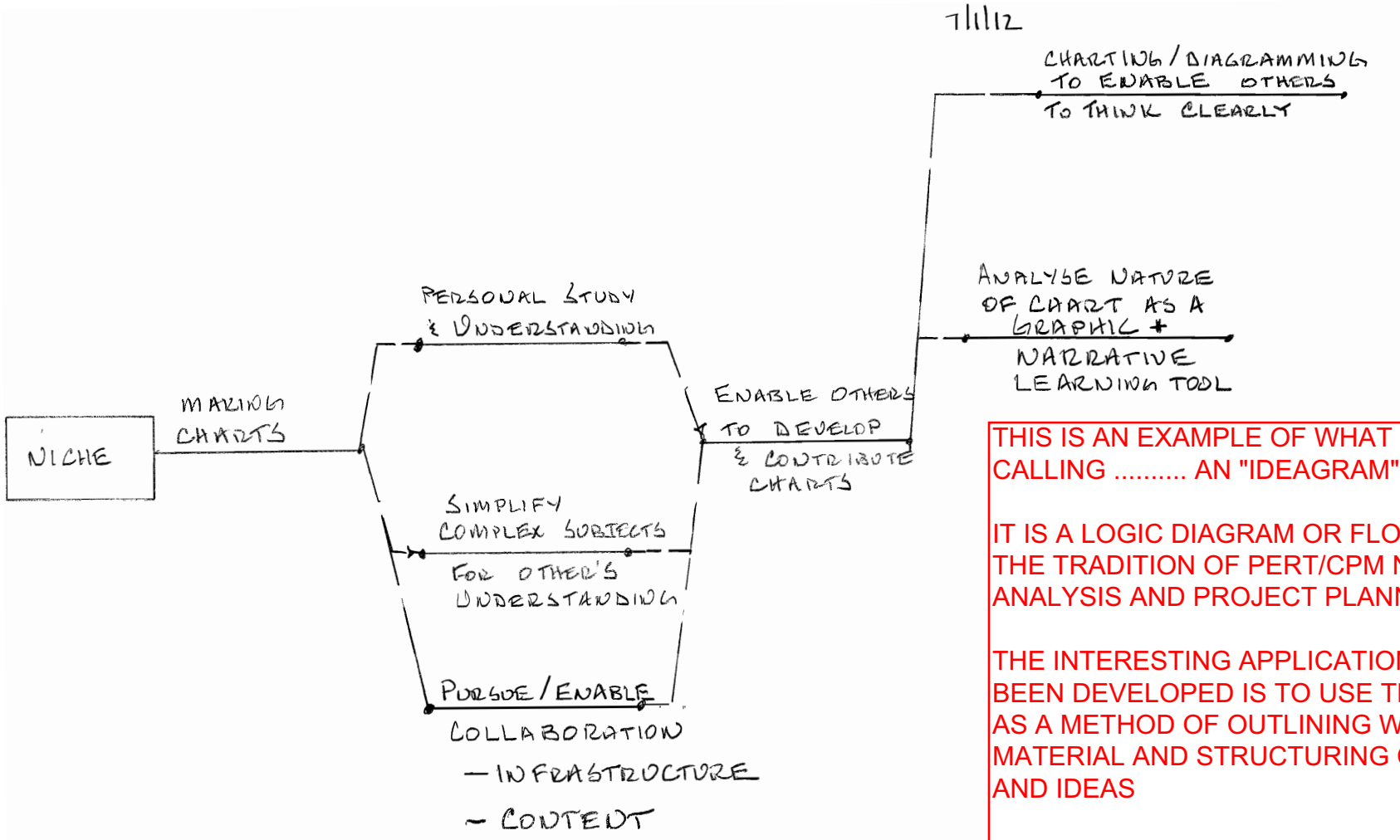
CHART AND DIAGRAM TECHNIQUES



THIS IS AN EXAMPLE OF WHAT I AM NOW CALLING ..... AN "IDEAGRAM"

IT IS A LOGIC DIAGRAM OR FLOW CHART IN THE TRADITION OF PERT/CPM NETWORK ANALYSIS AND PROJECT PLANNING

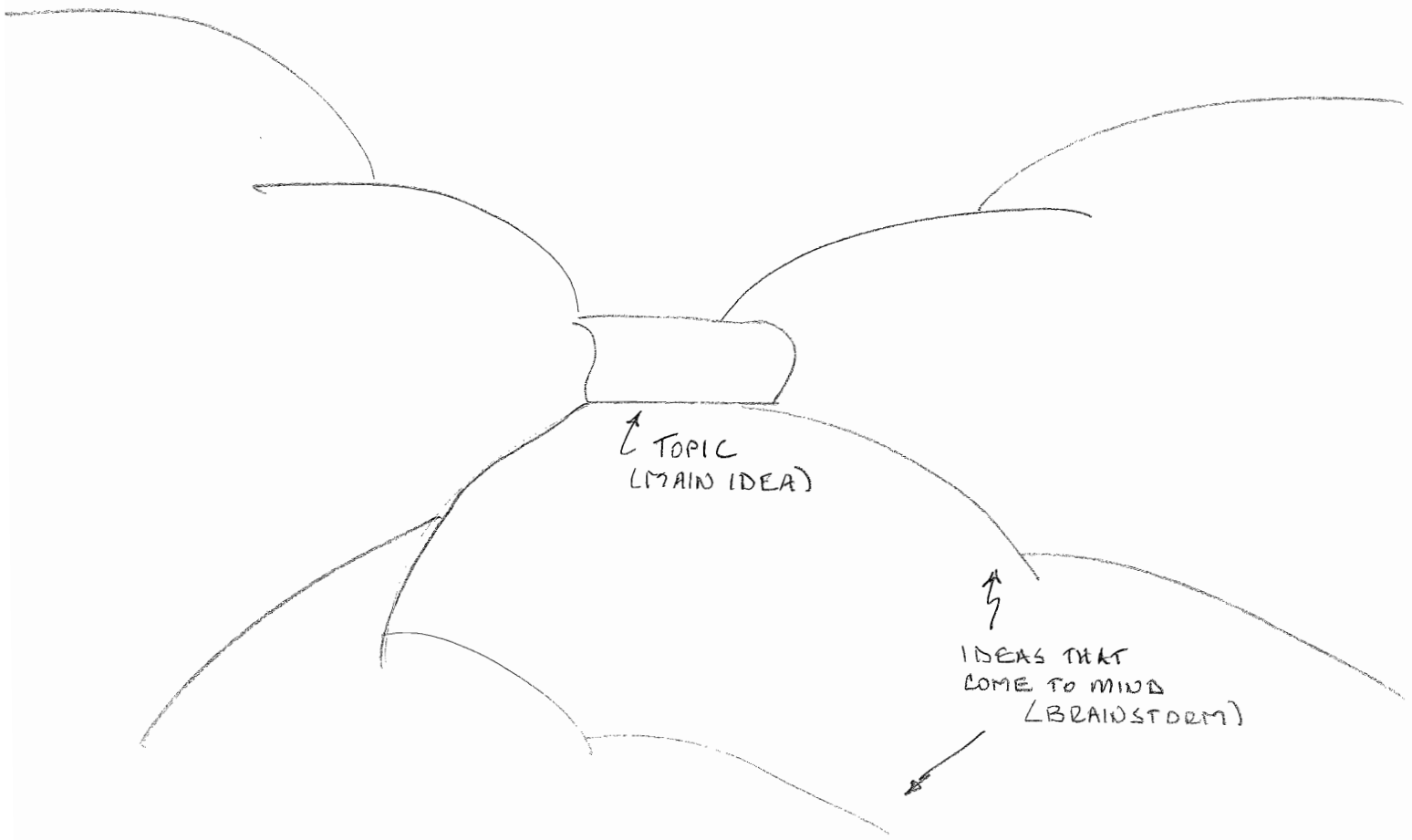
THE INTERESTING APPLICATION WHICH HAS BEEN DEVELOPED IS TO USE THESE CHARTS AS A METHOD OF OUTLINING WRITTEN MATERIAL AND STRUCTURING CONCEPTS AND IDEAS

