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Bend the Curve CIP-News - October, 2012

Bend the Curve Continuous Improvement Practitioners

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Special points of interest:

- Next Clinicals
  - November 16— Special Event
  - December 21

Public Value

As we continue to face many challenges and opportunities, it seems appropriate to remind ourselves about government's public value context for our role as Continuous Improvement Practitioners (CI-Ps). The following is a summary from our <u>CI-P Reference Guide</u> in Chapter Two.

* * * * *

The public sector is being asked to improve public services to citizens, to become more responsive and transparent, to decrease its own administrative burden and that expected of the private sector, and to improve its internal coordination and collaboration, as well as external collaboration with the private sector. In responding to these broad expectations, how do we really know what the citizens of Maine value?

While the *Public Good* is a concept and role that most of us have long recognized, *Public Value* has, for some time now, been an emerging construct that has offered governments a new way of thinking about the services they provide to their citizens and how they measure success. It provides a broader and yet practical approach for government to move forward, for government to understand if it is doing the right things and if it is doing them in the right way.

Basic Concepts in Public Value [1]

1. A *public value* refers to the value created by government through services, laws, regulation, and other actions.

2. In a democracy, the public ultimately defines this value themselves. Value is determined by citizens' preferences, expressed through a variety of means, and undertaken – though not solely -- through the decisions of elected politicians. *However, don't underestimate the likelihood of the public placing a greater public value on a public "good" if it has had a part in planning and developing it. This participation can also create an ongoing sense of personal investment in the outcome and commitment to the continuing existence of that product or service.*

3. The value added by government is the difference between these benefits and the resources and powers which citizens decide to give to their government. An implicit – and sometimes explicit – contract underlies public value. The legitimacy of government as a whole generally depends on how well it creates value.

4. The concept of public value provides a rough yardstick against which to gauge the performance of policies and public institutions, to make decisions about allocating resources, and to select appropriate systems of delivery.

5. For something to be of value, it is usually not enough for citizens to say that it is desirable. It is only of value if citizens – either individually or collectively – are willing to give something up in return for it (money / taxes, time, information, personal control, etc.).

6. As a general rule, the key things which citizens value tend to fall into three categories: outcomes, service, and trust. While these overlap to some extent, they provide a useful way of thinking about the dimensions of public values. *Public value encompasses not just tangible products and services but, certainly for government, also includes public confidence and trust, citizen participation, and a recognition of their values.*

7. The combination of strong public sector institutions and private and non-profit organizations has been found in some other countries to achieve the best balance of accountability, innovation, and efficiency.

Naming & Knowing

You were recently forwarded the link to the latest of Bob Behn's (almost) monthly, one-page Performance Leadership Reports. I don't know how many of you went out and read it, but in his August report, "The Difference Between Naming and Knowing", Behn references Richard Feynman (the well-known theoretical physicist) remembering an early lesson he learned from his father, who "knew the difference between knowing the name of something and knowing something."

While, admittedly, this idea is not new, this reminiscence and Bob Behn's observations prompted me to wonder how much of this happens when we do our continuous work. We say "Lean" or "continuous improvement" and assume we are all knowing and understanding that named something— and moreover, the same something.

Moreover, does the context, the personal experience and perception of the something also come into play? For example, I can be pretty certain that I'm not "knowing" the same Lean something as those who, for varying reasons, might have had a miserable improvement experience. Or is it that they really don't know.

We can all "name" *Lean, continuous improvement, streamlining, strategic alignment, performance improvement, business intelligence, zero-based budgeting, respect for people*, and so on, but do we all know these somethings? And the same somethings?

And how important is this knowing something to the development of our continuous improvement mindset? Can you, as some try to do, have a Lean mindset just knowing the names? In other words, must you know the something before you can develop that something mindset? Do we even know what we have to know and how much we have to know? What is enough so that we can apply the knowing effectively?

Public Value (continued from p. 1)

This raises many questions for us. For example, not only the essential basic question of how does government know what its citizens value but also how can government address divergent public values? How does government balance and address divergent, ever-changing public values while addressing cost / resource constraints and optimizing resources?

> *Remember that, for government, it is not enough to just achieve desired outcomes or reduce costs, it must do both. As well as understand and make clear the priorities and trade-offs made in the process.*

How, then, can government balance the varied requirements of internal and external stakeholders, customers, and taxpayers, measure and analyze how well it is meeting those requirements, and then use that information to directly improve its performance?

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[1] Adapted from "Creating Public Value: an analytical framework for public service reform" by Gavin Kelly, UK.

Is a continuous improvement mindset the same as an innovation mindset? Are they different? Or are they the same?

Do you have to know something to innovate? To continuously improve?

If you don't have to know something to innovate, is this continuous improvement? ***

Around and around these questions go. What do you think?

