

## ***Fostering a Culture of Service Excellence In the City of Ottawa***



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## **PART I: OVERVIEW**

This case focuses on how the City of Ottawa, in the Province of Ontario, Canada successfully developed and implemented a Service Excellence strategy that helped in fostering a culture of service excellence throughout all city services and operations.

Service Excellence is a commitment to creating a positive client/customer experience with each and every service transaction provided by an organization, public or private. It reflects a positive attitude that both the people delivering the service have about their work and how the client/customer feels about the service they receive. In this case study, we built on best practices of Service Excellence from public and private sector organizations and included Operational Excellence in our model to drive quality of service into every organizational operation at the City.

The presenters—Beverley Patwell, Donna Gray, and Steve Kanellakos—recognized that a change strategy for service excellence in Ottawa must be more than an OD initiative or training exercise. It had to become embedded in the way people worked, incorporated into the city's culture, and be sustainable in the future. However, they needed to build on a level of existing successes as there were already exceptional things happening in Ottawa. Employees were proud of their work and what they were accomplishing given the tight restrictions on budget, resources, and technology. This change effort thus required a significant and sensitive culture shift throughout all levels of their organization. The case study covers the period of time from 2007 to December 2010.

### ***Significance of this Case Study for OD Professionals***

This workshop will demonstrate the best practices of how an internal OD team can effectively lead and manage a large-scale culture shift and foster a culture of service excellence in its organization. This case study is valuable for OD professionals in several ways:

1. First and foremost, the City of Ottawa was highly successful in accomplishing a large-scale organizational culture shift, especially given that more than 70% of change initiatives fail. Although the case involves the public sector, the lessons learned are applicable to any change effort that requires buy-in, commitment and engagement of a critical mass of employees.
2. It achieved results quickly, accomplishing about five years of change in just three years. By comparison, most culture change can take five to ten years to implement because of employee turnover and resistance, budget cuts, leadership changes and other continuous external and internal changes.
3. The presenters helped the City achieve these results through several key strategic decisions, which can be categorized as follows:
  - a. **Leadership Focus** —They focused heavily on leadership development for an entire year before embarking on the broader change initiative. This included creating a strong framework and process to educate and develop the City's executives and general managers who played the role of Service Excellence Champions.
  - b. **Strong Project Management** —They adhered to a rigorous top-down project management philosophy, creating specific plans, schedules and firm milestones to introduce Service Excellence to all stakeholders in the city, assign projects, establish goals

for each department, and assess progress. People understood that Steve and the OD team would not waiver in their insistence to honor the commitments and keep the action moving forward. This strategic decision proved invaluable in overcoming resistance to change while maintaining focus, continuity, and the palpable momentum necessary for systemic change.

- c. **Recognition of the Importance of Knowledge Transfer** —The team recognized that in large-scale transformations, it is vital to use the knowledge of the few to impact the many. The strategic road map included many initiatives—workshops, retreats, symposiums—aimed at relaying information about service excellence to every level of management and staff. Other initiatives were supported with coaching and mentoring to build out the ranks of leaders who could serve to disseminate knowledge about SE in their departments.
- d. **Creating a Group of Service Excellence Leads** — Related to the above point, the team implemented a unique Service Excellence (SE) Leads Program, which trained 50 people selected from among every department in the city to become leaders in their departments. The SE Leads were responsible for interpreting and implementing service excellence in the context of their work. In specific SE Leads training sessions, they were provided the rationale for service excellence, and assigned to interpret how SE could be implemented in their departments. They were coached on how to facilitate a dialogue with their managers about SE to create a partnership between management and staff. The OD team also played a key role in the creation of the first SE Leads network in the City and coaching and mentoring the next stream of SE Leads that began in June 2011.
- e. **Focus on Building Community** —Many elements in the strategic planning process were aimed at building a community where people could network and share success stories, challenges, and knowledge that would ultimately help them to complete the tasks required for their Service Excellence work. A significant goal for the team was to break down silos among departments in the city and create a shared understanding of what was required to implement Service Excellence cross-city and cross-functions that would result in culture change. This strategic direction was based on Henry Mintzberg’s work in optimizing organizational effectiveness and efficiency by building community among managers.<sup>1</sup>
- f. **Commitment to “Use Work, Not Make Work”** — An important element in the success and rapidity of the effort was due to the presenters’ decision to “use work, not make work.” Leaders, managers, and SE Leads used their actual work to identify successful service excellence experiences, gaps, and improvement strategies.
- g. **Emphasis on Continuous Evaluation** —They adapted the standard evaluation practices to take into account planned and emergent changes and adaptations. Recognizing that in a large organization, not everyone can accomplish change at the same pace, they created ongoing feedback mechanisms that allowed them to measure results, keep track of themes and patterns that emerged, and make new recommendations as needed.

<sup>1</sup> Mintzberg, H. “Rebuilding Organizations as Communities,” *Harvard Business Review*, July-August 2009.

Beverley Patwell developed an “Integration Action Evaluation Framework” to evaluate the complexities of the change process in the SE Leads Program.

- h. **Use of Internal & External OD Consultants** —Because of the size of the organization, the team had to augment the original staff of 6 OD internal consultants with nearly 20 new internal consultants to assist with coaching and training managers and departmental staff. However, given that many of the new consultants were unfamiliar with the public sector context, regulations, and challenges, the presenters involved them in the SE Leads training where they developed their knowledge and skills at the same time as the 50 Leads. In this way, each member of the OD team and their SE Lead partners built credibility and developed their leadership competencies and understanding of the political context and organizational culture at the same time as the organization. They were learning and doing simultaneously, a common challenge facing most internal OD teams, and the organization as a whole.
- i. **Development of a Long-term Vision** —The team recognized that culture change requires a long-term commitment and effort. After spending one year on leadership development, their strategic roadmap envisioned a 3-year plan composed of many initiatives directed at every level of management (executive, middle, and line supervisors) and employees. As stated above, they understood that each department would need to discover and interpret SE and shift its practices relative to its own context and at its own pace. In many ways, the effort would be both top-down and bottom up, such that the overall city-wide culture change would ultimately be composed of many small shifts that occurred at the local level to build up towards service excellence throughout the city.
- j. **Culture Shift vs. Culture Change** – Most people are fear and resist organizational culture change. This case study explains the process and strategies that were taken to understand the city’s culture and the pride that employees had about working for the City of Ottawa. This foundation helped the team and SE Leads understand what was sacred about the organization’s values and culture and helped us frame culture change to culture shifts. A whole culture change was not required, rather many shifts occurred, that eventually created significant synergies and changes that will ultimately result in transformation.

These strategies allowed the team to create a critical mass of stakeholders in the city who quickly understood and valued Service Excellence in their work and who could guide their branches or departments towards the identified service improvement results. In doing so, these strategies helped embed the changes into the core culture of the city, thereby contributing to its sustainability.

Through this case study, OD practitioners will learn how to successfully partner with an external OD consultant and internal business partners and leaders to successfully lead, manage, and implement a major culture change. The case study will:

- describe the background and context for the change initiative and culture shift in the city of Ottawa;
- share the presenters’ theoretical and practical approach to leading, designing and implementing the key elements and unique features of the Service Excellence strategy;



- reflect on their achievements, insights and impacts;
- provide a model of Service Excellence, tools and an evaluation framework that can be incorporated into any organization's Service Excellence journey;
- provide reflections and recommendations about how to apply this approach to other organizations.

## ***Background About Ottawa***

Ottawa is the capital city of Canada and is located in the Province of Ontario, Canada.

- In 2001, the new City of Ottawa was created with the amalgamation of the Region of Ottawa-Carleton and 11 local municipalities and now has 19,000 employees.
- Since amalgamation, Ottawa's population has increased by over 100,000 people. There are currently an estimated 912,000 residents.
- Families in Ottawa have the highest median incomes of any Canadian city according to the 2006 Census.
- According to Mercer Human Resources Consulting 2010 worldwide survey, Ottawa ranked 14th on the overall quality of living ranking, (2nd in North American), and 3rd in the Eco-City ranking which measures water availability, water potability, waste removal, sewage, air pollution and traffic congestion.
- The City of Ottawa has again received the highest possible AAA financial rating from Moody Investor Services, a rating it has maintained since 1975, in recognition that the City has performed well financially over the past several years, showing strict fiscal discipline and a commitment to long-range financial planning.
- 60% of Ottawa residents hold a post-secondary degree, certificate or diploma making residents among the most highly educated in Canada.
- Ottawa is one of the nation's younger cities, with half of the population under the age of 38.
- One in five of the City's population speaks a language other than French and English.
- 77% of Ottawa's population speaks English at home, while 11 percent speak French and 12% speak a non-official language, including Arabic, Chinese, Italian, Spanish, or more than 100 others.
- The Ottawa area has the second-highest percentage of people who speak both French and English of any major Canadian city.
- Approximately 25% of Ottawa's residents were born outside of Canada. More than 20% are members of visible minorities.



## ***Timeline / Chronology***

As an overview of the case study, this timeline highlights the critical steps and actions taken between 2007 and 2010.

<b>TIMELINE OF KEY STRATEGIC DECISIONS AND MILESTONES (2007-2010)</b>	
<b>2007</b>	<ul style="list-style-type: none"> <li>• City of Ottawa managers conducted benchmarking tours and researched best practices in Service Excellence in public and private sector organizations to assess and develop the city's Service Excellence model. They decided to build on the Public Service Model of Service Excellence and include operational excellence as part of their Service Excellence Model.</li> <li>• Developed and implemented a process and series of meetings for Ottawa's Executive Committee (EC) and Senior Management Committee (SMC) to develop and validate the SE Model.</li> <li>• Held Managers Forums for over 300 department managers to get acquainted with and make meaning of Service Excellence. This was the first Managers Forum and dialogue with the SMC and the top managers about Service Excellence.</li> <li>• Launched <i>We See A City</i>, the city's SE vision document and other SE communication tools and processes that would be rolled out in the future.</li> <li>• Held Departmental meetings across the City to create a dialogue with all levels of managers and supervisors to deepen their understanding of Service Excellence. Their feedback was used to shape the strategy going forward.</li> </ul>
<b>2008</b>	<ul style="list-style-type: none"> <li>• Developed a plan and designed a multi-year change strategy to implement SE in the City of Ottawa.</li> </ul>
<b>May and June 2009</b>	<ul style="list-style-type: none"> <li>• Held Senior Management Committee (SMC) retreats to stabilize the workforce and realign management roles and accountabilities. Identified service improvements and efficiencies to support a city-wide restructuring process that resulted in a new governance model that was designed to help the city be customer focused.</li> </ul>
<b>Summer 2009</b>	<ul style="list-style-type: none"> <li>• Redefined Management roles.</li> <li>• Created a design team comprised of ODP, HR and the external consultant, who created a Leadership Development Strategy and Plan for General Managers, Managers, Supervisors, and Team Leaders</li> <li>• Rolled out "We See a City" to all city managers and employees through manager forums and discussions with senior leaders in all branches and departments of the City.</li> <li>• Redefined Department business models to include SE.</li> </ul>



<b>TIMELINE OF KEY STRATEGIC DECISIONS AND MILESTONES (2007-2010)</b>	
<b>Fall 2009</b>	<ul style="list-style-type: none"> <li>• Developed Corporate Service Excellence 3-Year Priorities and Plan.</li> <li>• Implemented a Governance Strategic Plan Refresh process.</li> <li>• Held Management Forums.</li> <li>• Held Public symposiums on SE.</li> </ul>
<b>2010 Q1</b>	<b>PREPARED AND DESIGNED SE PLANS</b> <ul style="list-style-type: none"> <li>• Developed a Corporate SE strategy.</li> <li>• Designed and Implemented a SE Planning Process for GMs/Directors/Departments / 18 Branches / and Corporate Shared Services</li> <li>• Rolled out the results of the Employee Engagement Survey across city.</li> <li>• Launched an Internal Client Satisfaction Survey.</li> <li>• Launched an External Client Satisfaction Survey.</li> </ul>
<b>2010 Q2</b>	<b>IMPLEMENTED SE PLANS</b> <ul style="list-style-type: none"> <li>• Approved SE Plans and began 3-year implementation process.</li> <li>• Launched SE Leads Program.</li> <li>• Conducted SMC Quarterly Review and Refresh.</li> </ul>
<b>2010 Q3 &amp; Q4</b>	<b>IMPLEMENTED SE PLANS</b> <ul style="list-style-type: none"> <li>• Continued implementing SE Leads Program with coaching and mentoring supports.</li> <li>• Reflected on Results of SE Projects.</li> <li>• Conducted Integration, Impact and Action Dialogue and SE Leads Program Evaluation with SE Leads and SMC.</li> <li>• Conducted SE Training – Customer Service Training, and Supervisor/Employee/Team Leader Workshops.</li> <li>• Developed Service Agreements.</li> <li>• Conducted SMC Quarterly Review and Refresh Process.</li> </ul>
<b>2010 Q4</b>	<b>EVALUATED SE PLANS</b> <ul style="list-style-type: none"> <li>• Reviewed and evaluated SE Strategy and Departmental Plans.</li> <li>• Presented SE Leads Program Evaluation and Recommendations for Next Steps to SMC, ODP, HR, SE Leads and other relevant partners.</li> <li>• Presented SE Leads Program Update Presentation to SMC.</li> </ul>

## **PART II: CASE STUDY**

### ***I. Origins of Ottawa's Adoption of SE***

Due to public pressures to be more accountable, cost effective, and responsive to the needs of the citizens of Ottawa Carleton, the City embarked on developing a strategy for service excellence that included employee engagement, client satisfaction, and operational performance. This direction was approved by City Council in 2007 and re-approved with the election of a new mayor in 2010. This mandate included the 3 transformation priorities and 6 service priorities identified in the table below.