FEBRUARY 25, 2014

28 JAN 12

DENNIS STARIKOVICH
PERT / CPM

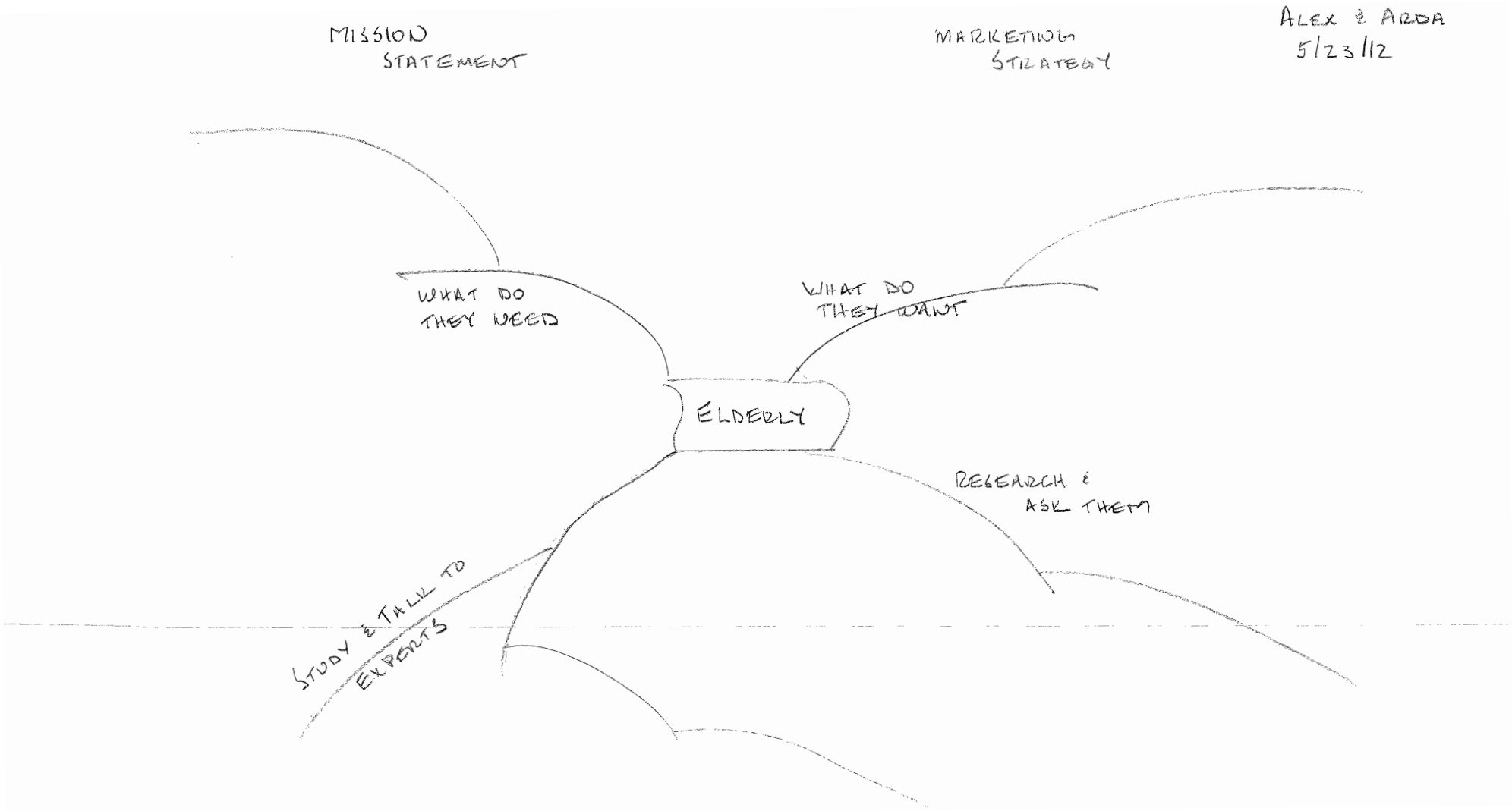
OBSERVATIONS



THIS IS A CHART FORMAT IN THE TRADITION OF A "MIND MAP"

