Black Belt Training

Day 1 – Introduction to Innovation
For the person next you, create sticky notes for:

1. Name & Pronouns (Example: he/him/his, she/her/hers, they/them/theirs)
2. Agency and Role
3. Years of Service in Organization
4. What is your essence?
   - What inspires you to come to work every day?
   - Who are you beyond your role?

We will present what we learned about our partner to the cohort.
Objectives for Black Belt Training

SAY IT
Start With Why

SEE IT
Tools to Identify Waste

SOLVE IT
Tools to Eliminate Waste

What is your plan after Black Belt?
Group Norms

On sticky notes: write down one positive and one negative guideline for interactions during the week

Think about:
How do you want the group to act?
What guidelines you want the group to follow?
What you want (or don’t want) to see?
On sticky notes: write down your goals for the week.

- Think about:
  - What you want to accomplish
  - What you want to happen
  - What do you want by the end of this week that you don’t have?

- Put your goals on the “What I Want Paper”
Break Time!

(10 Minutes)
Peak Performance Framework

Our Approach to Innovation in the City
Denver Peak Performance: Why?

Affordability and Homelessness Service

Strengthening Denver’s Neighborhoods

Mobility

A Healthy and Active Community

Keeping Denver Safe

Sustainability

We will deliver a World-Class city where everyone matters!
Peak Performance Framework

**Strategic Planning**
- ID what the customer wants
- Measure what matters
- Create Innovation Plan

**Innovation**
- Just Do Its (JDIs)
- Workshops
- Projects
- Partnerships
- Analytics

**Celebration**
- Financial Savings
- Service Level Improvements
- Human Development
What Peak Academy Offers

Black Belt Training
Green Belt Training
Green Belt for Leaders
Workshops/Rapid Improvement Events
Microsoft Power BI Dashboards/KPI Workshops
Partnerships

Employees empowered to make data-driven, customer-focused improvements
Maze Game
Maze Game Rules

Everyone must complete the maze correctly

If you miss-step (defect) you must exit the maze and start over

You may not talk while someone is in the maze

If you don’t beat the time, you are given a new maze
Maze Game Debrief

• What breakthrough ideas allowed your team to improve the most?

• How much did your process of discovering the maze and then utilizing that process matter?

• Could you apply your process to different mazes?
Process Improvement 101

Workbook pg. 8-9
What is Process Improvement?

Continuous Improvement Methodology

Non-Proprietary

Driven by the people who do the work

An investment in fellow employees

Delivering value to customer on demand

A set of tools to SAY IT, SEE IT, and SOLVE IT

Is WASTE a dirty word?
Waste is Disrespectful...

to **HUMANITY** because it wastes scarce resources

to **CITIZENS** because it asks them to endure and pay for processes with no value

to **INDIVIDUALS** because it asks them to do work with no value
5 Principles of Innovation

1. **Identify the value that your customers demand**
2. **Map the steps required to deliver that value**
3. **Deliver without waste (Flow)**
4. **Deliver on demand (Pull)**
5. **Seek perfection and standardize**

This is a continuous process.
Break Time!

(10 Minutes)
We are here

Innovation Form Thinking (Workbook pg. 10-11)
Full Copy of Innovation Form (Workbook pg. 79)
Video: Start With Why
Start with Why

Discussion

• Thoughts?
• What is the “Why” of your organization?
• What is your personal “Why”?
• Why start with “Why”?

“When you know your “why,” your “what” has more impact, because you are walking in or towards your purpose.”
— Michael Jr.
The Innovation Form is a tool to...

- Communicate
- Build Consensus
- Solve Problems
- Measure Progress
The Innovation Form Model – SAY IT

Planning
Problem – Why Change is Needed
Current State
Future State

Innovation
Gap Analysis/
Waste Observed
Brainstorming/
Experiments

Sustain the Innovation
Action Plan
Results
Lessons Learned
# Denver’s Innovation Form – Problem Statement

## Problem - Why Change is Needed

**Sample Questions:**
- Why are we doing/changing this?
- Is there a circumstance or emergency demanding change?
- What is the impact of this issue on the customer?

