



Ontario Native Literacy Coalition
"Empowering the Spirit, Ensuring Survival"

**continuous improvement
Performance management System
(CIPMS) training guide**

*Translated and Adapted by Josée Blaquière
February 2008*



*Based on material developed originally by Jacinthe Bergevin,
Bergevin Cloutier et associés*

**EMPLOYMENT
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Ontario's employment & training network

"The publications of this guide and the CIPMS training have been made possible thanks to the financial contribution of the Ministry of Training, Colleges and Universities".

Overall Goal

Participants will have a deeper and broader understanding of the Continuous Improvement Performance Management System (CIPMS), of what it involves for their programs and will be able to make better use in their work of the data provided by the programs' self-assessment tool, the monitoring report, the learner follow-up tool and their database all in the context of the CIPMS.

Program Objectives

By the end of the training session, participants will...

- Be able to describe the basic principles and components of the Continuous Improvement Performance Management System (CIPMS)
- Be able to describe the importance of collecting and using data to improve the performance of their program
- Be open to further explore how the CIPMS can be applied more extensively in their own activities/programs (planning, training, assessing performance, reporting to the MTCU, etc.)
- Be able to identify the steps and tools required to effectively collect and analyze their program data
- Understand what is expected of them in the CIPMS context
- Have implemented the Self-Assessment steps
- Have identified the next steps they need to take to further integrate the CIPMS in their planning, management and evaluation processes and practices
- Have been updated on how the implementation of CIPMS is progressing throughout the province and on the steps to come.

Time Requirements

The time required for this session is approximately 21 hours.

Dates and Time

Thursday February 28th, 2008 – 7:00 p.m. to 9:30 p.m.

Friday February 29th, 2008 – 8:30 a.m. to 5:00 p.m.

Saturday March 1st, 2008 – 8:30 a.m. to 5:00 p.m.

Sunday March 2nd, 2008– 8:30 a.m. to 12:00 p.m.

Trainer

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Section 2 – Slides

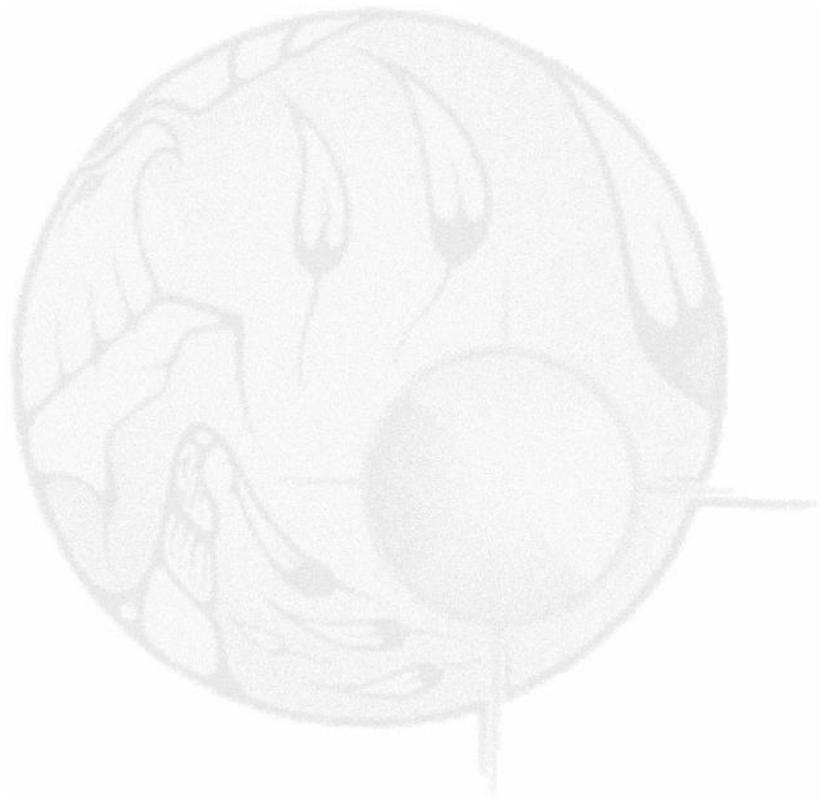
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The use of the masculine gender throughout this document includes the feminine gender.

Section 1

Understanding Continuous Improvement Performance Management System (CIPMS)



- Are you doing the right things?
- Are you doing things right?
- What do you want to accomplish?
- How are you going to succeed?
- What results do your activities produce?
- Are your clients (learners) satisfied with the service you are offering them?

...These are some of the issues that concern all organisation's managers and practitioners. It is also these issues that a Continuous Improvement Performance Management System is addressing.

We want to understand what we do in order to improve ourselves one step at a time.

1 . 1. Performance management...What is it?

In theory, it is a structured method of **evaluation and feedback** designed to **measure** the **performance (outputs)** and the **outcomes**.