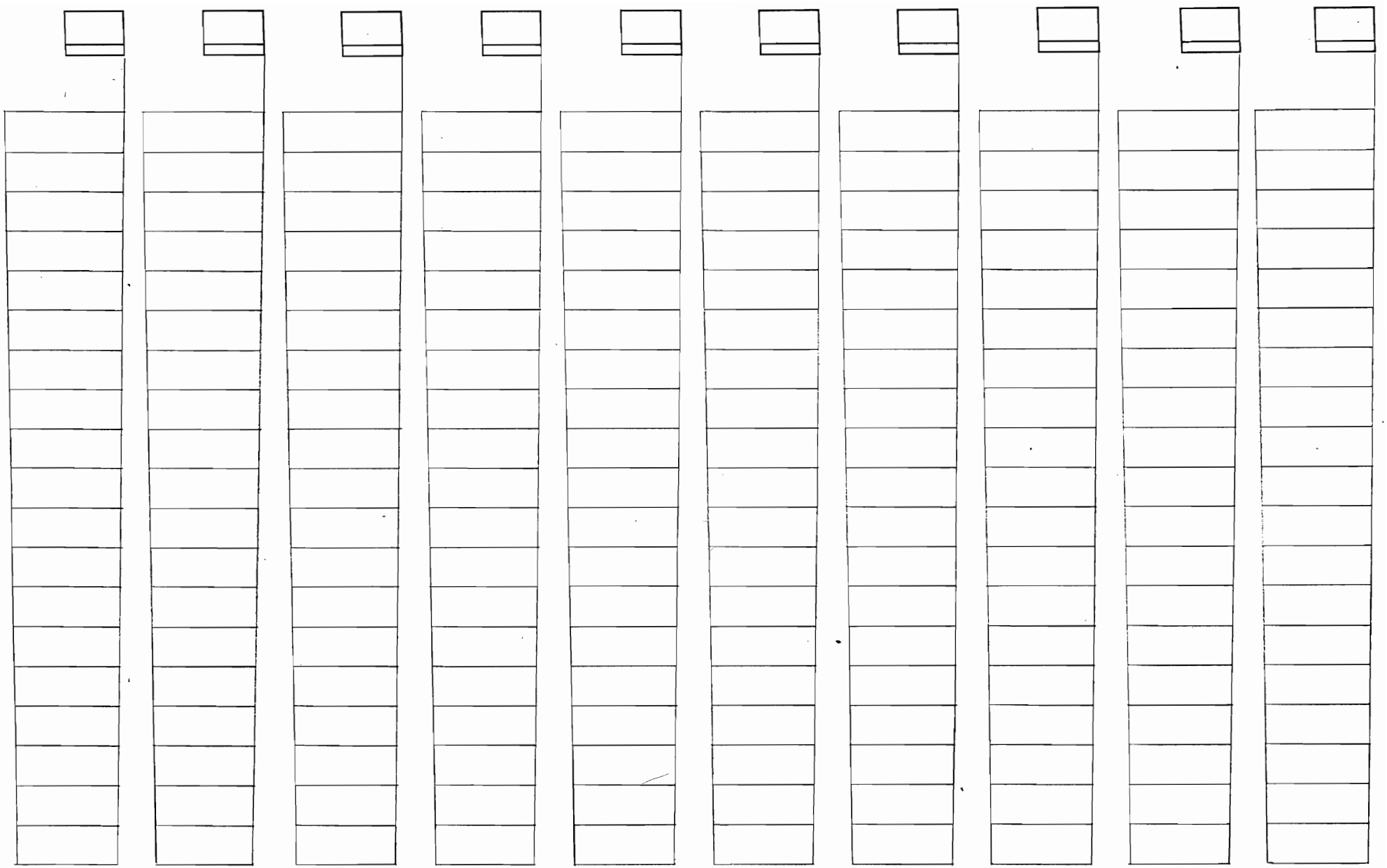
A TOPIC IS IDENTIFIED IN THE CENTER BOX AND IDEAS ARE WRITTEN AS THEY OCCUR

IT IS MORE IN THE NATURE OF A BRAIN STORMING TOOL THAN A LOGICALLY STRUCTURED PLANNING TOOL; IT CAN BE VERY EFFECTIVE TO CONVERT A MIND MAP TO A LOGICALLY STRUCTURE FLOW CHART



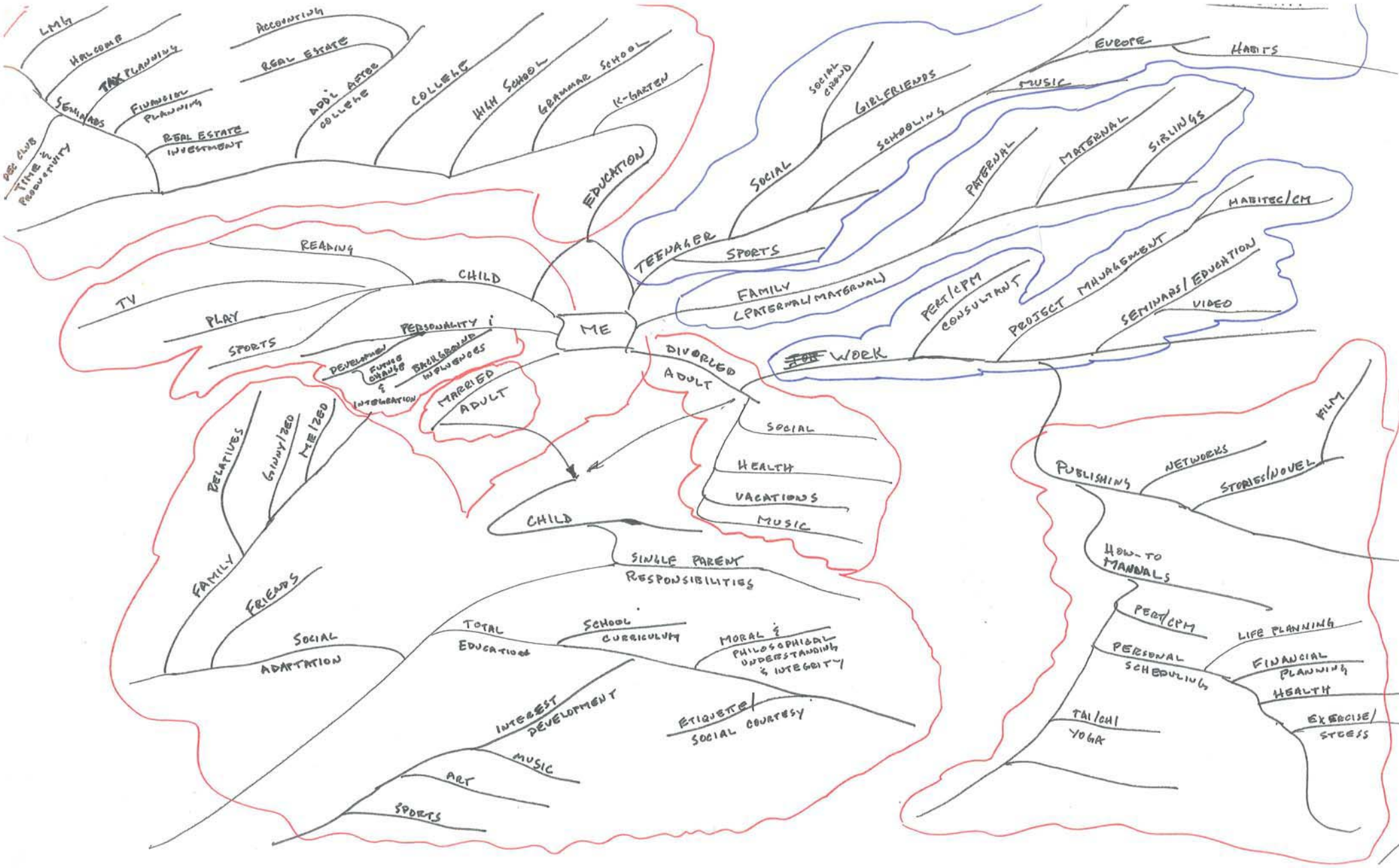
THIS MIND MAP WAS DEVELOPED IN CONVERSATION WITH TWO YOUNG ENTREPRENEURS WHO WERE ABOUT TO WRITE AN "APP" FOR THE ELDERLY

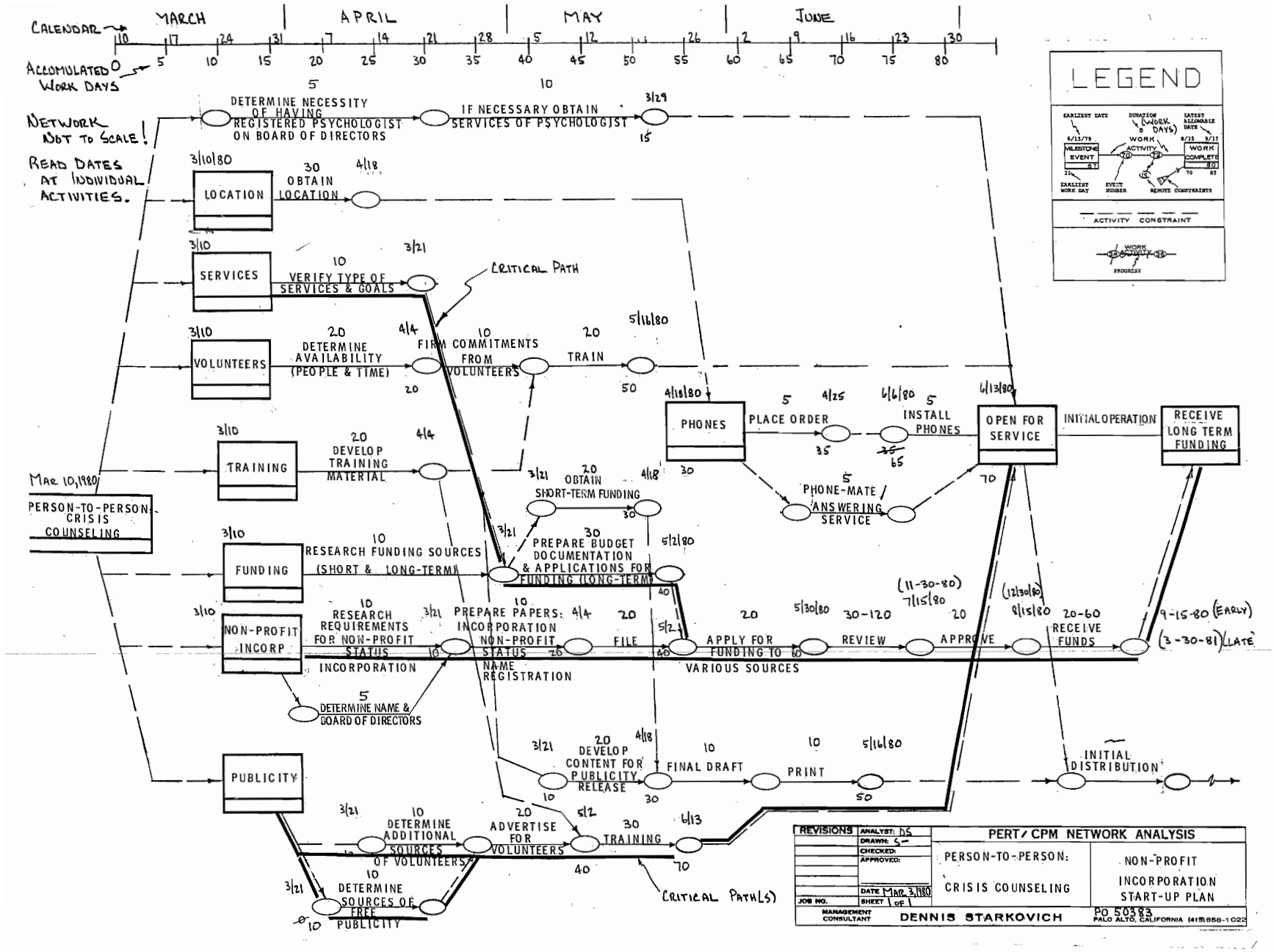
IT CAN BE AN INTERESTING REALIZATION TO VIEW EACH SIDE OF THE CHART FROM A LEFT BRAIN / RIGHT BRAIN PERSPECTIVE .....



