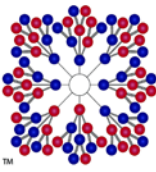# The Implications Wheel® and Mind Mapping

One of the reactions people often have to a first exposure to Joel Barker's Implications Wheel® is "it's Mind Mapping." One of the first things discussed in Facilitator Training for the Implications Wheel is that "it is **not** Mind Mapping." The following is a comparison of these two powerful "thinking tools."

Stated simply, Mind Mapping is a powerful tool for visually outlining and organizing information on any topic while the Implications Wheel is a process for exploring "what might happen" for an issue or change. The two techniques share a very superficial similarity in their "visual" portrayal of information.

If it is not already clear, I want to make sure that it is – this is in no way a criticism (nor even a critique) of Mind Mapping. It is simply a comparison to make the point that the two tools are very different. Mind Mapping is a very powerful tool with excellent applications.

There are two ways to make this comparison. The first is a comparison of the concepts and process of the two tools. The second is to provide some comparative examples. In this case, the visual comparison will be particularly valuable because there are examples of both techniques focused on the same topic. The basic differences are illustrated in the following table.

Mind-Mapping	Implications Wheel
Knowledge Management	Strategic Exploration
Organizing	Scouting
What's connected to…	What happens next? (Connected)
General Terms/Topics	Specific
"Just the Facts…"	Possibilities
No Scoring	Scored for Desirability and Likelihood
Single Lines	Lines showing 1st, 2nd, and 3rd Order
Can be used for Brainstorming	Not Brainstorming – must be possible
Can be used to Manage Projects	Informs Leaders (Decision-Enhancing)
No limit to items but typically <100	No limit to implications but typically >350

The Implications Wheel® and Mind Mapping

One of the issues that has been the focus of both Mind Mapping and the Implications Wheel is "cyberbullying" – a critical issue in today's society for individuals, schools, and organizations. The "starting point" for the two tools is different. For Mind Mapping, the starting point can be defined in different ways, but as our research that found literally dozens of Mind Maps on cyberbullying, the most common "starting point" is simple "cyberbullying." For the Implications Wheel, the "starting point," the "center" in Implications Wheel terms, would be clearly defined. The "center" might be: "What are the possible implications of a student being cyberbullied?" An Implications Wheel exploration will typically have a more specific focus for the "starting point" than a Mind Map

Exhibits:

Cyberbullying Mind Map Example #1

Cyberbullying Mind Map Example #2

Cyberbullying Implications Wheel Sample "First Orders"

Cyberbullying Implications Wheel – First Order Negative Arc

Cyberbullying Implications Wheel – First Order Positive Arc

An important connection: As noted it is the popular reaction of many people when they first see the Implications Wheel that "it is Mind Mapping." In preparing this comparison, I realized the very important point that this illustrates the most famous principle from the Implications Wheel creator, Joel Barker. This "it's Mind Mapping" reaction is a classic example of the effect of paradigms. Joel Barker has provided powerful paradigm principles that are illustrated here. Paradigms have a powerful impact on how we see the world. People are so familiar with Mind Mapping that their first view of an Implications Wheel – the mapped results of an exploration – is one that fits this familiar paradigm of thinking. A careful explanation of how the two techniques differ can directly confront the paradigm influence and prevent any "paradigm paralysis" that continue to block understanding of how the Implications Wheel brings a very different tool to the thinking process.

Cyberbullying[2]

Ways to Handle Cyberbullying

☹ Know When It Occurs[1]

Preventions
- Awareness
- Use Privacy Settings
- Keep Passwords Secret
- Treat Others With Respect
- Do Not Post What You Do Not Want Read
- You Are Not Anonymous Online

Defined
- Glossary of Terms
- From Bullies to Buddies
- Let's Learn Some Terms About Cyberbullying
- Let's Get Really Legal About This

Take a Survey About Cyberbullying

Facts About Bullying

Types of Cyberbullying
- Anonymity
- Exclusion
- Outing
- Flaming
- Pseudonyms
- The Power Hungry or Revenge of the Nerds
- The Inadvertent Cyberbully
- The Vengeful Angel
- Harassment
- Cyberstalking
- "Mean Girls"
- Masquerading

Image
not
available

Image
not
available

Preventing Cyber Bullying

Youtube Video - Advice & Help

Ten Top Tips To Prevent
Cyber Bullying

Parents Advice Website

Check Out Wikipedia's Cyber Bullying
Defintion

⚡ **Cyber Bullying Definition**

What Is It? Informative Website

Teachers

Website On How To Teach
Children How To Use The
Internet Safely.

Anti Bullying Week

1 In 7 Teachers Are Victims
Of Cyber Bullying

Safer Internet Day 9th Feb

Teacher's Guide To Using Facebook

Check Out This Article

Facebook

Bebo

Myspace

Social Networking Sites

CBBC

Club Penguin

Twitter

Cyber Bullying[1]

Pupils

Effects Of Cyber Bullying

Children Have Commited Suicide

Video On The Effects Of Bullying

Children Have Self Harmed

Children Have Devloped
Eatting & Mental Disorders

Image
not
available

Mobile Phones, E - Mails, Websites, Blogs,
Chat Rooms, Instant Messages, Social
Network Sites

How Can It Happen?

New node

10
Extremely difficult
to identify person(s)
responsible for the
cyberbullying
-5/7

11
Other students
join in on
cyberbullying
-4/8

1
Student
considers
suicide
-5/6

2
Student
ignores
cyberbullying
0/5

9
Student decides
to talk to close
friends about the
cyberbullying
+4/7

What Are the
Possible Implications
of a Student Being
"Cyberbullied?"

3
Student
retaliates with
violence
-50/3

8
Schools institute
"zero-tolerance"
policies on
cyberbullying
+4/7

7
Student feels alone
and depressed
because they believe
there is nothing they
can do about it
-5/8

5
Student is too
scared to speak to
anyone about the
cyberbullying
-4/7

4
Student
transfers to a
different school
0/2

6
Student loses
self-confidence -
high school and
beyond
-2/6

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IMPLICATIONS
W H E E L ®

1.5.4
The school has more reasons to establish a tutoring program
0/5

1.5.5
Other students who don't like this student choose to work hard in school to avoid ending up the same way
+3/2

1.1.2
The family helps prevent suicide in the student and in others
+5/4

1.1.1
The family learns more about suicide
+3/5

1.1.3
The family pays for psychological help
-3/7

1.1.4
Other members of the family begin to consider suicide as well
-5/6

1.5.2
The student's bad grades encourages others to not work hard
-3/3

1.5.3
The lack of effort in school transfers over to other areas of life
-5/8

1.5
The student's effort to succeed academically diminishes
-4/3

1.1.5
The family uses this as a bonding opportunity leading to greater family unity
+5/2

1.1
The family is stressed because of the student's reaction to the cyberbullying
-4/8

1.2.1
The student no longer considers suicide
+50/5

1.5.1
The student fails to establish a successful career
-4/5

1
Student considers suicide
-5/6

1.2.2
Other students follow this student's lead and seek help for suicide
+4/5

1.2
A friend helps them through their problem
+4/6

1.2.3
The student rejects the help and the attention drives the student from considering suicide to acting on it
-50/6

1.4.5
The students who are not considering suicide suffer psychologically from their friends problems
-5/8

1.4.4
Students discover the consequences of cyberbullying and work together to end it
+5/5

1.4
Other students begin considering suicide as well
-5/5

1.3
The student kills him or herself
-50/6

1.2.4
More people in society become aware of cyberbullying and take action on a preliminary level
+5/3

1.4.3
Students collaborate together resulting in mass suicide
-5/2

1.4.2
Suicide becomes a popular exit for problems in a students life
-5/6

1.3.1
Other students see suicide as solution to their problems
-4/5

1.2.5
The student participates more in community activities
+4/3

1.3.5
Increases substance abuse by those affected by the loss
-4/4

1.3.3
Negative psychological impact on fellow students, family, and friends
-5/6

1.3.2
The economic benefit the student can and does bring to society is lost
-5/9

1.4.1
The school hires more mental health counselors
0/4

1.3.4
People take note of the problems that caused the suicide
+4/4

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IMPLICATIONS
WHEEL®

8.5.4
The parents move their student to a different school
-5/2

8.5.5
The parents become more involved in their student's lives and stop the bullying before it begins
+5/6

8.5.3
The "zero-tolerance" policy is rescinded
-1/4

8.5.2
The students grow up under the impression that they are not supposed to say what they're thinking
-4/3

8.5
The adults get involved and argue that their student's right to free speech is being taken away
0/6

8.5.1
The parents begin monitoring their student online
+3/7

8.1.2
Increases physical harm to the students
-5/5

8.1.1
Easier to contain the bullying because it is an old issue and can be taken care of within the school
+4/8

8.1.3
The bullying becomes less intricate and drawn out
+5/6

8.1.4
The student is more immediately responsible for their actions
+5/6

8.1.5
The bullying would no longer be anonymous
+5/9

8.1
Students revert to bullying the old-fashioned way
-3/9

8.2.1
Exception to policy is made in a particular case
+3/5

8.2.2
Student that was kicked out loses valuable education time
-5/9

8.2.3
The parents become more involved and appeal the decision
+5/9

8
Schools institute "zero-tolerance" policies on cyberbullying
+4/7

8.2
The "zero-tolerance" policy leads to an innocent student getting kicked out of school
-5/5

8.2.4
Is a deterrent because the students are afraid to say anything for fear of it being taken the wrong way
-3/7

8.2.5
"Zero-tolerance" component of the policy is changed
+3/7

8.4.5
The parents become more involved and teach their student to think through their actions
+4/6

8.4.4
The incidence of bullying is reduced because the students are thinking about their situation and how it would effect others
+4/5

8.4
Deters cyberbullying because students think about the consequences before they do anything
+3/6

8.3
The students gain a sense of security knowing that they no longer have to deal with cyberbullying
+4/7

8.3.1
The students are more apt to participate in extracurricular activities because they worry less about cyberbullying
+3/6

8.4.3
Increase in physical bullying as the consequences would be less severe
-5/6

8.4.2
The students do not understand the "zero-tolerance" policy and underestimate the severity of the consequences
-1/2

8.3.5
The parents feel more comfortable knowing that the bullying to be dealt is contained within the school
+3/6

8.3.3
The students feel more vulnerable at school since the bullies cannot hide behind a computer anymore
-3/6

8.4.1
The consequences are not be severe enough to deter the bullying
-4/4

8.3.4
Students have a false sense of how the world works
-5/2

8.3.2
There is a more welcoming environment for the students at school
+5/6

Joel Barker's

IMPLICATIONS
WHEEL®