



Faculty Publications

2022-06-24

Enhanced Force Field Analysis (E-FFA) Templates

Alisha Redelfs
alisha_redelfs@byu.edu

Leah D. Whigham
University of Texas Health Science Center at Houston, Leah.D.Whigham@uth.tmc.edu

Follow this and additional works at: <https://scholarsarchive.byu.edu/facpub>



Part of the [Life Sciences Commons](#)

BYU ScholarsArchive Citation

Redelfs, Alisha and Whigham, Leah D., "Enhanced Force Field Analysis (E-FFA) Templates" (2022). *Faculty Publications*. 5832.

<https://scholarsarchive.byu.edu/facpub/5832>

This Supplementary Materials is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in Faculty Publications by an authorized administrator of BYU ScholarsArchive. For more information, please contact ellen_amatangelo@byu.edu.

ENHANCED FORCE FIELD ANALYSIS

Enhanced Force Field Analysis (E-FFA) incorporates elements of strategic planning, participatory approaches, and Appreciative Inquiry, and can be a powerful and versatile tool for program optimization.

In E-FFA, you identify the forces influencing an innovation, system, or program and create action plans to address those forces.

"An issue is held in balance by the interaction of two opposing sets of forces - those seeking to **promote change** and those attempting to **maintain the status quo**."
- Kurt Lewin

FACILITATOR'S GUIDE

DATE

LOCATION

Driving



Restraining

LOGISTICS

- Identify session topic
- Select & invite stakeholders & beneficiaries
- Reserve location
- Compile materials
- Create Appreciative Inquiry handout
- Consider group dynamics

MATERIALS

- Sticky Notes (3 colors)
- Markers or Pens
- Large display surface: Chalkboard, poster board or large wall
- Recording: camera, microphones
- Timer
- Appreciative Inquiry (AI) handout
- Participant E-FFA Handout
- Optional: Scorecards*
- Optional: Software for graphing forces*
- Optional: Action tracker template*
- Other:

#1 Frame the Exercise Start Time:

- Intro session topic & informed consent
- Core principles & ground rules
- Describe E-FFA [**Participant E-FFA handout**]

Step 3: Sticky Notes Color Codes
Driving:

Restraining:

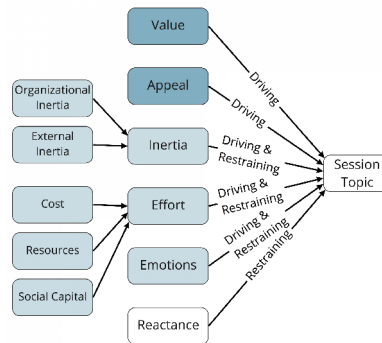
Solutions/Actions:

- Artifacts Collected
- Interview AI handouts with notes
 - Sticky notes
 - Photos of final clusters
 - Optional: Scorecards*
 - Visualization (photo or digital)
 - Prioritized list of clusters
 - List of strategic actions
 - Optional: Action tracker*

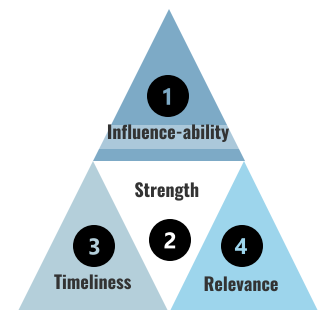
#2 Share Stories

- Participant interviews [**AI handout**]
- Report back to the group
- Identify common themes

Step 3: Types of forces to consider



Step 6: Strategic Planning Hierarchy
Use these to prioritize factors



#3 Brainstorm the Forces

- Brainstorm 1 per sticky (individually)
- Prioritize forces (individually)
- Name forces (group Round Robin)
- Place sticky notes on board
- Incorporate relevant themes from Step 2

#4 Cluster the Forces

- Organize related forces into clusters
- Check "fit" for each cluster

#5 Evaluate the Forces

- Score each cluster (0-5) for ability to influence, strength: driving & strength: restraining (Individually)
- Write score [**Participant Scorecards**]
- Discuss justification (group Round Robin)
- Visualize the results
- Optional: Mapping activity*
- Evaluate for timeliness & relevance

Progress happens when we either **strengthen driving forces** or **weaken restraining forces**.

