

SEQF

SUPPORTED EMPLOYMENT QUALITY FRAMEWORK

A QUALITY MODEL
FOR SUPPORTED EMPLOYMENT



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WELCOME

“Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives.”

— William. A. Foster

The Supported Employment Quality Framework is an Erasmus+ funded project. Our goal is to improve services for vulnerable job seekers, employees and their employers by creating a quality framework for the provision of supported employment.

Quality is one of the key strategic values of the EUSE (European Union of Supported Employment). By improving the quality of service provision one will get better results.

In order to reach the organisation’s goals, it is important that all staff should feel involved in the quality management of the service, but one of the most important aspects in successfully implementing a quality model is the full support of management. They have a key role in the development and implementation of a quality service.

“Supported employment organisations have leaders who support the supported employment values and principles. They act as role models, inspire and ensure the ongoing success of the organisation.”

We present this booklet in which you find our ‘Journey in Quality’:

It consists of 3 parts:

- 1: Theoretical background
- 2: SEQF Self-assessment toolkit
- 3: Growth & development toolkit.

We can also provide a training module which contains a 5-day course, with 2 days training on the job. A second booklet with all the details for the assessment and development is available for those who follow the course. We advise you not to start the quality journey on your own, but to use the training module to make sure you use it in the way it is intended: we would be glad to be your critical friend in developing the best service(s) possible.

This product is the result of 2 years hard work with supported employment organisations in Belgium (SUEM.BE), Norway (SENO), UK (BASE), Ireland (IASE), Spain (EMPLEA) and EUSE.

So now it is up to you. Go ahead! Get inspired! Build a culture for change!
Or as we liked to say it in our team: “Quality isn’t Job One. Being totally amazing is Job One!”

Quality Greetings from the project team!

Edyth, Grete, Karen, Margaret, Nerise, Dermot, Hans, Huw, Jon, Marc, Mario

SEQF

INTRODUCTION

The SEQF-model is based on a detailed comparison of different quality systems and the Supported Employment model and principles:

- EFQM-model
- EQUASS Assurance
- ESF Flanders quality model
- Quality Standards (EUSE/BASE)

Following this comparison it was decided to overlay the Supported Employment requirements with the other models. All of the categories are solely applicable to Supported Employment and what an organisation delivering this should strive to achieve in becoming a quality organisation.

The SEQF-model does not attempt to say when excellence is reached or indeed to judge but rather has been produced to provide Supported Employment Organisations with a template to self-assess their organisation within the framework to identify areas for improvement of their service.

WHY SUPPORTED EMPLOYMENT?

Supported Employment has been in existence for more than 40 years and has proven successful in achieving positive outcomes for people with disability and disadvantage.

Supported Employment has a set of values and principles. Together with a quality framework this should ensure that Supported Employment Organisations achieve better results for the client group they serve in relation to ensuring that clients achieve a positive outcome of a paid job.

It is imperative to understand that the Supported Employment is a model of five stages, as shown below.

CLIENT ENGAGEMENT

VOCATIONAL PROFILING

JOB FINDING

EMPLOYER ENGAGEMENT

ON & OFF THE JOB SUPPORT

WHAT IS SUPPORTED EMPLOYMENT?

Models that do not contain all five stages are not Supported Employment.

SE is a methodology that supports people with disabilities and/or other disadvantages to get and maintain paid work in the open labour market.

Support will be offered to the job seeker before, during and after finding a job. The model also supports the employer in recruiting and retaining an individual within their workforce. The model ensures that the focus is on the potential of the person rather than on their limitations¹.

The fundamental elements of SE are:

- **Paid Work** – Individuals should receive commensurate pay for work carried out – if a country operates a national minimum wage then the individual must be paid at least this rate or the going rate for the job
- **Open Labour Market** – People with support needs should be employed in normal inclusive businesses/organisations in the public, private or voluntary sectors with the same terms and conditions as everyone else.
- **Ongoing Support** – ongoing support through all the stages of the five stage process. This refers to job support in its widest concept. Support for each person and employer is individual to their needs and requirements.

VALUES

For a supported employment practitioner to practice competently he or she must apply skills and knowledge that are informed by a set of values. Supported employment practitioners are expected to be aware of and to apply a value-based and ethical approach in their practice.

It is also recognised that the values as well as National Occupational Standards (if applicable) may need to be placed within the local, national, social and political context in which supported employment activities are undertaken.

Supported employment practitioners embrace the philosophy that:

- 1.** People with disabilities and/or disadvantages can make a positive contribution in the workplace.
- 2.** People with disabilities / disadvantages should have access to a real job where
 - wages are paid at the going rate for the job,
 - the employee enjoys the same terms and conditions as all other employees;
 - the job helps the person meet their life goals and aspirations;
 - the role is valued by managers and colleagues;
 - the job has similar hours and times at work as other employees, with safe working conditions.

- 3.** Practitioners uphold the ‘zero rejection’ philosophy of supported employment so that, with the right job and the right support, everyone can work.
- 4.** Supported employment does not adhere to a work readiness model and a ‘place, train and maintain’ approach is implemented.
- 5.** Job search should happen at the earliest opportunity.
- 6.** People are encouraged to exercise choice and control in achieving their career aspirations. Support is individualised and all options assume successful employability.
- 7.** There is genuine partnership between the person, their family carers, employers, community supports and the provider of supported employment.
- 8.** People are supported to be full and active members of their workforces and wider communities, both socially and economically.
- 9.** Support services recognise the importance of the employer as a customer of supported employment in their own right with requirements that need to be satisfied.
- 10.** Supported employment draws on Social Role Valorisation (SRV) in recognising that employment is a valued social role and becoming employed can help reverse societal devaluation, with wider positive consequences for the person.
- 11.** Supported employment draws on the social model of disability, recognising that disability is the product of the physical, organisational and attitudinal barriers present within society. The removal of discrimination requires a change of approach and thinking in the way in which society is organised, in this case removing barriers to employment.
- 12.** Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

1. Source: ESF-project DUET, 2007-2013 Transnationality Type 2, call 201, project 2543



SEQF SELF-ASSESSMENT TOOLKIT

HOW TO USE THIS TOOLKIT?

This self-assessment toolkit provides you with a simple overview of how you currently fare against the requirements of the Supported Employment Quality Framework. The responses that you give will enable you to see clearly where you excel or have areas that you need to focus on and develop in order to improve your supported employment provision. The assessment toolkit contains nine criteria.

Each of the criteria contributes a percentage of your final score. These criteria are:

1. Leadership (score 20) – 10%
2. Strategy (score 15) – 10%
3. Staff management (score 15) – 10%
4. Partnership & Resources (score 20) – 10%
5. Products, Services & Processes (score 25) – 25%
6. Customer Results (score 30) – 10%
7. People Results (score 20) – 10%
8. Society Results (score 5) – 5%
9. Business Results (score 5) – 10%

Each criterion is laid out in five stages ranging from ‘little to no structured quality achieved’ (score 1) to ‘excellent quality achieved’ (score 5). It is important to take into account that it is a progressive system. You can only achieve a higher score if you can demonstrate that you meet the criterion contained within the previous stage.

You should review each criterion and identify the range of evidence available to support each statement. Prompt questions are included in the workbook to guide you in assessing your level of quality for each criterion. It is important that you can evidence your judgment and this should be recorded in the table below each criterion. Keep it concise and refer to working documents / files rather than a description of procedures.

Always start from the current situation, not where you would like to be as the optimal situation. This assessment should be an honest picture, a snapshot of the service as it is at the moment of the assessment. When you have judged the evidence available to support your decision you should note your score out of a potential 5 points.

Each section contains room for you to note areas for improvement and to prioritise these. This will help you to compile your Growth and Development Plan. The toolkit also contains sections for you to describe what you consider to be best practice within your organisation.

GLOSSARY

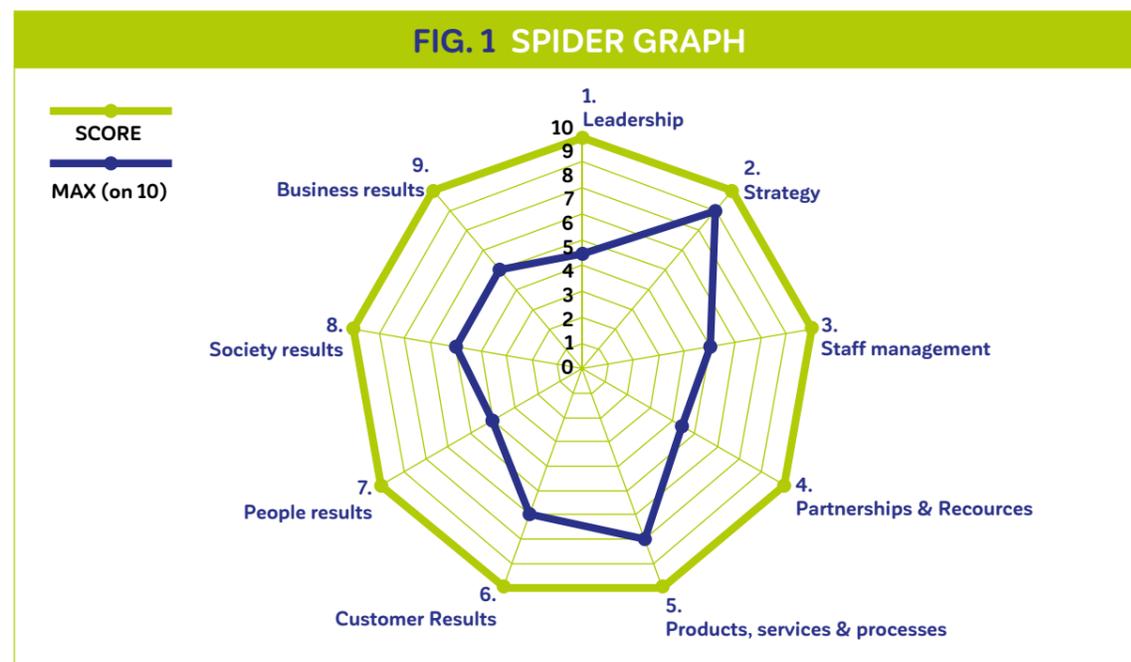
Terms that are used in this toolkit for self-assessment are explained in the glossary on p. 57

KEY PERFORMANCE INDICATORS

Sections 6.2 and 7.2 contain a range of key performance indicators. Some are mandatory while others are suggested optional indicators. Each of these sections describes a scoring mechanism for the indicators.

ASSESSMENT RESULT

You should transfer your scores for each criterion to page 34-35 of the toolkit. A weight is given for each of the 9 quality areas. These should be calculated to give a final percentage score. The fifth section, 'Products and Services', has a higher weight because of the importance of model fidelity. A spidergraph can be completed to give a visual representation of your scores. www.suem.be/spiderweb



TYPES OF EVIDENCE

You can demonstrate how you meet each of the criteria using a variety of evidence. These may include any of the following but this is not an exhaustive list:

- Strategies and plans
- Mission / vision statements
- Service level agreements and contracts
- Hard and soft outcomes
- Distance travelled
- Analysis of trends
- Performance indicators
- Audits of compliance with policies and systems
- Human resources procedures and documents
- Induction processes
- Results of observed practice
- Previous evaluations
- Supervision, appraisal and team meeting notes
- Training needs analyses
- Random sampling of files and case notes
- Marketing information
- The views of focus groups of stakeholders
- Results of surveys and questionnaires
- Complaints, compliments and suggestions
- Process documents e.g. vocational profiles, action plans, job analyses, risk assessments
- Labour market information
- Case studies

ORGANISING THE SELF-ASSESSMENT

There is no defined way to complete this assessment. You're free to choose an approach that best fits your organisation. You are more likely to get an accurate picture of the quality of your provision by involving a representative range of stakeholders in the assessment process.