Lita

_____
Bob Behn Performance Leadership Report:
http://www.hks.harvard.edu/thebehnreport/All%20Issues/August2012.pdf

Lean TIPs

> Reminder:

Too much structure = Rigidity & Inefficiency.

Too little structure = Chaos.

The Edge of Chaos (stability:flexibility) = Change / Innovation / Creativity.

To be Agile = Responsive/flexible within a context/framework;
Able to handle ambiguity.

To question someone else's reasoning is not a sign of mistrust but a valuable opportunity for learning.

— Chris Argyris, "Teaching Smart People How to Learn," *Harvard Business Review* (May-June 1991): p.108.

BTC Lean Schedule

Date	Time	Topic	Location	Contact
Nov 2	7:30-5:30	Study Mission—NH DOS	Concord, New Hampshire	Sam McKeeman/JK
Nov 16	10:00-3:00	Clinical Supervision– Special Sessions w/Jody Hoffer Gittell	Main Conf. Rm., DOT, Capitol St.	JK/WEL
Dec 21	8:15-4:30	Clinical Supervision	2 Anthony Avenue	WEL/JK/JR/MD
Jan 18	8:15-4:30	Clinical Supervision	2 Anthony Avenue	WEL/JK/JR/MD
Feb 15	8:15-4:30	Clinical Supervision	2 Anthony Avenue	WEL/JK/JR/MD
March 15	8:15-4:30	Clinical Supervision	2 Anthony Avenue	WEL/JK/JR/MD
April 19	8:15-4:30	Clinical Supervision	2 Anthony Avenue	WEL/JK/JR/MD
May 16	8:15-4:30	Clinical Supervision	2 Anthony Avenue	WEL/JK/JR/MD
June 21	8:15-4:30	Clinical Supervision	2 Anthony Avenue	WEL/JK/JR/MD
July 19	8:15-4:30	Clinical Supervision	2 Anthony Avenue	WEL/JK/JR/MD
Aug 16	8:15-4:30	Clinical Supervision	2 Anthony Avenue	WEL/JK/JR/MD

* To add or see more events or detail, go to the Bend the Curve Calendar in Outlook's Public Folders.

*** Note that Plan-Do-Study-Act (or Plan-Do-Check-Act, if you prefer) and Deming's teachings are an integral part of Doug Hall's Innovation Engineering approach and methodology.

https://innovationengineeringlabs.com/blog/

The primary purpose of the *Bend the Curve* Team is to provide support, consultation, assistance, and leadership in continuous improvement approaches and activities for State staff, work teams, and leaders as they seek to continually improve their work culture, systems, processes, and environments – in order to meet the mission of Maine State government and the expectations of Maine citizens.

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We're on the net !

http://www.maine.gov/dhhs/btc

BTC Contact:

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BTC Calendar

You can check the Bend the Curve Calendar in the State of Maine's Outlook Public Folders for continuous improvement meetings, Clinicals, trainings, and other events.

Bend the Curve

Continuous Improvement Practitioners: BTC Intervention Facilitation Status

DHHS		DOL		DAFS	
Kate D. Carnes	C	Joan A. Cook	I-LL	Dennis Corliss	O
Nancy Cronin	C-O	Merle A. Davis*	L	Sam McKeeman	C-O
Theresa Dube	O	Eric Dibner	LCL		
Marcel Gagne	LCL	Timothy J. Griffin	L		
Julita Klavins*	L	John L. Rioux*	L		
Jerrold Melville	LCL	Sheryl J. Smith	C-O		
Kristopher Michaud	O			**Sec.of State-BMV**	
Ann O'Brien	L			Scott Thompson	O
Terry Sandusky*	L	**Univ. of Maine**			
Bonnie Tracy	C-O	Kim Jenkins	O	**DOT**	
		Brynn Riley	O	Michael Burns	C-O
		Ghassan Saleh	O		
				OPEGA, Legislature	
				Matthew K. Kruk	I-O
Community — Private Sector					
Rae-Ann Brann	L	James Fussell	I-LCL	Henry B. McIntyre	C-LCL
Arthur S. Davis	C-L	Kelly Grenier	I-LL	Douglas Patrick	O
Ericka Deering	O	Ted LaCrone	O	Anne Rogerson	C-LCL
Nancy Desisto*	C-L	Walter E. Lowell*	L	Clough Toppan	C-LCL
		Town of Durham, NH			
		David Kurz	C-O	Steve McCusker	C-O
		Michael Lynch	C-O	Todd Selig	C-O
* Certified-Bronze CI-P		I - Inactive		C – "Champion for Lean" - not facilitating	
L - Lead (LL-Learning)		LCL – Learning Co-Lead		O – Learning Observer	