THIS IS A SIMPLE METHOD OF CATEGORIZING CONCEPTS OR ITEMS INTO A GRAPHIC STRUCTURE.
IT CAN BE A FIRST STEP IN CONVERTING WRITTEN MATERIAL INTO AN IDEAGRAM OR FLOW CHART

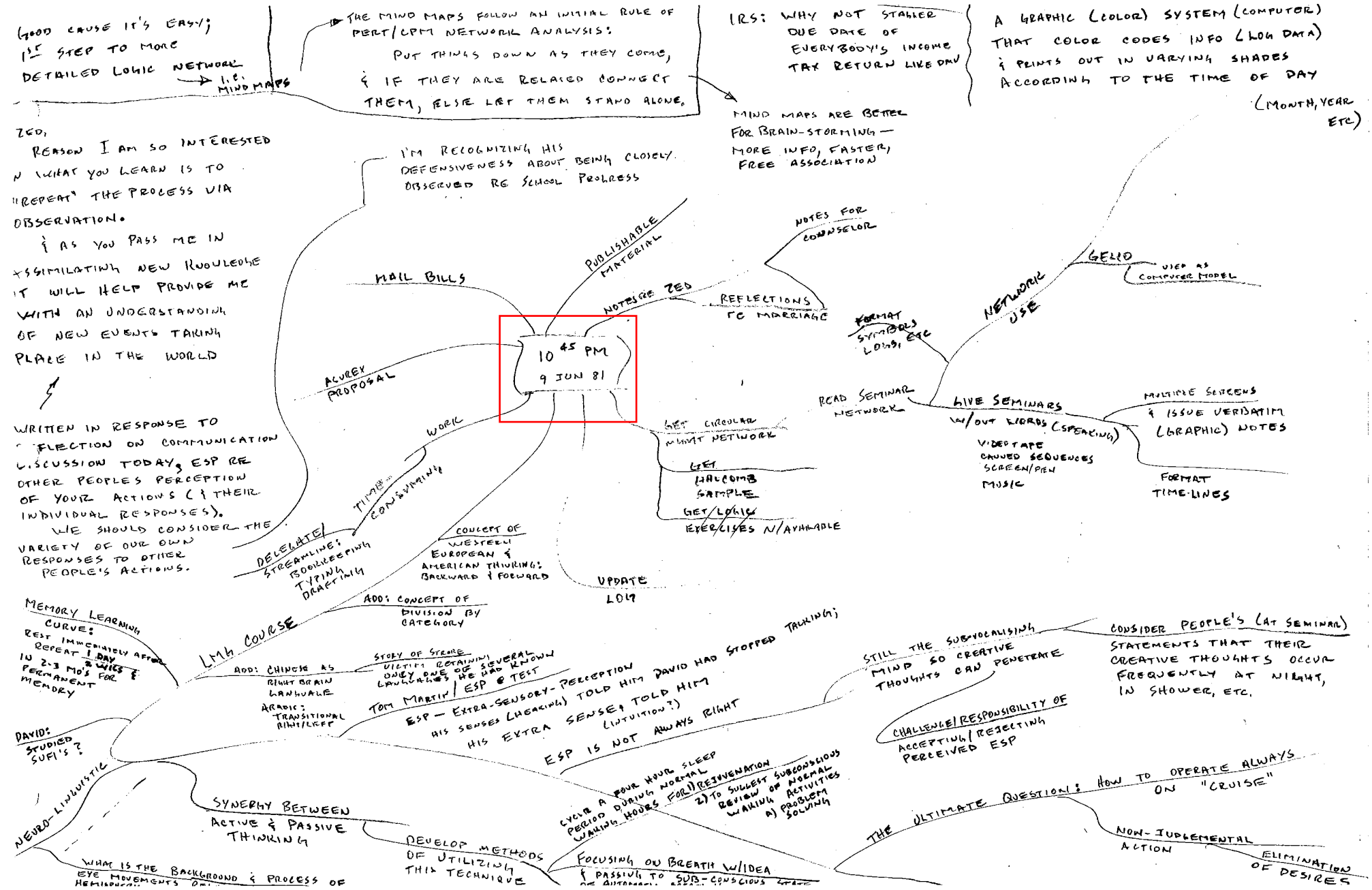
MIND MAP PREPARED IN 1981 AT A WORKSHOP PRESENTED BY THE LEARNING METHOD GROUP THAT TAUGHT THE PRINCIPLES OF MIND MAPPING IN THE TRADITION OF TONY BUZAN, ONE OF THE ORIGINATORS