It is recommended that the quality manager / senior management convenes and leads (a) group(s) of stakeholders to complete the document over a period of time. The assessment toolkit does not need to be completed in a sequential order. It may be useful to form different task groups to focus on identifying evidence for each of the 9 assessment sections.

Try not to over-analyse. The toolkit is designed to give you an indication of what you're doing well and what you could do better within your organisation to deliver the highest quality supported employment provision.

THE 9 CRITERIA FOR ASSESSMENT

1. LEADERSHIP

Supported employment organisations have leaders who support the supported employment values and principles. They act as role models, inspire and ensure the ongoing success of the organisation. The organisation is the vehicle to realise the supported employment values and principles.
(*maximum = 20*)

1.1 A CLEAR VISION ON SUPPORTED EMPLOYMENT IS INTEGRATED IN THE MISSION, VISION & VALUES OF THE ORGANISATION					
1	2		3	4	5
The organisation has a basic mission statement and/or vision, but this is not communicated to stakeholders.	The organisation has a mission statement / vision which is communicated to and understood by staff.		The organisation has a mission statement / vision which is communicated to and understood by stakeholders. Policies & procedures support delivery of the core values of supported employment.	The mission statement / vision is reviewed periodically, informs policies and procedures and is complimentary with multi-agency strategies. Stakeholders are involved in defining the vision/mission statement.	The mission statement / vision is co-produced with stakeholders and is regularly reviewed as part of quality assurance procedures. It is consistently used to raise aspirations and expectations amongst stakeholders.
1.2 LEADERS DESIGN & IMPLEMENT A GOVERNANCE STRUCTURE					
1	2		3	4	5
There is an organisational structure but governance does not provide effective support, challenge and scrutiny. Leaders ensure that the service operates in compliance with legislation.	There are clear lines of communication and accountability. Potential conflicts of interest are identified and managed.		Leaders use a quality or organisation development model to improve business operations. Decisions are based on an oversight of management information.	The governance structure collaborates and consults with all stakeholders. Business risks are identified and managed. Governance arrangements are reviewed periodically.	The governance structure ensures excellent support, challenge and scrutiny based on a detailed understanding of management and performance systems, use of financial resources, policies and procedures, and quality assurance processes. The governance structure is responsive to change, regularly reviewed and updated.
1.3 LEADERS ENGAGE WITH EXTERNAL STAKEHOLDERS					
1	2		3	4	5
Leaders have a basic understanding of key local and national policies, local labour market needs and circumstances, and local demography which informs the engagement with stakeholders.	The organisation has a plan to build and strengthen the relationship with stakeholders and to raise aspirations and expectations amongst customers.		Links with commissioners and employers are based on a clear understanding of local and national policies, local labour market information and demographics.	The organisation ensures active engagement with commissioners and funding bodies to source and allocate financial resources ensuring links with multi-agency strategies.	The organisation engages effectively with a wide range of stakeholders in the governance, design, delivery and evaluation of services. The organisation exchanges knowledge and resources with stakeholders.
1.4 LEADERS REINFORCE A CULTURE OF EXCELLENCE & TRANSPARENCY WITH THE ORGANISATION'S PEOPLE					
1	2		3	4	5
Leaders understand the supported employment core values but do not use them in their leadership role. Communication with staff is primarily task-orientated.	Leaders recognise that staff are a valuable resource for feedback on organisational performance, service delivery and staff development.		Leaders regularly consult with all staff on organisational performance, service delivery and staff development.	Leaders use information and knowledge across the organisation to support effective decision-making to build the organisation's capability. Leaders ensure decision-making is transparent and all information and knowledge used is accessible to staff.	Leaders champion the supported employment core values and are role models by providing clear leadership and direction for the service, which is understood by the organisation's people. Effective decision-making is used to ensure services are developed to meet customer need.

2. STRATEGY

Supported employment organisations implement their mission and vision by developing a strategic plan with short, medium and long-term goals and objectives based on stakeholders' needs and expectations, the external environment and internal capabilities. *(maximum = 15)*

2.1 THE ORGANISATION SETS CLEAR GOALS & KEY PERFORMANCE INDICATORS (KPIs) RELATED TO THE CORE VALUES & 5 STAGES OF SUPPORTED EMPLOYMENT

1	2		3	4	5
The organisation demonstrates some evidence of goal setting. These goals do not link to stakeholders' needs or expectations, the external environment or internal capability.	The organisation sets key performance indicators that relate to the 5 stages of supported employment.		The organisation has a strategic plan that contains short, medium and long-term goals. The strategic plan and key performance indicators meet legislative and policy requirements.	The strategic plan and key performance indicators are related to stakeholders' needs and expectations and take into account the external environment and internal capabilities. The key performance indicators relate to the 5 stages of supported employment.	The strategic plan and key performance indicators are continually reviewed and updated to reflect changes in stakeholders' needs and expectations, the external environment and internal capabilities.

2.2 GOALS AND KEY PERFORMANCE INDICATORS (KPIs) ARE COMMUNICATED, IMPLEMENTED, MONITORED & REVIEWED THROUGHOUT THE ORGANISATION & WITH STAKEHOLDERS

1	2		3	4	5
The organisation makes limited use of goals and KPIs.	The organisation has goals and KPIs but these are not clearly understood by internal and external stakeholders.		The organisation has goals and KPIs which are clearly understood throughout the organisation. KPIs are reviewed regularly and up-dated.	The organisation has goals and KPIs which are clearly communicated and understood by internal and external stakeholders. There is clear evidence that data from KPIs is analysed and that trends are understood and inform strategic planning.	The organisation defines quality assurance approaches which analyse data and feedback on the service. These approaches build upon strengths, and address areas of improvement. Stakeholders are involved in reviewing goals and KPIs.

2.3 PRODUCTS & SERVICES ARE EFFECTIVELY PROMOTED & MARKETED

1	2		3	4	5
The organisation has marketing materials with content that is targeted at different customers and stakeholders. Stakeholders have a clear understanding of the service offer.	The organisation has a recognisable brand. Case studies and testimonials are used in marketing activities. The organisation engages with a range of networks and forums to market the service.		A range of media, social media and internet tools are used to market the service. Information materials can be made available in a range of accessible formats. The organisation acknowledges exemplary employees.	Marketing processes and materials are regularly reviewed and updated. The organisation works with employers, jobseekers and families as role models and champions to promote and market the service. The organisation publishes annual reports detailing its activity and successes.	The organisation has an effective marketing strategy that helps it achieve its strategic goals.

3. STAFF MANAGEMENT

Supported employment organisations recruit, develop and value their employees to deliver the 5 stages of supported employment. (maximum = 15)

3.1 THE SUPPORTED EMPLOYMENT ORGANISATION HAS A CLEAR POLICY & PROCEDURES FOR MANAGING STAFF

1	2	3	4	5	
The organisation has basic personnel policies which comply with mandatory legislation.	The organisation defines the skills, knowledge, competencies and qualifications for individual staff roles.		The organisation has a staff recruitment, management, reward and retention policy that promotes the selection and retention of competent staff.	The organisation has performance management procedures in place to ensure it meets service targets and objectives. Personnel policies and procedures are regularly reviewed.	The organisation uses robust performance management and appropriate professional development to meet service targets and objectives.

3.2 STAFF UNDERSTAND THEIR TASKS, ROLES & RESPONSIBILITIES

1	2	3	4	5	
Staff understand and demonstrate the delivery of the 5 stages of supported employment in line with its core values and principles.	Staff understand and demonstrate the delivery of the 5 stages of supported employment in line with its core values and principles.		Job descriptions and person specifications are in line with the organisation's mission statement / vision. Job descriptions and person specifications are regularly reviewed and updated in collaboration with staff.	Staff demonstrate a clear focus on impartial customer service with both jobseekers and employers. The organisational structure promotes clear communication, responsibility and accountability with policies, procedures and governance clearly communicated to and understood by all staff.	Staff within the organisation can describe how their role fits in the organisational structure, who they report to, how they contribute to both delivery and quality of the service, and the importance of their contribution and role in the organisation.

3.3 THE SUPPORTED EMPLOYMENT ORGANISATION ENSURES THAT STAFF ARE COMPETENT AND CONTRIBUTE TO A LEARNING CULTURE

1	2	3	4	5	
Staff have periodic access to supervision. The organisation provides a basic induction process.	The organisation monitors the skills, knowledge, competencies and qualifications required for individual staff roles. New staff receive a comprehensive induction. The organisation has a basic plan for learning and development that is linked to the aims and objectives of the service.		Staff have access to regular supervision and professional development. Individual training needs are identified at least once per year. The organisation promotes a learning culture.	The organisation monitors and develops the skills, knowledge, competencies and qualifications for all staff. Professional development is in line with current nationally recognised professional qualifications and standards. Staff are empowered to be creative and solve problems. Innovation and managed risk-taking is encouraged.	The organisation has a comprehensive plan for the learning and development of all staff so that they can excel in their roles. The plan is regularly reviewed and ensures resources and time are allocated for staff learning and development. The effectiveness of any learning development is evaluated. Staff contribute to the learning culture of the organisation by reflecting on their practice.

4. PARTNERSHIP & RESOURCES

Supported employment organisations define and manage their partnerships, resources and supplies in order to reach their supported employment goals as defined in their strategy.
(maximum = 20)

4.1 PARTNERSHIPS ARE IDENTIFIED & MANAGED					
1	2		3	4	5
<p>The organisation focuses on internal drivers, and has no involvement in multi-agency strategies and partnerships.</p> <p>The organisation has a clear complaints procedure.</p> <p>The service collects customer feedback.</p>	<p>The organisation maps and records all partners who have relevant involvement in local and national policies, multi-agency strategies, local service delivery, partnerships and networks, including representative bodies for customers.</p>		<p>The service works actively to build and strengthen the exchange of information with some partners, identifying common objectives with them.</p> <p>The organisation uses a system of account management, where appropriate.</p> <p>The organisation has a compliments and suggestions procedure.</p>	<p>The service works actively to build and strengthen the exchange of information and resources with partners and measures the effectiveness of the relationships to ensure a mutual and sustainable benefit.</p> <p>There is clear evidence of improvements and innovative developments resulting from working with stakeholders.</p>	<p>The organisation takes a lead role within networks and partnerships to share knowledge and resources, and to promote the model and values of supported employment.</p>
4.2 FINANCES ARE EFFECTIVELY MANAGED					
1	2		3	4	5
<p>The organisation maintains basic accounting systems and complies with relevant legislation.</p>	<p>The organisation has systems in place to source and allocate financial resources across service provision.</p> <p>There are financial policies and procedures in place.</p>		<p>The organisation has budget controls and targets in place.</p> <p>The organisation has systems to monitor financial resources across service provision.</p> <p>Staff are clear on their financial freedoms and responsibilities.</p>	<p>The organisation has systems in place to evaluate the use of financial resources across service provision.</p> <p>Audit systems are in place.</p>	<p>The organisation can demonstrate how it achieves its strategic goals through the effective use of financial resources.</p> <p>Finances are managed to secure the sustainability of the organisation.</p>
4.3 RESOURCES ARE EFFECTIVELY MANAGED					
1	2		3	4	5
<p>The organisation has an asset register.</p> <p>Premises used are comfortable, accessible, safe and welcoming.</p>	<p>The organisation has systems in place to source, allocate and monitor the use of resources across service provision.</p> <p>Premises provide facilities for confidential discussion.</p>		<p>The organisation has systems to manage the flow of jobseekers and size of caseloads to allow for individualised support for customers.</p> <p>Customers are provided with and supported to use resources including access to appropriate technology.</p>	<p>The organisation has systems in place to evaluate the use of resources across service provision.</p> <p>The organisation considers options for sharing staff, systems, materials, equipment and physical resources with partners.</p> <p>Resources are improved on the basis of data and management information, which includes complaints, compliments and suggestions.</p>	<p>The organisation can demonstrate how it achieves its strategic goals through the effective use of staff, systems, materials, equipment and physical resources.</p>