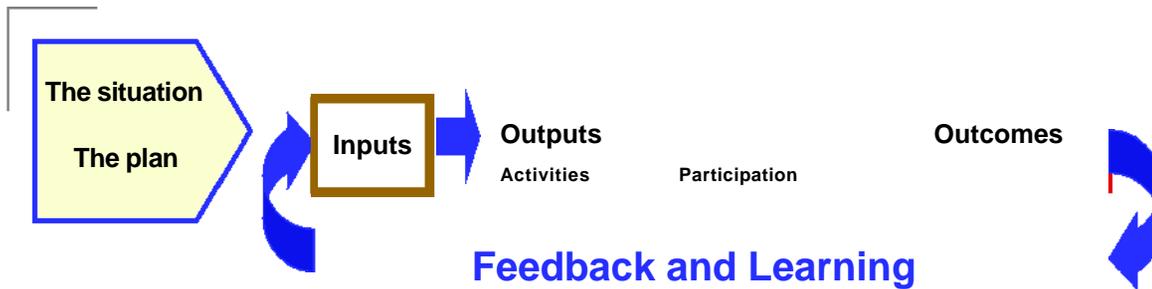
It is no longer enough to measure the activities performed, the results achieved must also be monitored.

“Performance measures are used to determine how well we are doing in achieving our goals. Measures use indicators to demonstrate **efficiency, effectiveness and client satisfaction**. Performance management is the system established to formalise using the measure to improve on achievement and non achievement. It is a dynamic process that allows the service provider and the funder to better manage the results. The ultimate goal of this approach is to improve client service: data is used to improve the organizational infrastructure and its capacity to deliver better results year after year.” (Walsh, 1998).

This approach rests on:

- Acquiring an appropriate plan (early in the process);
- Implementing performance indicators and outcome indicators tracking;
- Efficiently collecting data;
- Analysing gathered data;
- Having the capacity and the willingness to learn from past experiences and adapt accordingly.

Logic Model of Continuous Improvement Performance Management



Focus – Action - Collect data – Analyze and interpret – Report – Learnings

1.2. A few definitions

Input - – Resources (human, material, financial, etc.) used to perform activities, produce outputs and/or achieve results.

Activity - What are the main activities the personnel perform within the framework of the program or initiative? Operations or steps performed by an organisation intended to produce specific outputs (e.g. products or services). The activities are part of the first step to achieving results.

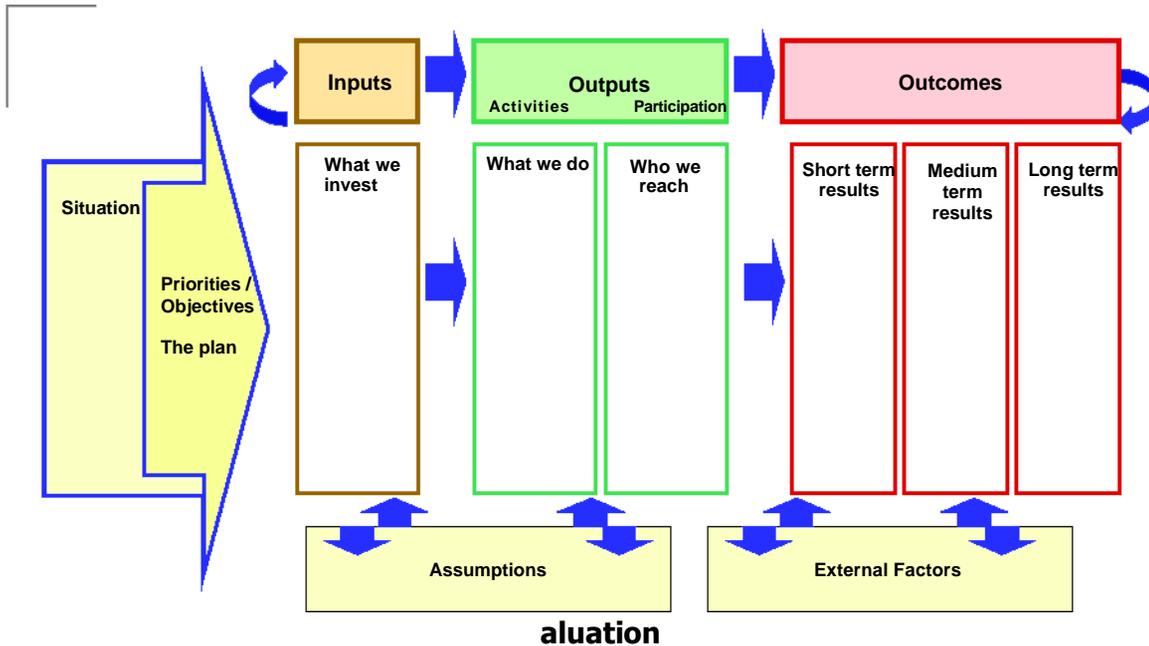
Participation/Reach - Concept representing the people and organisations targeted and directly impacted by a program or initiative.

Performance/Output - What are the outputs produced by the main activities? In other words, what shows that activities were accomplished correctly? The outputs correspond to the products or services generated by the activities; they are the proof that the activity actually occurred. The indicators linked to efficiency and learner satisfaction facilitate measuring the program's performance. For example, **efficiency** indicators could include the number of contact hours, number of courses delivered, number of assessment meetings, etc. **learner satisfaction** indicators could include the number of learners that are satisfied with the LBS program.

A full-size image of this table is presented in section 2 of this binder.

Logic Model of Continuous Improvement Performance Management

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v



Adapted from: *Program Action – Logic model, University of Wisconsin, cooperative extension, 2003*
[Http://WWW.UWex.edu/ces/pd/Ande/](http://WWW.UWex.edu/ces/pd/Ande/)

Outcome : In general, in a logic model, an action verb is associated to the outcomes (e.g. increased or improved) representing the expected consequences of the activities and outputs. The indicators linked to **effectiveness** serve to measure the results. Three types of outcomes can be observed:

Short term results - What are the short-term results stemming from the activities and the outputs? In the case of the LBS programs, the immediate results could be linked to learning (abilities, knowledge, attitudes, skills, opinions, aspirations, motivations, awareness, etc.).