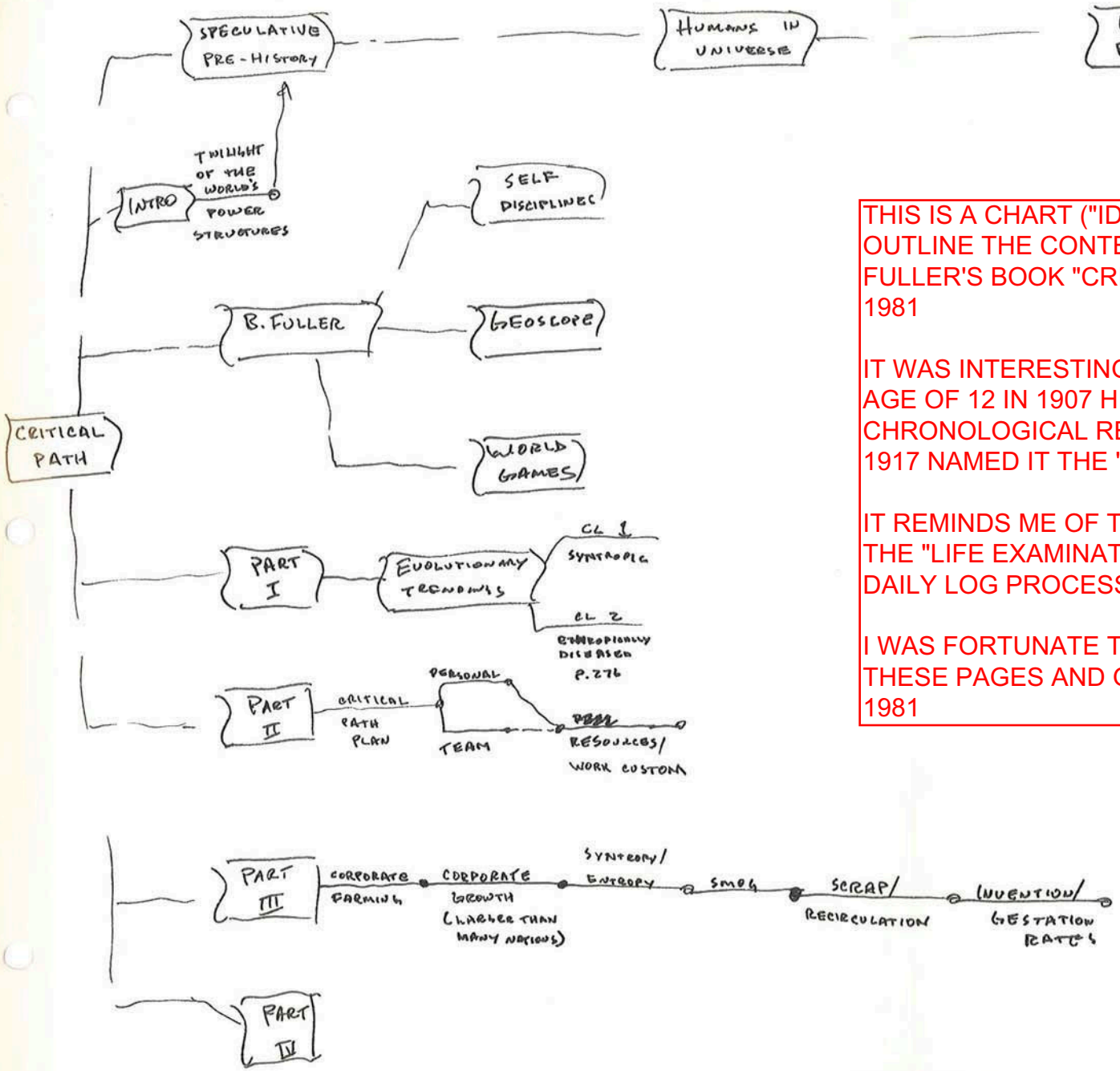




THIS IS A SAMPLE OF A NOT-TO-SCALE NETWORK DIAGRAM PREPARED IN 1980 FOR A GROUP THAT WAS STARTING A CRISIS COUNSELING SERVICE. NOT TO SCALE MEANS THAT THE LENGTH OF THE ACTIVITY IS DETERMINED BY THE DURATION SHOWN, NOT THE LENGTH OF THE BAR OR ARROW

LATE NIGHT MENTAL MEANDERINGS IN 1981. LEFT HAND COLUMN IS ADDRESSED TO MY SON ZED. THE MIND-MAP IS A GOOD TOOL FOR CAPTURING VARIOUS CONCEPTS ON PAPER AND ORGANIZING THEM IN SECTIONS. THEY ARE DIFFICULT TO READ AND TRANSMIT TO OTHERS. GOOD FOR BRAINSTORMING.





THIS IS A CHART ("IDEAGRAM") THAT BEGINS TO OUTLINE THE CONTENT OF BUCKMINSTER FULLER'S BOOK "CRITICAL PATH" PUBLISHED IN 1981

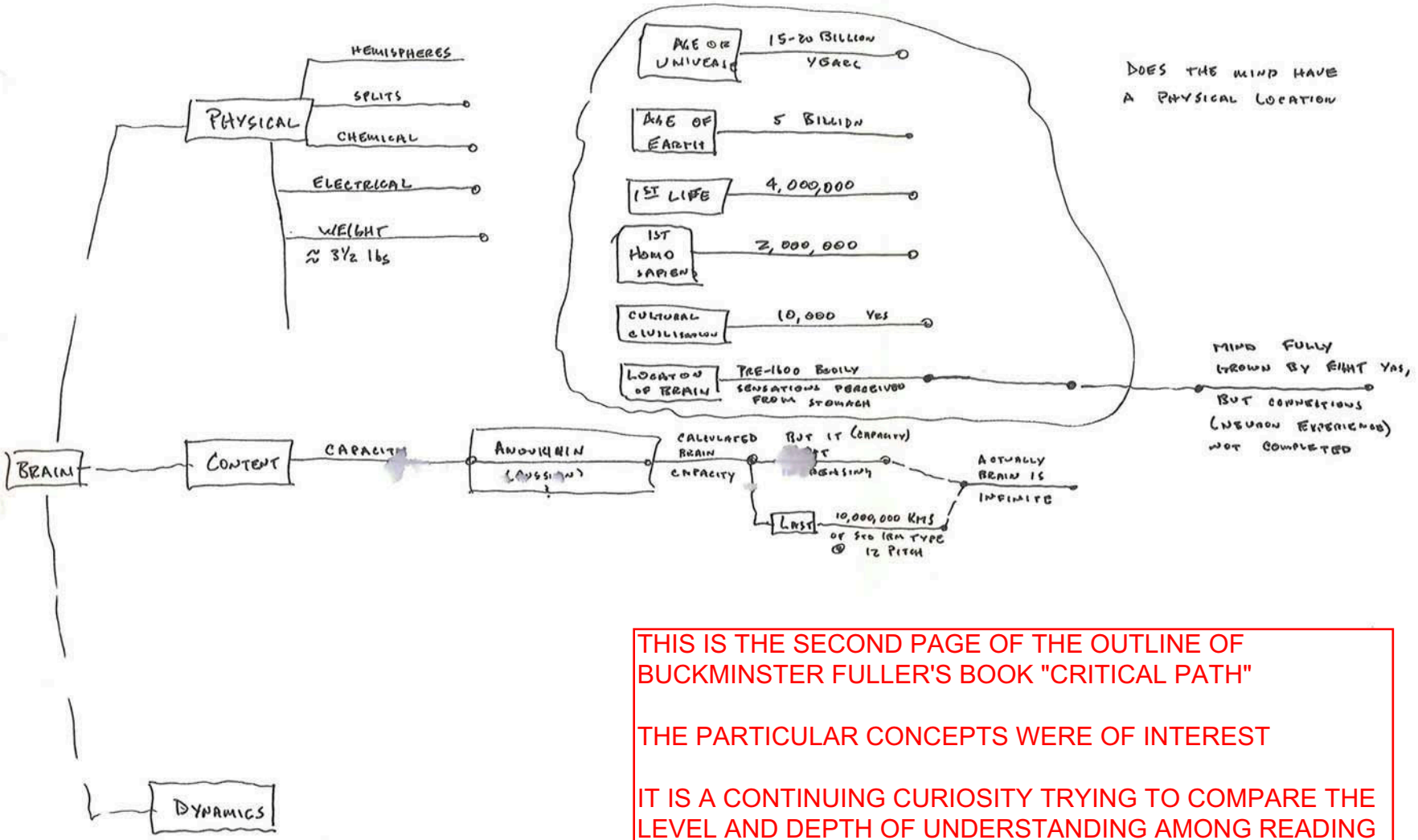
IT WAS INTERESTING TO LEARN THAT AT THE AGE OF 12 IN 1907 HE STARTED A CHRONOLOGICAL RECORD OF HIS LIFE AND IN 1917 NAMED IT THE "CHRONOFILE"

IT REMINDS ME OF THE WORK I HAVE DONE IN THE "LIFE EXAMINATION" PROCESS AND THE DAILY LOG PROCESS CALLED "LOG-A-RHYTHM"