<b><i>Transformation Priorities:</i></b>	<b><i>Service Priorities:</i></b>
<ul style="list-style-type: none"> <li>• Governance</li> <li>• Service delivery</li> <li>• Sustainable finances</li> </ul>	<ul style="list-style-type: none"> <li>• Transportation</li> <li>• Transit</li> <li>• Infrastructure renewal</li> <li>• Solid waste and the environment</li> <li>• Planning and growth management</li> <li>• Sustainable, healthy and active city</li> </ul>

After a very collaborative process, in 2008, the city approved the Service Excellence Model. The city's senior management team created a *Service Excellence Guide* (May, 2008), which sets forth a vision for the city:

***"We see a City ...***

*in which programs and services are designed wisely and creatively, in which we act in ways that clearly demonstrate we value the perspectives and time of citizens; in which City staff work to clear and ambitious expectations of performance and have the knowledge and the authority to do so; and in which City staff are truly proud of their jobs and the roles they play in serving the City and its citizens."*

The *We See a City* document elaborated on the vision of the Senior Management Team, stating that it is the expectation of managers that within five years (i.e., 2013) the City of Ottawa will:

- Have a cadre of talented, informed, engaged and dedicated staff who are not only proud of the jobs they carry out and the contribution they make to the City and its citizens, but also convinced that the City is worthy of their commitment and effort.
- Be quantitatively measuring significant improvements in the satisfaction of our citizens, the quality and fulfillment of our staff and the success of City services as we continue to strive toward and achieve service excellence.
- Have a staff-Council relationship based on mutual respect, partnership and a clear understanding that the value of the services we provide is not solely measured by the bottom line.
- Have managers who have more respect for their colleagues, and as a result City Management will be in a position to take full advantage of the talents, expertise and experience of the entire management team.

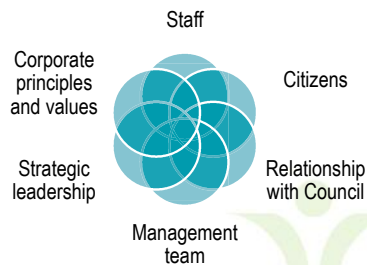
- Ensure that our management model has the design, structures, and clarity of roles and responsibilities to create the conditions for continual success.
- Have developed a culture in which the principles and values articulated in this document not only remain valid but also have become engrained in our services and in ourselves.

To support the transition of the City into a Service Excellence organization, the city managers made three key commitments:

## Our Vision: We See A City....

“We see a City....

...in which programs and services are designed wisely and creatively, in which we act in ways that clearly demonstrate we value the perspectives and time of citizens;  
...in which City staff work to clear and ambitious expectations of performance and have the knowledge and the authority to do so;  
...and in which City staff are truly proud of their jobs and the roles they play in serving the City and its citizens.”



- Our staff will receive the steadfast support they require to take risks, be innovative and generate genuine results.
- We will take the lead in managing the legislative agenda with Council and coordinating activities across the City to ensure our teams have the proper resources, direction and time to get their jobs done.
- We will strive to increase workforce capacity and control the pace & degree of work our teams must undertake so that together they can deliver the kinds of services citizens demand and the level of service they deserve.

## II. Origins of the Service Excellence Framework

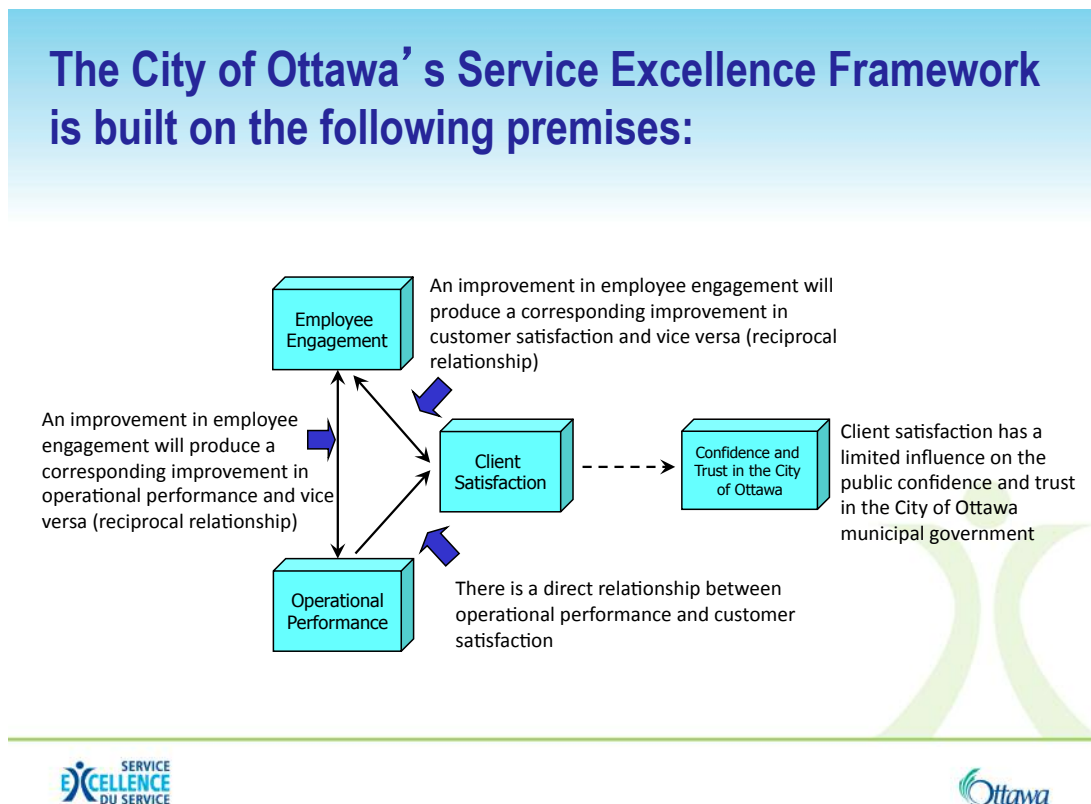
The Service Excellence Framework is based on the public sector value chain.<sup>2</sup> In essence, this is a concept that shows how a public sector service delivery organization can develop and implement a broad strategy to ensure that the people who use government services are satisfied with those services, and that the employees who deliver those services are highly engaged in their work.

The original model of Service Excellence incorporated three elements: employee engagement and customer satisfaction which lead to trust & confidence in the city. The City of Ottawa modified the original model by adding “operational excellence” to the model of Service Excellence to reflect the priorities and realities that characterize municipal governments. The rationale for adding “operational excellence” is that if one doesn’t have the right processes and right types of services, it doesn’t matter how much you invest in employees and the customer, you won’t have Service Excellence.

<sup>2</sup> See Heintzman, Ralph, and Brian Marson (2005). ‘People, service and trust: Is there a public sector service value chain?’ International Review of Administrative Sciences, 71, no 4, pp 549 – 575.

Figure 1 diagrams Ottawa's vision of its Service Excellence Framework. The framework depicts the interrelationship between the four variables—employee engagement, operational performance, client satisfaction, and confidence and trust in the City of Ottawa—and the premises upon which change for each one is built.

Figure 1: The Service Excellence Framework as adapted by City of Ottawa



#### Definitions:

- **Employee Engagement** is defined as the extent to which employees are satisfied with their jobs and are committed to their work and their organization. Employee engagement is measured by surveying employees about two criteria: job satisfaction and commitment.
- **Operational Performance** consists of those operational processes and service delivery mechanisms that allow for the delivery of government services. Operational performance is measured by identifying and tracking indicators related to workflow efficiency and effectiveness (time, throughput, cost, and client satisfaction).
- **Client Satisfaction** is defined as the extent to which government service clients are satisfied with the services that they receive. Client satisfaction is measured by surveying clients on five key satisfaction dimensions: timeliness, outcome, courtesy, fairness, and knowledgeable service providers.
- **Confidence and Trust in the City of Ottawa** is defined as the extent to which citizens of Ottawa have confidence and trust in their government. This is distinct from Client Satisfaction, in that the fourth variable concerns all citizens (not just those who access specific government services), and applies to the municipal government as a whole (including elected officials and governance processes) and not just to public servants who provide specific services.

### III. Steps to Improving Service Excellence

Research has shown that there are certain causal relationships between the variables. For example, when you have high levels of employee engagement, you tend to have higher levels of operational performance and client satisfaction. When you have high levels of operational performance, you tend to have higher levels of employee engagement and client satisfaction.

As a result, the elements of the model tend to reinforce each other. If you increase employee engagement, you can cause an increase to operational performance, and this increase to operational performance then causes a new increase in employee engagement. As employee engagement and operational performance go up, so does client satisfaction—and increased client satisfaction then causes yet another increase in employee satisfaction.

In short, we can see a “virtual circle” meaning that the framework suggests that the elements in the framework support each other. Once we get the cycle going, the work to increase and sustain service excellence should become easier. Thus to improve Service Excellence, the following steps must be taken:

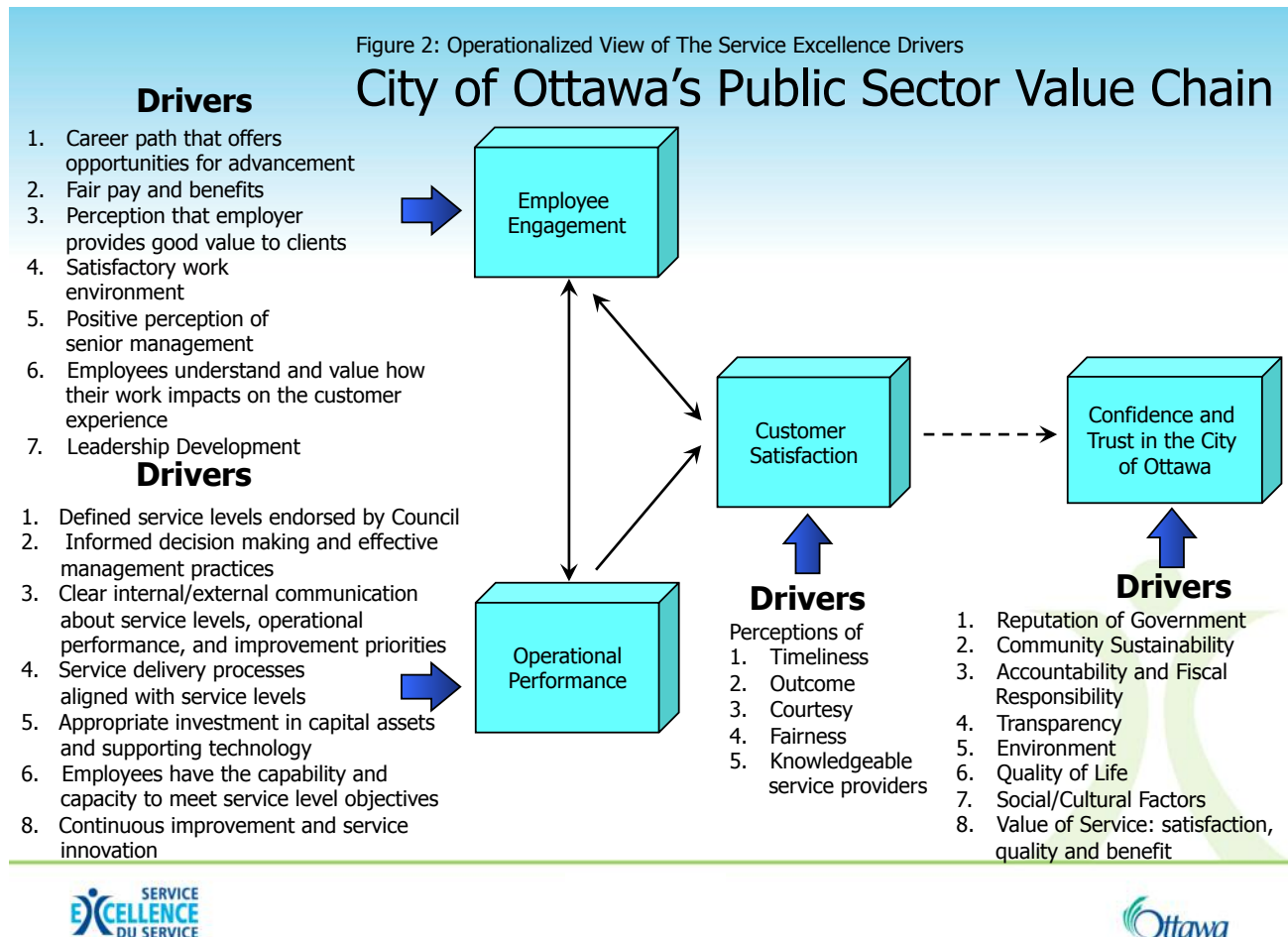
- Identify the drivers that influence each of the variables of the value chain.
- Measure each of the drivers to determine a baseline.
- Identify improvement strategies and prioritize them based on quantitative measurement of the drivers.
- Implement the improvement strategies to produce service improvement results.
- Maintain a continual measurement strategy and approach to create sustained change in a service excellence culture.