- 1. Ability to Influence:** A matter of practicality. If we cannot change the force, don't prioritize it.
- 2. Strength:** Is the force a driving or restraining force? Or both? How strong is this force?
- 3. Timeliness:** When can action be taken? How long would actions take to make a difference in the force? Is there a window of opportunity?
- 4. Relevance:** How relevant is this force to the session topic?

#6 Strategic Planning

- Prioritize clusters
- Brainstorm actions to strengthen/weaken forces
- Create an action plan (who, what, when, how)
- Optional: Accountability Plan [**Action Tracker**]*

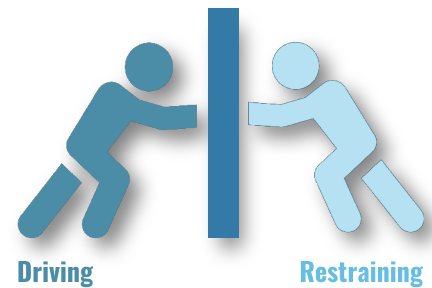
ENHANCED FORCE FIELD ANALYSIS

PARTICIPANT HANDOUT

WHAT IS FORCE FIELD ANALYSIS?

For any program, innovation, or system change, there are "two opposing sets of forces - those seeking to **promote change (driving forces)** and those attempting to **maintain the status quo (restraining forces)**." (Kurt Lewin)

Progress happens when we either **strengthen driving forces** or **weaken restraining forces**.

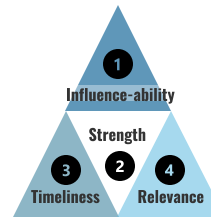


WHAT KINDS OF THINGS CAN BE FORCES? (Step 3)

There are many different types or categories of forces that you can consider for a program, system, or innovation. Below are a few questions to get you started:

- **What added value will the change bring?** Consider added value to your organization (or to stakeholders), as well as the value to those you serve (better experience? address their wants, needs, or fears?)
- **How will the change heighten appeal to those you serve?** Consider things like benefits & features that make the change more attractive.
- **How much inertia currently exists?** Consider both **organizational inertia** (like mission/vision, organizational trends, current practices/traditions, policies/regulations, organizational norms, organizational culture, vested interests, and existing commitments) and **external inertia** (like social norms, social trends, demographic trends, attitudes, and windows of opportunity)
- **How much would change cost?** Consider effort categories like **costs** (like financial or lost opportunity), **resources available** (like money, time, attention, talent, physical space, attitudes, morale, or technology), **support** (like attitudes, dedicated resources), and **social capital** (like existing relationships, trust, respect, reciprocity, common language, or common understanding)
- **What emotions might be involved?** Consider emotions like fears, desires, and passion
- **Are there any potential perceived threats to freedoms?** How important is the threatened freedom? The perceived magnitude of the threat? Any resistance?

HOW DO WE DECIDE WHICH FORCES TO PRIORITIZE? (Step 6)



1. **Ability to Influence:** Can we change this force? If not, don't prioritize it.
2. **Strength:** Is the force a driving or restraining force? Is it both? How strong is this force?
3. **Timeliness:** Is there a window of opportunity? When can action be taken? How long would actions take to make a difference in the force?
4. **Relevance:** How relevant is this force to the session topic?



© 2022. This work is licensed by Redelfs, et al. under a [CC BY 4.0](#) license.

Redelfs AH, Holt CA, Perez DA, Whigham LD (2022) Enhanced Force Field Analysis in evaluation: Incorporating strategic planning, participatory approaches, and Appreciative Inquiry to examine innovations or optimize programs and systems. PLoS ONE XX(X): eXXXXXXX.

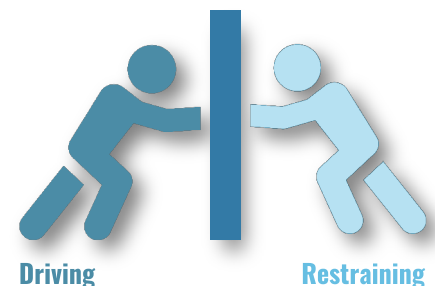
ENHANCED FORCE FIELD ANALYSIS

PARTICIPANT HANDOUT

WHAT IS FORCE FIELD ANALYSIS?

For any program, innovation, or system change, there are "two opposing sets of forces - those seeking to **promote change (driving forces)** and those attempting to **maintain the status quo (restraining forces)**." (Kurt Lewin)

Progress happens when we either **strengthen driving forces** or **weaken restraining forces**.