I WAS FORTUNATE TO BE ABLE TO SHOW HIM THESE PAGES AND GET HIS SIGNATURE IN JUNE 1981

Buckminster Fuller

JUNE 10, 1981
BUCKMINSTER FULLER



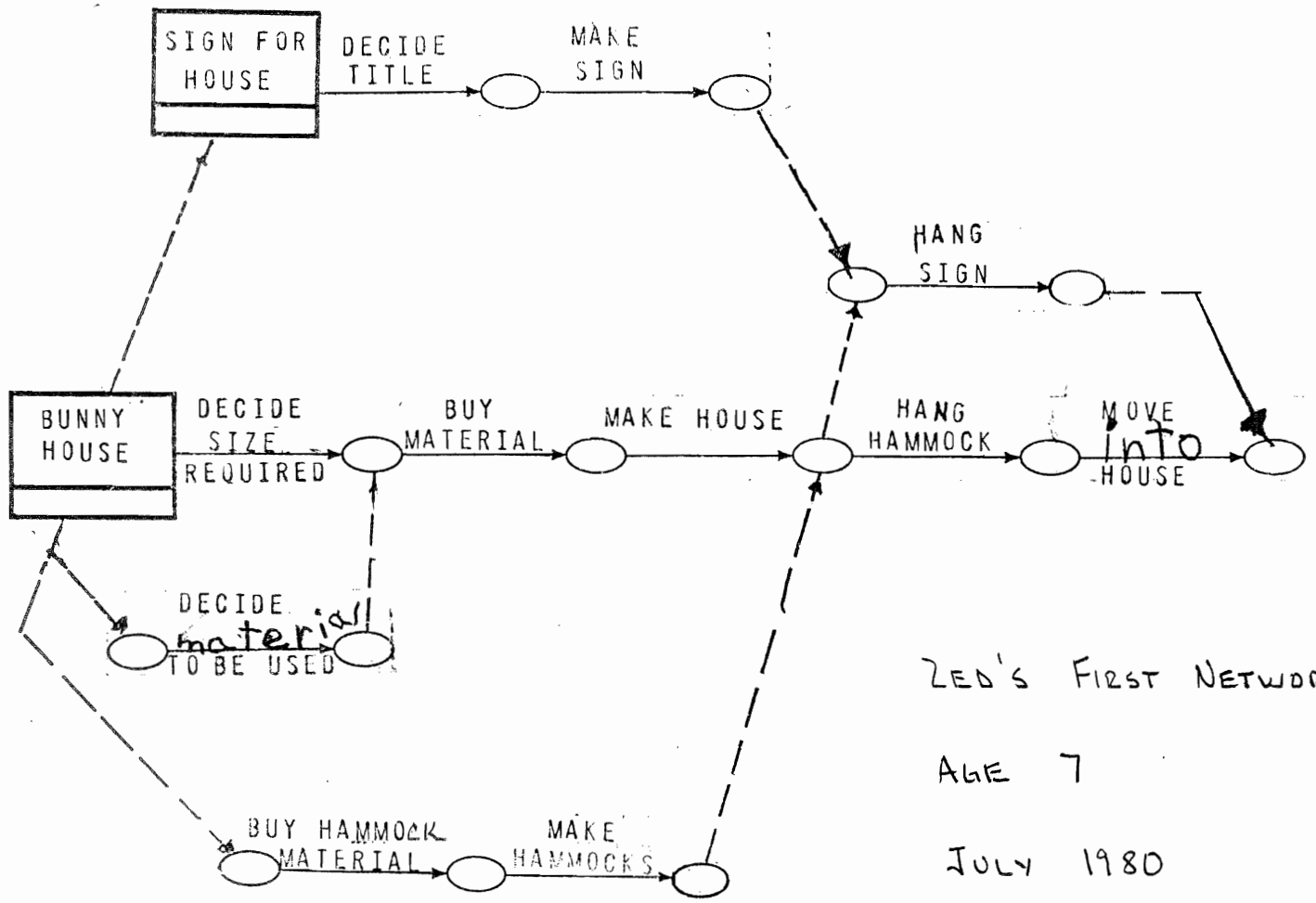
THIS IS THE SECOND PAGE OF THE OUTLINE OF BUCKMINSTER FULLER'S BOOK "CRITICAL PATH"

THE PARTICULAR CONCEPTS WERE OF INTEREST

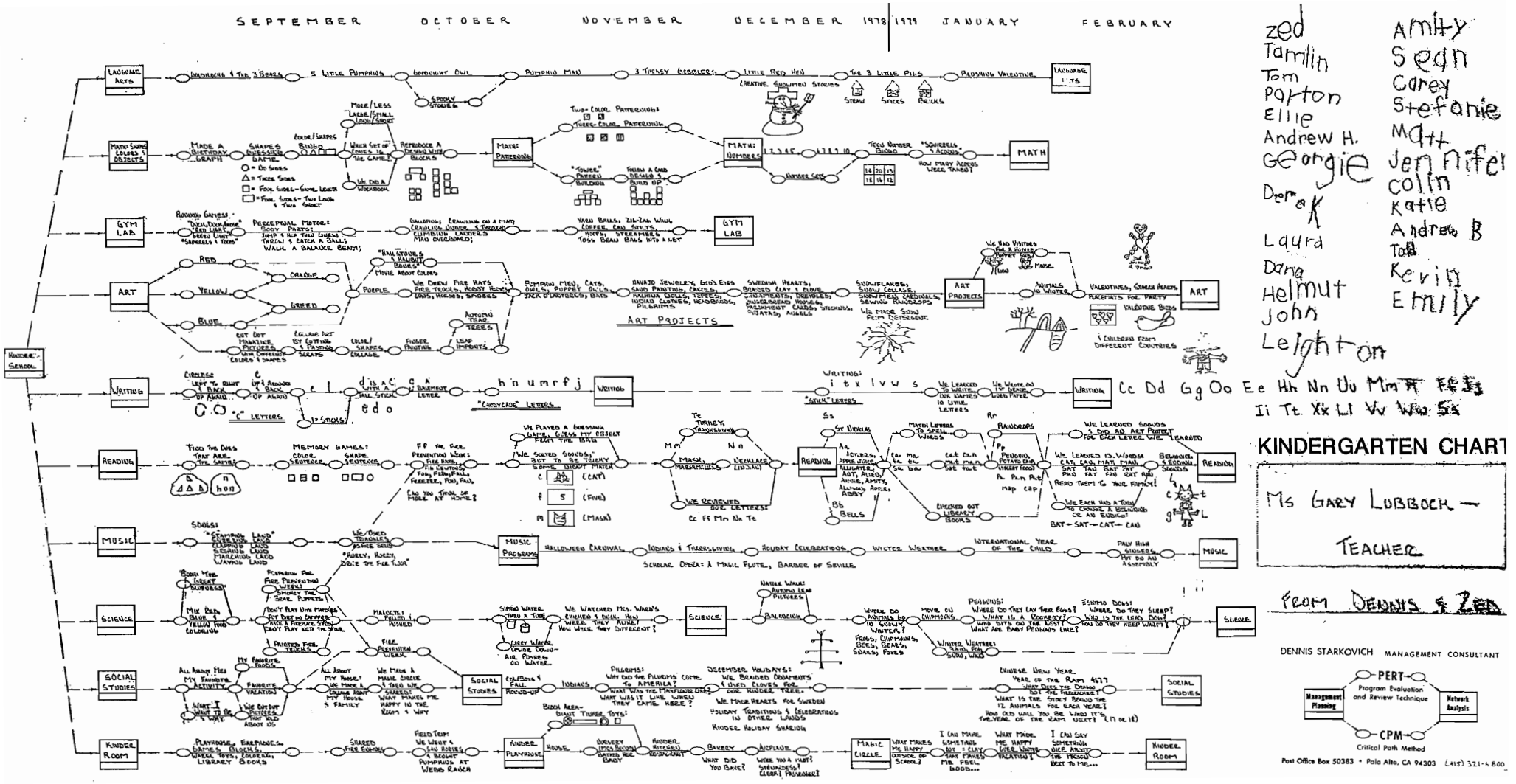
IT IS A CONTINUING CURIOSITY TRYING TO COMPARE THE LEVEL AND DEPTH OF UNDERSTANDING AMONG READING SOMETHING, READING A CHART OF THE CONCEPT AND MAKING A CHART OF THE CONCEPT BY ONESELF

THIS IS A COPY OF MY SON ZED'S FIRST NETWORK. IT IS A GOOD INTRODUCTION TO HOW SOMETHING IS ORGANIZED IN A NETWORK ANALYSIS LOGIC DIAGRAM.