4. PARTNERSHIP & RESOURCES

Supported employment organisations define and manage their partnerships, resources and supplies in order to reach their supported employment goals as defined in their strategy.
(*maximum = 20*)

4.4 INFORMATION & KNOWLEDGE ARE EFFECTIVELY MANAGED & SHARED

1	2	3	4	5
<p>The service collects data about customers and performance and ensures that it is accurate and reliable.</p> <p>All data is held securely and managed in line with relevant legislation.</p>	<p>IT systems are backed up.</p> <p>There are protocols for managing disclosure and data sharing that are known and understood by staff.</p>		<p>Staff have knowledge about appropriate agencies or organisations in order to effectively refer customers.</p> <p>Stakeholders are provided with accurate and timely performance data.</p> <p>The organisation shares information with partners on an ad hoc basis about research, policy drivers, funding opportunities and sector developments.</p>	<p>There is a business continuity plan in place and this is reviewed and updated regularly.</p> <p>The organisation has formal systems to ensure that information is shared with stakeholders about research, policy drivers, funding opportunities and sector developments.</p>

5. PRODUCTS, SERVICES & PROCESSES

The 5-stage supported employment model is designed, managed and translated into products, services and processes.
(*maximum = 25*)

5.1 (A) ENGAGING JOBSEEKERS

1	2	3	4	5
<p>Jobseekers and referral organisations understand any eligibility criteria and what to expect from the service, including its limitations.</p> <p>The organisation takes account of cultural factors and communication needs when arranging initial meetings with customers.</p>	<p>The organisation provides impartial information, advice and guidance to jobseekers using accessible materials and any conflicts of interest are managed.</p> <p>The organisation provides a private area for confidential discussions.</p> <p>Disclosure issues are discussed and managed.</p> <p>Staff maintain professional boundaries.</p>		<p>The organisation recognises that everyone can work with the right support, and does not operate a screening process to identify job readiness.</p> <p>Jobseekers are signposted to alternative provision if they choose not to pursue employment.</p> <p>The organisation makes effective use of the jobseeker's circle of support.</p> <p>The organisation has systems to manage and minimise waiting lists.</p> <p>The referral process is regularly reviewed and updated.</p>	<p>Referrals reflect local demographics.</p> <p>A person-centred approach based on the zero-rejection policy is consistently applied.</p>

5. PRODUCTS, SERVICES & PROCESSES

The 5-stage supported employment model is designed, managed and translated into products, services and processes. (maximum = 25)

5.1 (B) VOCATIONAL PROFILING & ACTION PLANNING

1	2	3	4	5
<p>The organisation uses basic vocational profiling and action planning techniques.</p> <p>The organisation acknowledges and acts on the cultural factors associated with its jobseekers.</p> <p>The organisation identifies and agrees clear learning objectives for any work experience and pre-employment activity.</p>	<p>Person-centred approaches are used to collect relevant information about the jobseeker's experience, skills, abilities, interests, wishes and needs, and this information is collated into vocational profiles.</p> <p>Action plans are used to support the jobseeker through the supported employment process.</p> <p>Action plans include overcoming any barriers or discrimination, and these are regularly monitored, reviewed and updated with relevant parties.</p> <p>The organisation assesses the potential for using assistive technology to meet individual aspirations.</p>	<p>Goals in action plans are specific, measurable, achievable, relevant and time-bound.</p> <p>The organisation can provide or arrange Better Off Financial Calculations for all jobseekers to inform their decisions on employment.</p> <p>Jobseekers are supported to exercise choice and control, using advocates where appropriate to make informed choices about work.</p> <p>The organisation ensures that self-employment options are considered.</p> <p>Rapid progress is made towards employment, and the frequency and intensity of support is agreed with jobseekers.</p>	<p>Vocational profiles and action plans can be made available in a range of accessible formats.</p> <p>Vocational profiles and action plans are co-produced with the jobseeker and their circle of support.</p> <p>The vocational profile and action plan processes are periodically reviewed and updated.</p>	<p>The organisation recognises that vocational profiling is an ongoing process, and vocational profiles are updated according to needs.</p> <p>Holistic, accessible and co-produced vocational profiles are used to inform both job-seeking and job matching activities.</p>

5.1 (C) ENGAGING EMPLOYERS

1	2	3	4	5
<p>The organisation contacts employers across a range of sectors to seek employment opportunities.</p> <p>The organisation records details of employer contacts.</p> <p>The service provides impartial and objective information, advice and guidance to employers.</p> <p>The organisation addresses any concerns or discrimination from employers.</p>	<p>The organisation has a clear understanding of the local labour market.</p> <p>Staff understand that employers are key customers of the service with their own business needs.</p> <p>The organisation has dedicated time and resources for employer engagement.</p>	<p>The organisation systematically collects and analyses data on employers and the local labour market. The analysis informs the employer engagement process.</p> <p>Staff can articulate the business case for employers to engage with supported employment.</p>	<p>Employers are supported to develop inclusive recruitment and retention practices.</p> <p>Employers are supported to identify and create vacancies through job design and job carving techniques.</p> <p>The employer engagement process is regularly reviewed and updated.</p> <p>Employers understand the added value and how supported employment can meet their business needs.</p>	<p>There is evidence that employers are using the organisation as a key tool for recruitment.</p> <p>Employers act as ambassadors or champions for the service.</p>

5. PRODUCTS, SERVICES & PROCESSES

The 5-stage supported employment model is designed, managed and translated into products, services and processes. (maximum = 25)

5.1 (D) JOB MATCHING & SECURING EMPLOYMENT

1	2	3	4	5
<p>The organisation seeks competitive and inclusive employment where the employee receives the same rate of pay and benefits as other employees doing the same job.</p> <p>The organisation complies with legislative requirements.</p>	<p>To ensure an effective job match, job analysis is used to systematically identify the skills and other requirements needed to undertake the role.</p>	<p>The vocational profile and job analysis are used to assess any skills gap and determine whether this is bridgeable as part of job matching.</p> <p>In collaboration with the employer, the organisation has robust policies and procedures to ensure the health, safety and wellbeing of jobseekers, including risk assessment.</p>	<p>The organisation ensures that any identified skills gap is discussed with employer and jobseeker and that an action plan is agreed.</p> <p>The organisation reviews the effectiveness of its job matching processes.</p>	<p>The organisation achieves job outcomes that meet individual aspirations across a range of employment sectors and occupations.</p> <p>The organisation works collaboratively with partners to share data and vacancies so that employers get the best possible job match.</p>

5.1 (E) IN-WORK SUPPORT & CAREER DEVELOPMENT

1	2	3	4	5
<p>The organisation</p> <ul style="list-style-type: none"> - can provide job coach support in the workplace. - provides individualised support for customers, and requests for support are responded to in a timely manner. - is aware of the need to monitor employee progress and job sustainability. - supports employees to resolve any conflict and problems which are having an impact at work. - complies with relevant safeguarding legislation. <p>Workplaces are safe.</p>	<p>Employers are supported to understand their responsibility for the management and training of their employees.</p> <p>The organisation supports customers to plan in-work support, identify reasonable workplace adjustments and put them in place.</p> <p>The organisation can demonstrate that employees develop personal, social and vocational skills.</p>	<p>The organisation identifies natural support.</p> <p>The organisation supports employee learning through the most natural methods, using structured training techniques where needed.</p> <p>The organisation ensures employees are socially included within the workplace.</p> <p>Any issues with safeguarding, harassment and discrimination are proactively managed.</p> <p>The organisation collects data on sustained job outcomes and uses this to inform job sustainability strategies.</p>	<p>The organisation provides time-unlimited support to customers. This includes working collaboratively with partners to resolve any work-related issues.</p> <p>The organisation makes creative use of assistive technology.</p> <p>The organisation reviews and updates its in-work support and career development processes.</p>	<p>The organisation can demonstrate that a high level of jobs is sustained by using natural and dedicated workplace supports.</p> <p>Workplace monitoring and support is integrated into the employer's natural routines.</p> <p>The organisation supports employees to develop their careers.</p>

6. CUSTOMER RESULTS

Customers receive a good service that meets their expectations. (maximum = 30)

6.1 PERCEPTION MEASUREMENTS – THE CUSTOMER’S PERCEPTION OF THE ORGANISATION					
1	2		3	4	5
Customer satisfaction is informally monitored.	The organisation evaluates compliments, complaints, comments and suggestions from customers, and can demonstrate that these have been actioned.		Structured methods to capture customer feedback are regularly carried out, asking consistent questions to understand trend data.	The methods to capture customer feedback are regularly reviewed and updated.	Customer feedback is bench-marked against comparative organisations.
Customers are aware of who to contact with a compliment, complaint, comment or suggestion, and of the process the organisation follows when dealing with them.	Structured methods are used to capture customer feedback. Customers can describe how their needs have been met by the organisation and if they were met in a timely manner. Customers can provide examples of their positive working relationship with the organisation.		The results of customer feedback influence strategic planning and targets are set for customer satisfaction. Customers can describe what support they received to learn their jobs and socially integrate at work. Customers can describe what resources were made available to them.	Customers can describe what other agencies are linked in to support the employment journey. Customers can describe and give examples of how they know what to expect from the service as well as its limitations.	Customers are able to describe how they are involved in the design and development of the service.

6.2 PERFORMANCE INDICATORS

MANDATORY:

- A. Percentage of people commencing a vocational profile that achieve a paid job outcome
10% = score 1; 20% = score 2; 30% = score 3; 40% = score 4; 50% = score 5

- B. Average time from initial meeting to job start
52 weeks = score 1; 39 weeks = score 2; 26 weeks = score 3; 16 weeks = score 4; 10 weeks = score 5

- C. Employer average satisfaction ratings
Score 1 to 5 (5 = excellent)

- D. Jobseeker/employee average satisfaction ratings
Score 1 to 5 (5 = excellent)

- E. Percentage of people starting work who sustain paid work for 6 months
50% = score 1; 60% = score 2; 70% = score 3; 80% = score 4; 90% = score 5

OPTIONAL:

- Time period between referral and first meeting.
- Percentage of job roles with a job analysis
- Average hours worked
- Average pay per hour
- Range of occupational areas
- Average period of sustained job outcomes

7. PEOPLE RESULTS

Staff feel capable, supported and valued by their organisation. (maximum = 20)

7.1 PERCEPTION MEASUREMENTS – THE PEOPLE’S PERCEPTIONS OF THE ORGANISATION					
1	2		3	4	5
Staff satisfaction is informally monitored.	A variety of methods is used to capture staff feedback.		The various methods to capture staff feedback are regularly carried out, asking consistent questions to understand trend data.	The structured methods to capture staff feedback are regularly reviewed and updated.	Staff feedback is bench-marked against comparative organisations.
Staff are clear about how the organisation defines, implements and reviews the roles, responsibilities and interrelation of all staff involved with the delivery of the service.	Staff can provide examples of how they contribute to the evaluation of aspects of the service.		The results of staff feedback influence strategic planning and targets are set for staff perceptions.	Staff believe their workload is manageable.	Staff can provide examples of how management and leadership lead them to deliver a high quality service.
	Staff feel appreciated by the organisation for the job they do.		Staff feel trained, supported and empowered in their roles, and feel that resources and time are allocated for learning and development.	Staff understand how and why all aspects of the service are evaluated and how improvements are made as a result.	