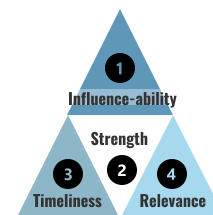


WHAT KINDS OF THINGS CAN BE FORCES? (Step 3)

There are many different types or categories of forces that you can consider for a program, system, or innovation. Below are a few questions to get you started:

- **What added value will the change bring?** Consider added value to your organization (or to stakeholders), as well as the value to those you serve (better experience? address their wants, needs, or fears?)
- **How will the change heighten appeal to those you serve?** Consider things like benefits & features that make the change more attractive.
- **How much inertia currently exists?** Consider both **organizational inertia** (like mission/vision, organizational trends, current practices/traditions, policies/regulations, organizational norms, organizational culture, vested interests, and existing commitments) and **external inertia** (like social norms, social trends, demographic trends, attitudes, and windows of opportunity)
- **How much would change cost?** Consider effort categories like **costs** (like financial or lost opportunity), **resources available** (like money, time, attention, talent, physical space, attitudes, morale, or technology), **support** (like attitudes, dedicated resources), and **social capital** (like existing relationships, trust, respect, reciprocity, common language, or common understanding)
- **What emotions might be involved?** Consider emotions like fears, desires, and passion
- **Are there any potential perceived threats to freedoms?** How important is the threatened freedom? The perceived magnitude of the threat? Any resistance?

HOW DO WE DECIDE WHICH FORCES TO PRIORITIZE? (Step 6)



1. **Ability to Influence:** Can we change this force? If not, don't prioritize it.
2. **Strength:** Is the force a driving or restraining force? Is it both? How strong is this force?
3. **Timeliness:** Is there a window of opportunity? When can action be taken? How long would actions take to make a difference in the force?
4. **Relevance:** How relevant is this force to the session topic?



© 2022. This work is licensed by Redelfs, et al. under a [CC BY 4.0](#) license.

Redelfs AH, Holt CA, Perez DA, Whigham LD (2022) Enhanced Force Field Analysis in evaluation: Incorporating strategic planning, participatory approaches, and Appreciative Inquiry to examine innovations or optimize programs and systems. PLoS ONE XX(X): eXXXXXXX.

E-FFA Scorecard Force: _____ Initials: _____

	None/NA	Low				High
Ability to Influence	0	1	2	3	4	5
Strength - Driving	0	1	2	3	4	5
Strength - Restraining	0	1	2	3	4	5

Thoughts/Reasons:

E-FFA Scorecard Force: _____ Initials: _____

	None/NA	Low				High
Ability to Influence	0	1	2	3	4	5
Strength - Driving	0	1	2	3	4	5
Strength - Restraining	0	1	2	3	4	5

Thoughts/Reasons:

E-FFA Scorecard Force: _____ Initials: _____

	None/NA	Low				High
Ability to Influence	0	1	2	3	4	5
Strength - Driving	0	1	2	3	4	5
Strength - Restraining	0	1	2	3	4	5

Thoughts/Reasons:

E-FFA Scorecard Force: _____ Initials: _____

	None/NA	Low				High
Ability to Influence	0	1	2	3	4	5
Strength - Driving	0	1	2	3	4	5
Strength - Restraining	0	1	2	3	4	5

Thoughts/Reasons:

E-FFA Scorecard Force: _____ Initials: _____

	None/NA	Low				High
Ability to Influence	0	1	2	3	4	5
Strength - Driving	0	1	2	3	4	5
Strength - Restraining	0	1	2	3	4	5

Thoughts/Reasons:

E-FFA Scorecard Force: _____ Initials: _____

	None/NA	Low				High
Ability to Influence	0	1	2	3	4	5
Strength - Driving	0	1	2	3	4	5
Strength - Restraining	0	1	2	3	4	5

Thoughts/Reasons:

E-FFA Scorecard Force: _____ Initials: _____

	None/NA	Low				High
Ability to Influence	0	1	2	3	4	5
Strength - Driving	0	1	2	3	4	5
Strength - Restraining	0	1	2	3	4	5

Thoughts/Reasons:

E-FFA Scorecard Force: _____ Initials: _____

	None/NA	Low				High
Ability to Influence	0	1	2	3	4	5
Strength - Driving	0	1	2	3	4	5
Strength - Restraining	0	1	2	3	4	5

Thoughts/Reasons:

