AMERICAN PUBLIC HUMAN SERVICES ASSOCIATION
Organizational Effectiveness Department

Organizational Effectiveness Quick Guide for Teams

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APHSA Overview

The American Public Human Services Association (APHSA), founded in 1930, is a nonprofit, bipartisan organization of state and local human service agencies and individuals who work in or are interested in public human service programs. Our mission is to develop and promote policies and practices that improve the health and well-being of families, children, and adults. We educate Congress, the media, and the general public on social policies and practices and help state and local public human service agencies achieve their desired outcomes in Temporary Assistance for Needy Families, child care, child support, Medicaid, food stamps, child welfare, and other program areas and issues that affect families, the elderly, and people who are economically disadvantaged.

Organizational Effectiveness Staff

PHIL BASSO

Phil Basso is APHSA's Director of Organizational Effectiveness, specializing in products and consulting services that help agencies improve their performance and capacity. Prior to joining APHSA in 2003, Phil worked for over 15 years in the corporate sector, including eight years as a human resources and general management executive. During Phil's APHSA tenure the OE team has successfully delivered over forty field consulting projects with members at the state, regional and local levels. Phil earned a BA in Sociology from SUNY-Binghamton, an MILR from Cornell University, and 18 doctoral credits in Education from The College of William and Mary.

KATHY JONES KELLEY

Kathy Jones Kelley, APHSA Organizational Effectiveness Consultant, specializes in products and consulting services that focus on the continuous improvement of organizational performance and performance capacity. Kathy has over 24 years experience in the human services field with 15 of those years focusing on the development and delivery of training curriculum, transfer of learning, and organizational effectiveness products and services for the child welfare field. Kathy has led major improvement efforts in Pennsylvania promoting workforce development, leadership development and organizational effectiveness and its impact on child and family outcomes in child welfare.

ROBIN O'BRIEN

Robin O'Brien, APHSA Organizational Effectiveness Consultant, has 15 years experience managing projects and programs in the nonprofit, public and corporate sectors. Since joining APHSA in 2005, Robin has spearheaded OE product development and marketing efforts and led or facilitated strategic planning, workforce capacity building, and continuous performance improvement efforts for a range of state and local human services agencies. Robin received BA's with honors in History and Government & Politics from the University of Maryland at College Park and a Masters in Industrial-Organizational Psychology from Baruch College, City University of New York.

JON RUBIN

Jon Rubin is an Organizational Effectiveness Consultant with APHSA serving State and Local members by providing program development consultation and continuous improvement support. After receiving his Masters Degree in Social Work from Temple University, Jon began his career as a Social Worker in the child welfare field, eventually becoming a Supervisor and Administrator for Child Protective Services at the county level. During that time, Jon frequently provided training and technical assistance regarding child protective services to staff and the local community along with his other duties. After 15 years of direct service practice, Jon became and Organizational Effectiveness Specialist for Pennsylvania's Child Welfare Training Program and prior to joining APHSA served at the Interim Director for the Training Program. Jon is also an experienced Therapist, having provided individual, family, and group therapy.

CONTACT US

For additional information on APHSA and/or the Organizational Effectiveness Department visit our web-site at www.aphsa.org or email us at oeinfo@aphsa.org.

Acknowledgments

We would like to especially thank the Arizona Department of Economic Security for their support of the development of the first edition of this handbook and for their contributions to the thinking in our facilitation chapter.

APHSA is continuously improving our OE products and services based on the real life experiences of the states, counties, and organizations that have engaged in continuous improvement efforts with our OE staff. We would like to acknowledge the following states, counties, and organizations for the contributions they have made:

Arizona Department of Economic Security

- Workforce and HR Functional Capacity-Building Institute
- Supervisor and Manager Development Program
- Sustainability: Developing an Internal OE Consulting Team

California Health and Human Services Agency

- Workforce and HR Functional Capacity-Building Institute
  (for both the State and LA County)
- Comprehensive Organizational Assessment- Ventura County
- HR Functional Assessment and Improvement Planning- Ventura County
- Supervisor and Manager Development Program- Ventura County
- Executive Team Assessment and Improvement Planning- Santa Cruz County

Center for Workers with Disabilities

- Stakeholder Assessment and Planning- Rhode Island Summit

Delaware Department of Health and Social Services

- Strategic Support Function Improvement- Policy Support

Florida Department of Children and Families

- HR Function Team-Building

Ohio Department of Job and Family Services

- Retention and Succession Planning- Greene County

Kansas Department of Social and Rehabilitative Services

- Strategic Planning and Linkage to Regional Office Planning

Louisiana Department of Social Services
- Strategic Planning

Maryland Department of Health and Mental Hygiene
- Executive Team Development and Services Integration Planning- Montgomery County

Minnesota Department of Human Services
- Linking State-wide and County-level Strategic Planning
- Practice Model and Training System Innovation
- Executive Team Assessment and Improvement Planning- Hennepin County

Mississippi Department of Human Services
- Comprehensive Organizational Assessment, Strategic and Improvement Planning
- HR Service Delivery and Program Improvement Planning

New York State Department of Family Assistance
- Workforce and HR Functional Capacity-Building Institute
- Executive Team Assessment and Development
- Leadership Team Assessment and Development- Yates County

North Carolina Department of Health and Human Services
- Comprehensive Organizational Assessment; On-Line Tool Development and Implementation- Association of County Directors

North Carolina Children and Family Services Association
- Strategic Planning

Pennsylvania Department of Public Welfare
- Strategic and Improvement Planning; Development of Organizational Effectiveness Practice Team- Child Welfare Training Program (University of Pittsburgh)
- Organizational Assessment; Supervisor and Manager Team Development- Westmoreland County

SNL Financial (for-profit financial institution)

- Workforce- Strategic Assessment and Improvement Planning
- HR Function Continuous Improvement
- Executive Coaching

Tennessee Department of Children's Services

- Workforce and HR Functional Capacity-Building Institute
- Mission, Vision and Values Development

Tennessee Department of Human Services

- Supervisor and Manager Team Development- District 6

Texas Child Protective Services

- Leadership Team Development
- Local Management Team Development- Houston Region
- Continuous Improvement: Retention and Disproportionality
- Sustainability: Developing an Internal OE Consulting Team

Virginia Department of Social Services

- Workforce and HR Functional Capacity-Building Institute
- Comprehensive Organizational Assessment- Hampton County

United States Marine Corps, Family Services Unit

- Strategic Performance Management

District of Columbia Child and Family Services Agency

- Workforce and HR Functional Capacity-Building Institute

Idaho Department of Health and Welfare

- Workforce and HR Functional Capacity-Building Institute

Washington Department of Social and Health Services

- Workforce and HR Functional Capacity-Building Institute

West Virginia Bureau of Families and Children

- Succession Planning- Initial Business Case Development

Organizational Effectiveness Theory and APHSA Contribution

Theory and APHSA Contribution	"Academic" Sources	"Applied" Sources
Open Systems Social systems, including agencies, are comprised of inputs, performance capacity (leverage of inputs), performance outputs, client impacts, and relationships within their environment (e.g., stakeholders), all of which are dynamic and interrelated. **APHSA** is defining and testing core "drivers" of performance capacity as well as "levers" that cut across all drivers, including Time Management, Partnership and Collaboration, and Communication (see APHSA's Organizational System model; see Virtual Consultant 2.0).	See Wayne Hoy and Cecil Miskel, <u>Educational Administration</u>	Peter Senge See Systems of Care and Services Integration (parallel processes)
Functional Capacity Building and sustaining organizational capacity requires a rational organizational structure with well-aligned departments, roles, functions and hierarchical levels. **APHSA** is defining and testing a model through which organizational activity, and the capacity and credibility of its strategic support functions, can best be understood and improved (see APHSA Functional Capacity-Building Model). **APHSA** is defining and testing a range of effectiveness indicators for building an organization's workforce, data and analysis, finance, quality and service capacities.	Henry Mintzberg Abraham Maslow	David Ulrich