Medium-term results - What are the subsequent results in the chain of results stemming from the activities and outputs that occur after the immediate results? These are the medium-term results. In the case of the LBS programs, these results could be linked to changes regarding actions (behaviours, practices, studies/job, social actions, etc.)

Long-term results - What are the last program or initiative results expected, or why were these activities undertaken? Generally, achieving these results requires more time; they are submitted to influences that are external to the program or initiative and can happen on a more strategic level. In the case of the LBS programs, the long-term results could be linked to changing conditions (on the social, economic, civic, environmental, etc., level).

A full-size image of this table is presented in section 2 of this binder.

Core Measures - – Indicators (quantitative or qualitative) serving to determine to what extent a program or initiative achieves its results. Observable and measurable data are used to measure the progress accomplished. They measure the performance, according to pre-established evaluation criteria.

Target : Measurable performance or success level an organization, program or initiative expects to achieve during a given period. The targets can be quantitative or qualitative and must be appropriate for the outputs and outcomes.

1.3. What is it used for?

Continuous improvement facilitates the integration of performance measurement in the daily management practices of the program in order to continuously improve the quality of the services delivered to learners.

Thus, implementing a continuous improvement performance management approach allows program administrators to:

- Set agreed upon performance goals and business plans to achieve them
- Optimally allocate and prioritize resources
- Inform main stakeholders
- Redirect efforts or program directions when required to ensure pursued objectives are met
- Report on results achieved
- Communicate successes and learning from experiences
- Have the words and data to explain what is being done and what for
- Celebrate success

1.4. Who uses this approach apart from us?

The continuous improvement performance management approach is increasingly used in organizations across Canada and around the world, in businesses, government agencies and not-for-profit organizations. The MTCU began this change years ago. This approach is consistent with a common trend aiming to ensure sound management of our organizations.

Organizations that have implemented a CIPMS include:

- Aboriginal Human Resource Development Agreement (AHRDA) holders
- First Nations and Inuit Health Branch
- Job Connect
- Trillium Foundation
- United Way
- Etc.

LBS Logic model

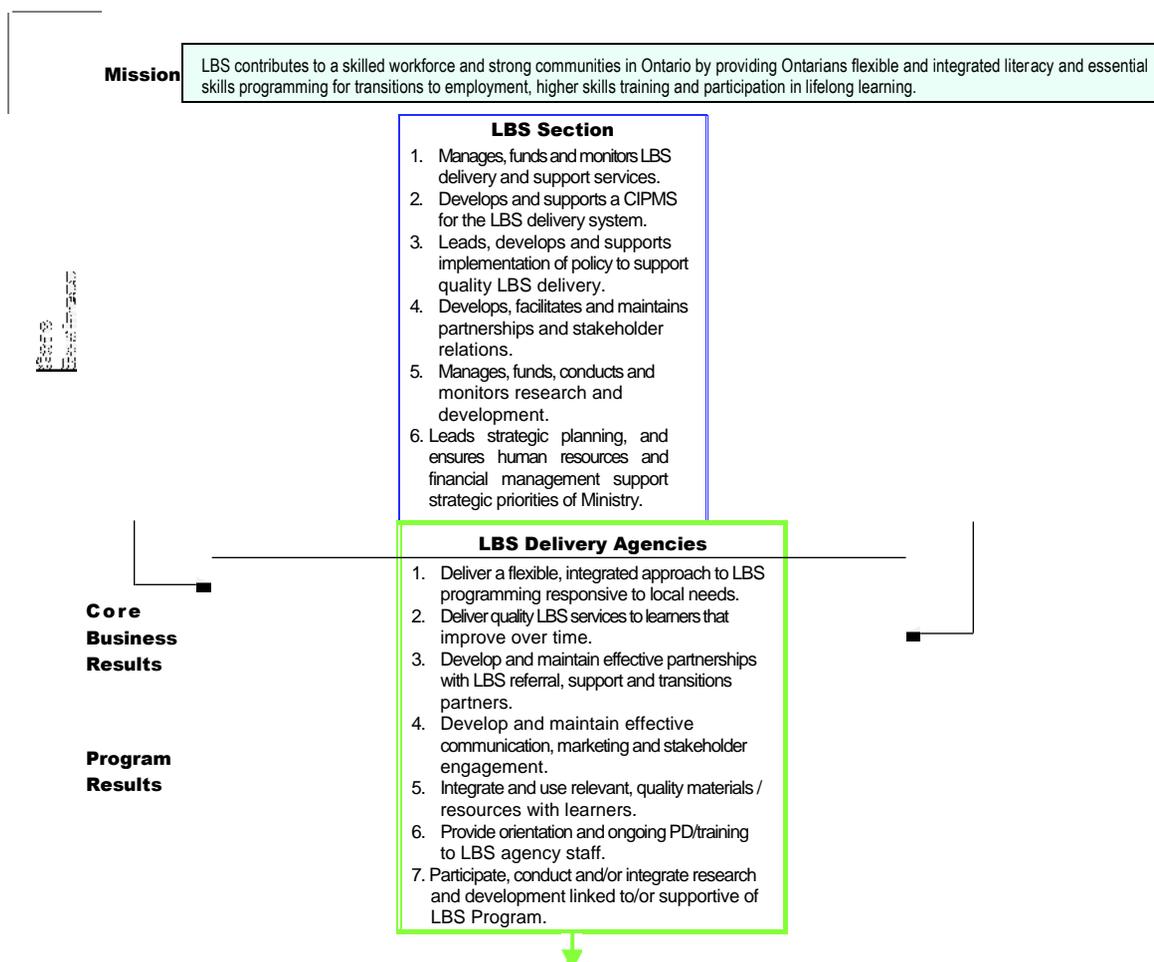
2.1. What is it?

Using diagrams, the LBS logic model presents the mission and basic activities of the different provincial and local literacy and basic skills training practitioners. (So to speak, this model presents the roles of the various practitioners). It also indicates the short term, medium-term and long-term results expected.

We might say that this logic model answers the following three questions

- Why do we do what we do? What is our reason for being?
- What do we do?
- What do we want our activities to be useful for?

2.2. Schematic model



LBS Support and Service Agencies

Support LBS funded delivery agencies to deliver co-ordinated, quality services responsive to emerging needs (identified by the community and government) within an integrated training and employment system.

2. Provide support for Ministry led initiatives using a model of continuous improvement.
3. Develop and provide accessible, quality resources that support LBS-funded agencies to deliver a quality LBS Program.
4. Support professional development of LBS-funded agencies to effectively deliver the LBS Program.
5. Support the production and integration of research and development results and products that are linked to and support the

Quality LBS Services for learners that improve over time
Research and development linked to/supports LBS strategies and innovation
Integrated approach to LBS Programming
Effective partnerships with referral, support and transitions partners
Effective communication, marketing and stakeholder engagement
Accessible, quality materials/resources across all streams
Practitioners trained in delivery of LBS Program

Medium-term

Increase in the employability of LBS learners
Increase LBS learners participation in further training and education
Increase in LBS learners literacy and essential skills
Increase of learners attainment of their short-term LBS Program goal
Increase LBS learners participating in the community

More literate Ontario
More individual participation in lifelong learning
A skilled workforce
Stronger communities

A full-size image of this table is presented in section 2 of this binder.

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the continuous Improvement Performance Management System (ciPmS)

3.1. What is the CIPMS?

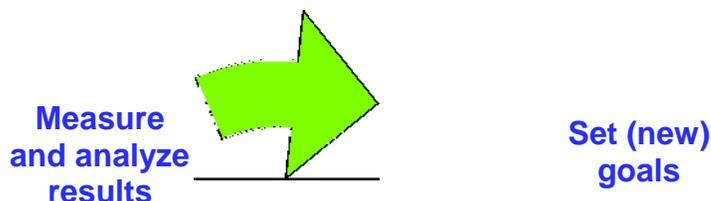
The CIPMS is a systematic approach for continuous improvement that will allow all delivery sites to provide a high quality standard of service for different communities and clients, while maintaining consistency across Ontario. (MTCU, 2006)

By using this approach, the intent is to implement result-based management. In order to do that, organisations must:

- Focus on results without neglecting the organisational capability
- Track the results and communicate them to the main stakeholders

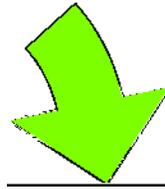
3.2. What are the major steps to follow ?

the ciPmS cycle



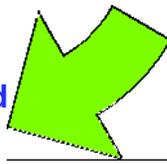


**Adjust
activities**



**Incorporate
processes to
achieve the
goals**

Monitor and
document
progress

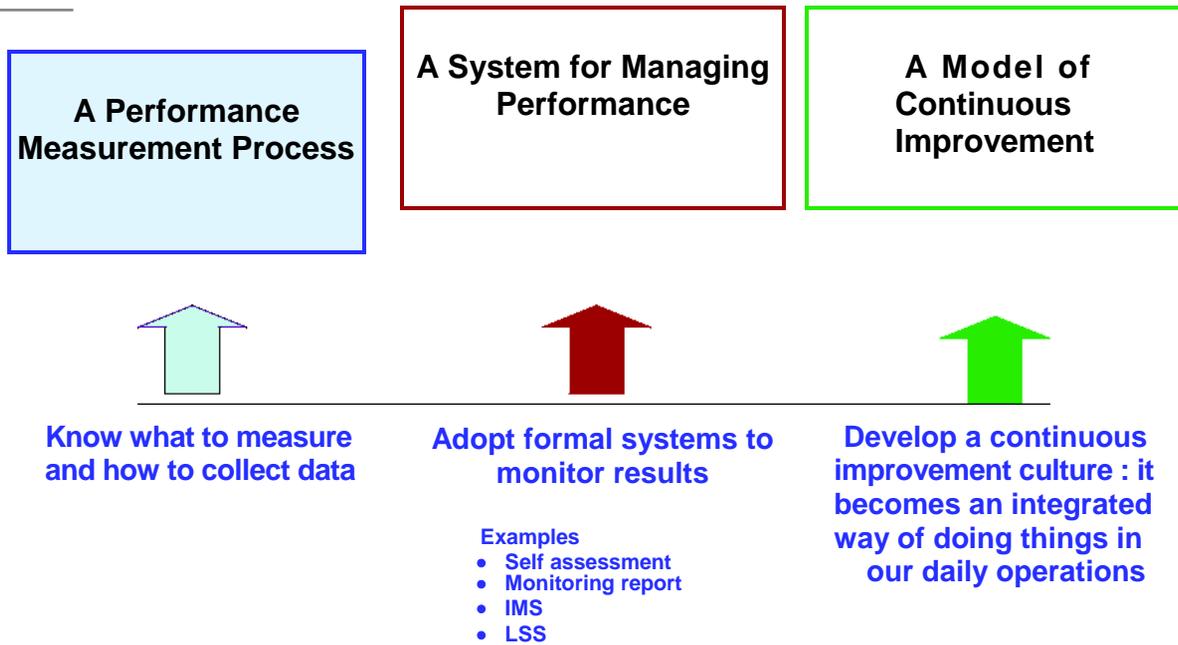


Source : *CommUnit Literacy of Ontario 2007*

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3.3. What does it entail?

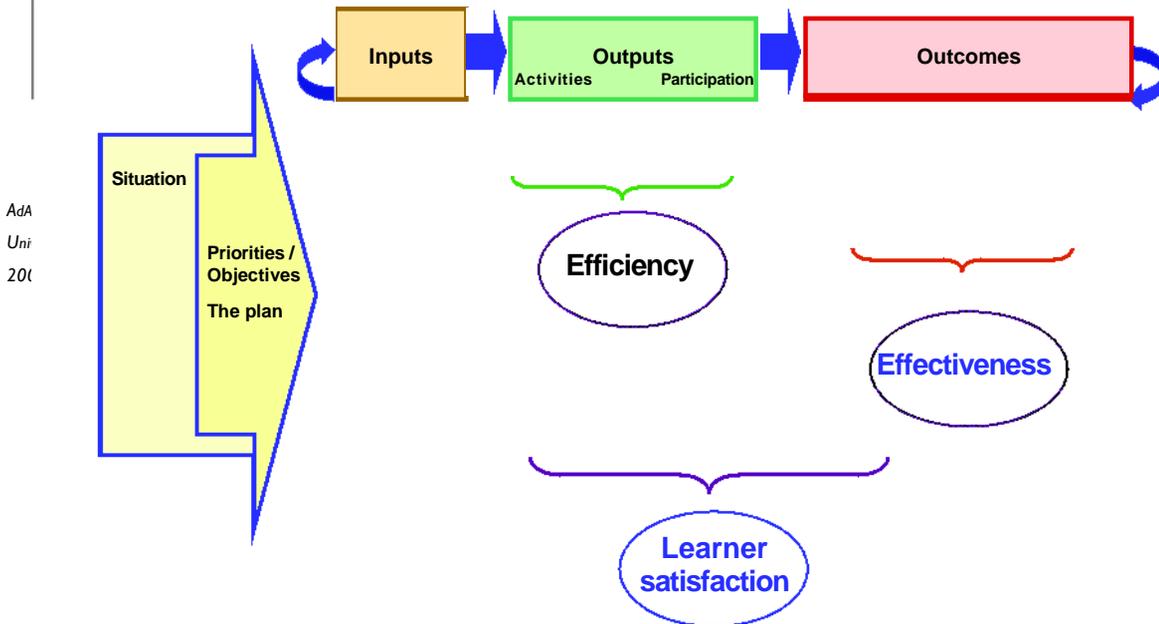
the three components of CIPMS



3.4. Knowing what to measure

The CIPMS includes, among other things, three essential measuring elements and a data management system for gathering data, i.e. the Information Management System (IMS).

Logic model of continuous improvement of Performance management



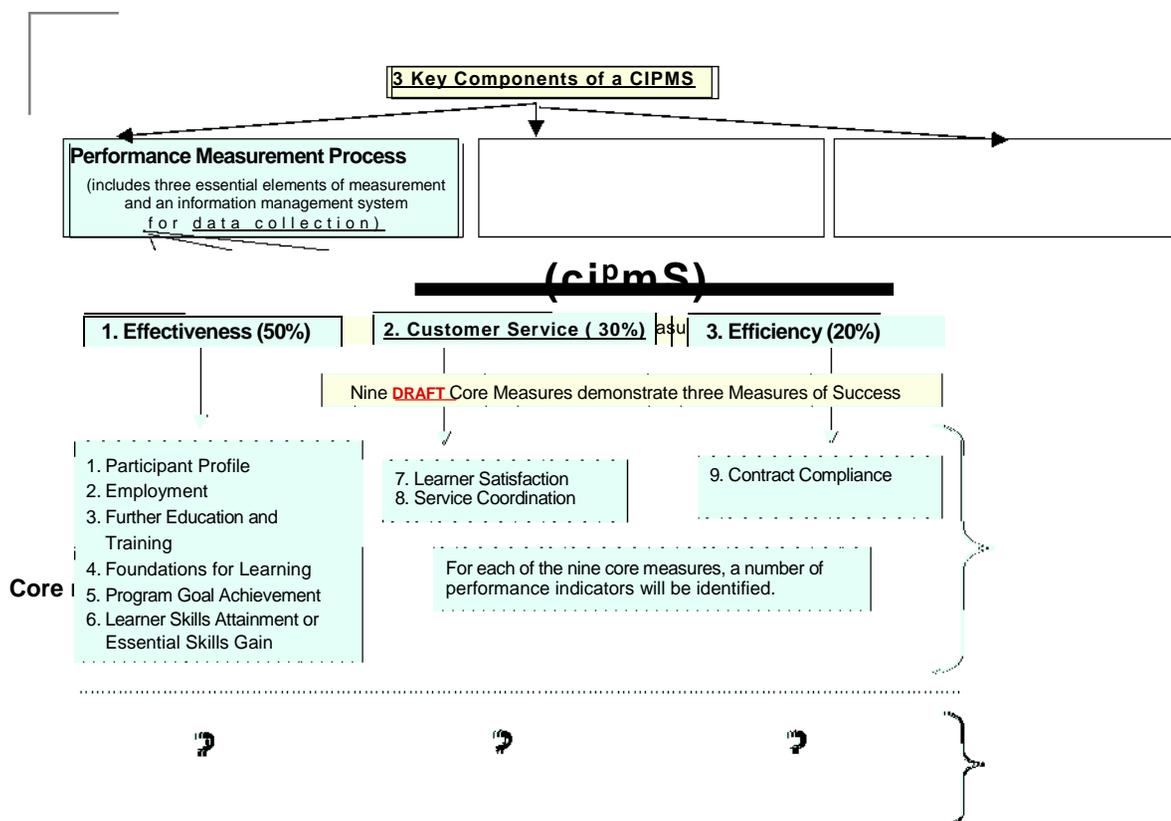
What are these three measuring elements?