7.2 PERFORMANCE INDICATORS – THE INTERNAL MEASURES TO MEET THE KPIS

MANDATORY:

- A. Sickness rates: 8-10% = score 1; 6-8% = score 2; 4-6% = score 3; 2-4% = score 4; 0-2% = score 5
- B. Staff satisfaction: Score 1 to 5 (5 = excellent)
- C. Size of average caseload per FTE worker: 30+ = score 1; 25-29 = score 2; 20-24 = score 3; 15-19 = score 4; <15 = score 5

LOCAL INDICATORS CAN BE ADDED HERE BUT ARE NOT SCORED. EXAMPLES COULD BE:

- Staff turnover
- Percentage of staff trained (in-house, external unaccredited, professional accredited etc)
- Percentage of staff receiving an annual appraisal

8. SOCIETY RESULTS

The organisation acts in an ethical and responsible manner. (maximum = 5)

8. SOCIETY RESULTS					
1	2		3	4	5
The organisation supports jobseekers in a way that enhances their social inclusion.	The organisation acts as a role model by employing a diverse workforce.		The organisation can demonstrate that it is supporting the local area to improve employment rates for disadvantaged groups.	The organisation has an environmental policy which is implemented, reviewed and updated.	There is a policy for Corporate Social Responsibility which links with the strategic plan.
The organisation is aware of its responsibilities in relation to environmental factors.				The organisation recognises and acts upon its Corporate Social Responsibility.	The organisation can demonstrate how it supports employers to create a more diverse workforce.
					The organisation promotes social entrepreneurship to create more jobs locally.

9. BUSINESS RESULTS

The organisation achieves and sustains anticipated results.
(maximum = 5)

9. BUSINESS RESULTS

1	2	3	4	5
The organisation collects data on outcomes and reports them to funders.	<p>The organisation sets challenging but achievable targets and these are understood by staff.</p> <p>The organisation has a system to collect data on key performance indicators and to understand trends.</p> <p>The organisation actively disseminates information about its performance to staff, customers and stakeholders.</p>	The organisation evaluates its business results in order to determine best value for customers, employers and funders. Business results are analysed and used to improve and enhance services.	The organisation understands local demographics and gauges equality of access and achievement within the service.	<p>The organisation benchmarks business and financial performance against comparable organisations.</p> <p>The organisation delivers outstanding results and others look to it as an example.</p>

OVERVIEW

	SCORE	WEIGHT	TOTAL
1 LEADERSHIP			
1.1	... / 5	... x 1/2
1.2	... / 5		
1.3	... / 5		
1.4	... / 5		
	... / 20		
2 STRATEGY			
2.1	... / 5	... x 2/3
2.2	... / 5		
2.3	... / 5		
	... / 15		
3 STAFF MANAGEMENT			
3.1	... / 5	... x 2/3
3.2	... / 5		
3.3	... / 5		
	... / 15		
4 PARTNERSHIPS & RESOURCES			
4.1	... / 5	... x 1/2
4.2	... / 5		
4.3	... / 5		
4.4	... / 5		
	... / 20		

OVERVIEW

	SCORE	WEIGHT	TOTAL
5 PRODUCTS, SERVICES & PROCESSES			
5.1 (A)	... / 5	... x 1
5.1 (B)	... / 5		
5.1 (C)	... / 5		
5.1 (D)	... / 5		
5.1 (E)	... / 5		
	... / 25		
6 CUSTOMER RESULTS			
6.1	... / 5	... x 1/3
6.2	... / 25		
	... / 30		
7 PEOPLE RESULTS			
7.1	... / 5	... x 1/2
7.2	... / 15		
	... / 20		
8 SOCIETY RESULTS	... / 5	... x 1
9 BUSINESS RESULTS	... / 5	... x 2
TOTAL			... / 100



INTRODUCTION

Having completed the self-assessment, the organisation has a snapshot of the situation at the moment – a base line – and you have achieved a score. Following the scale on each question, you will have an indication on where you are and what is the aim to reach for. Remember that the score not necessarily describes what you have to do to reach the aim. You need to analyse the result and the analysis will help you develop a clear understanding of the reasons for the particular score – this sets the platform for further growth and development in your organisation.

The objective of the growth and development toolkit is to help organisations deliver higher-quality Supported Employment. Through this document we will offer examples of approaches, methods and techniques that already exist for facilitating and supporting quality improvement, having adapted these to the SE-process and values. We do not aim to describe all possible approaches and methods in working with quality, but offer suggestions on how to start the quality improvement work, and hopefully provide organisations with some inspiration and motivation to continuously work towards delivering better quality on the SE-process. The SEQF Growth & Development Toolkit may serve as an addendum to the existing governing documents of the organisation.

SUPPORTING A CULTURE FOR CHANGE

The ideal for quality improvement processes is to work continually. To achieve this, it is important to build a culture that promotes continual change and to set aims that are changeable and dynamic. A good impulse for change is to give the staff autonomy and possibilities for influencing their own working day and the development of the organisation. If we presuppose that people know best and that all staff wish to build a culture for change, it is important that the quality work should not be a competition about who is the best.

In such a culture, employees are motivated to learn, develop and improve each other rather than rival to be the best. If the organisation adopts a culture for change, this encourages people to perform to the best of their ability. The opposite is the so-called 'performance climate', where employees are motivated to be the best in competition with each other.

Research shows that organisations that emphasise cooperation and mutual support provide a better foundation for learning, task motivation, effort and perseverance over time than organisations with a performance climate (Kuvaas & Dysvik 2008).

FIG. 2 ORGANISATIONAL CULTURES NERSTAD ET AL (2013)

PERFORMANCE CLIMATE	A CULTURE FOR CHANGE
Do you measure work accomplishments based on a comparison of the individual accomplishments of colleagues? _____	Do you encourage staff to collaborate and exchange ideas and thoughts mutually? _____
Do you encourage internal competition to achieve the best results? _____	Do you emphasise individual and lifelong learning and development? _____
Do you accentuate and promote (only) those workers who achieve the very best results/accomplishments? _____	Are staff encouraged to 'try another way' to test out alternative solutions in their work process? _____
Is it important to perform better than colleagues?	Is it an aim to have the staff feel they have an important role in the work process?

We believe that a culture for change is ideal to stimulate the development of SE-services as it aligns well with the principles and values of Supported Employment.

It is built on the principles of positive psychology: listening and having an open and inclusive attitude towards the people in the organisation and all the stakeholders (Kuvaas & Dysvik 2008).

Employees are:

- motivated by learning and developing;
- encouraged to combine personal goals with the objectives of the organisation;
- encouraged to give constructive criticism and appraisals for good performance;
- encouraged to change behaviour and set new goals in terms of new learning and experiences;
- encouraged to take ownership of both personal and collective goals;
- empowered to take necessary action.

We can recognise these principles in several of the performance indicators in the SEQF assessment tool:

- 1.4 'Leaders reinforce a culture of excellence and transparency with the organisation's people'
- 3.3 'The supported employment organisation ensures that staff are competent and contribute to a learning culture'
- 7.1 People results: 'Staff feel supported and empowered in their roles, and resources and time are allocated for learning and development'

GETTING STARTED WITH THE GDT

The self-assessment provides you with a spider diagram that illustrates your score. The document following the spider diagram is a summary of the results. These tools allow you to reflect on what may be done in order to improve your SE-service, and you may even already have found some good solutions (quick wins) on how to continue the work further.

The GDT is meant to support the reflective processes and to offer ideas on how to systematise, summarise and communicate the work you are doing, and to create ownership of the continuous improvement process.

It is vital that the methods and techniques we choose for quality development do not get in the way of the objective of delivering good SE-services. We wish to underline that reflection around what is good SE, and building a culture for quality improvement, are the most important aspects in planning the activities.

CONSIDER WHAT IS MOST IMPORTANT & HOW YOU SET YOUR GOALS

"Everything that can be counted does not necessarily count; all that matters can not necessarily be counted"

— William Bruce Cameron

For the purpose of SEQF we state that the aim for the quality process is learning and development. Organisations consist of people and people change through experiencing, mastering and by being challenged in a positive way. This means focusing on the performance of the staff, what people do, and not solely on the outcome of the performance. Sales and productivity goals are not performance goals.

In order to get a good start on the improvement project, we recommend spending time on project planning. If appropriate, use the tools that already exist in the organisation to implement the improvement project. Good planning needs management and staff to agree on:

- the overall purpose of the growth and development work;
- the main goals and interim goals for the work;
- what approaches and methods to use;
- who should be involved.

These bullet points may be included in an overall action plan for the improvement project, see template below:

FIG. 3 PROJECT PLAN FOR THE OVERALL QUALITY IMPROVEMENT OF THE ORGANISATION (OPTIONAL)

1. OBJECTIVES & BOUNDARIES				DESCRIBE		
1.1 Background	Why is the project necessary? _____			Improve our work with SE _____		
	What is the source for the project idea?			See Spider with results		
1.2 Boundaries	What do we need in order to accomplish the project? E.g. computers, equipment, competence, facilities etc			A project team _____		
				A facilitator from SENO		
2. ORGANISATION				DESCRIBE		
2.1 Responsible for the project	The person in the organisation that is responsible for the project			CEO		
2.2 Project leader	The person unambiguously responsible to implement the project within the boundaries that are given and the set outcomes.			Jack Jones		
2.3 Staff involved	All staff that are involved in the project and their responsibilities.			Mike: IT - Karen: Training - Mary: Administration & documentation		
3. IMPLEMENTATION				DESCRIBE		
3.1 Milestones	Define the main activities and dates for finalising the different activities. The final date for the project is defined as one milestone.	Nr	WHAT	WHY	WHEN	COMMENTS
		1	KICK OFF	Team building _____	1 April	Gathering one hour _____
				Anchor the improvement work and distribute tasks _____		Include SENO facilitator _____
				Planning the resources and frames for the work.		Send out the SEQF material before the gathering _____
						Go through the project plan / Interpret the Spider
		2	WORKSHOP	Identify the improvement areas and start the work	10 April	Use the DMAIC tools and make the first story board
3	WEEKLY MEETING	Create an arena for securing a good working collaboration _____	Fridays	15 mins stand up where all involved tell what they have done the previous week and what will be in focus the following week		
		Updating all people involved.				
4	WORKSHOP	Revision and evaluation of work so far.	18 June	Revising our work, our Storyboard and planning the way ahead. Pinpoint new areas		
5	WORKSHOP	Revision and evaluation of work so far. _____	18 Sept.	Revising the self-assessment, have we reached our aims? _____		
		Planning the next phase of improvement work		Visit the local pub, have a meal and some beers		

FIG. 3 PROJECT PLAN FOR THE OVERALL QUALITY IMPROVEMENT OF THE ORGANISATION (OPTIONAL) (CONTINUED)

4. RISK ANALYSIS			DESCRIBE
4.1 Critical success factors	What might enhance the accomplishment of the project?		Allocating sufficient time to the project <hr/> Enhance the competence to implement the improvement by... (training of staff, hire a consultant) <hr/> E.g. IT equipment, competence
5. FOLLOW-UP & QUALITY ASSURANCE			DESCRIBE
5.1 Quality Assurance	How do we know that the aims and objectives of the project are obtained? E.g. documentation that has to be done, descriptions of physical and measurable change.		Make a storyboard of what we have achieved <hr/> Weekly stand ups <hr/> Stand up is based on low threshold, all staff feel included <hr/> We visualise all measures done and makes new procedures and materials (resources..?) to make sure we do what we intend
5.2 Reporting	Describe frequency and type of reporting		Weekly gathering and revision/updating of the storyboard
7. OWNERSHIP (ANCHORING)			DESCRIBE
7.1 Are all involved parties informed?	Yes <hr/> No <hr/> Date for revision <hr/> All who have a role in the project and who should contribute should have ownership to the project plan.		
The project plan is acknowledged, date:			
Project leader			
Others involved			

We recommend using the QUIP tool (Quality in Practice in Supported Employment) as support in the improvement work (www.quip.at). This tool presents ideas on focus groups, reflection tools, questionnaires and tools for seeing the world from different stakeholders' perspectives. In addition, organisations may have their own tools, and we recommend using what is available and that you find useful.

