervention means that minor issues escalate to problems/crisis & opportunities are not seized
  - Focus groups influence the subject too much
- Need to create a knowledge asset for teachers and other museums about interaction with children

Outcome

- Real time monitoring of subtle changes in indexes (NOTE: the children index the story not an adult of a computer)
- Statistical significance in the results
- Numerical data with rich context
- Knowledge database for teachers
- Slavery museum: the stories become part of a living oral history
- Ability to target improvement narrative makes intervention easier

Fitness landscape 1
Fitness landscape 2
Hypothetico-deductive

Gathering data
- if one person conducts more than two interviews then ....
- people answer in role & will include to gift
- facilitator bias
- method privileging certain types of material

The confusion of correlation with causation

What does the data mean?
- hypothesis determines outcome
- different contexts

Can we act based on the interpreted data
- are we convinced?
- is it compelling?

““The model of the human mind has been assumed to be akin that of a symbol processor, a computer like engine that allows us to manipulate successfully a range of symbols of which language is deemed the most significant. This view of the human mind is very limiting because it assumes that what we know, and are able to know, is expressible in symbolic form only. … because intangibles cannot be captured in the grip of such symbolic representations as questionnaires or surveys. It might rightly be pointed out that there are qualitative means of assessing transformational leadership in terms of interpreting certain leader behaviours, or by applying leader self-reports. These are imbued with their own problems because of the inability of differentiating between competing interpretations, a core problem of interpretative social science and hermeneutics, and by the endemic unreliability of self-reports.””

Gabriele Lakomski’s Managing without Leadership (Elsevier 2004)
**Narrative based research**

- Numbers derive meaning from their context  
  *Luca Gatti, July 2nd 2007*

- The stories that people tell are the filters through which they make decisions

- Mass capture of narrative material, self indexed by the story-tellers or proxies provide quantitative data

- Pendulum shift to social computing & tagging is excessive: semi-structured tagging system

- Visualisation is the most important human sense-making capability

**Narrative research**

- Prompting questions to gather Sense-making items (SMIs)
  - Anecdotes, transcribed or recorded
  - Pictures & paintings
  - References & links

- Elicitation techniques

- Semi-structured tagging (indexing)
  - A name
  - **AMBIGUATED** Filters represented as scales or other shapes
  - **DISAMBIGUATED OPTIONS**, often Multi-choice questions
  - Key words
  - Secondary story/free text fields

- Interpretation & monitoring (assistance ...)
Prompting Questions

Prompting questions can vary in a project, but may need to be linked to a multi-choice question on indexing.

Characteristics
- Place people in a context they can understand
- As an indirect question to illicit a story from the field
- Allow the question to be answered in the third person
- Do not privilege a certain type of story over another

A prompt can be a story, or a picture, a film, a situation; it does not have to be a question.

Do you think this company is a good place to work in?
Answer on a scale of 1-5
Imagine you are in the pub on a Friday night, and an old friend arrives and tells you that they have been offered a job with your company. What three stories from your own or others’ experience would you tell them if you wanted them to join? What three stories would you tell them if you didn’t want them to join?

Do you think our company is ethical in its approach to animal testing? (a strongly agree to strongly disagree scale is provided)
Imagine that you have just presented the details about your company to a group of children in a local school. A tearful 11 year old stands up when you ask for questions and says “I think your company is evil because you torture animals to produce lipstick.” What would you, or someone you know, say in response to that question?

Gathering SMIs (elicitation)

The anecdote circle
- Common experience
- Stimulate “ditting”
- Ritualise capture
- Can be virtual or physical
- Visual stimulation
- Three facilitator rule

Participative observation

Naïve interviewing

Population sampling

The right situation, or “the set up”

Visual stimulation

Social computing, use & linkages

Web capture: Collector

Continuous capture

Archetype displacement

Linked to other methods and process
Indexing: Filters

- Deal with abstract properties
- May be a hypothesis
- Socially constructed?
- Should always be subject to experiment
- Ideally ≤ five ..... 
- A the primary analysis too on Explorer
- Labels can change for different input
- Represent a scale or

Creating filters

- Derive archetypes, values and themes and use that as input material from which you then create filters: the degree to which an archetype, value or theme is present in the story
- Brainstorm, or use a narrative technique to identify all the modulators in play. Group and cluster the modulators and create filters for the modulator clusters.
- Take espoused values or hypotheses and create filters with the said values/hypotheses are the centre point of an opposing negative.
Indexing: options

- Why was the story told? to attack, to defend, to educate, to entertain, to influence, to inform, to uplift or unclear
- Sacred or everyday? this will require explanation or expansion in context
- What roles are represented? list of roles, often job functions but could be archetypes
- Emotional tone? five levels from strongly negative to strongly positive
- What values are present in the story? five levels from high morality to evil (intentional or roadkill)
- When did the events take place? range of time chunks
- How common do you think this story is? five levels from common place to extremely rare.
- Teller’s relationship to the story? Central character, reported by witness, hearsay or gossip

Ways to use SenseMaker™

- Mass capture, indexed by the Story Teller
  - If multiple stories from same storyteller: sticky tags (filters and MCQ can be used)
  - Multiple methods for anecdote capture
- Analyst productivity
  - multiple feeds tagged by single or multiple analysts
  - ability to compare indexing between analysts
- Seeker
  - Distribution of same question to many people
  - Comparisons and benchmarking/profiling
  - Wisdom of crowds
Types of project

- Research
- Customer insight
- Employee satisfaction
- Cultural mapping
- Weak signal detection
- Event learning
- Innovation programmes
- Social computing as a corporate asset
- Living oral histories
- Knowledge management
- "Battlefield" KM
- Cross-silo information
- Real time scenario planning
- Model based alerts
- Impact measurement
- Ethical auditing
- Readiness alert
- Mass consultation