Theory and APHSA Contribution	"Academic" Sources	"Applied" Sources
Effectiveness Results are best achieved through identifying and improving upon the key processes, success factors and "hows" that lead to them, vs. focusing primarily on the results themselves. **APHSA** is defining and testing a wide range of effectiveness "markers" for various areas of organizational effectiveness. (see OE Handbook Chapter Four; see Virtual Consultant 2.0)	See Kim Cameron & David Whetten, <u>Organizational Effectiveness</u>	Jim Collins See Strengths-Based Practice (a parallel process)
Experiential Learning Learning is best accomplished by reflecting on one's own concrete experiences, forming new ideas about them, making specific changes to one's actions and behaviors, considering the impact of those changes, and making related adjustments. This process, when working effectively, constitutes an ongoing cycle. **APHSA** is defining and testing methods for removing barriers to and enabling experiential learning for teams of adult professionals, including working inductively and "inside-out." (see the DAPIM™ model) **APHSA** is defining and testing how experiential learning can be bridged with classroom-based training for maximum impact on performance. **APHSA** is defining and testing the factors for "readiness" -- the ability to apply and become self-sufficient with ongoing experiential learning.	John Dewey Chris Argyris (double-loop learning) David Kolb and Roger Fry (single-loop learning) Malcolm Knowles Cognitive Learning and Development Theories (e.g., Jean Piaget)	See "Knowing-Doing Gap", "Learning by Doing," and "Execution" (Harvard Business Review) Kaplan and Norton W.E. Deming Six Sigma See Therapeutic Practice (a parallel process)

Theory and APHSA Contribution	"Academic" Sources	"Applied" Sources
Readiness Readiness to learn, change and perform differently progresses through stages of awareness, application, success, and internalization. **APHSA** is defining and testing a model for determining a client's readiness and the appropriate type of engagement for them to progress through these stages (see APHSA Readiness model).	Anita Barbee	See Why CEOs Fail, Fortune, June 1999 See Good to Great
Empowerment Energy and buy-in for change that is aligned to system goals is best accomplished through enabling discretion within clear and healthy boundaries. **APHSA** is defining and testing specific techniques for clients to use in creating a culture of empowerment (see OE Handbook, Chapters 2-4).	Rensis Likert	Peter Drucker See Therapeutic and Family Engagement Practices (parallel processes)
Relationship-Task Balance Proficiency in fostering relationships and accomplishing tasks are not either-or or zero-sum propositions. Each benefits from advances in the other or suffers from the lack of those advances.	Daniel Goleman See Megan Tschannen-Moran, Trust Matters See Lee Bolman and Terrance Deal, Reframing Organizations	Ken Blanchard Noel Tichy See Crucial Conversations

Theory and APHSA Contribution	"Academic" Sources	"Applied" Sources
Impact Evaluation Professional development interventions should not be evaluated as "products" with a presumed cause and effect that links participant satisfaction, participant retention of concepts and knowledge, later participant performance, and impact on the overall agency and customers. **APHSA** will be defining and testing an alternative to the Kirkpatrick model for evaluating staff development and training efforts, based on the precept that the impact of professional development "services" must be focused on participant performance itself.	See Michael Fullan, <u>Leading in a Culture of Change</u> Donald Kirkpatrick (see for a formative but contrary viewpoint)	See <u>The Making of an Expert,</u> HBR, July-August '07
Facilitation Effective consulting and facilitation is based on techniques that rely on participant safety, energy, induction and context focus, leading to participant accountability, deduction and more systemic generalizations and connections over time. **APHSA** is defining and testing specific, replicable techniques for facilitation along these lines (see OE Handbook, Chapter Four).	Expectancy Theory Mihaly Csikszentmihalyi's Theory of Flow	Tim Gallwey

Purpose of the Organizational Effectiveness Quick Guide for Teams

The Organizational Effectiveness Quick Guide for Teams (OE Quick Guide) provides teams experienced in Organizational Effectiveness (OE) with an at-a-glance look at the tools and materials developed by the APHSA OE Department since early 2004. The overarching purpose of the OE Quick Guide is to support teams' experiences in OE in making continuous improvement a "way of doing business".

The OE Quick Guide is designed to enable experienced teams to drive continuous improvement in specific parts of their organization or in areas of particular challenge. Through years of work with state and local human services agencies, APHSA has found that the best way to learn continuous improvement is through a live "learning by doing" process in which experienced facilitators help participants draw on their knowledge and background to troubleshoot a real life situation in a hands-on way. Through this experience, participants become familiar with the APHSA OE models, tools, and templates and see how they play out in real life situations. After experiencing the continuous improvement (or "DAPIM™") process first-hand, the participant newly proficient in OE can return to the OE Quick Guide again and again as a familiar resource when leading continuous improvement efforts.

The OE Quick Guide is a companion tool to the APHSA OE Handbook. The OE Handbook is a more in-depth product designed to assist those interested in facilitating OE processes within the organization.

The materials in this OE Quick Guide are intended to reinforce the implementation of continuous improvement processes by teams who have been engaged in OE facilitations by APHSA consultants. In keeping with the APHSA OE Department's core belief that adults learn best by doing, the OE Quick Guide is meant to serve as a resource for reinforcement and sustainability after individuals and teams have experienced the learning by doing DAPIM™ process first hand.

Defining Organizational Effectiveness

Organizational Effectiveness (OE) is a systemic and systematic approach to continuously improving an organization's performance, performance capacity and client outcomes. "Systemic" refers to taking into account an entire system or in the case of OE an entire organization; "systematic" refers to taking a step-by-step approach. In simple terms, therefore, OE is a step-by-step approach to continuously improving an entire organization.

APHSA has developed key models, tools and templates to assist teams in on-going continuous improvement work. The models, tools and templates used most frequently follow.