Effectiveness (50%) : is a measure of whether an organisation, program or initiative delivers the expected results. In other words **is it doing the right thing?** Examining results in this area will help to understand if the organisation is offering the right programs and services to help learners reach their goals.

Efficiency (20%) : is a measure of whether the organisation, program or initiative **is doing things right**. Examining these results will help to understand whether there are different ways to deliver programs and services that will still meet learners' needs but save time or money. It indicates the extent to which an organisation, program or initiative produces the expected performance (outputs).

Client (learner) satisfaction (30%) : is a measure of the extent to which the learners are satisfied with the services provided.

Continuous Improvement of Performance Management System



Which other core measures do you want to monitor ?

A full-size image of this table is presented in section 2 of this binder.

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3.5. Guiding principles of the CIPMS

The following principles must be respected.

- Developed in consultation with the stakeholders
- Providing measures for targeted and valued outcomes
- Commitment to communication and training to support transition
- Ensuring the system is transparent, easy to administer and non-punitive
- Standards based on “what is”, not “what should be”
- Map only 6 to 10 core performance measures
- Tie funding to multiple performance measures
- Reward excellence and innovation (proposed by MTCU)

3.6. Benefits of using a CIPMS

To efficiently demonstrate the results reached:

A CIPMS allows an organisation to:

- Demonstrate the results achieved in a measurable and quantifiable manner
- Clearly communicate results to stakeholders outside LBS
- Showcase the results in order to increase the chances that the programs continue to Obtain the necessary support from government and main stakeholders

It allows an organisation to improve efficiency and effectiveness:

- It offers an improved system to document learner and program outcomes and objectives on a regular and ongoing basis
- At any given time, programs administrators and practitioners are able to compare services they believe they are delivering to those that are actually being delivered
- Programs administrators and practitioners are able to identify and evaluate more systematically their successes and gaps
- An increased awareness of whether or not a program is meeting its deliverables, results in improved management and increased accountability
- An increased awareness allows administrators and practitioners to evaluate program and adjust learners’ goals as needed according to their actual progress
- It allows improved goal setting and programming
- When monitoring and evaluating systematically and on an on-going basis, program administrators are in a better position to make the appropriate changes and strategise for the future
- Finally, a CIPMS helps program administrators and practitioners to be efficient and effective as they strive to reach their goals and those of their learners

data coLLection and anaL'SiS

4.1. Which data?

Information can be used to highlight, clarify and explain what is being accomplished through our programs or to highlight what is not being accomplished.

Data gathered systematically and well documented through time enable programs administrators and practitioners to understand and explore:

- Where they have been
- Where they are
- Where they are going
- Howtogetthere

There are two types of data: quantitative and qualitative.

t^yP e S of data

Data, what ever the types, are useful to document proofs.

Qualitative		Quantitative
Words	Type of data	Numbers
Interviews, descriptions, case study	Methods to collect data	Survey, count, enumerate, list, categorize
Subjective	Interpretation	Objective
Rich and in-depth	Detail level	More specific information, provides figures, does not always qualify information,
information, provides thick details, enable to qualify the data		easier to compare from year to year

Source: practitioners

Using nrs dAtA for progrAm mAnAteement CondeLLi & ZAidi, mArCh 2003

To develop a data collection and report presentation method administrators and have to:

- Choose a simple and efficient method
- Ensure the method chosen provides critical feedback to programs for continuous improvement of services delivered to learners
- Determine policies and procedures for data collection and report presentation (Who? How? At which frequency?)
- Provide initial and regular training to the individuals gathering data and presenting reports

A full-size image of this table is presented in section 2 of this binder.

4.2. Where to collect and stock the data?

- IMS data
- Exit Survey: Learner Satisfaction Survey (LSS)
- Monitoring Report

Do you use other tools to help you document collected data?

✓

✓

✓

Do you consult other tools to get information that helps you make informed decisions?

✓

✓

✓

The same data can be used to accomplish different purposes

The same data...



Attendance, number of learners registered, assessment test results, number of learners who complete the program or who abandon it, demographic data on learners, skill level

of practitioners, expenses per program, etc.

Can be used

- Accountability

- Promotion and marketing

- Recruitment

- Program management

- Service delivery improvement

- New project development

- Etc.

4.3. Overview of methods to collect data

Taken from Overview of Methods to Collect Information from Carter McNamara, Ph.D., Authenticity Consulting, LLL

The following table provides an overview of the major methods used for collecting data during evaluations.