Various philosophies and processes for quality improvement are accessible to a certain extent and could be used as inspiration and to offer ideas. The specific tool that we have decided to present for the SEQF purpose is Six Sigma/DMAIC. We will first present the tool and the generic templates, followed by examples on how the tool may be applied in growth and development for SE specifically.

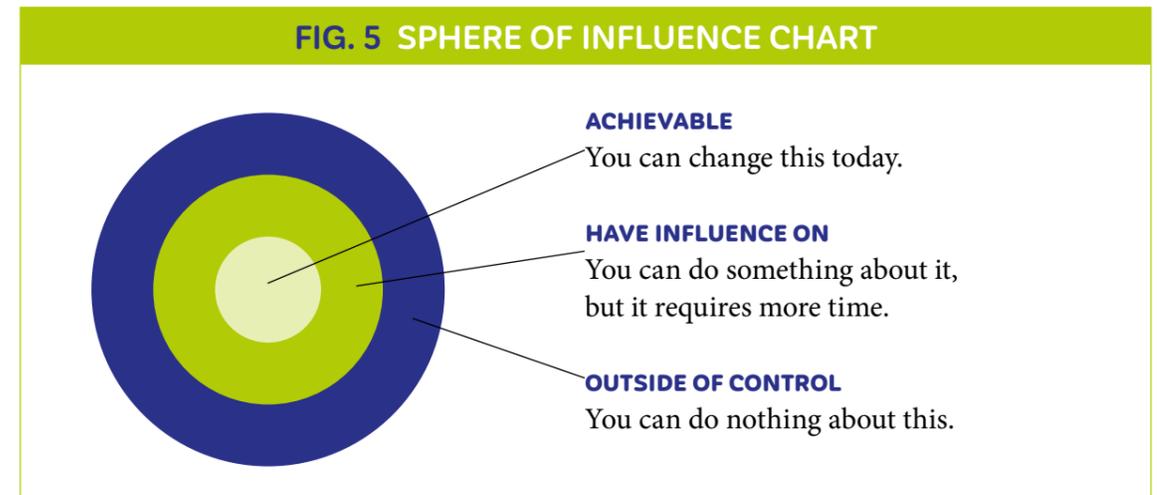
ACTION PLANNING

Following the self-assessment you have identified the improvement areas. These improvement areas need to be ranged and included in an action plan.

FIG. 4 ACTION PLAN – TEMPLATE						
NR	WHAT	WHY	HOW	WHEN	WHO	RESULT
1						
2						
3						
4						

Plan on how to select and range the improvement areas

The self-assessment provides you with an overview of the possible improvement areas and the scores. It is a good idea to start grouping these areas in clusters that are somehow related to each other. This may help clarify what you need to do, where to start and how to do it. We suggest using the approach 'Sphere of influence' for selecting and ranging the improvement areas.



The objective of the Sphere of Influence is to empower staff to consider what is within their control, and to agree on issues to be changed today or in the near future, even to decide on new and innovative ways of dealing with challenges. The Post-its will help you describe what influence you have on the different areas. Use different colours for the different spheres. If areas are beyond your control, you need to consider the reason why; is it because of actions belonging to the past (historical issues), or is it due to the frames and structures over which you have no influence? Sometimes you need to find other ways of dealing with challenges and find more expedient approaches.

Neither is it desirable to continue improving areas or processes that are outdated or not in function. In such situations it is better to stop pursuing change and rather attempt to describe the desired situation and possible measures on how to get there.

A tool to support this approach is 'The Nominal Group process' which includes the following: Start by defining the question you wish to illuminate in the group work. The question has to be selected from the self-assessment scores and the reviews.

Example: "We spend too much time from engagement to the first meeting with the employer. What do you think is the reason for this and how could it be solved?"

Discuss the issue by using the nominal group process below.

FIG. 6 NOMINAL GROUP PROCESS	
STEPS	TASKS
1	Divide people in groups. Each group appoints a group leader.
2	Hand out 5 Post-its to each member of the group. Each member writes down his/her individual answers as keywords without discussing the answers in the group (5 min)
3	Each member present his/her answers/ideas to the group facilitated by the group leader. The Post-its should be presented in 'rounds' and be put on display on a piece of paper. It is important at this stage neither to object to what people present nor to start discussing, but to let people ask questions for clarification (15 min)
4	The group discusses the different ideas on the Post-its, clusters them and then decides on what ideas to focus on. The group displays their selection in the relevant areas of the Sphere of Influence (15 min)
5	The group steps forward to present their results to the other groups.

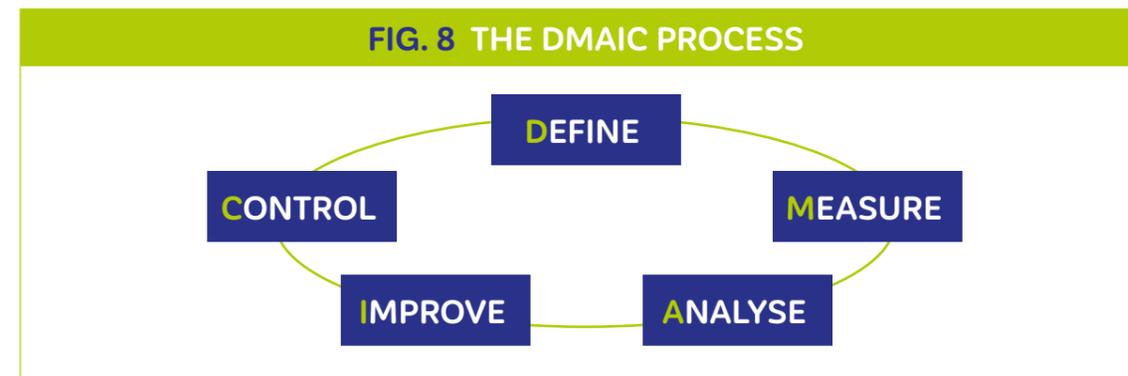
Next step

After completing the ranging, you need to make a choice of where to address the actions. Should you start picking the 'low hanging fruits' or implement bigger and more long-term tasks? This depends on how you rate what is best for reaching higher quality in your organisation. Below is an example of an action plan for 3 different targets defined in the self-assessment:

FIG. 7 ACTION PLAN – EXAMPLE						
NR	WHAT	WHY	HOW	WHEN	WHO	RESULT
1	Point 6.2 We need to spend less time from engagement to the first meeting with employer.	Average time from referral to job start = 39 weeks	Improvement project	June	SE – job coaches	
2	We need to have a cooperation agreement with the job seeker.	Document is missing.	Develop the document and present at manager meeting	Next week	Huw	Accomplished April 1st
3	Point 5.1.b We need to regularly review and update the vocational profile and action plan.	Is not widely used in the guidance work.	We have to look at the work processes and how we file our documents.	August	SE – team leader	We need to alter the process of using the action plan.

THE SIX SIGMA/DMAIC METHOD

Six Sigma is a method that provides organisations with tools to improve the capability of their business processes. The Six Sigma aims to reduce and control errors and deficits; which again results in better methods or more efficient services. To implement the Six Sigma we need a framework to help us move from aims to actions. This framework is called the DMAIC (Define, Measure, Analyse, Improve, Control) method.



DMAIC Storyboard

The DMAIC elements can be assembled into a document called the Storyboard. The advantage with the Storyboard is that it helps you visualise the whole improvement process on a single page, either on a sheet of paper or an electronic document.

The Storyboard can be used as a dynamic process and communication tool and illustrates the different stages of the improvement process (Define, Measure, Analyse, Improve, Control). When the project is finalised, it will give a comprehensive documentation of the actions and will make it easier to check whether achieved results are maintained and developed further. Organisations may then display their Quality Storyboard in the reception areas or other public areas within the premises of the organisation.

Below we present the Storyboard template and examples of the use of the Storyboard.

FIG. 9 STORYBOARD – TEMPLATE	
DEFINE	MEASURE
ANALYSE	
IMPROVE	CONTROL

DMAIC phases

PHASE 1: Define what you wish to achieve

This first phase is crucial for your improvement work to be successful. The target statement should clearly define what the team expects to achieve and who is going to perform the agreed actions. The team should focus on one improvement issue at a time. If the target statement is unclear, or if you try to solve more problems than you can handle, you risk wasting time, enthusiasm and effort.

PHASE 2: Measure

As explained before, the self-assessment tool will form a base line. In the Measure phase you need to consider whether you need a review of the results from the self-assessment and, if necessary, check if you need to re-establish the base line.

The performance indicators serve as a guide when it comes to measuring where organisations find themselves at the start of the process. The performance indicators are included in the self-assessment tool under 6.2 and 7.2.

Other recommended tools for use in this phase can be Process flow charts, Critical to Quality indicators and Pareto diagrams, see examples p.51 and further.

PHASE 3: Analysis

The reasons for a particular score in the self-assessment tool may not always be obvious and it may require a little more effort to find the root of the challenges we seek to solve. Sometimes we risk acting too quickly without fully understanding what we need to do. This phase is meant for getting a real understanding of the root cause of the issues that your organisation is observing and identifying. Having established the root cause, you can start identifying possible solutions.

Remember that this is not a linear process, you may need to go back to the start and reflect again and perhaps identify new causes.

Following this process you have a snapshot of your organisation and you will have to assess whether:

- the snapshot is an optimal situation,
- small measures can be implemented with minor effort, or
- there is a need for more extensive actions to achieve a higher score.

All this has to be viewed in light of the organisational frameworks and ambitions when it comes to work with SE.

The QUIP tool is applicable also in this phase. In addition, you may use tools such as Pareto Diagrams and Fishbone diagrams, see example p. 51

PHASE 4: Improve

When a possible solution has been identified, you need to develop an implementation plan. Use a standard project management methodology if you already have one in your organisation. Depending on the size of the project, this plan could be a list of tasks, owners and dates in a table, a Gantt Chart or a Process Flow Diagram, see examples p.52 and further. Use the tools that you are comfortable using. Use the DMAIC to monitor that the tools are used in the right order to secure that all elements in the process have been considered.

PHASE 5: Control

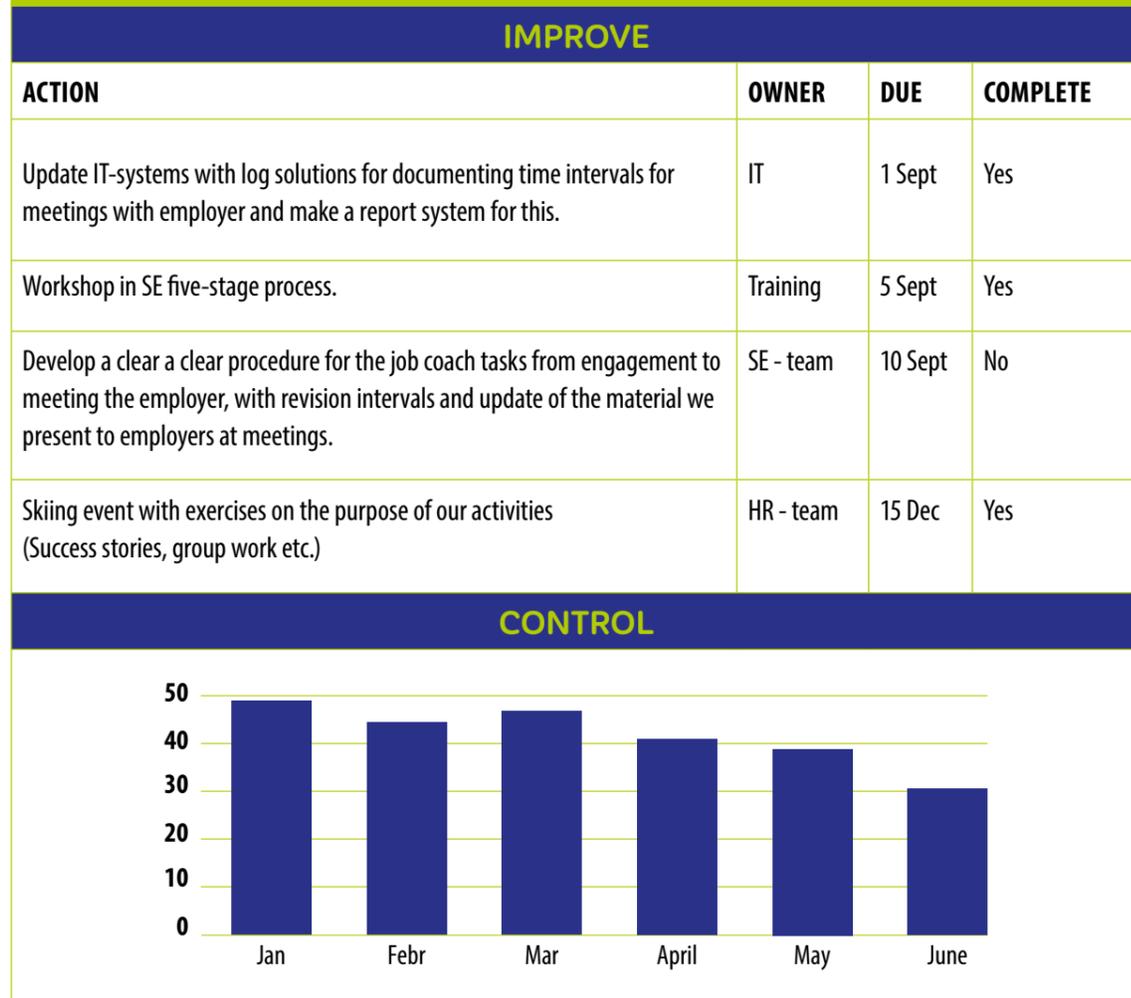
This final phase is to check the progress of the actions and whether the desired results have been achieved. This is also called the documentation phase. In this phase, organisations may close the circle and finalise working with the target, because the target is met to the agreed standard. Because quality improvement work is a continuous process, they will usually do a new assessment and re-establish the base line once again. In many cases, this phase will also identify the need to take a few steps back and start the process again. Perhaps you need to go back to the Analyse phase and to go deeper in the cause of the problem.

Useful tools here are Process Performance Graphs, Run Time Diagrams, Process Control Charts and Questionnaires, see p. 51 for examples.

Storyboard for the target no. 1 in the action plan (see fig. 7)

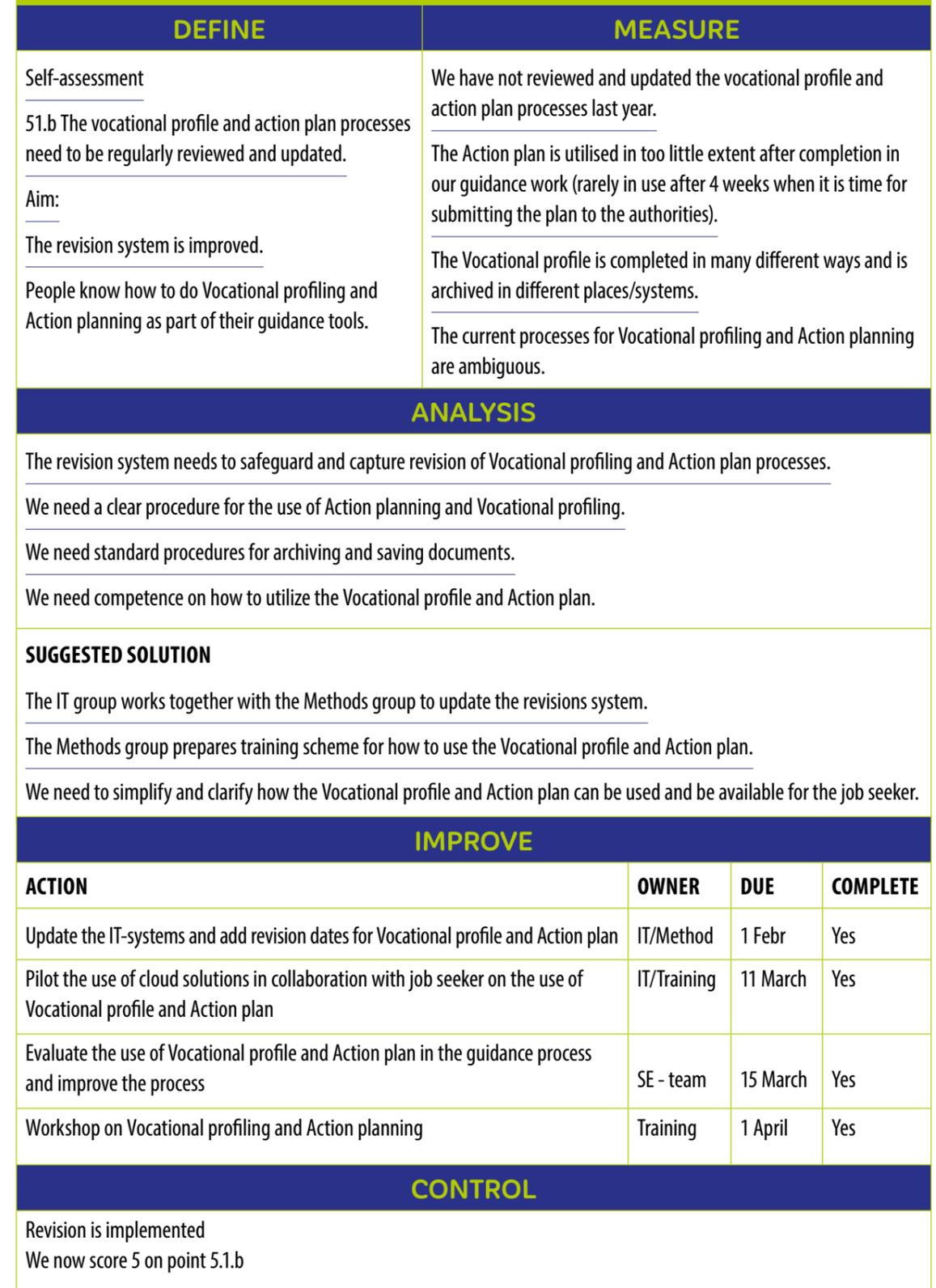
FIG. 10 STORYBOARD EXAMPLE 1	
DEFINE	MEASURE
Self-assessment point 6.2 illustrates we need to measure time from engagement to first meeting with employer.	Logging the time from engagement to first meeting with employer is not sufficient.
Aim: In four months from now the time from engagement to first meeting with employer is 4 weeks.	Manual counting shows that on average we spend approx 40 weeks from engagement to first meeting with employer.
ANALYSIS	
We need to have a clear description of all things required before the job seeker meets with an employer.	
We need to have clear procedures on how to develop material for presenting a job candidate to a prospective employer.	
We need to have efficient IT-systems for logging time from engagement to meeting with employer.	
We need to have a good, common understanding of the objective for our activities.	
We need to have a common understanding of the content and actions in SE when it comes to how to engage with employers.	
The HR team prepares a social event with the theme: The purpose of our activities.	
SUGGESTED SOLUTION	
The IT group is responsible for making a system to log the time from engagement to first meeting with the employer. This is done in close collaboration with the job coaches.	
The Method group prepares a clear procedure for the job coach tasks from engagement to meeting with the employer.	
The Method group prepares material to be used in meetings with the employer.	
The Training group must secure that all job coaches are trained in how to meet the employer and the five stage process.	

FIG. 10 STORYBOARD EXAMPLE 1 (CONTINUED)



Below is an accompanying Storyboard for the target no. 3 in the project plan:

FIG. 11 STORYBOARD EXAMPLE 2



REVIEW DOCUMENTATION

When you have finished a single improvement project, it is important that you follow up the work, to ensure that the desired quality is maintained and further developed. A good tip is to write a short evaluation of the project followed by documentation of what has been done, what has been achieved and, if applicable, what you have not achieved just yet. This is important and eases the work with future improvement projects.

Consider how you may reuse the improvement processes in other areas. How can you share the new knowledge with others within and outside the organisation. Giving positive, constructive feedback to improvement teams is vital to support further improvement processes and to achieve more efficient SE-processes. Reusing the improvement actions, sharing success and appraising staff will help to build an open learning culture.

Next step

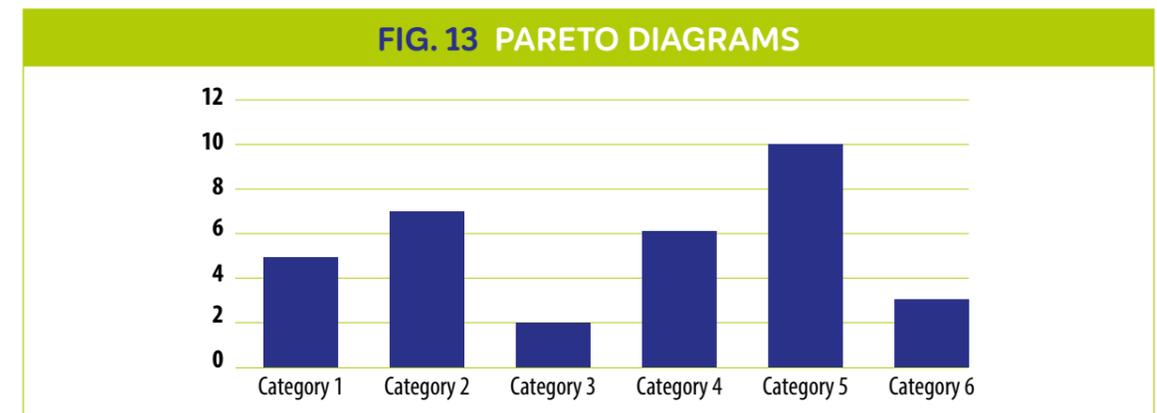
Update your action plan, choose new improvement areas and start a new storyboard.

FIG. 12 REVIEW TEMPLATE	
DATE:	
AUTHOR:	
1. HAVE THE OBJECTIVES BEEN ACHIEVED?	
Copy/paste the defined improvement areas from the Storyboard here:	
2. EXPERIENCES FROM THE PROJECT	
What went well?	
What could we have done differently?	
3. STATUS & FURTHER PLAN	
Is the project finished?	
Who does/will do the follow-up?	
Who will be informed?	
What is the follow-up date?	
Put in a link to the new Storyboard (if applicable).	
Describe the need for change – include this in the new Storyboard.	

EXAMPLES OF TOOLS

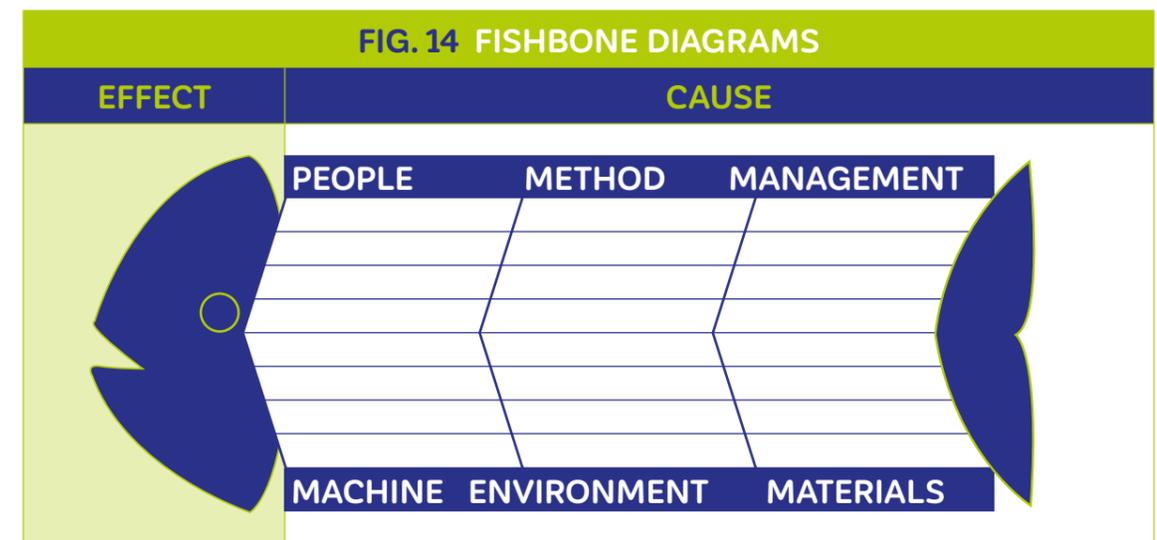
Pareto Diagrams

A Pareto diagram is a simple bar chart. The purpose of a Pareto diagram is to separate the significant aspects of a problem from the trivial ones. By graphically separating the aspects of a problem, a team will know where to direct its improvement efforts. Reducing the largest bars identified in the diagram will do more for overall improvement than reducing the smaller ones www.isixsigma.com/tools-templates/pareto/pareto-chart-bar-chart-histogram-and-pareto-principle-8020-rule/



Fishbone diagrams

The Fishbone Diagram is used to structure the brainstorm process. The problem statement is written at the 'head' of the fish. The bones can be used for ideas as you can write them down per category. The main goal of this diagram is to look at things from another perspective. The titles on the bones can be changed to suit the subject if necessary. <http://asq.org/learn-about-quality/cause-analysis-tools/overview/fishbone.html>



Process flow charts

A flow chart can be used:

- to document a process;
- to develop understanding of how a process is done;
- to study a process for improvement;
- to communicate to others how a process is done;
- when better communication is needed between people involved with the same process;
- when planning a project.



Flowchart Basic Procedure²:

Materials needed: sticky notes or cards, a large piece of flipchart paper or newsprint, marker pens.

1. Define the process to be diagrammed. Write its title at the top of the work surface.
2. Discuss and decide on the boundaries of your process: where or when does the process start? Where or when does it end? Discuss and decide on the level of detail to be included in the diagram.
3. Brainstorm on the activities that take place. Write each on a card or sticky note. Sequence is not important at this point, although thinking in sequence may help people remember all the steps.
4. Arrange the activities in proper sequence.
5. When all activities are included and everyone agrees that the sequence is correct, draw arrows to show the flow of the process.
6. Review the flow chart with others involved in the process (workers, supervisors, suppliers, customers) to see if they agree that the process is drawn accurately.

Flow chart Considerations:

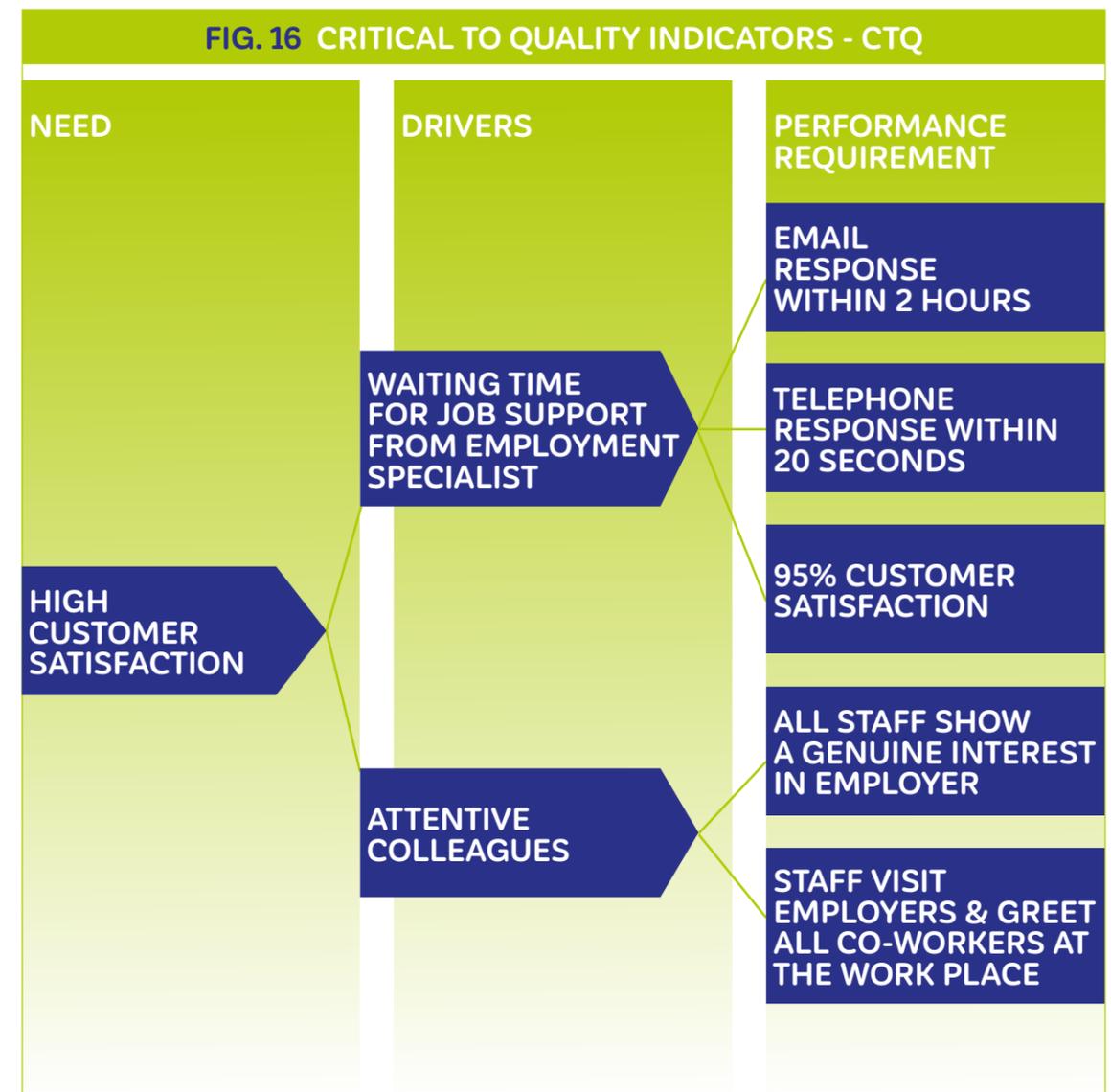
- Don't worry too much about drawing the flowchart the 'right way'. The right way is the way that helps those involved understand the process.
- Identify and involve in the flowcharting process all key people involved with the process. This includes those who do the work in the process: suppliers, customers and supervisors. Involve them in the actual flowcharting sessions by interviewing them before the sessions and/or by showing them the developing flowchart between work sessions and obtaining their feedback.

² Excerpted from Nancy R. Tague's The Quality Toolbox, Second Edition, ASQ Quality Press, 2004, pages 255–257.

- Do not assign a 'technical expert' to draw the flow chart. People who actually perform the process should do it.
- Computer software is available for drawing flow charts. Software is useful for drawing a neat final diagram, but the method given here works better for the messy initial stages of creating the flow chart.

Critical to Quality indicators – CTQ

A critical to quality (CTQ) is the flow chart process of identifying quality features or characteristics with regard to the customer and to identify the problems. This is the process of analyzing the inputs and outputs and find out the paths that influence the standard or quality of process outputs. CTQ analysis consists of the physical measurement of height, width, depth and weight. They represent the necessities of quality but have deficiency in the specificity to be measurable.



Steps to Implement and also create a CTQ Tree:

- **Determine the Basic Requirement of the Customer:** First, the team finds out the basic requirement of the customers for the service or product. Generally, this basic requirement is pointed out in comprehensive terms in order to accomplish the requirement of the customer.
- **Identify the First level of Requirements of Customers:** Then the team finds out two or three requirements that can solve the basic customer's need mentioned in the initial stage of the Critical To Quality tree. This ensures that the phones are responded instantly by the professionals.
- **Identify the Customer's Second Tier of Requirements:** Thirdly, again the team finds out three or two requirements which can solve the basic customer's need mentioned in the second stage of the Critical To Quality tree. This ensures that the professionals are available round-the-clock to respond to the queries of the customers.
- **Stop when the Quantifiable Requirements Reaches the limit:** The fourth step is implemented when the team arrives at the requirement which can easily be measured.
- **Confirm Final Requirements with the Customers:** The last step is applicable when all the needs on the Critical to Quality tree reach a standard level after due confirmation with the customer www.isixsigma.com/dictionary/critical-to-quality-ctq/

Gantt Chart

A Gantt chart is a type of bar chart that illustrates a project schedule. Gantt charts illustrate the start and finish dates of the terminal elements and summary elements of a project. Terminal elements and summary elements comprise the work breakdown structure of the project. Modern Gantt charts also show the dependency (i.e. precedence network) relationships between activities. Gantt charts can be used to show current schedule status using percent-complete shadings and a vertical 'TODAY' line as shown here www.gantt.com