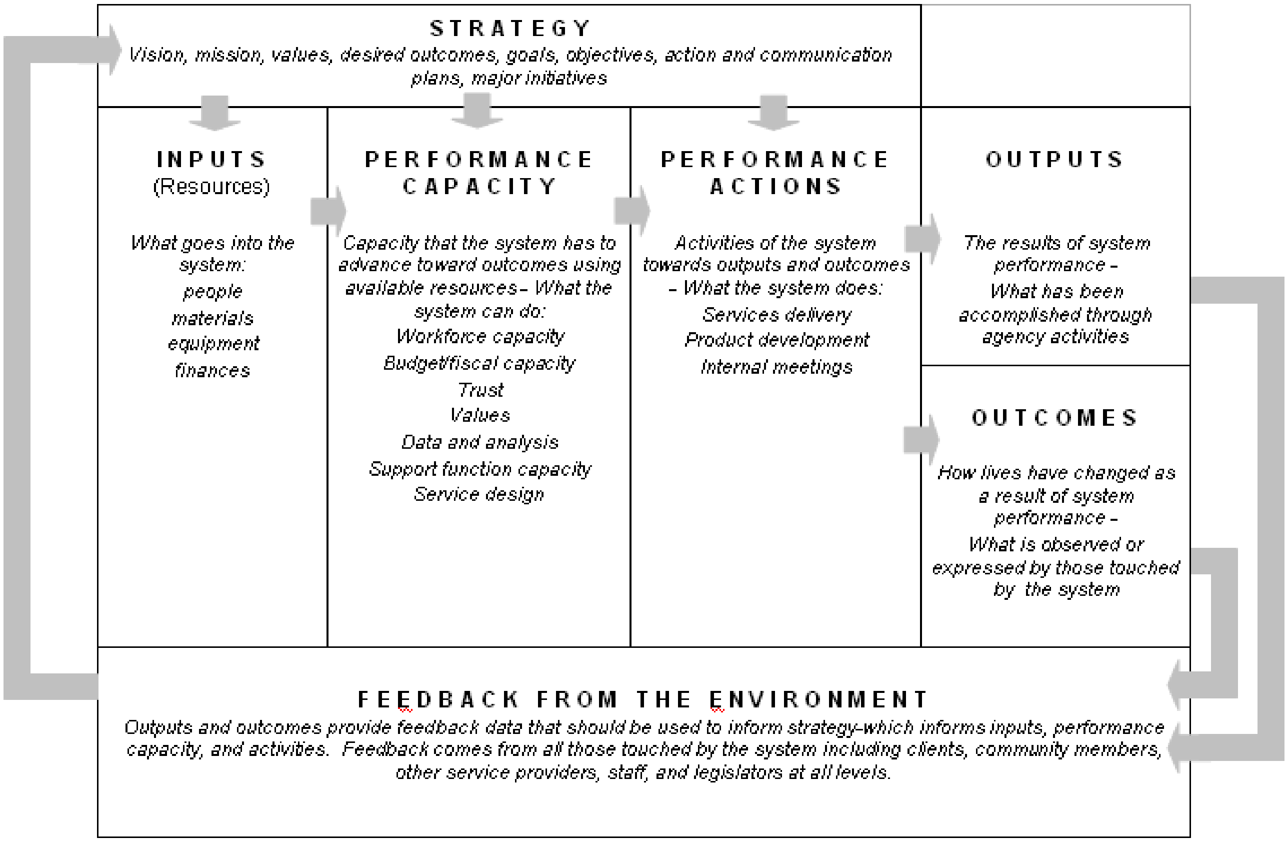
The Main Models

APHSA has defined four key models to effective OE work:

- Organizational System model
- Experiential Learning model and the Learning by Doing approach
- DAPIM^{TM} model

The Organizational System

Organizations operate as systems of the following interconnected moving parts: the aim of the organization (**strategy**) shared and seen as important by staff within the organization and stakeholders external to the organization; resources put into the organization to achieve the strategy (**inputs**); ability the organization has to advance toward outcomes using available resources (**performance capacity**); activities of the organization towards outcomes (**performance actions**); results of system performance (**outputs**); changes in lives as a result of system performance (**outcomes**); and feedback from clients, staff, partners, key other stakeholders, and the community about how well the organization is achieving its desired outputs and outcomes (**feedback from the environment**). Feedback drives continuous improvement of strategy, which in turn drives continuous improvement of inputs, performance capacity, and performance actions, which in turn drives continuous improvement of outputs and outcomes.



Organizations must engage in a reflective thinking process using a basic set of probing questions to conduct a high level assessment of the organizational system. Reflective thinking can help an organization gain a clear view of its current state, desired state, critical strengths and gaps, and key strategic priorities for reaching desired outcomes.

Organizations can engage in reflective thinking in multiple ways:

First, the leader of an organization may use reflective thinking independently to think through an organization's future. For example, the leader might use insights gained from reflective thinking to secure resources for the organization from a better understanding of its needs.

Second, the leader of an organization may use reflective thinking to help his or her leadership team think together when planning for the future.

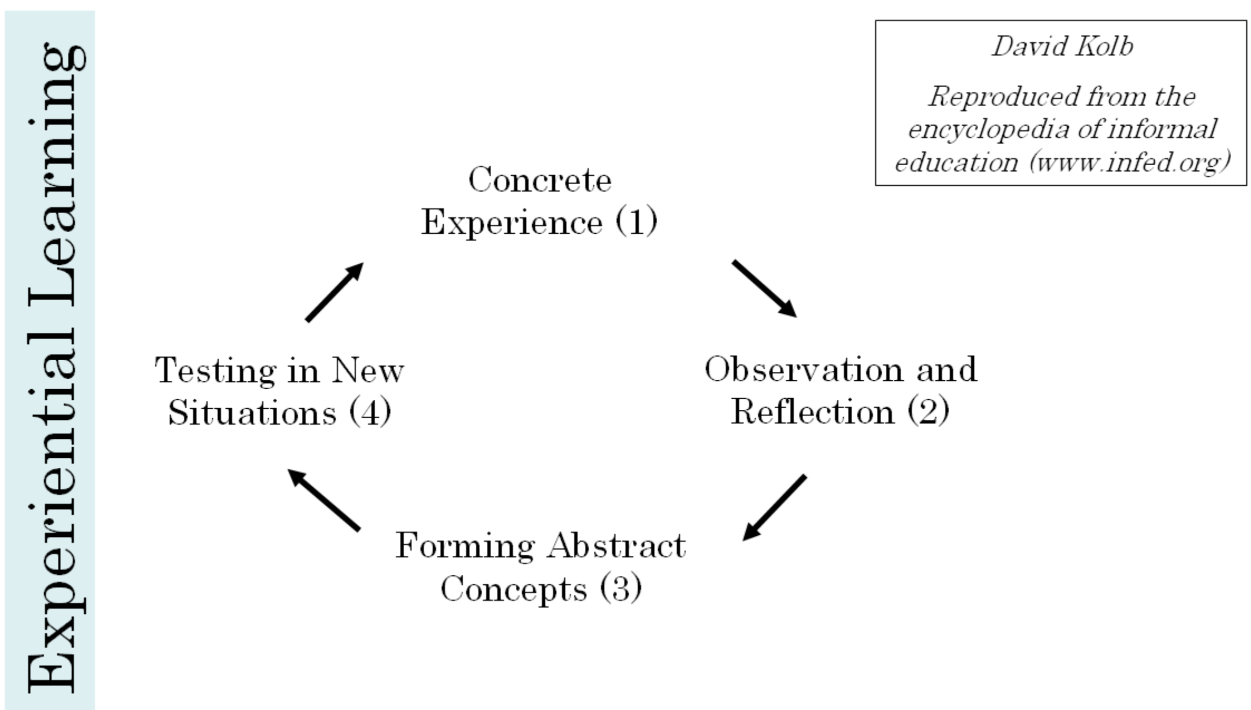
Third, a unit within the organization may use reflective thinking to understand more fully understand how it contributes to the organization's overall success.

Fourth, a facilitator of a team continuous improvement process may use reflective thinking to help a team gain full participation of all members and insight from an objective third party.

Regardless of the method chosen, taking time to think critically about the organization, whether independently or as a team, is the very work of leadership.

Experiential Learning

Research on adult learning suggests that the best way to enhance professional skills and performance for front line practitioners as well as organizational leaders is through immediate application of new concepts and techniques to real work challenges. Experiential learning researchers have found that adults learn best by taking concrete experiences and reflecting on the results. These reflections allow learners to identify where they did and did not achieve desired results and how to approach similar experiences more effectively in the future. Learners then test these enhanced approaches in real-life situations, generate new experiences for reflection, analysis, and innovation, and enter an upward spiral of continuous skill development and performance improvement.



Learning By Doing

Inspired by this research, APHSA has developed an innovative approach to ongoing staff development called Learning by Doing. Unlike traditional training approaches, APHSA's approach has the following core elements:

- Working directly with intact teams who perform together day-to-day;
- Building safe, high trust, team-oriented learning environments;
- Encouraging teams to tackle real life challenges through creativity and experimentation;
- Facilitating continuous improvement for the aspects of performance that are of greatest significance to the teams themselves;
- Building the capacity of participating teams to handle new and emerging challenges as an ongoing way of doing business;
- Using participant expertise and insight about their own challenges to determine which developmental models and tools are introduced and when they are introduced;
- Using an organizational needs assessment to determine developmental priorities in alignment with organizational goals and objectives; and,
- Measuring success by identifying concrete improvements to learners' performance on the job and to the lives of the organization's clients.

Learning by doing moves from the traditional classroom training approach of involving participants from a variety of organizations and disciplines in trainer-led sessions to a facilitated approach that empowers real world work teams to tackle their thorniest issues. The result is a win-win of enhanced skills and knowledge for individual participants and real life improvements to their organization's effectiveness, directly connected to the organization's strategy, and resulting in improved outcomes for clients.