City managers identified the specific factors as drivers of each of the key variables (Figure 2).

**Figure 2: Operationalized View of the drivers in the Service Excellence Framework**



#### IV. Planning the SE Strategy

Given the known research on improving service excellence, the presenters helped the city craft in 2008 a new document entitled *City of Ottawa Service Excellence Implementation Plan*, which was created to provide details about how service excellence was to be implemented in the City. That document provided a methodology, based on the well-known quality improvement method called the Plan-Do-Study-Act (PDSA) method, similar to six sigma's Define, Measure, Analyze, Improve and Control (DMAIC).<sup>3</sup> With this as its primary vehicle for implementing service excellence, this document

<sup>3</sup> Most commentators consider the PDSA cycle to have originated by Dr. Deming. For a recent treatment of the PDSA see: Langley, G.J. Nolan, K.M. Nolan, T.W. Norman, C.L and Provost L.P (1996) *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance*. San Francisco: Jossey-Bass.

provided an 18-month roadmap for moving forward with the service excellence vision. The document included a timeline, a list of key deliverables, and a preliminary division of responsibilities over the next 18 months from mid-2008 to end of 2009.

### Key Elements of the Strategy

The main elements of the SE strategy were as follows:

1. Gather **quantitative and qualitative data** to gain an understanding of current performance levels on each component of the framework.
  - Assess and analyze the baseline (surveys)
2. **Involve managers and employees** in the analysis of data, and in the creation and implementation of improvement plans.
3. Distinguish between **corporate-wide improvement** efforts and **departmental improvement** efforts.
  - Identify corporate priorities and corporate improvement initiatives
  - Identify departmental priorities and improvement initiatives
4. Design improvement projects using an **iterative, incremental approach** so that numerous efforts can be underway simultaneously.
  - Assemble improvement teams/Launch improvement projects
5. Provide a **coordinating mechanism** (through ODP) that brings data from all initiatives together.

### Roles & Responsibilities

Regarding roles, a precise structure was put in place to manage the design, planning and implementation of Service Excellence. It is important to note that this consisted of a combination of internal and external resources, but with the goal of building internal capacity and sustainability. It was vital to ensure that all processes and resources developed were distributed to the teams who could then use them in their internal work with their clients. This approach helped create and sustain momentum, reduce costs, and align the philosophy and approach so it was consistent throughout the City. The following is a breakdown of the roles among the presenters, the enlarged internal OD Team, and the City's Leaders and Managers.

### Organizational Development Team

The roles of the three presenters of this workshop were as follows:

- **Beverley Patwell** was an external OD consultant who had been working with the City of Ottawa as an employee for 10 years, and later on as a consultant working on Organizational Development initiatives. In 2007, when the City began thinking about service excellence, Beverley was brought in to advise Donna and Steve on best practices and approaches based on her work helping other companies to foster a culture of service excellence. Her role eventually transitioned into being the primary external OD consultant to help the Ottawa ODP team develop a Service Excellence strategy. She developed processes to help reflect on the City's culture and operations, plan the strategy implementation through meetings, workshops, and development opportunities, coached the ODP team and developed the tools needed for evaluation and the measurement of results.

She also served as a consultant to the Executive Committee (EC) and the Senior Management Team (SMT) in helping them understand, lead and implement SE.

- **Donna Gray** is the Director of Organizational Development and Performance for the City of Ottawa. She has over 20 years experience working in a variety of staff and operational roles in the City. In the initial phase of the initiative, Donna directed a core group of 5 internal OD consultants, which eventually grew to 25 internal organizational development and change consultants. She is the lead in the City on Organizational Development and Performance and works closely with Human Resources, Communications and other shared services to provide a fully comprehensive and integrated approach to SE. She reports directly to Steve Kanellakos, Deputy City Manager-City Operations.
- **Steve Kanellakos** is the Deputy City Manager of City Operations. He was the catalyst and continues to be the Champion of Service Excellence at the City of Ottawa. Steve is responsible for all City Operations and has 9 General Managers and 9 Directors reporting to him. Steve played a strong hands-on key leadership role. He actively sought feedback from his direct reports and their employees; and he attended every Management Retreat, Manager's Forum, and Service Excellence Leads workshop. His dedication and commitment to Service Excellence contributed greatly to the success of this work. Steve, along with his direct reports, is also the external voice for Service Excellence with the citizens, regional council, and other critical stakeholders.

These presenters worked at developing the strategy in the initial stages of the project. Eventually, the effort expanded to include the participation of the entire Organizational Development and Performance Team (ODP) who played a key role in supporting the Senior Management Committee and their respective organizations in fostering a culture of service excellence.

### **Enlarging the Internal OD Team**

As the project ramped up in 2009, it became necessary to hire additional external OD consultants to assist with the SE Leads Program. Many of the consultants had exceptional experience in training and coaching, but were unfamiliar with Service Excellence and with the political environment of city government. They therefore had their own orientation and learning curve to go through. The ODP Team faced a huge challenge: "Given the urgency of change and the immediate need for support from our internal clients, how do we develop these people and at the same time meet the demand for OD services?" It was decided that the OD Team would be positioned as SE Leads for OD and trained with their counterparts/partners from the branches as part of the SE Leads Program. This approach would enable the OD consultants to experience firsthand what their clients needed as support for their SE work going forward and at the same time, learn about the City's services, culture and challenges. The OD Team played a key role in developing the tools and processes for SE Planning that helped the City focus on SE.

### **Roles and Responsibilities of City Leaders and Managers**

Addressing cultural change citywide also needed to involve a wide range of city managers and employees. In reflecting and scoping out the change strategy, roles and responsibilities had to be developed for several layers of management as well as for the internal OD consultants.

In addition, one of the key elements of their strategy was the SE Lead program designed to support 50 individuals from among each of the 18 branches of the city and the shared services departments. The SE Leads would also have their own roles and responsibilities.

As a result, the presenters' early strategic planning had to lay out a division of responsibilities and a development process for the change effort. This division evolved over time, but in 2010 as the SE Leads program was launched, the roles among city managers, SE Leads, and the OD Team were solidified as shown in Figure 3.

**Figure 3: Roles and Responsibilities**

#### **GM/Director Roles**

- Foster a SE culture within their organization and across the City
- Choose Service Excellence Lead(s) and teams
- Work with them to develop and implement SE Plans
- Meet regularly with employees and SE Teams
- Be prepared to report your SE Plan to the City Manager in early April 2010

#### **Service Excellence Lead Role**

- Implement parts of the SE Plan
- Provide the voice and pulse of their branch, department and or service area
- Translate and align corporate direction and priorities into Departmental/Branch SE workplans
- Communicate and share their experiences, results and recommendations that will inform the Corporate Service Excellence Strategy

#### **ODP's Role**

- Accountable to SMC, Steve K., GM/ Directors to deliver on SE Corporate Strategy
- Direct and coordinate corporate SE Plan and activities
- Design process and tools to foster engagement processes for employees
- Provide operational excellence
- Ensure best practices are benchmarked

#### **OD's Role**

- Coach, lead and support the GM's Directors and SE Leads to successfully implement their SE Plans
- Manage and coordinate activities that support the SE strategy
- Provide organizational development expertise to foster a SE Culture

## **Service Excellence Roadmap**

A Service Excellence Roadmap was created to fundamentally transform how residents receive services from the City. This was a plan to deliver consistent, predictable, high quality information and services to residents and generate savings to the organization. Residents needed to be able to track and follow their service requests; register and pay for City programs; and find services and information through a one-stop, harmonized 311 and web-based system. Information was organized and presented from the perspective of the City's residents who would have 24/7 access to services.

The plan included nine (9) initiatives that leveraged technology to not only achieve improvements in service, but also result in efficiency savings. The approach to implementing and managing the SE plan also involved the development of a program management office (PMO). The initiatives were managed in a structured way with the full implementation of a benefits management program. The progress of the initiatives, deviations from original concepts and benefits tracking were and continue to be managed and reported to Council on a quarterly basis and supported the annual budget process.

## **Learning and Development Strategy**

In 2010, the strategic roadmap further evolved to require a city-wide service excellence learning and development strategy that laid out a series of initiatives for each of the major stakeholder groups in the city over the next 18 months. This strategy focused on the fact that people are a key enabler of SE. People are essential to the goal of creating a client-centric organization. Over time and after consultation with city managers, new initiatives were created. In 2010, the SE Learning and Development Strategy was developed. Figure 4 summarizes the major initiatives that were delivered to each group of stakeholders. (Note: one stakeholder group shown below is the SE Team Leads. The SE Leads Program will be explained below.)



Figure 4: Learning and Development Strategy



#### Notes

- **SE Roadshow** – a 1 day workshop to explain SE concepts to each stakeholder group.
- **Disney** – the OD Team brought in a group from Disney to talk about the “Disney” experience as a model of customer-driven service excellence.
- **Supervisors Symposium** – a 1-day workshop devoted to training supervisors in each applicable stakeholder group.
- **Manager’s Symposium** – a 1-day workshop devoted to training managers in each applicable stakeholder group
- **SE DVD** – a DVD presentation for city employees on the concepts of SE and its implementation in public settings.

## V. Theoretical Models

Fostering a culture of Service Excellence is complex and at times very messy. This work pulls on the heart of the organization - its values. Our strategy drew on a variety of theoretical models and required a multi-layered approach to make meaning of what we were observing and experiencing. The models we drew from focused on understanding culture, change, and Use of Self.

### Understanding Culture

We drew on the work of David Cooperrider’s Appreciative Inquiry Model: Discovery, Dream, Design and Destiny as a basis for understanding and building on the strengths of the City, the employees,

and citizens.<sup>4</sup> We pulled on key success stories to understand the City's values, strengths to shape the vision and implementation going forward. This model was very helpful in reframing the challenges faced during some of the defining moments of the process.

We also relied on Edgar Schein's levels of culture and their interaction and manifestations through symbols, heroes, rituals and values.<sup>5</sup> Sharon Turnbull's work on the types of culture and the players of culture helped people understand the leadership roles that are important in culture change.<sup>6</sup>

These models helped provide a context and framework to understand and reflect on the dynamics of the City's culture before we were able to truly understand what was working well, what needed to be leveraged, and where we needed to make a shift. One of our biggest insights about culture came from our SE Leads in their Culture and Friendly Consulting Workshop where they spent time studying SE Challenges and the Day in the Life of City Services. In their reflections, they stated that it was not a culture change that was required but a shift. They felt like this large ship was already turning in the right direction, in part because of the investment in education and development at all levels of the City, the celebration of success stories that were made public for all managers, their experiences of their similarities, and the synergies in the SE Network and the SE planning efforts that were underway.