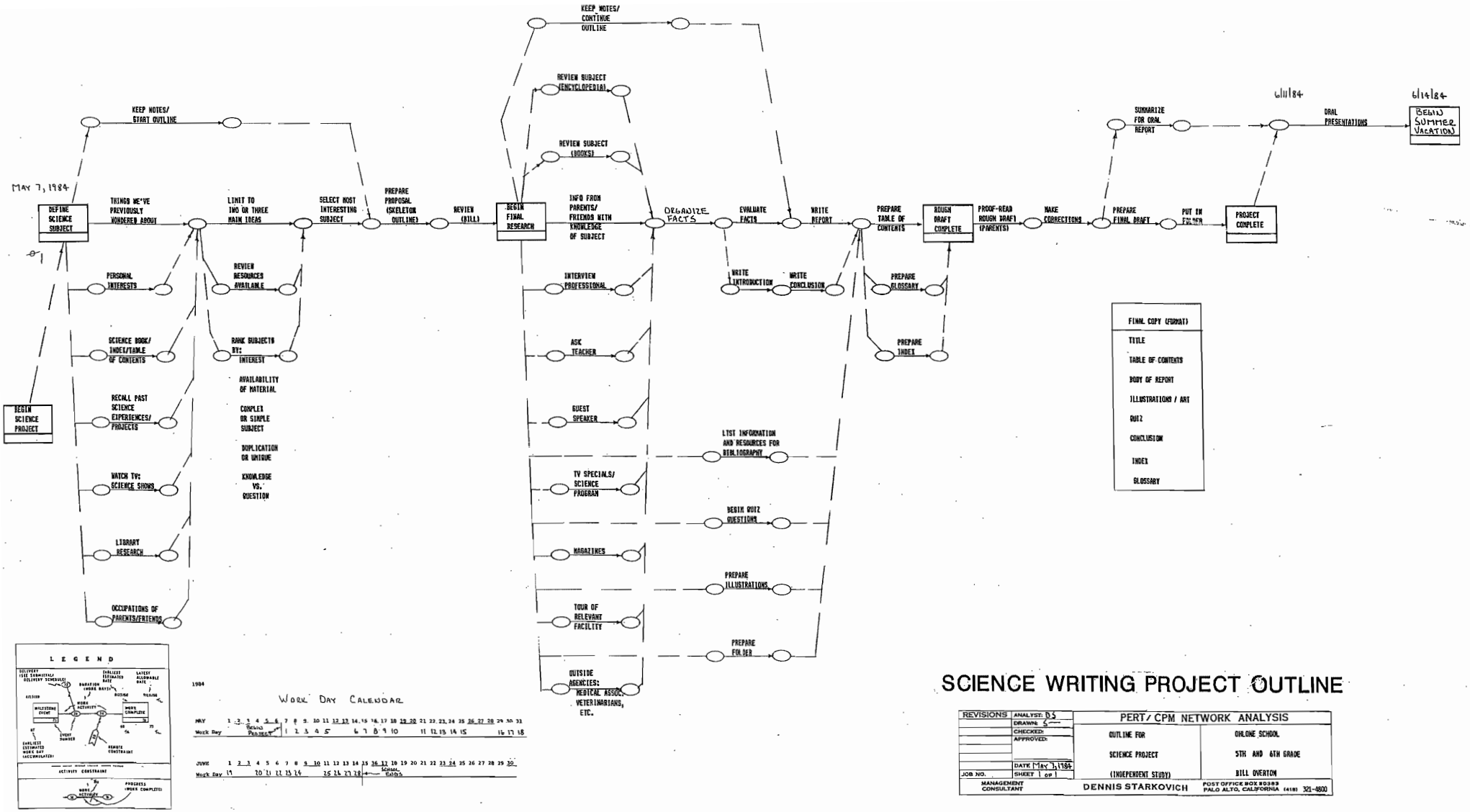
ZED HAS FOLLOWED A GOOD PATH IN LIFE. THIS THINKING PROCESS BECAME INGRAINED IN HIS OUTLOOK AS A MATTER OF COURSE, AS IF BY OSMOSIS.



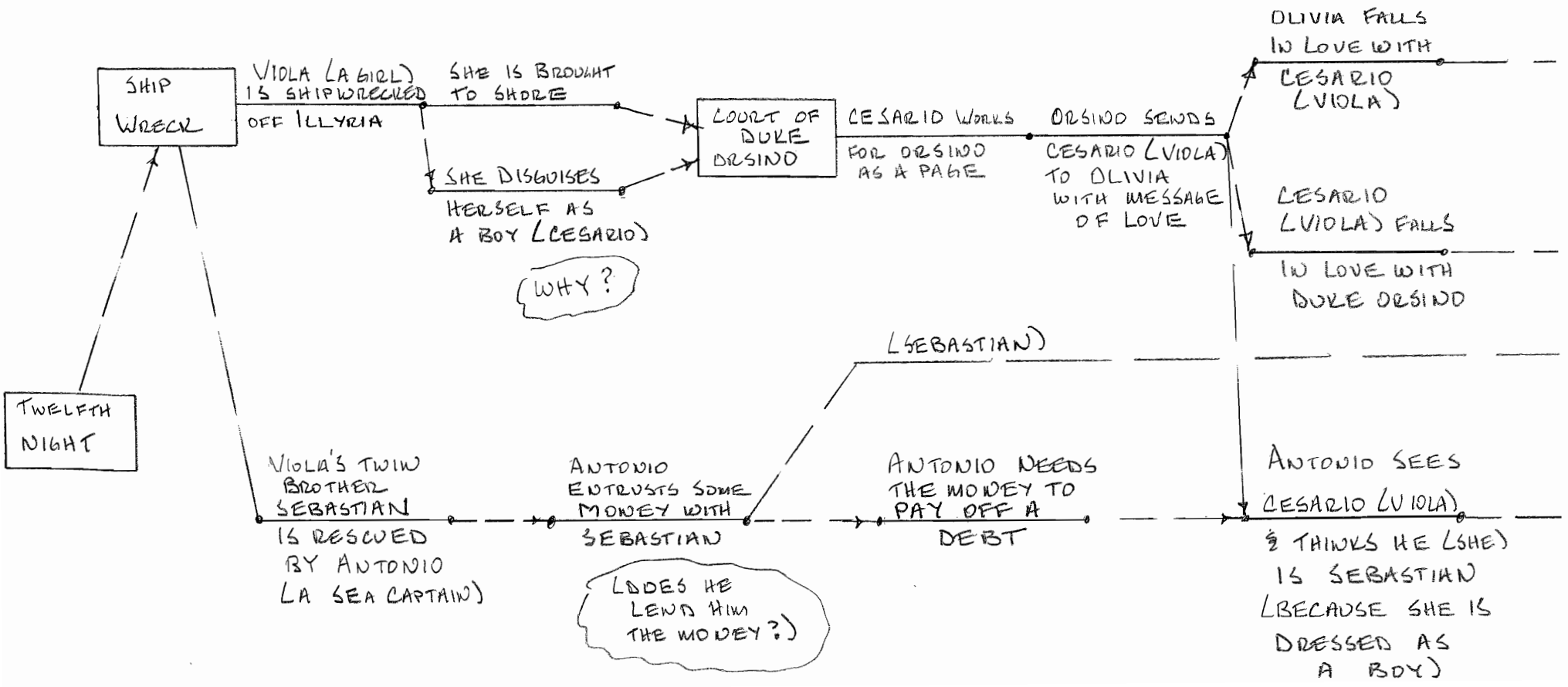
THE DEVELOPMENT OF THIS CHART IN 1978 WAS VERY SERENDIPITOUS. EACH WEEK ZED'S TEACHER WOULD SEND A SMALL MIMEOGRAPHED (REMEMBER ?) PIECE OF PAPER TELLING WHAT THEY DID DURING THE WEEK. I DON'T KNOW WHAT INSPIRED ME BUT I GRADUALLY CONSTRUCTED THE CHART BELOW WHICH IDENTIFIED THEIR PROGRESS OVER THE COURSE OF THE YEAR. I USUALLY POINT OUT THE EXAMPLE OF THE BOX TITLED "WRITING" IN THE MIDDLE OF THE PAGE, WHICH SHOWS HOW THEY FIRST LEARNED CIRCLES (FOR "O" AND "C" AND THEN STICKS, AND THEN THE "CANDYCANE" LETTERS.