DAPIM™ - (Define, Assess, Plan, Implement, Monitor)

Organizational Effectiveness (OE) is a "systematic and systemic approach to continuously improving an organization's performance, performance capacity and client outcomes". DAPIM™ is APHSA's model for systematic continuous improvement. APHSA has found that to improve something, you have to do the following:

DAPIM™ MODEL

DEFINE

ASSESS

PLAN

IMPLEMENT

MONITOR

Step One: Define what the thing is in operational terms,

Step Two: Assess the current and desired state,

Step Three: Plan both rapid and longer-term improvements,

Step Four: Implement those plans in full, and

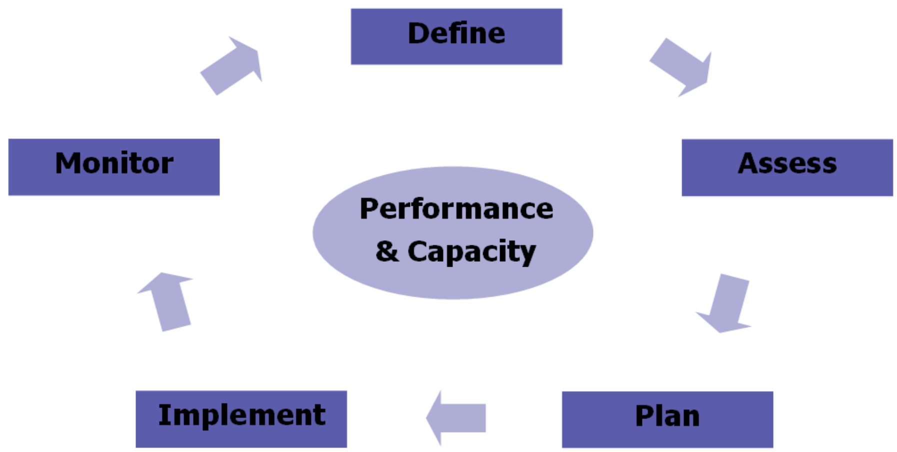
Step Five: Monitor implementation progress and impact for accountability and on-going adjustments.

DAPIM™ is both sequential and cyclical. It operates as a flywheel in real time. When beginning a DAPIM™ process definitions are crafted regarding what is the problem to be worked on. Following the work of defining, assessments are completed regarding an organization's current state in relation to the defined problem. This assessment generates strengths and gaps which lead to findings of actionable root causes for the defined problem. While in the DAPIM™ process, an organization's finding are continuously refined by lessons learned and new data generated while planning for continuous improvement, implementing those plans, or monitoring plans. Each of these areas of the flywheel are explained in more detail in the coming pages.

Organizations experienced in DAPIM™ use it to continuously improve everything they do, no matter how big or small. At any given time they may be engaged in a multi-year "big DAPIM™" to make fundamental improvements to practice while running multiple "little DAPIM™s" to eliminate inefficient processes, respond to unexpected shifts in the environment, overcome obstacles, etc. In this way an organization can be doing work associated with any and all DAPIM™ steps at any given time.

A flywheel is a little wheel connected to a larger wheel. A bicycle is an example of a device that uses flywheels. When you ride a bicycle, you typically start out in first gear, peddling hard while making only modest progress. Sometimes you even need to stand up to get the strength to get the bicycle moving forward. As you peddle, however, it becomes easier. You move into higher gears and you begin to move faster and faster. DAPIM™ is like riding a bicycle. The first time participants turn the DAPIM™ flywheel it is hard and takes significant time and energy. Because it is unfamiliar, learning and applying new concepts to real life work situations takes time and focused thought. As participants use DAPIM™ in their day-to day work more and more, it becomes easier and eventually becomes intuitive – just like riding a bicycle.

The *DAPIM*TM Model: A "Flywheel"



The Main Tools and Templates

APHSA has developed user friendly tools and templates to support teams in planning for and driving continuous improvement. The tools and template used most frequently by work teams include:

- Strategic Playbook Template
- Continuous Improvement Plan Template
- Tracking Quick Wins Tool
- Chartering Teams Template
- Communication Plan Template

Organization typically decide to pursue continuous improvement using one of two methods; “soup to nuts” or “inside out”. A “soup to nuts” approach is broad-based and recommended for organizations seeking to drive comprehensive system reform, for example in alignment with a strategy like services integration that fundamentally changes the way the organization serves clients. This approach involves defining and assessing the organization’s effectiveness across the seven parts of the organizational system, then planning, implementing, and monitoring a similarly broad array of improvements. Teams using this approach typically develop a Strategic Playbook to guide their continuous improvement efforts.

An “inside out” approach targets continuous improvement in areas that have persistently needed improvement and/or have high buy-in from staff and external stakeholders. This approach involves defining and assessing the organization’s effectiveness more narrowly, then planning, implementing, and monitoring a smaller array of improvements. Teams using this approach typically develop a Continuous Improvement Plan to guide their efforts.

Each approach can lead an organization to success, and the two approaches are not mutually exclusive. APHSA has found that the key to sustained organizational effectiveness lies not in where improvement efforts begin, but in whether organizations make continuous improvement a way of doing business, sustaining systematic improvement work over time and slowly but surely expanding the scope of improvement work to be more systemic.

Strategic Playbook

Defining strategy involves laying out in a clear, orderly flow the answers to a range of questions about how an organization will achieve outcomes for and with children, youth, families, adults, and communities. The following guidance for defining strategy was authored by APHSA in partnership with a working group of leaders in the field of child welfare. The work was completed with support from Casey Family Programs as part of the Positioning Public Child Welfare Initiative.

A strategy tells the story of an organization's aim and game plan in a way that is comprehensive and concrete, yet collaborative and flexible -- much like a "playbook" does for a sports team that must prepare for games without expecting everything to go as imagined. The feel of the plan should be portable, adaptable, and user-friendly so it is accessed continuously and refined often as agencies learn by doing their work, monitoring results, and planning more strategically over time.

The strategic playbook helps to communicate with staff, stakeholders, partners, and the community about who the organization is, what it intends to do and why, how it will do it, and what it needs to succeed. This may result in stronger partnerships, more secure funding and other forms of support, better orienting of new staff, better planning of new initiatives, clarifying roles and expectations throughout the organization, and promoting an overall positive image of the organization and its work.

A strategic playbook generally consists of the following elements:

1. *Vision, mission, and values*

   A vision statement describes how the future will look when an organization's desires and aspirations are realized. Because they encourage people to feel and to dream, effective vision statements help build and sustain motivation, commitment, and collaboration.

   A mission statement describes the particular role an organization plays in realizing that vision. Different parts of a community play different and complementary roles in the lives of children, youth, families, adult, and communities. Mission statements clarify what role the organization particularly plays, which also begins to clarify what other roles are needed to achieve the vision.

A statement of an organization's values let employees, partners and those it serves know the underlying behaviors- the ways we will treat each other- that are needed and expected to achieve the mission for and with everyone involved. These values tie directly to how an organization would hire, develop and manage the performance of its staff, create an inclusive and fair culture, and set healthy boundaries with all of its stakeholders.

2. *Environmental challenges and opportunities*

An environmental scan describes the broader community within which an organization operates. It identifies all of the people and organizations that are relevant in achieving an organization's vision and mission, and describes them well enough for the organization to know how best to approach and work with them. Stakeholders such as funders, partners, clients, competitors, media and vendors should all be considered a part of this scan. The scan also identifies barriers to overcome in the current environment. And there are often mandates from the environment, such as local, state, tribal and federal requirements or consent decrees, which an organization must incorporate into its plans and priorities.