## Understanding Change

The City had undergone many changes over the years. As a result, there were many change models at play. The City did not force a model of change but recognized a few that were used to help ground people's learning and put context to their experiences. As mentioned in Section IV, Planning the SE Strategy, the Plan-Study-Do-Act model was used to frame the work of the SE Strategy. Marvin Weisbord's Model Organizational Readiness Assessment Model was used to frame the results of the Employee Survey.<sup>7</sup> It helped people put in context the feedback and develop actions in the areas he identifies as critical for change: Purpose, Structure, Rewards, Work Tools, Relationships, and Leadership. All of these key elements were considered in the context of the internal and external environment.

Most change management theories describe successful change initiatives that follow a change model based on a "staged" approach. This approach to change seeks to shape or mold the actions (behaviors) of people by logically sequencing specific sets of activities, tactics or interventions. For example, these models outline, and in some cases prescribe, activities that are more appropriate and more effective early on in the change process. Others are more impactful or relevant at later stages. The stages also seek to account for how people react to change, going through several psychological and emotional reactions.

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<sup>4</sup> Cooperrider, D. and Kaplin, D.W. (2005). *Appreciative Inquiry: A Positive Revolution in Change*, San Francisco: Berrett-Koehler.

<sup>5</sup> Schein, E. (2010). *Organizational Culture and Leadership (4<sup>th</sup> Edition)*, San Francisco: Jossey-Bass.

<sup>6</sup> *Leading the Players in Cultural Change*, Sharon Turnbull, *EFMO Global Focus Volume 02 Issue 01 2008*.

<sup>7</sup> Weisbord, M. (1978). *Organizational Diagnosis: A Workbook of Theory and Practice*, Reading, MA: Addison-Wesley

Several researchers have tried to identify these stages of change. Many of these models are structurally inspired by the research of organizational development pioneer Kurt Lewin, who in the 1940s and 1950s asserted that change on the individual level requires three stages of transformation:

1. *Unfreezing* current ways of acting (behaviors);
2. *Changing* these behaviors; and
3. *Refreezing* into a new behavioral mold.

Since then, John Kotter in his article “Leading Change: Why Transformational Change Efforts Fail”<sup>8</sup> describes 8 steps of change in his model which is probably the most widely accepted and used model of change. The underlying theoretical model that the presenters used is heavily influenced by Kotter’s work. It is called the “ExperienceChange Model,” developed by Experiencepoint.<sup>9</sup> ExperienceChange has seven stages and is designed to be taught as a simulation game that helps people learn about the model in a safe way while easily making the connection to their real life experiences. The steps of the model are as follows:

1. Identify the problem
2. Create urgency
3. Establish transitional structures
4. Develop vision
5. Communicate vision
6. Take action
7. Consolidate gains

The ExperienceChange Model and workshop served as a guide for people and helped create a common language and understanding of the change process. We presented the model at various SMC update meetings to remind the leaders of where they were in the change process. It was not uncommon for leaders to be at different places in the change process than the people they were leading. This model helped people to remember change is a process, not linear and requires time and reflection. We built in key reflection points so the leaders could take a step back, reflect, make sense of their experiences and in some cases, reframe their thoughts and actions so they could be more purposeful going forward.

This model was also very useful in breaking down specific initiatives and key projects that had a start and finish to the change process. Since the overall strategy for Service Excellence was complex, we had to be open to designing and developing activities and processes that responded to emergent issues and challenges.

### **Understanding Use of Self**

Triple Impact Coaching: Use of Self in The Coaching Process developed by Beverley Patwell and Edith Whitfield Seashore was used as a model to help participants develop their personal learning and

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<sup>8</sup> Kotter J. (Jan. 2007). “Leading Change: Why Transformational Change Efforts Fail,” Harvard Business Review.

<sup>9</sup> See [www.experiencepoint.com](http://www.experiencepoint.com).

development plans.<sup>10</sup> Triple Impact Coaching is about learning about your Use of Self and the impact you have on influencing and leading others, working in a team, and leading organizational change. This model is accompanied by exercises that participants do on their own and with their teams.

## ***VI. Unique Initiatives Undertaken in the SE Implementation***

Several unique initiatives were designed to introduce SE to key stakeholders and build a common understanding of what this meant for their work and for their roles as champions, supporters and implementers of the change.

### **Leadership Development**

As mentioned earlier, one of the key elements in the success of the effort was the amount of focus the team put on leadership development before broadening the initiatives. In the spring and summer of 2009 and early 2010, the ODP led several key strategic change planning activities for leaders as part of the design of the overall SE strategy. Then throughout 2010, additional initiatives took place for management at lower levels. In total, the OD Team addressed every level of management in the city, from senior City executives to front line supervisors.

One significant element in the design of the Leadership Development program that is important to mention is that all the leadership programs were designed as a collaborative process and “engagement activity” by using a sample reference group of peers from each level to provide suggestions and input into the content. This helped ensure that each workshop would be tailored to the learning needs for each level of the management and supervisor groups, ultimately providing the Design Team with a process that truly helped them to fully understand their clients who were the program participants. Executive workshops were focused on their roles in strategic decision making to lead change. Manager workshops were focused on developing plans, leading and managing change. Supervisor workshops were focused on motivating employees, dealing with improving employee job satisfaction in very tactical ways, and improving the frontline customer experience.

Following are brief descriptions of the three major types of leadership development initiatives that took place between 2009 and 2010.

- **Management Retreats** – In conjunction with the OD team, Beverley Patwell designed and conducted two Senior Management Committee (SMC) retreats. One retreat was devoted to governance (roles and responsibilities) to support the organizational structure changes and the other focused on creating the SE model for the city and defining a roadmap for future tasks. The goals of these retreats evolved over the years from understanding service excellence to being a checkpoint in the change process, helping the Senior Leaders make sense of the strategy and process, share their experiences and inform the ongoing planning and strategy for Service Excellence. These retreats served to help create alignment and a common understanding of how managers could support their people in their understanding and the implementation of SE.

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<sup>10</sup> Patwell, B. Seashore, E. (2006). *Triple Impact Coaching: Use of Self in The Coaching Process*. Bingham House Press and Patwell Consulting

Managers who attended the retreats were asked to develop concrete 18-month plans to roll out SE in their branch of the city. The retreats, usually took place prior to the Manager Forums where the senior leaders played an active role in championing the changes and having open dialogue with other managers through the manager forums and departmental and branch all staff meetings.

The workshops and retreats were also a way to test out some of the same exercises that would eventually be used in the SE Leads Program. All the tools and processes that we used in the workshops were made available to the leaders so they could re-use and transfer the knowledge and concepts to their teams. This approach helped to put the General Managers and Directors in the role of coaches and facilitators of change.

- **Manager Forums** – These workshops, which were supported by the OD team, initially included 300 city managers and later grew to 500 managers. The purpose of these workshops was to extend learning and provide an opportunity for managers as a group to learn about SE and what it meant for them in their own jobs. The forums were conducted in an interactive process to allow participants to learn and do at the same time. This helped create a shared understanding and maintain momentum in SE.
- **Supervisor Symposiums** – Addressing front line supervisors was also a critical component of the leadership development strategy. In the City of Ottawa’s organization, supervisors had never previously been trained or brought together in a collaborative effort, yet they were responsible for managing employees and the customer experience. As a result, ODP created a series of symposiums that involved approximately 1500 supervisors. The workshops helped create a new dynamic among supervisors by forming a collaborative network whereby they could understand the similarities that they bring to the client experience. This allowed supervisors to see how they could bring expertise to one another, thus bridging the silos that existed among the many city departments.

### Employee Engagement Initiatives

The OD team also provided several initiatives to engage employees in culture change. One of these was an employee survey performed in 2009. From these results, the OD team derived numerous insights as to employee attitudes, motivations, and concerns, and these helped them develop key actions to address employees. For example, to highlight the commitment of employees in the Public Works Department to providing service excellence for residents and visitors to the City of Ottawa, the SE Leads who led this project handed out cameras to all their employees and invited each employee to take photos of themselves doing their jobs on Canada Day. The photos were then made into a video and shared with other internal branches and in the SE Leads Development Workshop. This model was very well received and served as a prototype that other Departments replicated. Today, a professional video is being made that will be put on the website for public viewing.



## Developing 3-Year Service Excellence Plans

In 2010, as part of a review of the Corporate Service Excellence strategy, GM's were asked to develop a 3-year Service Excellence Plan that became part of their business plans. This exercise created the platform for the deeper discussions about how Service Excellence would be moved from a concept to implementation in their real work, impacting the culture of the organization. Included in their plans were Service Improvement/Efficiency/ Employee Engagement/Client Priorities and Technology investment priorities. Figure 5 shows the SE Planning Template used in this process.

Figure 5: SE Planning Template

Departmental Service Excellence Plans (2010-2012)																													
Mandate:																													
Departmental Outcomes:																													
Overview of key service offerings (and channels)					Overview of key clients																								
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## Aligning the Plans: The Gallery Walk

In an effort to demonstrate to all General Managers and Directors the commonality of challenges facing all 18 branches, the synergies and alignment of the Service Excellence plans, Beverley Patwell and the OD Team designed a unique process that took place in an art gallery. All the GM's presented their SE plans to their peers in the Senior Management Committee. The plans were enlarged to poster size and hung on the walls like artwork. The Managers were invited to walk around the room, review each plan, write on the posters any questions, comments, suggestions, or ideas that had as they reviewed the plan. Following this part, each GM gave a short summary of their plan and responded to the inquiries and feedback from their peers. This exercise helped communicate a lot of complexity in a short timeframe and led to a dialogue rather than one way presentations. This exercise proved to be a valuable opportunity that created a shared understanding of where managers were in the process of implementing SE in their branches. It highlighted examples that could be shared and implemented in other areas, demonstrated interdependencies, synergies and opportunities that crossed over the City and needed to be raised to the Corporate level and informed the priorities for shared services.

The design of this exercise emerged as a result of discovering that reporting on SE is messy. Not everyone was at the same place but everyone was making progress and all branches and lines of business had a SE plan. Although not all issues were relevant to everyone, there was enough commonality to demonstrate the need to work together.

It is not uncommon at executive levels that many teams struggle with how much of their strategic plans should be disclosed to their peers due to limited resources; both people and financial. This approach addressed this challenge in a way that was unique, engaging and productive.

### ***VII. The SE Leads Program***

A core element of the SE implementation strategy was the SE Leads Program. Designed in 2009 and launched in April 2010, the program's goal was to create a cadre of "team leaders" from throughout the city, who would serve to lead and manage the service excellence plan for their branch or service area. A total of 55 participants were selected. The program was designed to build on the participants' experience and work leading parts of a branch or service area's SE plan. The program provided the SE Leads with tools, techniques and processes to help them in their work, strengthen their competencies to lead and manage, develop personal learning plans and meet and work with other SE Leads to build and maintain a SE culture within the branches and across the City. The program was aligned with the SE strategy, legislation, corporate direction, 18 branch plans, and staff roles.

One of the key objectives of the SE Leads Program, was to ensure the design of the program modeled and fostered collaboration with other cross-city managers and senior leaders so they could work more effectively together, be more innovative and improve client services. Through the SE Leads work on their projects and the strategic conversations and dialogue that they had with senior leaders and other managers, the SE Lead's role naturally evolved as a key partner, internal resource and coach for their General Managers and other senior leaders. They learned how to "coach upwards" and became more intentional and impactful in their ability to implement SE.