## Problem - Why Change is Needed--Example

- We can lose our funding if we don’t fix this
- Our top customer complaint is how long it takes to get the widget
- We can help more people get business licenses, improving the local economy
## Denver’s Innovation Form – Current State

### Example

<table>
<thead>
<tr>
<th>Current State (CS) Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualitative (Feelings)</strong></td>
</tr>
<tr>
<td><strong>Money</strong></td>
</tr>
<tr>
<td><strong>Errors</strong></td>
</tr>
<tr>
<td><strong>Amount</strong></td>
</tr>
<tr>
<td><strong>Time</strong></td>
</tr>
<tr>
<td><strong>Yearly Cost (Annualized)</strong></td>
</tr>
</tbody>
</table>
# Denver's Innovation Form – Future State

<table>
<thead>
<tr>
<th>Example</th>
<th>Future State (FS) Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative (Feelings)</td>
<td>My workspaces will be orderly and calm. Less stress</td>
</tr>
<tr>
<td>Money</td>
<td>$25/hour (labor) + $1,000 (materials)</td>
</tr>
<tr>
<td>Errors</td>
<td>0% of widgets are made incorrectly</td>
</tr>
<tr>
<td>Amount</td>
<td>I will make 20 widgets per day</td>
</tr>
<tr>
<td>Time</td>
<td>20 minutes to make 1 widget</td>
</tr>
</tbody>
</table>
| Yearly Cost (Annualized) | $165/day → **$43,900 annually**  
($42,900 soft + $1,000 hard annually) |

---

Make apples-to-apples comparisons using the same units from Current State section
## Denver’s Innovation Form – Putting it All Together

### Example

<table>
<thead>
<tr>
<th></th>
<th>Current State (CS) Costs</th>
<th>Future State (FS) Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative (Feelings)</td>
<td>My disorganized workspace makes me frustrated &amp; stressed.</td>
<td>My workspace will be orderly and calm. Less stress</td>
</tr>
<tr>
<td>Money</td>
<td>$25/hour (labor) + $2,500 (materials)</td>
<td>$25/hour (labor) + $1,000 (materials)</td>
</tr>
<tr>
<td>Errors</td>
<td>5% of widgets are made incorrectly</td>
<td>0% of widgets are made incorrectly</td>
</tr>
<tr>
<td>Amount</td>
<td>I make 15 widgets per day</td>
<td>I will make 20 widgets per day</td>
</tr>
<tr>
<td>Time</td>
<td>It takes 30 minutes to make 1 widget</td>
<td>20 minutes to make 1 widget</td>
</tr>
<tr>
<td>Yearly Cost (Annualized)</td>
<td>$187.50/day $51,250 annually ($48,750 soft + $2,500 hard annually)</td>
<td>$165/day $43,900 annually ($42,900 soft + $1,000 hard annually)</td>
</tr>
<tr>
<td><strong>Yearly Savings (CS Cost – FS Cost)</strong></td>
<td>$51,250 - $43,900 = <strong>$7,350 total savings</strong> ($5,850 soft savings + $1,500 hard savings)</td>
<td></td>
</tr>
</tbody>
</table>
Meaty!

**MONEY**
Hourly Rates & Material Costs

**ERRORS**
How many widgets have defects? Do you have to do any rework?

**AMOUNTS**
How many widgets do you make?

**TIME**
How long does it take to make your widget? Any wait time?

**Yearly Cost**
The total cost of your process over the course of the year.
Types of Savings

**Hard Dollar**
Improvements that **reduce** budget expenses

**Soft Dollar**
Improvements that **save** people’s time (opportunity cost)

**Value to Customer**
Soft and hard dollar savings to the customer

**Service Level Improvement**
Improvements that **add value to** people or processes, with no hard or soft dollar savings

**Human Development**
Improvements that **increase** knowledge, skills, & abilities of an individual
## Example: PCard Policies and Procedures