3. *Client analysis and desired practice model*

The children, youth, families, adults, and communities served are an organization's clients. Human services clients may first come into contact with the organization voluntarily (e.g., SNAP, Medicaid, TANF) or involuntarily (e.g., Child Welfare). Regardless of how clients first come in contact with the organization, they are most likely to engage in services, accepting supportive services and fulfilling their part in achieving a shared vision if they believe that the organization's services are of benefit to them. Clients believe what they do about an organization based on both the particular experiences they have with organization staff and services and the overall perceptions in the community. Engaging clients in a meaningful dialogue to understand what they want and need to provide and care for themselves and their families helps an organization determine what to offer and how best to deliver it, resulting in the organization's practice model.

4. *Desired organization structure, culture and leadership platform*

When an organization is clear about what it wants, with whom it's working, and what is needed by those it serves, its leadership can determine how to best structure the organization to get the job done. There are many options for an organization's structure- by function, program, geography, type of client, or some combination of these. New or modified roles might be needed- establishing a community partnership role or office, for example. Project-specific teams such as taskforces and working committees are also part of structure.

Many new leaders initially opt to change their organizational chart, but these changes typically fail to improve organization performance. Any organization structure will have both strengths and liabilities, so it's essential for organization leaders to foster an effective leadership platform and organization culture so that whatever structure it employs is used to the best advantage. The principles and beliefs by which the organization's leaders will operate define a shared language and philosophy for the organization as a whole. Cultures can be relatively authoritative or they can be relatively laissez-faire. Human services work requires a strengths-based, solutions-focused culture that is based on empowerment-discretion and collaboration within well-defined boundaries.

5. *Organizational strengths, gaps and capacity to change*

Identifying the desired practice model and organizational platform enables an organization to compare its current state to the desired one. This comparison, or baseline assessment, translates into a set of observable or measurable statements about an organization's strengths and gaps. As an organization asks why it has gaps, the baseline assessment further translates into a focused set of priority root causes and the general interventions needed to address them. An organization's available resources for and proven ability to implement these types of remedies should then be carefully considered, further focusing its resources and energy for change.

6. *Strategic goals, objectives and initiatives*

When an organization knows what it wants to accomplish and needs to improve, it can then establish goals, objectives, and initiatives. Goals are the measurable outcomes an organization uses to monitor the impact of its efforts. Objectives focus on the general activities and efforts that will most likely lead to those outcomes. Initiatives are projects, both large and small, that an organization launches to support these activities. Some small and quickly achievable initiatives, such as a straightforward communication effort, go far in addressing certain improvement areas. Goals, objectives and initiatives should address the full range of an organization's assessment results, including resources (e.g., finances, technology, facilities), workforce capacity, front line practice and stakeholder relationships (e.g., partners, legislators, media).

7. *Major projects or work plans and commitments*

   To strengthen follow-through and accountability, objectives and initiatives should translate into concrete action plans and commitments. While an organization's playbook would not include these down to the individual employee level, it should do so for each distinct department or function in the organization. In turn, these departments and functions would align their more specific projects and daily work plans to those identified here.

8. *Performance measures, timeframes and governance*

   The final section of an organization's playbook should establish how progress will be measured and monitored. When an organization monitors its plans and commitments with accurate data that measures what it truly seeks to measure (validity), and then periodically reviews its plan progress, impact on the measures, lessons learned and adjustments to make, its playbook will be a vital, dust-free and "living" document.

A template for developing a strategic playbook is provided in the appendix of this chapter.

Continuous Improvement Plan Template and Tracking Quick Wins Tools

When engaging in continuous improvement, teams plan for quick wins and mid and long-term improvements, Quick wins and mid-term improvements make immediate impact and buy the organization time, build credibility, and begin to build staff capacity for longer-term planning and continuous improvement. Organizations should pursue quick wins and mid term improvements that:

- Enhance key initiatives already underway;
- Address needs that are obvious, big, and essential to client service delivery and relationship stability;
- Close identified gaps;
- Build the involvement and the confidence of clients and staff- "quick, visible wins";
- Stretch current resources to an untried level;
- Eliminate or curtail lower-priority "capacity eaters";

- Enable deeper future assessments and planning; and,
- Are symbolically powerful.

Longer-range improvements identified by OE participants take place over time, generally six months to two years. Long range changes often need additional levels of support, buy-in and resources in order to be effective.

Regardless of whether an improvement is a quick win or a mid-term or longer-range improvement, the organization should commit publicly to an improvement plan. When committing to a quick win, the plan can be as simple as a verbal commitment by all team members with a tracking tool prepared to list the quick win, person(s) accountable for implementation, due date for implementation, and status. The purpose of the tracking tool is to remind the work team of commitments made, track accountability, and monitor progress.

Mid-term and longer-range improvements require more formalized written plans. The purpose of the written continuous improvement plans is to:

- Commit explicitly to improving client outcomes and services over time;
- Build organization credibility with stakeholders and staff;
- Get everyone on the same page about organizational improvement work to be done, how it will be rolled out over time, how different initiatives are connected, and why they matter; and,
- Reinforce a culture of accountability, data-driven assessment, follow-through, and ongoing adjustment.

An effective continuous improvement plan includes the following elements:

- Brief Description: What do you intend to do?
- Rationale: Why do you intend to do it (your business case)?
- Objective: What will success look like for the organization and its clients?
- Timeframes for Improvements: When will the improvement take place; quick wins, mid-term and long term improvements?
- Responsible Group: Who will be accountable for implementing the improvement?
- Specific Activities and Tasks: Who will do what by when?
- Overcoming Obstacles: What are your potential obstacles and how will you overcome them?

- Communicating the Improvement Effort: What will you say and to whom? Who will deliver the message (director, managers, or supervisors)? What form will the message be delivered in (written, verbal)? Where will the information be shared (all staff meeting, department/unit meetings)?
- Monitoring Plan Progress: How will you chart your progress? What will you track? What methods/tools will be used?
- Sustaining the Improvement Effort: How will you ensure the improvement effort continues to be implemented? What methods/tools will you use for accountability?
- Budget and Resource Implications: Is this a “no-cost” “low-cost” effort or will money be needed to support the improvement? If funds are needed how will they be secured? What resources, if any, will you need and who will you need them from?

The Continuous Improvement Plan Template and Tracking Quick Wins Tool are located in the appendix of this OE Quick Guide.

After solid, written improvement plans have been developed, the implementation phase begins. To prepare for each of the major initiatives in the continuous improvement plan, the organization should do the following:

- Assign individuals or charter teams to complete the work;
- Make public commitments about the improvements and what outcomes they will support;
- Develop work capacity plans;
- Develop finance and resource plans;
- Develop communication plans that clearly explain the initiatives and how the initiatives will impact outcomes for clients;
- Share detailed, written continuous improvement plans internally and externally as appropriate; and,
- Develop and implement on-going evaluation and monitoring tools and techniques for accountability.

Chartering Team Template

Chartering is the process by which expectations of a work team are clarified and translated into a specific scope of work. Charter formats vary from organization to organization, but there are some useful guidelines to make chartering successful. Developing a charter typically involves both the sponsor group and continuous improvement team. A good charter is not overly prescriptive. It does not contain every detail about the work to be done. It offers enough detail to guide the team to complete the work, while allowing the team some flexibility to decide exactly how the work will be completed.

Common elements of an effective charter include the following:

- Parameters of work;
- Organization of the project;
- Team members, including identification of a chair person(s);
- Conditions of success; and,
- Commitments to the committee by leadership team and sponsor group.

Once the scope of the work is defined in a charter, the team assigned to the work will create an action plan, detailing the specific tasks and timelines for completion of the charter goals and additional resources needed from the continuous improvement team and sponsor group. Considering the objectives in their charter, members should specify in their action plan:

- What work steps will be accomplished by when;
- Who will be primarily responsible for the steps;
- What resources will be required to accomplish the steps; and,
- What specific progress measures will be tracked?