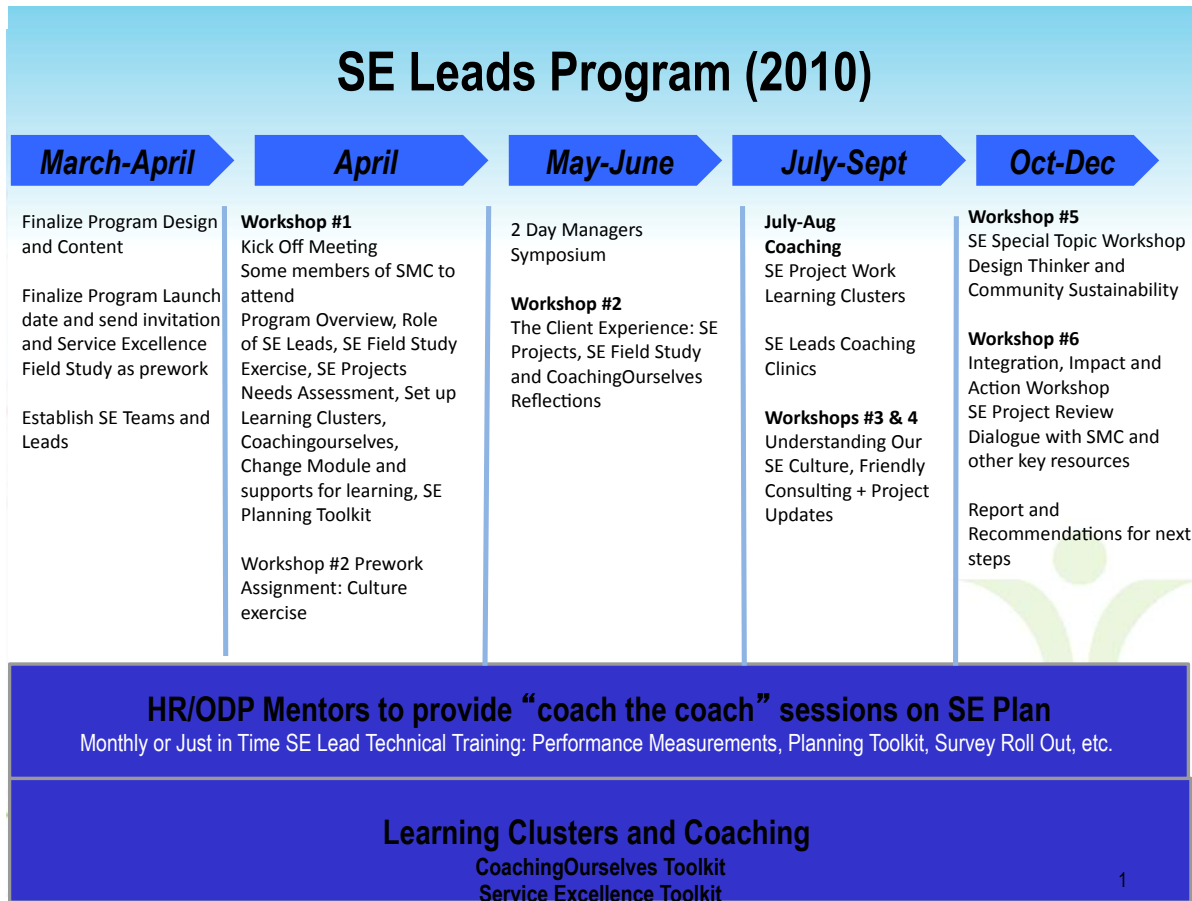
The SE Leads program took place from April 27-December 13 2010. There were seven workshop days spread out over nine months, which included five workshops for SE Leads and two days of Managers Forums that provided participants with an opportunity to explore and learn about the larger City-wide SE successes and challenges. They also participated in up to six 90-minute CoachingOurselves Learning Cluster meetings for managers and received coaching support from Beverley Patwell and OD Consultants.

The SE Leads were asked to:

- Create a customer service culture within their area;
- Receive and review the findings for their area from the client and employee surveys
- Focus on the drivers that create an engaged and satisfied workforce and a satisfied client
- Develop and lead service improvement initiatives within their respective areas;
- Create opportunities to involve staff in developing their service excellence plans;

Figure 6 illustrates the SE Leads Program activities in 2010.

Figure 6: SE Leads Program Activities in 2010



One of the fundamental principles of the SE program was to “use work, not make work”. Participants would be learning and doing in real time, using their actual work assignments as the focus of their training and development. The presenters created the following three key design elements:

- **Service Excellence Project:** Participants had to identify and develop an SE project that anchored their learning during the program. The projects were to be done within their actual work, within their span of control and aligned with their Branch/Departmental SE Plans. Participants drew on the support, resources and learning in the program to shape their projects and then reported on the accomplishments and impacts at the end of the program. The SE Project instructions are included in Appendix 1.

The 55 SE Leads identified 22 SE Projects that were aligned with and supported their branch SE Plans. On December 13 and 14, 2010, their project updates were presented to Senior Management in order to keep them informed of the SE work underway in the City and increase the positive perception and engagement of senior leaders in the organization. In this way, staff input created a dialogue from the bottom up. All of these projects are continuing into 2011 and

are being worked on by cross-functional and in some cases cross-departmental teams. As one participant stated, “There is no end date for Service Excellence.”

- **Service Excellence Field Study:** The SE Leads were assigned “to walk in the shoes of their clients” so they could experience their service through the client’s experience. Participants were required to take notes, breaking down the steps they experienced in asking for a service, while evaluating their experience, their thoughts and feelings as they received the service. They discovered the “moments of truth” and developed strategies to create “WOW” moments and eliminate “OW” moments in the client experience. The tool SE Field Study is included in Appendix 2.
- **Friendly Consulting Exercise:** This exercise builds on the work of Henry Mintzberg and the Advanced Leadership Program at McGill University. In a friendly consulting exercise, teams of participants explored a key SE challenge or issue in a department or branch other than their own. They then presented their feedback and observations to the Challenge Champion Team responsible for leading the challenge. This part of the program was significant in helping participants draw on their own experience and expertise to become natural advisers and friendly consultants to their peers. It also stretched them to go beyond their own personal learning and explore first hand cultural, systemic, and other issues that impacted the service excellence challenges that were also common to others. Because we did this exercise across the city and on multiple challenges, we learned a lot about what was common, how to reframe challenges to opportunities that enabled faster and more effective strategies that could be implemented across the City.

### ***VIII. Using Coaching Ourselves in the SE Leads Program***

One of the goals of this OD endeavor was to help build a Service Excellence network and learning community to support participants through their learning journey and to create a collaborative network of SE Lead resources throughout the City. CoachingOurselves Learning Clusters were used in the SE Leads program to achieve this goal.

CoachingOurselves is a Montreal-based management development company founded by Phil LeNir and Professor Henry Mintzberg, Professor of Management Studies at the Desautels Faculty of Management at McGill University. CoachingOurselves publishes a library of management “discussion topics” that are intended to be used as a self-study, conversational tool among managers to develop their management thinking and skills. The company is founded on the principle that (middle) managers are the key to the success of organizations and that dialogue and self-learning occur in the context of expert information amidst meaningful exchanges of ideas among a small group of managers. In a Harvard Business Review article, *Rebuilding Companies as Communities* (Aug 2009), Henry Mintzberg wrote: “We need to rebuild our HR organizations as communities. Companies must remake themselves into places of engagement, where people are committed to one another and their enterprise.”

The Coaching Ourselves modules are designed to be used without a consultant, self-lead by members of a learning cluster, which is usually composed of 6-8 participants. The topics are focused and self-contained, intended to be completed within 90 minutes. The CoachingOurselves format is simple yet rich, offering a natural way to develop and coach others. There is no pre-work before the group meets to discuss a topic. Their meetings are based around a print out of a short powerpoint presentation on a specific management topic that the group selects. The sequence of slides usually follows a prescribed formula:

1. **Management Happenings** - The session begins with a warm up exercise in which participants are asked to share with each other what has happened in their work since their last session. They may talk about highlights of how they have used the concepts, what actions they took since the group last met, and what they learned through the process.
2. **Main topic and discussion** - This is the primary content and process portion of the meeting, focused on the specific content designed to help the group learn about the management topic they selected. The process invites participants to discuss questions and issues they face in their work. This presentation and discussion period represents about 80% of the 90 minutes session.
3. **Resources for further learning** – Each topic includes some additional information where managers can get other related ideas, such as books, video clips, blogs, and so on.



4. **Reflections** -- Since CoachingOurselves involves working as a self-directed group, a final self-reflection exercise wraps up the topic and helps participants reflect on the group's development process and their individual learning.

CoachingOurselves helped participants anchor their learning about best practices and issues that affected other managers and SE Leads across the City. It enabled participants to talk about and share their own experiences through valuable conversations that normally would not take place in a team meeting or typical training session. Participants learned about their own personal influence and strengths in leading, coaching and influencing others. They gained insight that affirmed their strengths, helped reframe their challenges and developed their own learning plan.

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### **Participant Comments on the Benefits of Coaching Ourselves**

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These are some of the reflections from participants that describe how they evaluated and experienced the CoachingOurselves Learning Clusters.

**Created a network and a community** -- CoachingOurselves created a network and community that helped people access knowledge, information, and resources in a way that eliminated duplication and saved time and money by leveraging work already underway. One participant stated "We now have a strong sense of community and a SE Network. Participants enjoyed the networking so much they said they were surprised that the City was investing time for them to formally network with people outside their department. This insight validated that a shared mindset was being created across the City about the vision and philosophy for service excellence. It also developed a deeper understanding of operations and surfaced many synergies and insights about what was happening in other departments that affected their work or that was similar to their own issues. It provided natural opportunities for coaching and mentoring from people outside their departments which led to better cross functional and cross departmental teamwork.

Participants expanded their professional network and support system. They felt they no longer worked in isolation and were empowered to get their work done faster with less reliance on their managers for information and support. The managers were also able to spend more time on the strategic side of their work. Understanding synergies, common challenges and successes that were happening in other departments and branches of the City, helped participants to reach out and leverage other people's ideas and in some cases share resources. Some people paired up and worked in partnership on projects rather than on their own. This led to a reduction in time spent in development, reduced spending on resources, faster implementation times and a higher degree of commitment.

**Developed and strengthened personal leadership competencies** -- Coaching Ourselves helped people embrace their learning and change their personal leadership behavior. People even incorporated concepts like Management Happenings into their own regular management meetings. This helped build trust and confidence in their teams. Others incorporated personal learnings in their day-to-day work. Some people learned to ask questions about the context for their work and expectations before rushing to the task. Others worked on their leadership legacy and succession plan by coaching and mentoring others with purpose. Participants also learned new ideas, concepts and tools to use with their clients, such as how to design project plans and strategies that took into account employee engagement and dialogue processes in their action plans.

**Developed a shared understanding of client focus and service excellence** -- Through some of the exercises, participants developed a deeper understanding of how they provided service to address the needs of their clients. One team discovered through their reflections that they had gaps in the way they delivered service. They were taking care of the customer, doing for them rather than coaching and empowering them.

This unique approach to leadership and management development had a huge impact in creating a learning community. Its unique design of learning and doing in real time and using work, not making work, creates a spirit and momentum for learning that is contagious.

## IX. The SE Leads Program Evaluation Framework

Research shows it is very difficult to evaluate complex change. There are many models used to evaluate programs but none address the challenges of evaluating planned and emergent change at the same time. The SE Leads Program Evaluation process was designed to evaluate both. It built on the foundations of Donald Kirkpatrick's learning and evaluation model in Figure 7 and the concepts of Classical and Postmodern OD as described by Gervase Bushe and Robert Marshak.

Figure 7: Kirkpatrick model of Change Evaluation



Kirkpatrick states that effective training evaluation begins before the program even starts. In his book *Evaluating Training Programs: The Four Levels*,<sup>11</sup> he writes:

*“Trainers must begin with desired results and then determine what behavior is needed to accomplish them. Then trainers must determine the attitudes, knowledge and skills that are necessary to bring about the desired behavior(s). The final challenge is to present the training program in a way that enables participants not only to learn what they need to know but also to react favorably to the program”.*

This model works well for planned change and assumes there is a start and finish. In our evaluation approach we thought it critical to evaluate learning and emergent changes that occurred throughout a change initiative. We built into our evaluation methodology numerous “milestone” or “snapshot” points that would allow us to do an evaluation and reflection process to assess what everyone was learning at that moment in time.

## Classical vs. Postmodern Evaluation

In the OD Practitioner article “OD for the 21<sup>st</sup> Century,” in Section 2, The Future of OD, *Postmodern Turn in OD*, Gervase Bushe and Robert Marshak contrast classical and Postmodern OD.<sup>12</sup> Kirkpatrick's model of evaluation draws on classical OD that is influenced by scientific inquiry, data gathering, and diagnosis. It is helpful in evaluating intended results and objectives, suggesting that the organization can be diagnosed prior to prescribing solutions or designing interventions.

<sup>11</sup> Kirkpatrick, D. (1993). *Evaluating Training Programs: The Four Levels* 1<sup>st</sup> Edition, San Francisco: Berrett-Koehler,

<sup>12</sup> Bushe, G. and Marshak, R. (2008). “OD for the 21<sup>st</sup> Century,” *OD Practitioner Vol 40, No. 4, 2008*

To this extent, classical OD views the organization as a living system, meaning that if we understand the interdependence between all parts of the organization and its environment, we can identify how it ought to work together to produce the best outcomes.