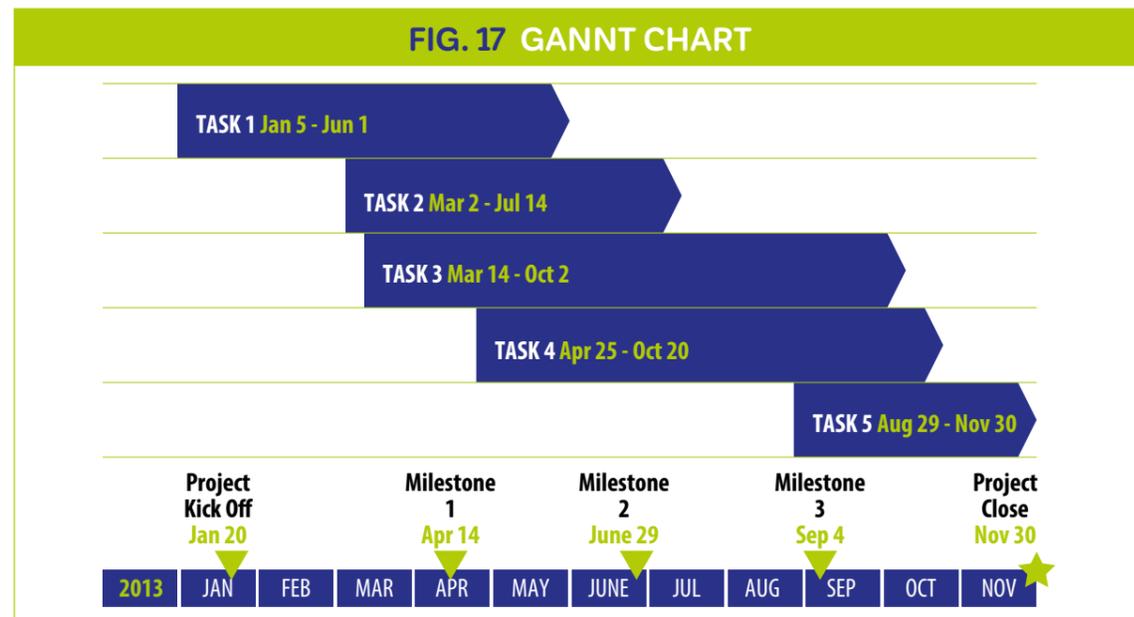
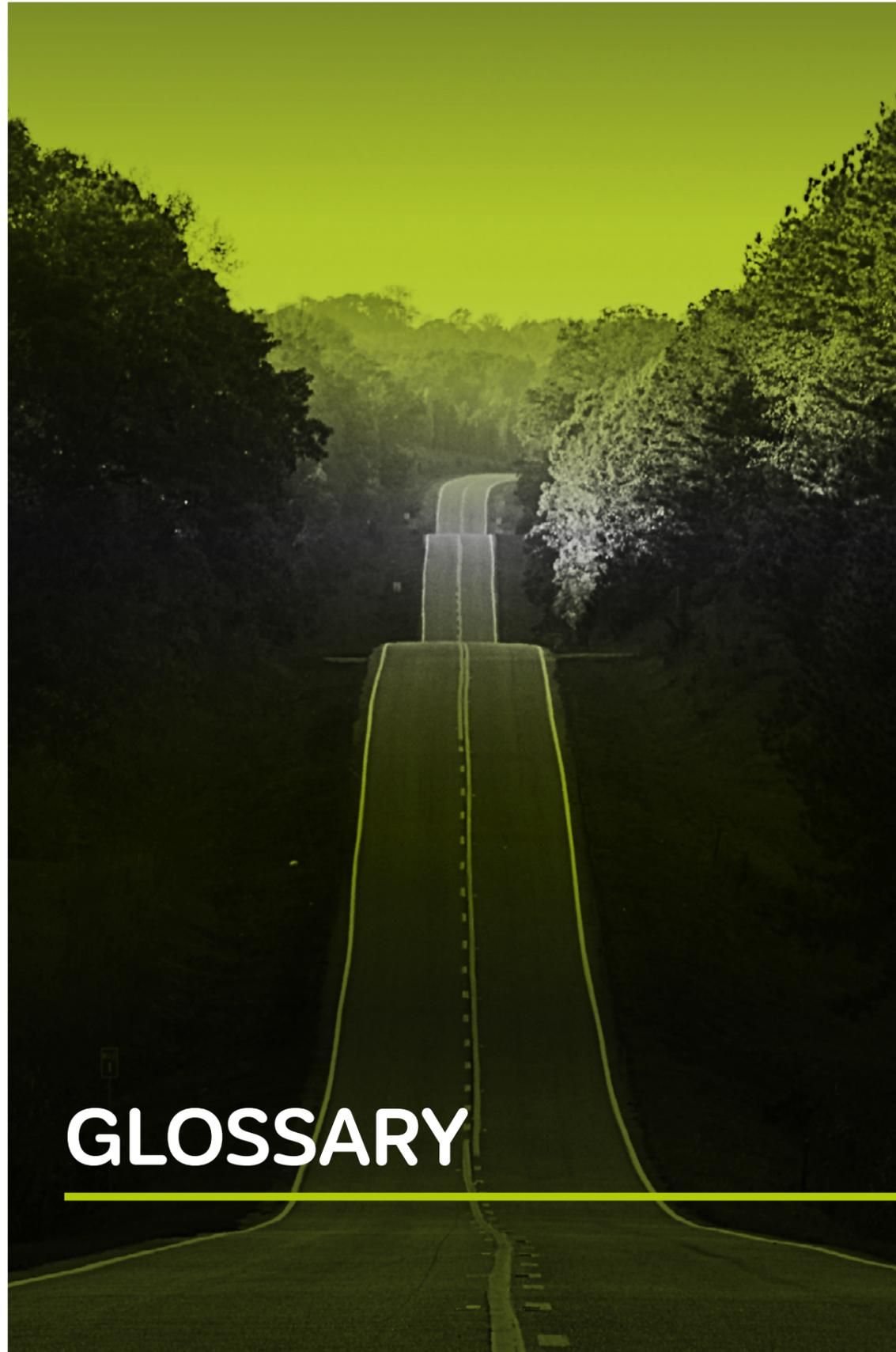


FIG. 18 OVERVIEW OF TOOLS	
TOOL	USEFUL FOR DMAIC PHASE
Process Flow Chart	Measure, Improve
Critical to Quality Indicators	Measure
Pareto diagrams	Measure
Gantt Chart	Improve
Questionnaires	Control



ACCOUNT MANAGEMENT A systematic approach to managing stakeholders to maximize mutual value and achieve mutually beneficial goals.

ASSET REGISTER A list of the assets owned by a business. It contains pertinent details about each fixed asset to track their value and physical location. The register shows the quantity and value of things like office equipment, motor vehicles, furniture, computers, communications systems and equipment.

ASSISTIVE TECHNOLOGY Technology used by individuals with disabilities to carry out functions that might otherwise be difficult or impossible. Assistive technology can include personal aids as well as hardware, software and peripherals that assist people with disabilities in accessing computers or other information technologies. In the context of employment it can include hand-held devices that can prompt work tasks, jigs that can hold or guide materials and equipment adapted to specific tasks.

BASE British Association for Supported Employment. www.base-uk.org

BETTER OFF FINANCIAL CALCULATIONS This is a calculation that aims to show jobseekers whether they will be better off in work compared to living on welfare benefits. It will take into account details of the amount of welfare benefit income and the amount of money they can earn in paid work, along with any welfare benefits they can receive when in work, and shows if they will be better off going into paid work.

BUSINESS CONTINUITY PLAN Business continuity encompasses a loosely defined set of planning, preparatory and related activities which are intended to ensure that an organisation's critical business functions will either continue to operate despite serious incidents or disasters that might otherwise have interrupted them.

CIRCLES OF SUPPORT A circle of support is a group of people who help an individual in achieving their personal goals in life. Often used in person-centred planning, the circle acts as a community around that person who, for one reason or another, is unable to achieve what they want in life on their own and decides to ask others for support.

COLLABORATE Work jointly on an activity or project.

COMPETENT Having the necessary ability, knowledge, or skill to do something successfully.

CONFLICT OF INTEREST A situation where a staff member can influence a customer's options and has a vested interest in which choice he or she makes.

CO-PRODUCTION A relationship where professionals and individuals share power to plan, deliver and evaluate together recognising that both have vital contributions to make.

CORPORATE SOCIAL RESPONSIBILITY A business approach that contributes to sustainable development by delivering economic, social and environmental benefits for all stakeholders.

CUSTOMER This means the jobseeker, supported employment employee and/or the employer.

DISCLOSURE Sharing of personal and possibly sensitive information.

EFQM European Foundation for Quality Management.

ENVIRONMENTAL POLICY The policy showing an organisation's philosophy and intentions regarding the environment.

EQUASS European Quality in Social Service.

ESF European Social Fund.

EUSE European Union of Supported Employment.

EXTERNAL ENVIRONMENT This includes legislative and policy requirements on a national, regional and local context.

HARD OUTCOMES A hard outcome is easy to define and measure. It may be the number of qualifications gained or jobs taken up. As a result people have often steered towards using hard outcomes to show they are making a difference because they are thought to be easier to demonstrate.

IMPARTIAL AND OBJECTIVE The service is free from bias and options explored are realistic.

INCLUDE To ensure stakeholders are part of thinking.

INDUCTION A formal introduction and familiarisation on entry into a position within an organisation, including people new to the organisation or new to a role within it.

INVOLVE To ensure functional participation.

IPS Individual Placement and Support.

JOB CARVING Is a term for customising job duties to create specialist job roles thus freeing up the time of specialist staff or to swap job duties to make the most of individual skills.

JOB DESIGN A method of developing a job with a mix of tasks/activities from those being completed within the host employer organisation.

JOB SEEKER An individual looking for a paid job in the open labour market.

KEY PERFORMANCE INDICATORS (KPIs) The measures adopted to determine the success or failure of a process by the output or outcome.

LEADERS Those people who have responsibility to lead the strategic direction and development of the organisation.

MISSION A mission statement is a statement of the purpose of a company, organisation or person; its reason for existing; a written declaration of an organisation's core purpose and focus that normally remains unchanged over time.

MULTI-AGENCY STRATEGIES This refers to the organisation working with others in a shared plan.

NATURAL SUPPORT Support that is offered by the co-workers at the workplace and/or others in the person's professional network.

OBSERVED PRACTICE A process for managers to directly view the service offered by staff. It is used periodically to check the quality of service provision, identify workforce training needs, identify best practice, and provide opportunities for reflective practice.

PARTNERS Partners may refer to external organisations that support the service delivery. The service may have a Service Level Agreement (SLA) with its partners. Partners may support the service in other ways (e.g. signposting to/from or referrals).

PARTNERSHIPS Groups of partners and/or networks that come together to provide complementary services that enhance the overall provision to end-users.

PERIODICALLY This indicates that the activity occurs once a year or less often.

POLICIES An overview and summary of the approach (may be in writing) taken to address the issue in question. A policy defines why a particular approach is taken.

PROCEDURES A description (may be in writing) of how an activity will take place.

PROCESS A description of related activities to achieve a certain outcome, usually in writing although it may be obvious.

PROTOCOL A system of rules that explain the correct conduct and procedures to follow in formal situations.

QUALITY ASSURANCE The process of systematically monitoring and evaluating the various aspects of the service to ensure that standards of quality are being met.

REASONABLE ADJUSTMENT Equality Law recognises that bringing about equality for disabled people may mean changing the way in which employment is structured, the removal of physical barriers and/or providing extra support for a disabled worker or job applicant, this is the duty to make reasonable adjustments.

RESOURCES Resources are staff, equipment, ICT, premises, materials and systems.

REGULAR This indicates that the activity occurs at least twice annually.

SE Supported Employment.

SENO Supported Employment Norway.

SEQF Supported Employment Quality Framework.

SOCIAL ENTREPRENEURSHIP Is a process in which organisations aim for improvement at the organizational and social level by integrating economic, environmental and social considerations systematically and coherently in all business processes.

SOFT OUTCOMES Soft outcomes are outcomes from training, support or guidance interventions that cannot be measured directly or tangibly. Soft outcomes may include achievements relating to interpersonal skills, confidence levels, motivation and communication skills. Soft outcomes are often based on asking the opinions of individuals you work with.

SUEM.BE Supported Employment Belgium.

STAKEHOLDERS Individuals, groups and organisations who are interested in the work of the supported employment organisation. When we refer to stakeholders, we include customers as part of the definition.

SUPERVISION The primary functions of supervision are: administrative case management; reflecting on and learning from practice; personal support; professional development; and mediation, in which the supervisor acts as a bridge between the individual staff member and the organisation they work for.

VISION Vision statement communicates the organisation's reason for being and how it aspires to serve its key stakeholders. The statement is a narrower, future-oriented declaration of the organisation's purpose and aspirations.

ZERO REJECTION Part of the underlying philosophy of supported employment, this means that anyone who wishes to work can work, provided the correct level of support is available. It stems from a rejection of assessments in the past that categorised people into those who could or could not work without taking into account effective job match, task teaching and support.

COLOPHON

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