The Chartering Teams Template is provided in the appendix of this OE Quick Guide.

Communication Plan Template

Communication planning is required to assure that leaders prepare and deliver messages that inform internal staff and external stakeholders about the direction the organization will take to maintain high-quality core service delivery while also driving meaningful continuous improvement. Effective communication informs everyone about the actions being taken within the organization and how they support the organization's strategy. Being transparent to both internal staff and external stakeholders through effective communication planning helps build trusting relationships and secure buy-in for continuous improvement efforts.

When planning communication, leaders should include at a minimum the following elements:

- A brief overview of the background of the organization and current situation analysis;
- Key communication messages and goals;
- Clearly define the audience to receive the message and the content and method of communication to each audience;
- Identify barriers to the communication plan and how the barriers might be mitigated in advance;
- How the commitments will be monitored and evaluated for success; and,
- Desired outcomes of the initiative.

The Communication Plan template is provided in the appendix of this OE Quick Guide.

Doing DAPIM™

Continuous improvement relies on strong internal sponsorship to become a way of doing business. When they decide to embark on OE work, executive teams become Sponsor Groups accountable for defining the high level vision of continuous improvement initiatives and securing resources required for success. One crucial resource is people power, and one of a sponsor group's most important tasks early in a continuous improvement process is the creation and chartering of a Continuous Improvement Team.

Continuous Improvement Teams and Work Teams

The Continuous Improvement Team is the coach and guide of continuous improvement work. Its members set the direction for and guide continuous improvement work day-to-day. The continuous improvement team assumes hands-on responsibility for improvement efforts during a facilitated process and maintains responsibility following the conclusion of formal facilitation. A continuous improvement team should be large enough to represent key internal stakeholders (e.g., major departments and/or offices) but small enough to make recommendations and decisions. In large organizations, continuous improvement teams generally have 10-15 members while in smaller organizations they generally have 3-5 members.

Continuous improvement team members should be viewed as local content experts, have a commitment to continuous improvement and a willingness to become knowledgeable in OE and DAPIM™. The team should include representatives from all levels, major departments, and/or offices of the organization. Members should have the ability to build trusting relationships internal and external to the organization in order to obtain buy-in for continuous improvement efforts, secure resources from senior leaders, charter and oversee work teams and make recommendations to senior leaders.

The initial development of the continuous improvement team generally involves coaching and support from an experienced OE facilitator in defining, assessing, and initial planning of improvements. The team then assumes primary accountability for implementing, monitoring and sustaining the improvement effort. The team's work is strengthened if the organization has developed a strategic playbook, as the playbook can help the team keep the continuous improvement effort aligned with the organization's strategy throughout the process.

The continuous improvement team reports to the sponsor group. This reporting structure allows for review, feedback, and support by organization executives of continuous improvement plans and all chartered work. Continuous improvement teams generally meet at least twice per month to monitor implementation of plans, review the products and progress of work teams, and plan and monitor communication of progress to staff and the sponsor group. The team generally provides the sponsor group monthly updates, either in person or in writing.

Holding effective meetings is a critical component of making OE a "way of doing business". Meetings are one of the main vehicles of communication within and between Sponsor Groups, Continuous Improvement Teams, Work Teams, agency staff, and external stakeholders. Taking time to think critically about the purpose, goals, and outcomes of the meeting as well as who should be invited to the meeting to assist in achieving the goals and outcomes is an important component of leading any organization. While effective meetings cannot guarantee the success of OE work, ineffective meetings can guarantee its failure.

Effective meetings have agendas that state a clear purpose, a goal to be achieved, and an action plan to ensure tasks are completed. A meeting agenda should be shared with participants in advance and should at least have the following elements:

- Purpose and objectives for the meeting
- Items to be discussed (with timeframes for discussion)
- Monitoring of Commitments
    - Accomplishments
    - Impact
    - Lessons learned
- A Review of Actions and Next Steps
    - Decision made on each item
    - Tasks and assignments
    - Connections and impact of decision, task and assignments internally and externally
    - Communication plan (key messages and methods)
- After Action Review
    - What went well and should be continued?
    - What did not go well and should be done differently next time?

Continuous Improvement Teams, Sponsor Groups, Work Teams, and Department and Unit meetings should be scheduled to enable an effective flow of information throughout the organization. Meeting agendas and schedules should be shared within the organization to support an awareness of the efforts taking place and the ways staff members can contribute to the efforts.

To assist with effectiveness, all meetings should have a chair, note taker and time keeper. The role of the chair is to facilitate dialogue and bring the group to consensus on key issues. The role of the note taker is to record key discussion items and decision points. After the meeting, the notes are shared with all meeting participants to ensure a common understanding of key decisions and actions and support communication with stakeholders who did not attend the meeting. The timekeeper supports the chair in noting when it is time to finalize discussion, make a decision, and move on to the next agenda item.

It is also a good idea to establish ground rules for meetings. Ground rules can help create an environment of trust, openness and honesty.

A good practice for all meetings is to end with an After Action Review (AAR). An AAR allows participants to share their thinking on the overall effectiveness of the meeting and how future meetings can be more effective. To conduct an AAR, the chair asks the following questions:

- What has gone well with regard to the meeting?
- What has not gone well with regard to the meeting?
- What could be done differently to improve meetings in the future?

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The Chair then probes for thoughts on preparations for the meeting, the meeting itself, and what is to follow the meeting – this probing ensures lessons learned for planning and conducting future meetings take into account the full range of work associated with the meeting.

DAPIM™ Work Products Guide

Organizations engaged in continuous improvement work can anticipate specific work products to result in each phase of DAPIM™. The *DAPIM™ Work Products Guide* is designed to assist organizations in developing an understanding of the types of work products that should result from each phase of the of DAPIM™ process as well as the types of things the Continuous Improvement Team and Work Teams should be thinking about to ensure quality products. Teams can use this guide for an at-a-glance review to ensure that appropriate task and team activities have been facilitated and the necessary products developed prior to moving to the next phase of DAPIM™. Team can use the *DAPIM™ Work Products Guide* along with the models, tools, templates and meeting management guidelines in this OE Quick Guide to support on-going DAPIM™ work. Whether engaging in topic specific DAPIM™ work such as improving retention or conducting a system wide DAPIM™; the models, tools and templates will make continuous improvement a way of doing business.

ORGANIZATIONAL EFFECTIVENESS QUICK GUIDE

Appendix

1. **Strategic Playbook Template**
2. **Continuous Improvement Plan Template**
3. **Tracking Quick Wins Tool**
4. **Chartering Teams Template**
5. **Communication Plan Template**
6. **DAPIM™ Work Product Guide**

Strategic Playbook Template

I. INTRODUCTION AND PURPOSE

Why are we establishing this playbook?

II. VISION, MISSION and VALUES

What does the future we aspire to look like?

In general, what will our organization do to achieve this future? What part will we play?

In order to accomplish our mission, how do we need to treat one another, our partners, and the children and families we serve?

III. ENVIRONMENTAL SCAN

What other parts must be played to achieve this future?

Who are our potential partners and vendors? How well do they play their parts, and how might we best work with them?

What do our funders, the media, and those we serve expect from us, and what do we expect from them? Are they mandating anything to us that is non-negotiable? What particular motivations and characteristics do we need to understand in order to achieve the relationships we want with them?

Do we have any competitors- those with a competing vision or mission? How are we positioned to either protect ourselves from them or otherwise minimize them?

What overall opportunities, challenges, and threats do we face within this environment?

IV. CLIENT ANALYSIS AND DESIRED PRACTICE MODEL

Who wants and needs services from our organization, and what do they expect? In terms of achieving our vision, how do their "wants" differ from their "needs," and why?

What models, tools, key processes and other techniques for developing and delivering those services do we aspire to have?

V. DESIRED STRUCTURE, CULTURE AND LEADERSHIP PLATFORM

What organizational structure and key roles will we need to develop and deliver these services well? What culture?