<table>
<thead>
<tr>
<th></th>
<th>Current State (CS) Costs</th>
<th>Future State (FS) Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative (Feelings)</td>
<td>Overwhelmed</td>
<td>Comfortable navigating their way through the system and knowing rules and policy</td>
</tr>
<tr>
<td>Money</td>
<td>$25/ hour PCard Holder (50) $22/ hour PCard Coordinator</td>
<td>$25/ hour PCard Holder $22/ hour PCard Coordinator</td>
</tr>
<tr>
<td>Errors</td>
<td>Constant Calls, emails, face to face (approx. 3 per card holder / month which averages to 150 per month)</td>
<td>&lt; 1 call per card holder/ per month Approx. 1 or less per card holder/ month which averages to 50 or less per month</td>
</tr>
<tr>
<td>Amount</td>
<td>50 Card Holders</td>
<td>50 Card Holders</td>
</tr>
<tr>
<td>Time</td>
<td>35 hours /month (between PCard Coordinator and PCard holder) (7 minutes per call)</td>
<td>8.33 Hours/ month (between PCard Coordinator and PCard holder) (5 minutes per call)</td>
</tr>
<tr>
<td>Yearly Cost (Annualized)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C-17.5x22x12=$4,620</td>
<td>C-4.166x22x12=$1,099.82</td>
</tr>
<tr>
<td></td>
<td>H- 17.5x25x12=$5,250</td>
<td>H- 4.166x25x12=$1,249.80</td>
</tr>
<tr>
<td></td>
<td>$9,870x12= $118,440</td>
<td>$2,349.62x12= $28,195.44</td>
</tr>
</tbody>
</table>

### Yearly Savings (CS Cost – FS Cost)

$118,440 – $28,195.44 = **$90,244.56**

### Yearly Savings to Customer (Value of Customers Time)

**Soft Savings**

Innovator:
Amanda Feathers
(Cohort 70)
# Example: DCC Double-Sided Printing

<table>
<thead>
<tr>
<th>Qualitative (Feelings)</th>
<th>Current State (CS) Costs</th>
<th>Future State (FS) Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feels like we aren’t doing our part to conserve resources.</td>
<td></td>
<td>Proud of saving resources and money</td>
</tr>
<tr>
<td>Errors</td>
<td>1 box of paper wasted per month</td>
<td>0 boxes wasted per month</td>
</tr>
<tr>
<td>Amount</td>
<td>12 boxes of paper per year</td>
<td>0 boxes per year</td>
</tr>
<tr>
<td>Time</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Yearly Cost (Annualized)</td>
<td>$383.88</td>
<td>$0</td>
</tr>
</tbody>
</table>

**Yearly Savings (CS Cost – FS Cost)**: $383.88 – $0 = $383.88

**Yearly Savings to Customer (Value of Customers Time)**

Innovator: Tina Vinson (Green Belt)

Hard Savings
Example: DOTI Vehicle Boot Release Timing

<table>
<thead>
<tr>
<th></th>
<th>Current State (CS) Costs</th>
<th>Future State (FS) Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative (Feelings)</td>
<td>☹</td>
<td>☺</td>
</tr>
<tr>
<td>Money</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Errors</td>
<td>75% Error Rate</td>
<td>0%</td>
</tr>
<tr>
<td>Amount</td>
<td>399 boots per month 4,788 boots per year</td>
<td>399 boots per month 4,788 boots per year</td>
</tr>
<tr>
<td>Time</td>
<td>4 hour release window per boot</td>
<td>1 hour release window per boot</td>
</tr>
<tr>
<td>Yearly Cost (Annualized)</td>
<td>19,152 hours</td>
<td>4,788 Hours</td>
</tr>
<tr>
<td>Yearly Savings (CS Cost – FS Cost)</td>
<td></td>
<td>19,152 Hours – 4,788 Hours = 14,364 Hours</td>
</tr>
</tbody>
</table>

Innovator: Ruben Urbina (Cohort 91)