In contrast, Bushe and Marshak state that postmodern forms of OD think about organizations as intervening into the meaning making process. In any large group, there are multiple realities so any data collected is used not to identify the problem, or the truth, but to raise collective awareness and possibilities of the multitude of perspectives at play in the system and or the meaning making process itself. Postmodern OD focuses on what people think, instead of focusing on changing behavior, with the assumption that once people change how they make sense of things, they will change their own behavior.

In our approach to fostering a culture of Service Excellence, we developed a strategy that included a combination of classical OD and postmodern approaches to reflect, understand, respond and evaluate *emergent* developments, issues and challenges on the personal level, projects and organizational levels as they evolved in the program.

### **Our Program Evaluation Framework**

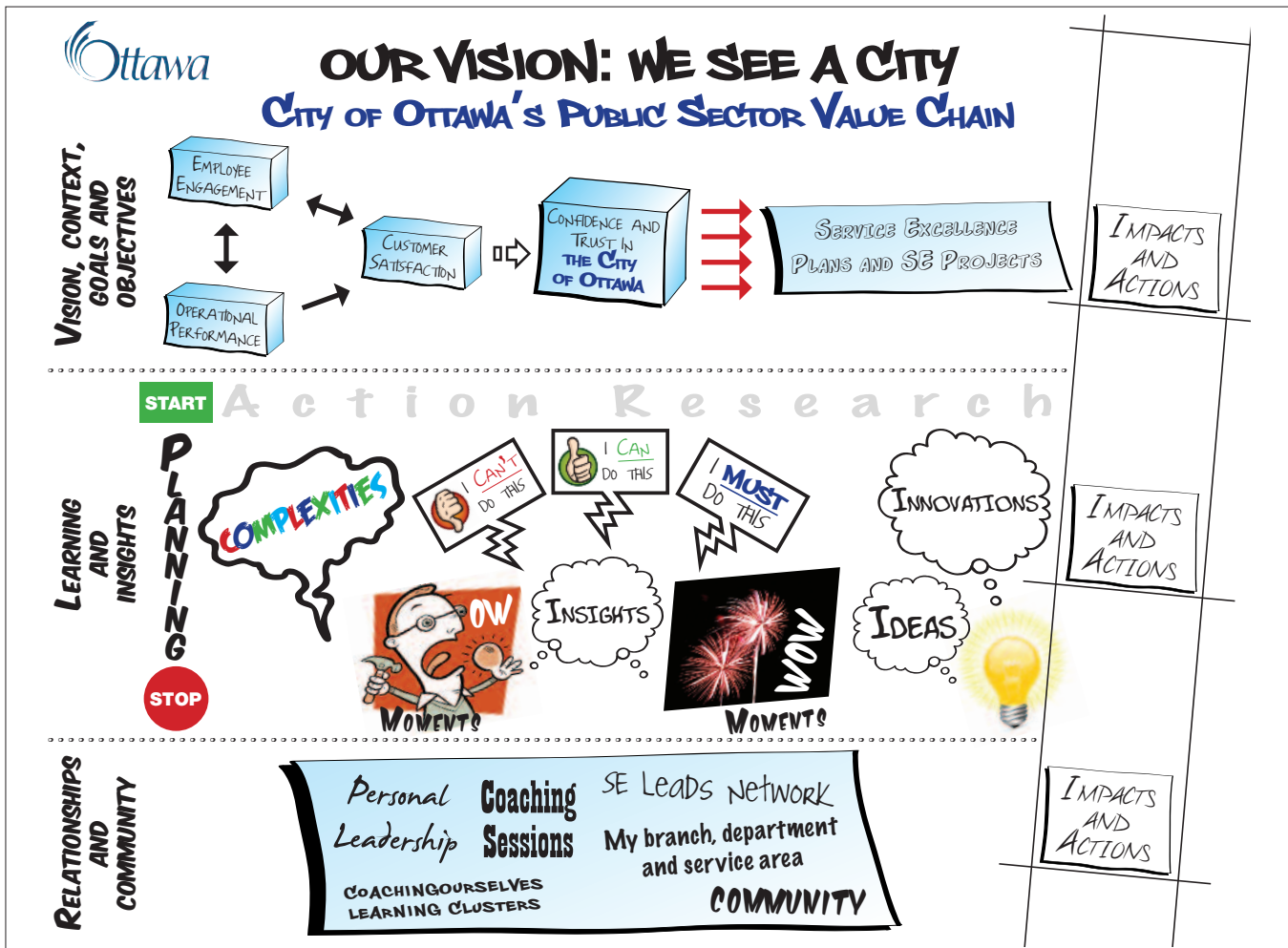
The Evaluation Framework was comprised of 3 overarching areas, shown in Figure 8.

- Vision, Context, Goals & Objectives
- Learnings & Insights, and
- Relationships & Community

A key element in each area of the evaluation process was asking Managers and SE Leads for their reflections and conducting strategic conversations to evaluate the ultimate impact of their actions in each area. Henry Mintzberg emphasizes that what counts in the aftermath of Learning and Development is impact; does the learning that those who are trained transfer back into the organization beyond the manager participating in a session. Mintzberg calls this “IMPact” because it should arise from a “pact” that is made between the manager in a training program and his or her team back home. This philosophy encouraged us to capture IMPacts that helped us better understand the culture and learning process.<sup>13</sup>

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<sup>13</sup> See “From Management Development to Organization Development with Impact,” OD Practitioner, Vol 43 No, 3, 2011



**Vision, Context, Goals and Objectives** -- While Kirkpatrick's model seeks to measure the achievement of goals and objectives, our evaluation framework also took into account Vision and Context. For that reason, in our project updates, we asked that the SE Leads demonstrate how over the course of the program, their departments and branches went beyond understanding the meaning of SE to integrating the framework in their daily work. This helped us assess the strength of the culture shift. In addition to qualitative data, we collected quantitative data given that all Departments had mapped their business strategies to the SE framework and they all developed a SE Plan. They are now implementing their SE Plans and communicating internally and externally about what SE means for their clients and the citizens of Ottawa.

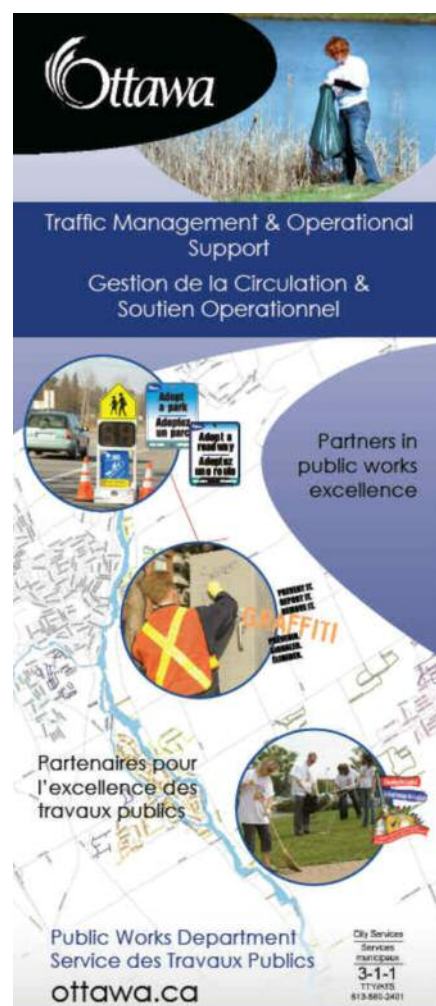
**Personal Learning and Insights** -- Many participants went through the process of designing their SE projects with a planned change approach, including a start and finish date. However, through discussions and reflections on their projects throughout the program, they realized that they were actually working in an action research model. To be successful, they had to adapt their plans and personal leadership styles to circumstances and events as they arose. Through reflections on their defining moments, preparation for their project presentations and discussions with their peers, SE



Leads completed an inclusion exercise, *SE Leads Reflections on Fostering A Culture of Service Excellence*, that demonstrated common experiences and their personal journey.

We also assessed the SE Leads Personal Learning and Insights through the *SE Leads Program Evaluation Survey Summary*. Please see Appendix 3 for a sample of the evaluation survey.

**Relationships & Community** – This part of the evaluation was critical. One of our key objectives was to build more effective working relationships and a community network of SE Leads across the City. We approached the evaluation of this process by the ongoing and formal and informal feedback we received from the CoachingOurselves checkpoint meetings and evaluation surveys, the dialogue discussions and the final SE Program Evaluation. Based on our feedback, 100% of the SE Leads wanted to continue with their role as SE Lead and they wanted to be part of the training, coaching and mentoring of the next cohort of SE Leads. We were also able to evaluate the power of the community by the amount of sharing of information, resources and knowledge.



## Evaluation of Emergent Impacts

As indicated above, our evaluation methods adapted the Kirkpatrick model to include continuous evaluation, even as the implementation was occurring. To ensure we were always closing the learning-doing gap at all levels of the organization, we implemented key strategic checkpoint meetings with participants and the executive team throughout 2009 and 2010. This helped the Senior Leaders stay informed and engaged in their learning as champions of these changes and in the development of their people and the organization's goals. We also had some specific planned change activities that were underway and some emergent ones. The role of ODP was to keep track of the interdependencies to produce updated plans each quarter to ensure the success of the changes. The following chart illustrates how we used the Kirkpatrick Model and the adaptations made to evaluate emergent learning.

Kirkpatrick's Model Level of learning and purpose	What Was Measured	Tools and Methods Used	Emergent Impact
<b>Level 1 REACTION</b>	<ul style="list-style-type: none"> <li>Individual participant survey evaluations designed to assess satisfaction levels and reactions.</li> <li>Qualitative and quantitative measurements of what participants thought and felt about the training and development activities as well as their suggestions to improve and enhance their learning experience.</li> </ul>	<ul style="list-style-type: none"> <li>SE Workshop participant surveys distributed after each workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Results were shared with the Design Team and OD consultants and used to improve the workshops design, interventions and learning process.</li> <li>A quarterly results report was shared with the Senior Management Team to educate them on what was required for them to continue championing and leading SE, what they needed to continue supporting their SE Leads, reflections on fostering a culture of service excellence and the plan for the next quarter.</li> </ul>
<b>Level 2 LEARNING</b>	<ul style="list-style-type: none"> <li>Measurements of the increase in participant's knowledge and skills</li> </ul>	<ul style="list-style-type: none"> <li>Personal Leadership Reflection Questions</li> <li>Service Excellence Competency Assessment</li> <li>Coaching conference Calls</li> <li>Follow up meetings/check point meetings with OD Representatives</li> </ul>	<ul style="list-style-type: none"> <li>Transparency in learning and the exchange of stories</li> <li>Common understanding of the cultural and systemic issues needed for success</li> <li>Real life examples of successful SE Projects that can be replicated across the City</li> <li>Understanding of personal strengths and challenges</li> <li>Priority and goal setting for personal development</li> </ul>



Kirkpatrick's Model Level of learning and purpose	What Was Measured	Tools and Methods Used	Emergent Impact
		<ul style="list-style-type: none"> <li>Participant reflections in each SE Leads Workshop</li> <li>Management Happenings in their CoachingOurselves Learning Cluster meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Resources and a support system to draw on for personal growth and success in the implementation of their own projects.</li> </ul>
<b>Level 3 BEHAVIOR</b>	<ul style="list-style-type: none"> <li>Measurement of the participant's ability to apply and implement their learning through behavior change back in the workplace.</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Reports to the SE Leads and dialogue with SMC on the progress of their SE Projects</li> <li>Friendly Consulting Exercise and peer feedback</li> <li>CoachingOurselves Cluster performance and peer feedback</li> </ul>	<ul style="list-style-type: none"> <li>Suggestions</li> <li>Examples</li> <li>Reflections</li> <li>Coaching upwards and with peers</li> </ul>
<b>Level 4 RESULTS</b>	<ul style="list-style-type: none"> <li>Measurements of the impact of the participant's performance and/or learning on the client experience, business and or fostering a culture of Service Excellence.</li> </ul>	<ul style="list-style-type: none"> <li>Tracking the number of SE Plans completed and the qualitative results of each plan</li> <li>SE Action Research Projects results, depth and degree of impact</li> <li>Discussions with Senior Management</li> </ul>	<ul style="list-style-type: none"> <li>Employees at all levels of the City understand SE.</li> <li>Effectiveness of the SE Network</li> <li>Leveraged ideas from other areas and departments</li> <li>Increased pride in working at the City</li> <li>Sense of belonging at the City</li> <li>Increased Employee confidence and a sense of what they need to be successful</li> <li>Increased breadth, depth and scope of their SE Projects</li> </ul>
<b>The City's ability to Foster a Culture of Service Excellence</b>	<ul style="list-style-type: none"> <li>Common understanding of SE</li> <li>Shared mindset of SE</li> <li>Increased perception and confidence in leaders</li> <li>Completion of key activities: Development of Branch Plans and SE Projects</li> </ul>	<ul style="list-style-type: none"> <li>Checkpoint meetings with Senior Staff, all key leaders: ODP, HR,</li> <li>Annual and Quarterly SMC and Managers Forums on SE Workshops</li> <li>SMC Participation in Managers Forums</li> <li>Benchmarking</li> </ul>	<ul style="list-style-type: none"> <li>18 Branch Plans were completed</li> <li>Elimination of a SE Strategy, SE is now part of everyone's work and every branch's strategic plan</li> <li>Service Ottawa (creation of one phone number and access to services in Ottawa)</li> <li>Mobile Office</li> <li>Technology</li> </ul>

## ***X. Results of the SE Change Initiative***

This paper focuses on the period of time between 2007 and 2010. In this timeframe, all branches and shared services developed a Service Excellence Plan that has contributed and informed the following list of corporate and departmental Service Excellence accomplishments.