What vision and philosophy of our field, our community, our staff and our organization as a whole will our leaders need to embody for us to succeed?

VI. ORGANIZATIONAL STRENGTHS, GAPS AND CAPACITY TO CHANGE

Comparing our current and our desired practice model and organization, what are our strengths? What are our gaps?

Why do we have the gaps that we do- what do we think is causing them? What general solutions or remedies might be needed to close them?

Based on our past experiences, how quickly are we able to implement solutions and remedies like these?

VII. GOALS, OBJECTIVES AND INITIATIVES

Given our environmental scan, desired practice model and organizational capacity, what are our goals, objectives, and initiatives? This year? Over the next 2-3 years?

VIII. MAJOR PROJECT AND WORK PLANS AND COMMITMENTS

What is each department and function in the organization signing up to do to advance our goals, objectives and initiatives? What are the primary task areas, the timeframes, and who is primarily responsible?

IX. PERFORMANCE MEASURES, TIMEFRAMES AND GOVERNANCE

What data and analysis we will use to monitor our organization-wide performance? How will we measure the impact and “return on investment” of our efforts? How and how often will we monitor our progress and make any adjustments needed?

Who will manage and communicate about this playbook on an ongoing basis?

Continuous Improvement Plan Template

Complete this template only after completing a thorough assessment of the current situation. Include senior leaders and key stakeholders in the assessment and share findings (both current strengths and challenges) to ensure a high level of confidence in the findings, root causes and remedies.

Brief Description: What do you intend to do?

Rationale: Why do you intend to do it (your business case)?

Objective: What will success look like for the organization and its clients?

Timeframes for Improvement Initiatives: When will the improvements take place? Rapid improvements typically can be implemented within 30-60 days. Mid range improvements take 3-6 months. Long range improvements take 6 months to 2 years.

Responsible Group: Who will be accountable for implementing the improvements?

Specific Activities and Tasks: Who will do what by when?

Overcoming Obstacles:

Potential Obstacle	How We'll Overcome It

Communicating the Improvement Effort: What will you say and to whom? Who will deliver the message (director, managers, or supervisors)? What form will the message be delivered in (written, verbal)? Where will the information be shared (all staff meeting, department/unit meetings)?

Monitoring Plan Progress: How will you chart your progress? What will you track? What methods/tools will be used?

Sustaining the Improvement Effort: How will you ensure the improvement effort continues to be implemented? What methods/tools will you use for accountability?

Budget and Resource Implications: Is this a “no-cost” “low-cost” effort or will money be needed to support the improvement? If funds are needed how will they be secured? What resources, if any, will you need and who will you need them from?

Tracking Quick Wins Tool

In order to monitor your quick wins, record the main objective on the form along with the person responsible and completion date. During routine department meetings those accountable for the action can give brief updates on the status, enabling everyone to track the status through to completion. This keeps the quick wins on the radar and allows for communication that keeps everyone on the same page.

Action to be Taken	Who is Responsible	Anticipated Completion Date	Status (completed, in-progress, not started)

Charter Template

Charter for:

This section to be completed by the sponsors of the work:

Rationale: Why is the committee being charged to perform the work?

Committee Members and Leadership: Names of group members and who will lead the committee (single chair or co-chair)

Boundaries: What the committee can do and what committee can't do – what is the decision making scope of the committee?

Goals: What are the expected outputs and outcomes of the committee?

Completion Date: How long should this continue? When should the committee be done with its work?

Impact: How does it benefit the agency and its client?

Communication: What will be communicated about the charge of the committee? Who will communicate the charge and activities of the committee? What will the communication structure back to the sponsor group be?

This section to be completed by committee:

<u>Activities/Tasks /Timelines</u>: This section should be completed by the committee and submitted to the sponsors to ensure support and "buy-in" on the way the committee has chosen to complete its work. Reviewing this section with sponsors also allows the committee to secure necessary resources they have identified for the completion of the work.

<u>Accomplishments and Date Charter Closed</u>: At the completion of a charter, the committee should complete this section to document the accomplishments of the committee. The agency leadership could spotlight accomplishment at staff meetings, in agency news letters, or agency bulletin boards.

Communication Plan Template

Complete this template only after completing a thorough assessment of the current situation and the message to be communicated. Remember to always include senior leaders and key stakeholders in the communication planning process.

Background/Situation Analysis (What is the background of the organization with relationship to the message to be communicated? What is the current situation and how will the change and/or decisions to be implemented impact the organization?)

Key Communication Messages and Goal (What messages will be communicated about decision made and to be implemented? What are the goals and anticipated outcomes for implementing the decisions? How does the decision impact the strategy of the organization?)

For the following sections, make sure to address communications with both internal and external audiences:

Content of Communication (What message is being communicated and why?)

Method of Communication (How should the message be communicated– verbal and/or written?

Audience to Receive the Communication (Who needs to be communicated with about the decisions and goals? What does each level of the organization need to know and why? What does each external stakeholder need to know?)

Who will be Responsible for doing the Communication (Who should deliver the communication?**)**

Barriers to Communication Plan (What barriers are anticipated in delivering the communication and how will we plan to overcome these barriers?)

Anticipated Outcome of the Communication (What will happen as a result of our communication internally and/or externally?)

Evaluation and Monitoring (How will the effectiveness of the communication effort be monitored? How will feedback be obtained internally and externally to ensure understanding of the message communicated? How will feedback be used to evaluate, monitor and adjust your initiative and goals? How will adjustments and changes to the decision, based on the feedback, be communicated?)