WHEN ZED WAS IN THE FIFTH GRADE I WENT TO THE CLASSROOM TO BE THE PARENT WHO EXPLAINED THEIR OCCUPATION. THE CLASS HAD TO WRITE A SCIENCE PAPER, SO THE CHART BELOW WAS CREATED. ALL THE ACTIVITIES WERE SUGGESTED BY THE CLASS, I JUST HELPED TO ORGANIZE THE PROCESS. EACH STUDENT HAD THEIR OWN CHART WHICH THEY USED TO TRACK THEIR PROJECT TO COMPLETION.



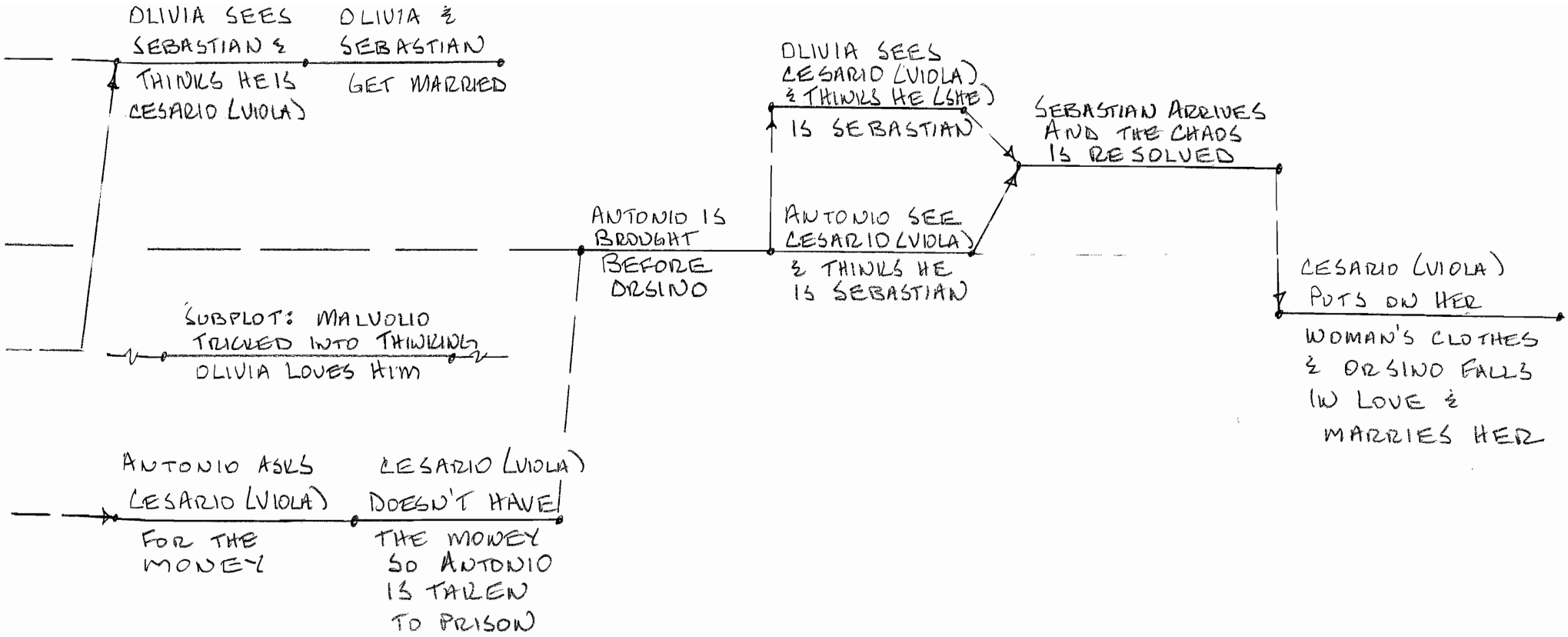
IN 2005 MY FIRM WAS RETAINED TO PREPARE A SCHEDULE FOR A VERY COMPLICATED ENVIRONMENTAL IMPACT STATEMENT. THE LEAD CONSULTANT DIDN'T UNDERSTAND HOW A SCHEDULE COULD BE DEVELOPED FOR THE PROJECT. THIS DOCUMENT HELPED EXPLAIN THE USE OF THIS TECHNIQUE FOR WHAT WAS ESSENTIALLY A RESEARCH AND WRITING PROJECT, FOLLOWED BY A MUNICIPAL REVIEW PROCESS.



THIS CHART INTRODUCES THE USE OF THIS METHODOLOGY TO CREATE OUTLINES OF WRITTEN MATERIAL.

MY FRIEND TEACHES A CLASS OF SPECIAL NEEDS CHILDREN IN MIDDLE SCHOOL. SHE WAS TRYING TO EXPLAIN THE PLOT OF THIS SOMEWHAT COMPLICATED STORY TO THE CHILDREN BEFORE THEY SAW THE PLAY.

SHE SAID IT WAS USEFUL TO HELP THEM FOLLOW THE TWISTS AND TURNS OF THE PLAY.



THIS TYPE OF OUTLINE IS MEANT TO BE READ GENERALLY FROM LEFT TO RIGHT AND TOP TO BOTTOM

THERE IS AN INTERESTING DISCUSSION REGARDING THIS PROCESS. IT IS, FOR MANY PEOPLE, HELPFUL TO SEE A STORY OUTLINED IN THIS MANNER

THERE WAS A PERIOD WHEN I WAS DOING TECHNICAL WRITING. IT WAS EXTREMELY HELPFUL FOR ME TO STUDY A SUBJECT BY BREAKING IT INTO A CHART LIKE THIS. IT IS DIFFERENT THAN AN OUTLINE IN THAT THERE ARE "BRANCHES" THAT CAN BE DEVELOPED AND FOLLOWED

IF USED TO ANALYZE A PIECE OF WRITTEN MATERIAL IT IS ALSO EFFECTIVE IN DETERMINING WHETHER THE STORY OR ARTICLE, AS WRITTEN, HAS AN INHERENTLY LOGICAL FLOW