### **Corporate SE Accomplishments**

#### **Citizen Oriented:**

- Reviewed all city services and re-aligned them to better meet the needs of the citizens they serve and improve the overall customer experience. The first step was to put the right leaders in place to drive change and to develop citizen-centric business models.
- Conducted an external client survey with the goal of moving away from traditional measures of perceptual service satisfaction and creating an actual experiential measure of the services.
- Residents were only asked to evaluate a service if they had had a personal experience with it in the past year. The results now form the baseline of our customer satisfaction results as well as provided direction on initiatives for departmental service excellence plans.
- Conducted research on various client groups (Equity and Inclusion lens, Seniors) allowing departments to plan service delivery options to meet the needs of specific client groups.

#### **Employee-Oriented**

- Conducted an Employee survey to better understand what the staff required in order to be engaged and feel empowered to deliver excellent customer service.
- Implemented an online employee engagement tool which allowed staff to provide and comment on ideas regarding what they required in order to provide better services. This information was provided to managers for consideration and implementation.
- Developed and implemented a Service Excellence Learning and Development strategy that included training on the concepts of Service Excellence delivery at all levels of the corporation from the Executive through to the staff level. A number of forums and supplemental tools were provided at each level of the organization over the past 12 months.
- Established a Service Excellence Team with representatives from each department that facilitated the Service Excellence ideology to be socialized in each department specific to the services they provide.
- Developed a Service Excellence Marketing strategy for implementation in 2011 which will further establish Service Excellence as a Corporate directive
- Developed and implemented a Shared Services model. This included the implementation of a working relationship model between shared services departments and their clients (other departments) as well as established Service Agreements to support departments to deliver on their service excellence vision.

- Conducted research and implemented a number of web enhancements with respect to the infrastructure in preparation for online services identified for both efficiency and enhanced services initiatives.
- Conducted a Quality Assurance Program review for the Client Services Branch and developed recommendations to be implemented as part of a Corporate Program
- Initiated the development of a Corporate Planning Framework and associated tools which will allow staff to track and manage progress through balanced scorecards and adjust service delivery as required.

### **Departmental Accomplishments**

Culture change at the department level has been extraordinary. This began by asking each department to develop their own individual service excellence plans based on the same public sector value chain concept but interpreting it in the context of their own department. To date, these plans demonstrated a wide variety of activities to engage their employees and decision making that impacts the customer. The departments are now in the midst of implementing those plans. Among them, we are seeing joint meetings across departments that had previously not had working relationships, thus breaking down silos. There are new communication efforts to share client experiences and new employee recognition programs based on service excellence. We have also seen more than 200 efficiency initiatives accomplished to date, many especially emphasizing new efforts at automation. The client is now on the radar of every department. Every employee now understands their “line of sight” and individual impact on the customer or public’s experience.

Below is a summary of some of the major departmental achievements:

- Increased employee engagement via interactive Departmental management sessions, communication via Service Excellence newsletters
- Established collaborative networks, like the SE Leads, to share best practices
- Created Service Excellence-focused employee recognition programs
- Improved client-centric access to services
- Made progress to further automation within the organization, with increased use of social media
- Implemented an accounts Payable automation pilot project
- Implemented Call recording on Revenue Contact Queue for quality assurance
- Developed Equity & Inclusion Staff Network to support departments in designing services to meet the needs of diverse client groups
- Developed an Accessibility plan within Transit Services for implementation
- Developed the Older Adult (Seniors) Plan which will inform service delivery to this client group for all departments
- Developed project intake process to provide clarity for Infrastructure Services clients
- Engaged internal stakeholders and industry clients to improve a new business process to issue road-cut permits (Infrastructure services)
- Hired Public Information Officer for Ottawa Fire Service to promote services in the community
- Began to implement the concept of Mobile Office in Emergency and Protective Services to support the concept of maximizing the efficiency of staff.
- Hired Public Information Officer for Ottawa Fire Service to promote services in the community

- Began to implement the concept of Mobile Office in Emergency and Protective Services to support the concept of maximizing the efficiency of staff.
- Successfully negotiated and acquired property within Real Estate Partnership and Development Office to enable economic stimulus projects
- Human Resources automated Employee Transactions (RPAs) phase 1 simplifying the process for managers and making them more efficient.
- Negotiate new Standing Offer for Legal Services to optimize the use of a competitive process
- Review POA & Parking ticket revenue Collection & Reporting to ensure efficiency and ease of payment for clients
- Implement Accessible Voting Locations
- Develop a Social Media Use Policy which will allow for future development of improved service offerings to the public
- Implemented a streamlined roadway modification process integrated with the development review process within Planning and Growth Management

## ***XI. Sustaining Change***

Sustainability is about understanding how to create a sustainable City and the role SE will play. In particular, we look at these four issues as keys to building sustainability:

### **1. Continue Building SE Improvements**

The City of Ottawa achieved many critical goals that position them well for sustainability in the next step of the change journey. Above all, there is a common understanding of SE at every level of the organization. Employees in front line roles with clients or back office roles understand their impact on the client experience and the importance of working collaboratively to provide service excellence. This SE mindset and behaviors will be critical for the success of the “next generation” of SE change—the transformation of business processes. Many business processes have already been radically transformed, requiring people to work differently and more collaboratively. The next phase of change will further develop and refine the business processes that deliver services. We will strive to implement technology and innovation to focus on the customer experience, maintaining our outlook that our business processes must be performed in a cross collaborative way among all services who have shared ownership. The work we completed to date has readied our people to achieve efficiencies and build the effectiveness of our processes. At the grassroots level, our people understand how they play a critical role in the customer experience.

These are some of the service and leadership improvements we will be undertaking in the future:

**Service Improvements**

- Enabling citizen-centric services (e-services 311)
- Creating a community based mobile workforce
- Integrating Community and Social Service Delivery
- Optimizing utilization of recreation facilities
- Innovation in business management and operating practices
- Optimizing service delivery through a trained casual labor pool
- Transforming fleet management
- Sponsorship and advertising
- Smart Energy

**Leadership Development Support:**

- In September 2011, the SE Leads Program Cohort 2 was launched.
- SE Leads Cohort 1 development continues and these same participants are coaching and mentoring participants in Cohort 2.
- A SE Portal and intranet was launched to provide profiles of success stories and other relevant SE information
- SE Learning and Development supports to be added to the portal
- SE information will be posted on the website
- Regular forums and presentations on Service Excellence were made to City Council and other external partners and stakeholders.

**Citizen Centric Results:**

- Elected officials and Senior Management are aware of all issues occurring in individual wards and City-wide
- Centralized knowledge management and automated workflow process = high quality and consistent responses from front-line agents
- Citizens can choose how they interact with City, knowing they receive same information
- All requests tracked through to conclusion
- Multi-language capabilities
- Improved response times and information dissemination
- Leveraging emerging trends in technology to allow for social networking services as vehicle for communicating with City – Call volumes diminish as web/mobile solutions expand

## **2. Continuing the SE Leads Program**

Many SE Leads found the coaching and personal leadership focus to be valuable. They voted for a “Use of Self as a Leader of Change” workshop for their next step in personal development to increase their awareness of themselves and their ability to manage the political environment. In addition, there was a clear message from the first round of participants that they wanted to continue their learning and development as well as participate in the design of the next generation of the SE Leads Program and Development. The first group of SE Leads participated in a design meeting and are now coaching and mentoring the next generation of the SE Leads. The second SE Leads Program was

launched in June 2011 and included the key program elements: SE Projects, Friendly Consulting Exercise, Design Thinker Simulation, Dialogue with Senior Leaders, Workshop on Community and Sustainability, Coaching and the CoachingOurselves Learning Clusters. Training and supports have been developed for those SE Leads from the first cohort who want to lead modules and coach others.

Change Management is critical to the success of SE. People are at different places in their journey of SE. The SE journey is not the same for everyone so the approach must be flexible and adaptable. The context and pace is different, however the overarching goals and principles are the same. SE Leads learned that they need to adapt their approach and lead and manage differently, depending on where people are in their SE journey.

### **3. Strengthening Community, Teamwork, and Partnerships**

Community, teamwork and partnerships are essential in fostering a culture of service excellence. Many initiatives require cross city-cross functional teams working together with a shared mindset and vision of SE. The City is already well positioned for success in this area given the alignment and shared vision at the top; with SMC, Executive Committee and with Council. The SE Network is strong and expanding. Partnerships with shared services and external consultants will continue to permit the City to build the best in class services and products needed for success.

### **4. Continuing to Build a Learning Organization**

The SE Leads program was successful in creating a learning organization at all levels in the City. The SMC played an active role championing Service Excellence and empowered their SE Leads to move to action with their projects. A culture shift is happening within the City. People are leveraging the strengths and successes that already exist and developing the tools, processes and networks they need to be successful in the future. It is remarkable and commendable that this key milestone has been achieved in only three years.

### **5. Creating and Sustaining Organizational Structures**

As new process changes evolved, the business and new technologies were implemented. The functions and roles required to support citizen-centric service across the Organization became apparent. Roles and functions that maintain the transformation are critical to re-enforce ongoing required changes. In order to maintain the continued success of the initiative, the City is developing a Service Ottawa organizational structure to support core client centric service delivery, service standards, service training, and quality assurance.



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# Service Excellence Project

This exercise is designed to help you select a service excellence project that you will work on during the Service Excellence Leads Development Program. The intention of this exercise is to provide you with an opportunity to integrate your learning in a real and meaningful way. It will also provide you with the opportunity to practice and receive feedback from your colleagues on your learning goals.

Please organize a meeting with your director and or GM to review your branch's service excellence plan. Have a discussion about your views on the service excellence vision and values and your role in supporting this initiative. Please come to the workshop with your completed project outline on pages 5 & 6. You will be required to do a 10 minute presentation on your project in the beginning of the program to help your fellow participants understand your work. You will also be asked to do another reflection at the end of the program about what you learned by working on your project. This presentation will be for your classmates and representatives from the senior management team.

**Your service excellence project must meet the following criteria:**

1. You can select to do this project on your own or as part of a team of Service Excellence Leads who will also be attending the program.
2. Your project must be within your span of control or authority as a Service Excellence Lead.
3. Your project must be supported by your director and GM and advance your branch's service excellence plan.
4. Your project must be aligned with the goal of cultivating a culture of service excellence.
5. It must also be designed to support your personal learning objectives.

**Here are some examples of projects that you might want to consider:**

- How can we cultivate a service excellence culture?
- How can we empower and engage employees in implementing our service excellence plan?
- Identifying strategies on how to work more collaboratively across functions to provide a positive customer experience
- Developing strategies for managers to coach their staff on how to provide a positive customer experience
- Developing a Service Excellence orientation program for new employees
- How can we communicate our good news stories?
- Creating a map of the customer experience in our service area

## **Recommended project to help you select your project:**

1. Review your branch's service excellence plan and key priorities.
2. Review the vision of service excellence.
3. Identify the top 3 priorities that will help your service area to be successful.
4. Describe what you expect as outcomes when you successfully achieve your goals?
5. Identify the barriers and challenges that you need to overcome.
6. Identify how you can engage your staff, colleagues, customers and other stakeholders in this process.



1. Describe your service excellence project or challenge.

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2. Why is it important to work on this project?

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3. What are your learning goals?

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4. What will be the benefit to you if you are successful in achieving your goals?

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5. What will be the benefit to your customers, colleagues and your team?

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6. How will you measure success?

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7. How can your coaches and colleagues in the workshop help you achieve your goals?

