

Framework Analysis Worksheet

There are five key dimensions of systems: results, roles, relationships, rules, and resources. Use this worksheet to help identify the dynamics of the system you seek to change. See more on this worksheet in the National Fund’s systems change toolbox (“[Analyze a System From Multiple Perspectives](#)”). See a completed fictional example on page 2 of this worksheet.

Executive Summary

[Describe the context of the problem and system and the objectives of the systems change initiative, if determined.]

System and Results

[Describe the results, geographic boundaries, and key stakeholders “in the system.”]

<i>Systems can be understood based on these interrelated concepts</i>	Current system snapshot	Desired system changes are two-fold: systems changes (in blue) and changed results (orange)
Roles (and power)		
Relationships (and perspectives)		
Rules		
Resources		
Results		

Framework Analysis Worksheet Example

Executive Summary

In 2009, a national report identified Spring County region as having one of the largest Black/white unemployment rate disparities in the nation. The state’s communities of color were growing. White trade workers were growing older, signaling impending retirements and the need to diversify the workforce.

County government responded by setting hiring requirements in the building of state-financed buildings. To meet these new construction workforce requirements, the local workforce system created several new training programs. The new programs trained participants at different skill levels and certifications. Participants lacked a clear sense of how to navigate training enrollment and hiring across the region.

With many building projects on the horizon and increasing demand for construction workers, leaders from the general contractors and union trades agreed to develop a comprehensive five-year workforce development plan with an explicit goal of diversifying the construction workforce.

System and Results

The result is shifting the population of adults of color in the Spring County region. The boundaries of this work include nine construction trade occupations and all adult construction training programs, provided by nonprofits, colleges, and unions. It also includes state and local leaders with authority over construction hiring requirements in publicly financed projects. The primary geography is the Spring County region.

	Current system snapshot	Desired system changes are two-fold: systems changes (in blue) and changed results (in orange)
Roles (and power)	Contractors hold significant hiring power (except on hiring mandates from government), although unions have a monopoly on a significant share of projects. Nonunion training providers have little or no influence.	Contractors acknowledge the value of union and nonunion training partners; unions accept and value nonunion training partners as necessary “on-ramp” training providers. Nonunion training partners acknowledge their important but tertiary role in the construction workforce.
Relationships (and perspectives)	<ul style="list-style-type: none"> Contractors, unions, and training providers interact both individually and in an ad hoc manner, and the few relationships that do exist are contentious. There is no forum to develop these relationships. Stakeholders do not have a shared vision. Worker voice is limited to unions, which are not racially diverse. 	<ul style="list-style-type: none"> Contractors, unions, and training providers interact regularly in a group format designed to build relationships and systematically work through workforce development issues. Contractors, unions, and training providers have a defined workforce governance structure and describe needs, vision, goals (including plans to diversify the construction sector — see desired system result below), strategies, activities, budget, and timeline. Union worker voice, including leadership, is racially diverse.
Rules	The state-required minority participation rate is set at X%.	Minority participation rate goals are voluntarily set for private development projects.
Resources	The resources currently spent on workforce training are unclear.	Aggregate training resources, uses, and results are collectively understood.
Results	People of color represent 23% of the total regional workforce, but only 12% of the construction workforce.	Short term: 50% increase in participation among people of color in the next five years. Long term: People of color are proportionately represented in the construction trades workforce. (Disclaimer: Results can be tracked, but changes will take time; even when change occurs, there is a significant time delay.)