Method	Overall Purpose	Advantages	Challenges
<p data-bbox="110 598 292 682">Questionnaires Surveys Checklists</p> 	<p data-bbox="341 598 641 714">when need to quickly and/or easily get lots of information from people in a non threatening way</p>	<ul data-bbox="690 598 982 819" style="list-style-type: none"> - can complete anonymously - inexpensive to administer - easy to compare and analyze - administer to many people - can get lots of data - many sample questionnaires already exist 	<ul data-bbox="1023 598 1291 819" style="list-style-type: none"> - might not get careful feedback - wording can bias learner's responses - are impersonal <ul data-bbox="1047 735 1274 819" style="list-style-type: none"> - in surveys, may need sampling expert - doesn't get full story

when want to fully understand someone's impressions or experiences, or learn more about their answers to questionnaires

- get full range and depth of information
- develops relationship with client
- can be flexible with client

- can take much time
- can be hard to analyze and compare
- can be costly
- interviewer can bias learner's responses

Interviews



Documentation review



when want impression of how program operates without interrupting the program; is from review of applications, finances, memos, minutes, etc.

- get comprehensive and historical information
- doesn't interrupt program or client's routine in program
- information already exists
- few biases about information

- often takes much time
- info may be incomplete
- need to be quite clear about what to look for
- not flexible means to get data;
- data restricted to what already exists

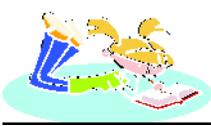
to gather accurate information about how a program actually operates, particularly about processes

- view operations of a program as they are actually occurring
- can adapt to events as they occur
- can be difficult to interpret seen behaviours
- can be complex to categorize observations
- can influence behaviours of program participants
- can be expensive

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Observation



		Method	Over
<p>Focus groups</p> 	<p>explore a topic in depth through group discussion, e.g., about reactions to an experience or suggestion, understanding common complaints, etc.; useful in evaluation and marketing</p>	<ul style="list-style-type: none"> - quickly and reliably get common impressions - can be efficient way to get much range and depth of information in short time - can convey key information about programs 	<p>all Purpose</p> <p>ntages</p> <p>nges</p>
<p>Case studies</p> 	<p>to fully understand or depict client's experiences in a program, and conduct comprehensive examination through cross comparison of cases</p>	<ul style="list-style-type: none"> - fully depicts learner's experience in program input, process and results - powerful means to portray program to outsiders 	<p>Adva</p> <p>Challe</p> <ul style="list-style-type: none"> - can be hard to analyze responses - need good facilitator for safety and closure - difficult to schedule 6-8 people together
			<ul style="list-style-type: none"> - usually quite time consuming to collect, organize and describe - represents depth of information, rather than breadth

For more information on each of these techniques, please visit the following sites

http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1585345

http://www.managementhelp.org/evaluatn/fnl_eval.htm#anchor1578833

4.4. Data analysis and interpretation

To analyse and interpret data:

- Look for **patterns** and **differences**
 - Use **appropriate** data and statistics
 - **Separate and GROUP** data
- Keep an **open mind..** to discover the unexpected!

ons

- Consider **data quality**
- Draw appropriate **conclusi**

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Self-assessment Process

5.1 . What are the prerequisites?

To perform a self-assessment, it is essential to:

- Know the learners' needs
- Know what to accomplish through the programs and initiatives
- Decide, in advance, which indicators will help perform to measure
- Know how to use information gathering techniques to collect data and proof
- Assemble the right individuals to perform the self-assessment

5.2. What is it used for?

The self-assessment process allows administrators and practitioners to:

- Compare the program's outcomes to the articulated needs of the learners
 - Identify variances between initial objectives and results obtained as well as the causes of those variances
 - Develop and continually monitor a plan to produce results that better meet the needs of the learners
- (MTCU 2007)

5.3. Who does it serve?

- First and foremost, the exercise must serve administrators and practitioners of programs so they review and adjust their plans, services and activities
- Through self-assessment, the funder can ensure that the funds invested contribute to produce the desired outputs and outcomes

5.4. Where to begin?

The four steps of self-assessment are.

1. Understanding program outcomes
 2. Understanding "cause"
Cause: A factor within the control of the organisation, which, if changed, will contribute directly to produce the desired outcome
 3. Planning to improve results
 4. Monitoring and adjusting activities
- (MTCU 2007)

Note : The presentation of objectives and activities for each of these steps can be found in the document titled "Agency Assessment of Organizational Capacity - Guide for Literacy and Basic Skills Delivery Agencies" in section 4 of this guide.

Planning... a good Starting Point to implement Results Based management

6.1. Planning can be performed at several levels

When delivering training services, a learner training plan is developed in which the learner, supported by a practitioner, sets goals and identifies the indicators allowing appropriate monitoring. This plan is useful to the learner and it serves as a guide for the practitioner. Training strategies are chosen to match the needs of the learner and, as the teaching progresses, the plan facilitates monitoring of progress accomplished by the learner toward his or her goals.

When managing, developing the program's annual action plan which completes the Business Plan is just as important. In this action plan, goals, objectives and priorities are set for the year as well as indicators that will allow the administrators to monitor whether objectives have been met.

For the plan to be useful,

- The organisation must focus on the essential elements, i.e. the key targets for the year. Specifically, it must not try to identify all the activities of the program in the plan.
- The priorities must be clear and based on a thorough results analysis and on the needs of the program and its learners.