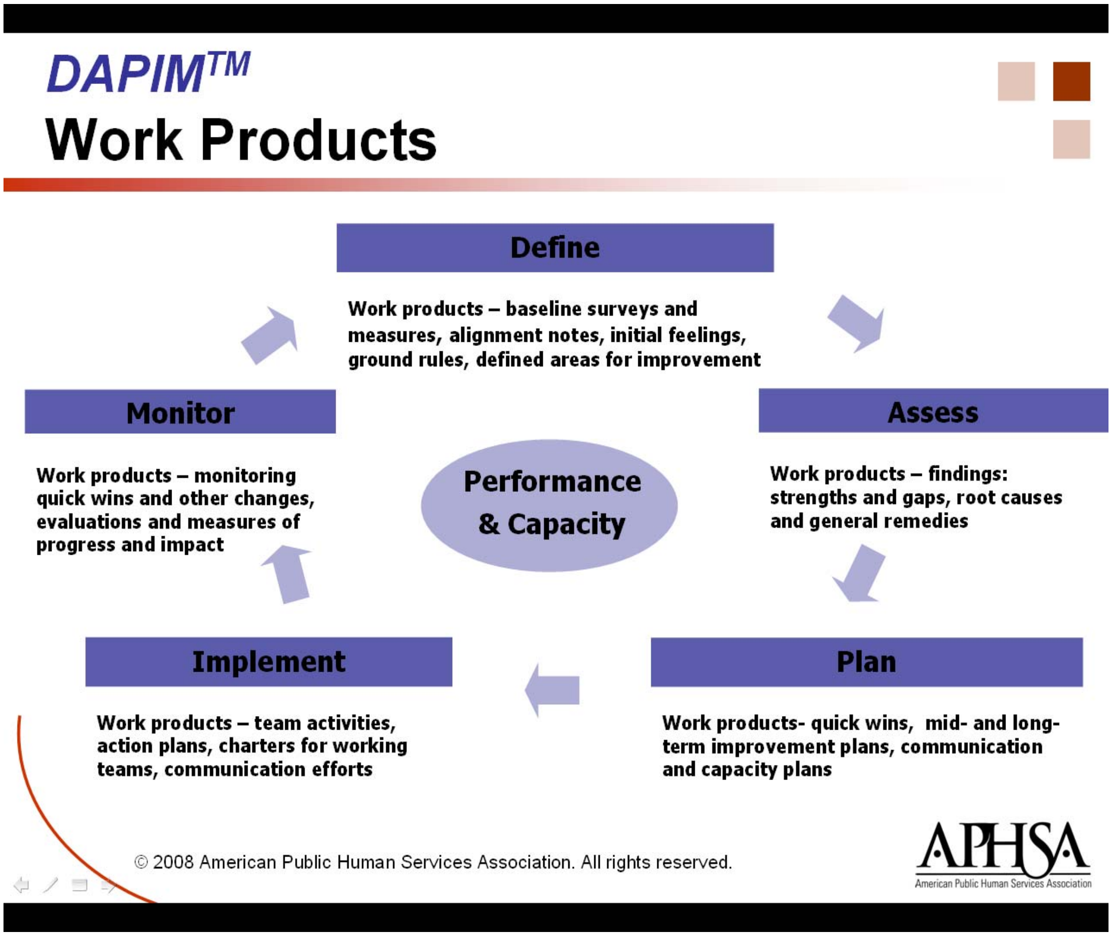
DAPIM™ Work Products Guide

This guide is designed to assist a facilitator in developing an understanding of the types of work products that should result from each phase of the DAPIM™ process as well as the types of things the facilitator should be thinking about to ensure a quality product. The facilitator can use this guide for an at-a-glance review to ensure that appropriate task and team activities have been facilitated and the necessary products developed prior to moving to the next phase of DAPIM™.

The DAPIM™ model, when applied in a learning by doing format, provides a framework for systematically improving or innovating something within the organization. DAPIM™ is the following step-by-step approach:

Step One: Define what that thing is in operational terms,
Step Two: Assess the current and desired state or situation,
Step Three: Plan both rapid and long-term improvements,
Step Four: Implement those plans in detail, and
Step Five: Monitor plan progress and impact for accountability and on-going adjustments.

At each phase of the DAPIM™ process, the facilitator should ensure that work products and related team-building experiences that prepare participants to move on to the next phase are completed. The following illustrates the work products to be completed; beginning on the next page are reflective thinking questions the facilitator should consider when developing the products.



Step One: Defining what you seek to improve in operational terms means facilitating discussion that identifies a specific and meaningful real life issue that the participants are interesting in improving.

Specific work products that the team should complete include:
_____ Baseline surveys and measures
_____ Alignment notes
_____ Initial Feelings
_____ Ground Rules
_____ Defined areas for improvement

To assist the team, the facilitator should consider the following:

- o Have participants been introduced learning by doing principles, the DAPIM™ flywheel and the purpose of continuous improvement?

- Have participants reviewed and discussed data currently available to them about the organization as it applies to the defined area for improvement? (e.g., turnover rates for retention issues or annual reports for casework specific concerns)
- Have initial feelings of participants been explored with regard to the continuous improvement effort in general and the selected area for improvement?
- Have these thoughts and feelings been recorded and reviewed by participants for accuracy, agreement and alignment?
- Has the readiness of participants been assessed to ensure commitment to the overall continuous improvement process?
- Have ground rules been established for how participants will participate in the DAPIM™ continuous improvement process?
- Have these ground rules been recorded and reviewed by participants for accuracy and agreement?
- Have participants clearly articulated what it is they want to improve in behavioral terms – "what will it look like when we are successful in our continuous improvement effort"?
- Has the defined are of work been recorded and reviewed by participants for accuracy and agreement?

Step Two: Assessing the current and desired state or situation requires the facilitator to engage participants in both a reflective thinking process and facilitated dialogue around the current strengths and gaps the participants have as a management team and as an organization in reaching their desired state.

Specific work products that the facilitator should walk away with include:
_____ Findings: identified strengths and gaps

To assist the team, the facilitator should consider the following:

- Have participants developed and/or been introduced to markers of effectiveness that will allow them to reflect on the issue at hand? (e.g., markers of effective meeting management, leadership or follow through)
- Have participants been introduced to models or tools that allow them to reflect on the issue at hand? (e.g., the trust model, decision making model, or time management matrix)
- Have participants utilized reflective thinking guides that will allow them to reflect on the issue at hand? (such as the strategic readiness review or organizational assessment tools)

- o Have all participants openly shared what they see as the strengths and gaps in themselves, team members, and the organization?
- o Have the strengths and gaps been recorded and reviewed by participants for accuracy and agreement?

Step Three: Planning for both rapid and long-term improvements requires the facilitator to engage participants in a discussion to explore the root causes and possible remedies for the identified and priority gaps. The discussion should lead to the development of commitments and plans that result in the desired improvements.

Specific work products that the facilitator should walk away with include:
_____ Quick wins
_____ Root causes and general remedies
_____ Mid-term improvement plans
_____ Long-term improvement plans

To assist participants, the facilitator should consider the following:

When building the bridge to planning ….

- o Have participants been introduced to root cause analysis utilizing the Root Causes and Remedies tool to assist in building the bridge to planning?
- o Have participants identified a range of root causes? Did they drill down deep enough? Are they balanced between structural and relational root causes?
- o Have the root causes been recorded and reviewed by participants for accuracy and agreement?
- o Have participants been introduced to the three types of general remedies?
- o Have participants identified concrete remedies for their identified gaps? Are the remedies recommendations, decisions and commitments or team activities?
- o Have the possible remedies been recorded and reviewed by participants for accuracy and agreement?

When making commitments and developing plans….

- o Have participants been introduced to the types of improvement: quick wins, mid-term, and long-term?
- o Have participants been introduced to the elements to consider with planning for improvement using the continuous improvement planning template?
- o Have participants agreed on changes to implement (quick wins, mid-term, and long-term)?

- o Have the commitments for improvement been recorded and reviewed by participants for accuracy and agreement?
- o Have participants thought through how improvement efforts will be communicated?
- o Have participants been introduced to the elements to consider when planning communication using the communication template?
- o Has the communication plan been recorded and reviewed by participants for accuracy and agreement?

Step Four: Implementing improvement plans in detail require the facilitator to guide participants in the development of action plans and charters as well as engage them in team activities to support effective implementation of quick wins and plans.

Specific work products that the facilitator should walk away with include:
_____ Team activities
_____ Action plans and charters
_____ Communication efforts

To assist participants, the facilitator should consider the following:

- Have participants developed action plans and charters for work that needs completed?
- Have action plans and team charters been put into writing and reviewed by participants for accuracy and agreement?
- Have participants been introduced to the tracking quick wins tool and chartering template to assist them in implementing the improvement effort?
- Have work capacity plans been developed and implemented for staff at all levels?
- Have participants been introduced to the capacity planning template to assist them in reflecting on work capacity needs?
- Have communication plans from the planning phase been implemented?
- Have participants been introduced to the data collecting template to define measures of success and how they will be assessed?
- Have the measures of success been recorded and reviewed by participants for accuracy and agreement?

Step Five: Monitoring plan progress and impact for accountability and on-going adjustments assists participants in determining the impact of the improvement effort. During this phase the facilitator should be guiding the team through monitoring activities that allow for evaluation and measurement of progress and impact. Re-adjustments of actions and plans can be developed as needed.

Specific work products that the facilitator should walk away with include:
_____ Monitoring of initial feelings, ground rules, quick wins and other changes
_____ Evaluation and measures of progress and impact

To assist participants, the facilitator should consider the following:

- Have techniques for monitoring and evaluating team dynamics and their improvement efforts been introduced to the participants using the monitoring tool and following through team activities and fact sheets?
- Is the team monitoring plan progress, impact and lessons learned, both with you and on their own?
- Has data been collected based on the measures of success?
- What does the data indicate, and have adjustments been made to actions and plans if needed?
- Have the adjustments to actions and plans been recorded and reviewed by participants for accuracy and agreement?
- Have successes been celebrated and shared internally and externally?
- Have successes been recorded and reviewed by participants for accuracy and agreement?