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# Service Excellence Field Exercise

During the workshop you will be exploring the Service Excellence Model and key concepts such as “WOW Moments”. This exercise is designed to help you reflect on the experience of receiving service in your own Department from the beginning to the end of the process.

We will use your observations and reflections to explore our role as a leader of this change initiative.

**Exercise:**

1. Please select one service area in your Department that you will experience from the beginning to the end of the process.
2. On page 3-4 of this handout you will find an example and a template to map out your experience.
3. On page 5 you will find additional questions to help you reflect on your experience.

If you have any questions don't hesitate to contact me. I am looking forward to working with you at the workshop.

Sincerely,

Beverley Patwell  
250-382-1908 (o) 250-896-1908 (c)  
bpatwell@patwellconsulting.com

**Exercise:**

The purpose of my outing was to pick up a prescription at the pharmacy.

	DESCRIBE THE STEPS IN THE PROCESS	WHAT DID YOU EXPERIENCE AT EACH STEP?	SCORE + or -	WHAT WERE YOU THINKING OR FEELING? ANY COMMENTS?
1.	Take elevator to 1st floor	Quick, no wait.	+	Reliable
2.	Enter pharmacy	Walked (squeezed) by customers lined up at the counter to pay for purchases.	-	Could use wider aisles
3.	Present prescription to clerk at the back counter	Took my prescription without looking at me, said "good afternoon," and continued conversation with pharmacist.	+/-	"They must be awfully busy". I hope they don't mix up my meds."
4.	Clerk upgrades my file	Was asked personal information professionally. The clerk maintained eye contact with me during the short question period and offered for me to sit down while the prescription was being prepared.	+	"It's thoughtful of them to provide a place to sit while you're waiting for your turn."

\*My overall rating of this experience is \_\_\_\_\_%

Scale:

Less than 80%: OW, Did not meet my expectations

80-100%: Met my expectations

100% plus: WOW, Surpassed my expectations

## SERVICE EXCELLENCE FIELD EXERCISE

The Service Observed:

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	DESCRIBE THE STEPS IN THE PROCESS	WHAT DID YOU EXPERIENCE AT EACH STEP?	SCORE + or -	WHAT WERE YOU THINKING OR FEELING? ANY COMMENTS?
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				

\*My overall rating of this experience is \_\_\_\_\_%

Scale:

Less than 80%: OW, Did not meet my expectations

80-100%: Met my expectations

100% plus: WOW, Surpassed my expectations



**Here are some questions to help you reflect on your experience:**

1. Why was your experience memorable or not?

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2. Will you refer others for the same service?

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3. What do you need to do next to lead service excellence?

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4. How useful was this exercise in helping you develop an understanding of the service excellence experience?

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# **Workshop #5: Integration, Impact and Action Workshop**

(Optional) Name: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for participating in the Service Excellence Team Leads Workshop on Integration, Impact and Action Workshop. This evaluation is designed to help you provide feedback on this workshop and the overall SE Leads program. Your feedback will be used to develop our next steps in supporting your learning and developing the next phase of the SE Leads Program.

**Integration, Impact and Action Workshop Evaluation:**

Today's workshop's objectives are as follows:

- reflect on your experience leading Service Excellence
- reflect on your experience in the SE Leads Program
- inform SMC, GM's and other key stakeholders about successes, learning opportunities and impacts experienced in fostering a culture of SE.
- create a dialogue between SE leads and leaders in identifying priorities for 2011 that will continue to advance SE in the City of Ottawa

Please circle one of the following:

1. To what extent did this workshop achieve its objectives?

Did not meet objectives 1	Room for improvement 2	Met Objectives 3	Exceeded Objectives 4
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Comments:

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2. To what extent was this workshop relevant to your work?

Not at all 1	Somewhat 2	Mostly 3	Very 4
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Comments:

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3. As part of your pre-work, you completed some reflection exercises and your SE project update. How helpful were these exercises in deepening your reflections of your learning experience, impact and your understanding of what is involved in fostering a culture of Service Excellence? How relevant was this exercise to your work? What did you learn about yourself?

Not at all 1	Somewhat 2	Mostly 3	Very 4
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Reflections:

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4. As part of the workshop, you had an opportunity to hear and discuss the SE project updates from your colleagues. How relevant was this exercise and what are some of your reflections?

Not at all 1	Somewhat 2	Mostly 3	Very 4
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Reflections:

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5. As part of the workshop, you had an opportunity to discuss your successes, learning opportunities and impacts that you experienced in fostering a culture of SE with SMC and other senior leaders. How relevant was this exercise and what are some of your reflections?

Not at all 1	Somewhat 2	Mostly 3	Very 4
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Reflections:

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6. What are your top 3 take-aways and reflections on how you are leading and managing your own SE project?

Reflections:

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7. You had time to meet again with your CoachingOurselves learning cluster. How useful is this learning forum and approach? What are some of your key learnings?

Not at all 1	Somewhat 2	Mostly 3	Very 4
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Reflections:

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8. How satisfied are you with the resources that were presented to you as supports to help you integrate your learning in your work (e.g. coaching, readings, exercises)? What has been the most helpful to you so far? What could we have done differently?

Not at all 1	Somewhat 2	Mostly 3	Very 4
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Comments:

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9. What did you like most about this workshop?

Comments:

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10. What would you like to see more of, less of or done differently?

Comments:

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11. What is one thing you learned about yourself that you will pay attention to as you move forward in your work?

Comments:

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**SE Leads Program Evaluation:**

The Service Excellence Lead Program was designed to support you in your role as a SE Lead and build on your experience and work leading and managing parts of your branch or service area's service excellence plan. The program was designed to help you

- develop a deeper understanding of your use of self and how it influences your effectiveness as a Service Excellence Lead
- strengthen your competencies to lead and manage service excellence in your branch and service area
- learn theory, best practices, tools and research to help you implement your branch's service excellence plans
- develop supports and a personal learning plan
- maintain a community of practice in Service Excellence so that learning and professional development takes place and enhances the City's ability to foster a culture of service excellence

The program was based on action learning and experiential learning principles. It included a blend of theory, practice and reflection.

Please see the next page to evaluate the key program elements and provide us with recommendations to support your continued learning and development.



To what extent did the following program elements contribute, create meaning and add value to your learning experience.

1=No Value	2=Some Value	3=Valuable	4=Very Valuable	
12. Service Excellence Projects	1	2	3	4
13. Friendly Consulting	1	2	3	4
14. Design Thinker Simulation	1	2	3	4
15. Workshop on Community Sustainability and Service Excellence	1	2	3	4
16. Dialogue with Assistant City Manager Operations	1	2	3	4
17. Dialogue with Director ODP	1	2	3	4
18. Dialogue with SMC and Senior Leaders	1	2	3	4
19. Theories (culture, customer experience, service excellence, innovation, sustainability, leadership etc.)	1	2	3	4
20. CoachingOurselves Learning Clusters	1	2	3	4
21. Personal Learning Plans and exercises	1	2	3	4
22. Coaching (coaching clinics, OD supports)	1	2	3	4
23. Overall how would you rate the program?				

Reflections:

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24. What significant impacts and results did you achieve through your participation in the program?

Reflections:

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25. How did the SE Leads Program contribute your development?

1=No Value	2=Some Value	3=Valuable	4=Very Valuable	
26. Increased my knowledge and ability to collaborate	1	2	3	4
27. Increased my knowledge of my own personal leadership strengths and challenges	1	2	3	4
28. Provided me with tools and concepts that I was able to integrate in my SE work and in other areas of my work	1	2	3	4
29. Improved my Perception of Senior Leaders	1	2	3	4
30. Increased my focus and commitment to the customer	1	2	3	4
31. The SE Leads Program was a good investment for me.	1	2	3	4
32. The SE Leads Program was a good investment for my service area	1	2	3	4

Reflections, Comments and Examples:

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33. What recommendations do you have to improve the program?

Reflections:

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34. Going forward, how ready are you to lead and manage Service Excellence? What supports if any, do you need?

Not at all 1	Somewhat 2	Mostly 3	Very 4
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Supports needed and/or comments:

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Please select **ALL** the activities that interest you

35. I would like to take a leadership role in designing the next phase of our development	Yes	No
36. I would like to coaching and mentor participants in the next SE program		
37. I would like to continue our CoachingOurselves learning cluster		
38. I would like to lead a new CoachingOurselves learning cluster with the next generation of SE Leads		
39. I would like to continue my learning as an SE Lead		
40. Other ideas		

41. How would you rate the quality of the presentations, materials and workshop facilitation?

Poor	Fair	Good	Very Good	Excellent
1	2	3	4	5

Reflections: \_\_\_\_\_

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Thank You

## Appendix 4: Speaker Bios

### Beverley Patwell



**Beverley Patwell MA, CHRP** is President of Patwell Consulting Inc. She is also a lecturer and consultant at the Desautels Faculty of Management at the McGill International Executive Institute. She works with Dr. Henry Mintzberg in the Advanced Leadership Program. Beverley consults with clients of the institute in the areas of coaching, organizational development, leadership development, team building and change management.

*She is co-author of the book Triple Impact Coaching: Use of Self in the Coaching Process.*

Beverley has a Masters of Arts Degree in Human Systems Intervention from Concordia University, is a member of the British Columbia Human Resource Management Association, an adjunct faculty member of American University's Master's of Science in Organizational Development Program and a guest lecturer at Mendoza College at the University of Notre Dame. She is a member of National Training Laboratories (NTL), a member of the Organizational Development Network (ODNET) and a coach with the Niagara Institute. She is also the recipient of the Prism Award for Executive Coaching presented by the International Coaching Federation.

Beverley is an international organizational development practitioner with over 20 years experience developing and implementing organizational development and change management solutions to meet business needs both in private and public sector organizations.

Prior to working as a consultant and lecturer, she was the Director of the Aerospace Enterprise Resource Planning Change Management Program and the Manager of Global Organizational Development at Bombardier Aerospace. She also worked at the City of Ottawa in Social Services.

Beverley has served as a member of the Board of Directors and is currently a member of the advisory board for La Passerelle, a Montreal based not for profit organization that helps people above the age of 40 find employment.

Beverley lives in Victoria, British Columbia Canada.

## Steve Kanellakos



Steve Kanellakos is the Deputy City Manager of City Operations at the City of Ottawa. In this role, he is responsible for Community and Social Services, Emergency and Protective Services, Parks, Recreation and Cultural Services, Public Works, Public Health, Corporate Communications, Human Resources, Information Technology Services, and Organizational Development and Performance.

In 2004, Steve was appointed to the position of Deputy City Manager of Community and Protective Services for the City of Ottawa. He was Acting City Manager from March 2003 to March 2004 and was the General Manager for Emergency and Protective Services from 2001 to 2003.

He served in several senior management positions for the Gloucester Police Service before he was named Director General of Corporate Services with the amalgamated Ottawa-Carleton Regional Police Service in 1995.

Steve has led large-scale organizational change initiatives at the City of Ottawa over the past ten years. Steve is the key executive sponsor of Service Excellence at the City, which is a transformational priority, and is changing how the City does business with its clients, focussing on improved operational performance, employee engagement and client satisfaction.

Steve holds a Masters of Public Administration from Carleton University.

## Donna Gray



Donna Gray is the Director of Organizational Development and Performance Department at the City of Ottawa. Donna's responsibilities include: organizational development, corporate planning, performance management, corporate policy administration, strategic community and client initiatives, corporate project management, and the corporate implementation of the Accessibility for Ontarians with Disabilities Act. In addition, Donna oversees the delivery of services to citizens through the 311 Contact Centre and the seven Client Service Centres.

Under Donna's leadership, the department is implementing a model of Service Excellence for the corporation, by improving the productivity of the City's workforce, supporting the implementation of corporate transformational initiatives, and enhancing service delivery, through activities focusing on professional relationships within the organization – between managers and staff, within teams, and across departmental lines.

The department creates an organizational focus on improving goal setting, communication, cross-departmental cooperation and role clarification, and assesses the organization's readiness for service improvement and efficiency strategies, identifying areas requiring specific interventions to facilitate change.

Ms. Gray has over 19 years of experience with the City of Ottawa and the former regional municipality, ranging from frontline service delivery to management and leadership. Donna has led large complex initiatives mandated to identify and deliver organizational efficiencies. In 2004 she played a key role in developing and executing a Universal Program Review, and in 2008, facilitated the development and execution of a realignment strategy resulting in significant organizational efficiencies. Donna has also played significant roles in driving large scale organizational change and implementing strategy.

Donna Gray has been the Director of ODP since 2008.