6.2. Template to develop an annual action plan

The following template can be used to document the program's objectives/priorities adequately as well as the indicators and targets in order to monitor if the objectives have been reached. The selected objectives/priorities should reflect the area on which the program must focus energy and resources during the year, whether it is an area to improve or to excel.

"Take the time to go faster"

The time spent drafting the annual plan will help administrators and practitioners see more clearly the area where actions must be taken. In addition, it will be easier to allocate the appropriate resources in order to reach the objectives and, later, to monitor and measure the performance and results achieved throughout the year.

annual action pLan

ANNUAL ACTION PLAN

Agency: _____ Administrator/ Practitioner :

Plan prepared by: _____ Period:

Objective! Priority # ____

Measures		
Indicators	Target	Data source and method to collect data

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Section 42

Note: Depending on the objective identified, indicators can be used to measure efficiency, effectiveness or learner satisfaction.

Intervention Target :					
Actions ! Activities	Who makes a commitment	For when	With the support of	Resources! Costs	Participation

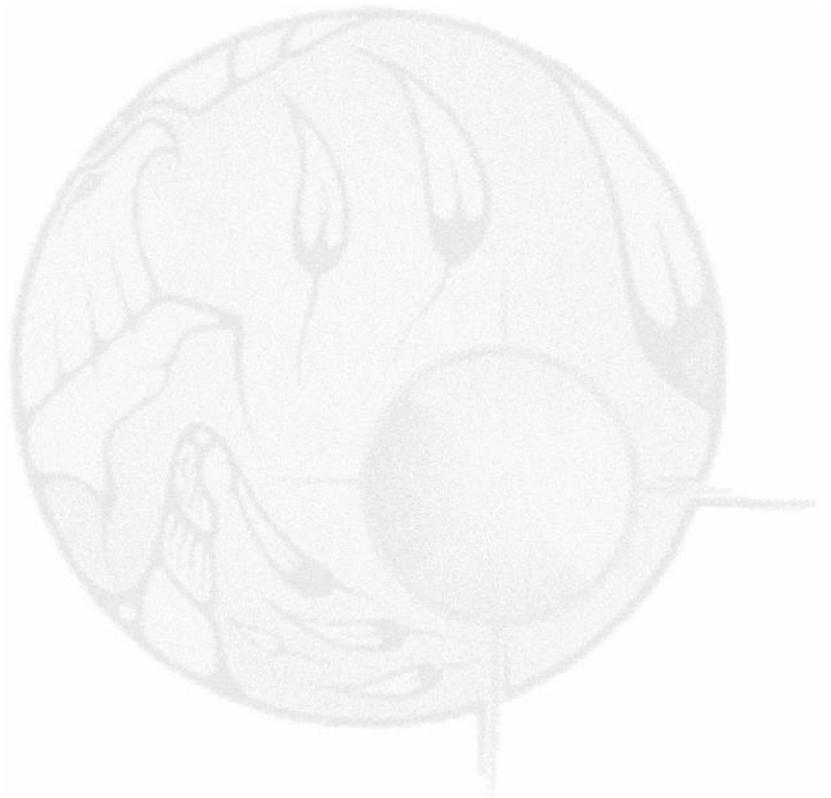
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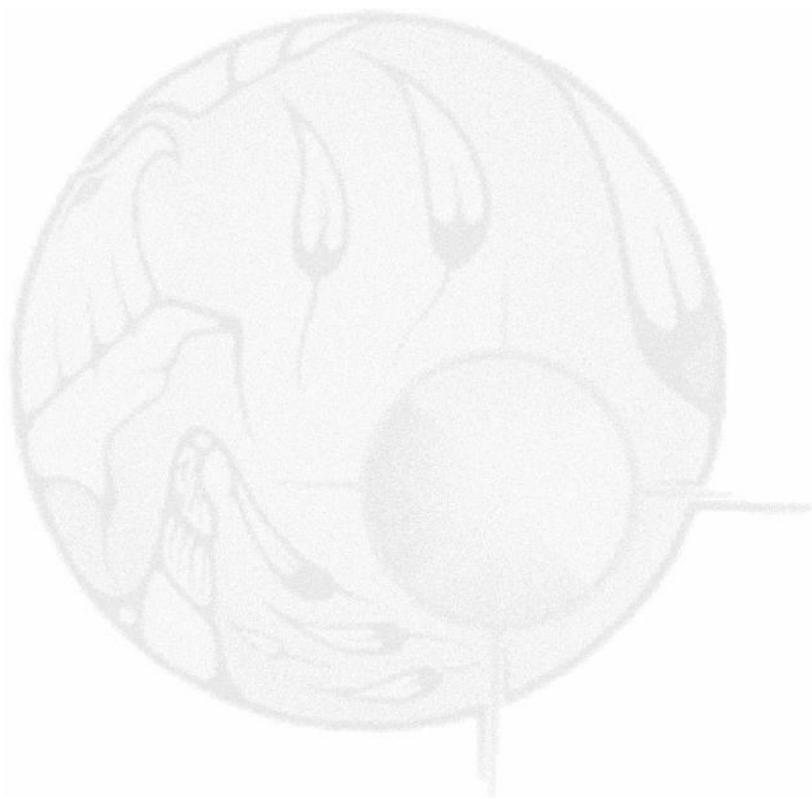
Section 43

Slides



Section 44

Exercises and Worksheets for the Training Program



Section 45

Tools and References