Savings to Customers
### Example: Weeding Out Outdated Items at DPL

<table>
<thead>
<tr>
<th>Qualitative (Feelings)</th>
<th>Current State (CS) Costs</th>
<th>Future State (FS) Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frustration for staff and customers</td>
<td>Improved customer experience and knowledge base. Less time spent for staff.</td>
<td></td>
</tr>
</tbody>
</table>

| Money | $28.73/hour | $28.73/hour |
| Errors | Possibility due to items with less information and differing methodologies for identification | No Errors |
| Amount | 2753 items (though will vary annually) | 1385 items (though will vary annually) |
| Time | 40 hours and 15 minutes | 23 hours and 45 minutes |
| Yearly Cost (Annualized) | $1,156 | $682 |

| Yearly Savings (CS Cost – FS Cost) | $474 |

| Yearly Savings to Customer (Value of Customers Time) | Well weeded shelves improve circulation and prevent customers from taking home items with outdated information. |

Innovator: Monica Washenberger (Cohort 86)

Service Level Improvement
**Example: Early Childhood Education Training at Carla Madison Recreation Center**

<table>
<thead>
<tr>
<th>Current State (CS) Costs</th>
<th>Future State (FS) Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualitative (Feelings)</strong></td>
<td>☹</td>
</tr>
<tr>
<td><strong>Money</strong></td>
<td>$0 per hour of training</td>
</tr>
<tr>
<td><strong>Errors</strong></td>
<td>Currently no training, no budget</td>
</tr>
<tr>
<td><strong>Amount</strong></td>
<td>0 trainings</td>
</tr>
<tr>
<td><strong>Time</strong></td>
<td>Contact time with kids</td>
</tr>
<tr>
<td><strong>Yearly Cost (Annualized)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Yearly Savings (CS Cost – FS Cost)**

$300

**Yearly Savings to Customer (Value of Customers Time)**

Kids now have contact time geared towards early learning. Staff have new skills marketable in the childcare field.

Innovator: Natalie Magnatta (Cohort 89)

**Human Development**
Video: Saving Sight
Saving Sight

The Toyota Effect

- Why is change needed?
- What was it like before they innovated?
- How did things change?

“I never would have thought that implementing the Toyota Production System would help save lives... but it has.”

— Pradeep Prasad, MD
Let’s Practice Using the First Three Sections of the Innovation Form!

- In your table groups, take turns sharing a work-related process problem that you would like to solve
  - It should be small in scope and **within your control** to influence
  - Each person should have 1 minute to share
- Fill out the first 3 sections of the Innovation Form: **Include metrics**
Lunch Break

(1 Hour)
### Innovation Name:

**What's Needed**

### Problem — Why Change is Needed (1-2 Sentences)

### Current State (C/S) Costs | Future State (F/S) Costs

- **Qualitative:**
  - **Money:** $
  - **Errors:**
  - **Amount:**
  - **Time:**

### Yearly Savings (C/S Cost – F/S Cost)

- **Direct Cost:**
- **Indirect Cost:**

### How Analytics — What Builds us back from our Future State?

### Wastes Observed (Check All That Apply)

- **Defects**
- **Overproduction**
- **Waste:**
- **Non-Utilized Labor/Things**

### Additional Details

<table>
<thead>
<tr>
<th>Info</th>
<th>Type</th>
<th>Equipment/Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Action(s) (What Did You Do?) 1-2 Sentences

<table>
<thead>
<tr>
<th>Action</th>
<th>Date(s)</th>
<th>Person(s)</th>
<th>Note(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Please Add Photos or Screenshots of What You Did

### Results (How Is Everyone Better? 1-2 Sentences / Updated Metrics)

<table>
<thead>
<tr>
<th>Current State</th>
<th>Present State</th>
<th>Q/Q</th>
<th>W/W</th>
<th>M/M</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Lessons Learned

- **What Went Well (+):**
- **What Didn’t Go Well/Needs Changed (-):**

### Additional Innovation Notes Here
SEE IT: Gemba Walking

Gemba Walks (Workbook pg. 17-19)
What is a Gemba Walk?

Questions to Ask on a Gemba Walk

- Who are the customers?
- What do the customers value?
- What are the steps in the process?
- When is the process complete?
- What are your biggest pain points in this process?
- What are your customer's biggest pain points?
SEE IT

• Go to where the work is done versus discussing the work in a conference room

• The most powerful way to identify waste

“As a leader, there is nothing more important, startling, and helpful than seeing the truth.”
– Stephen Buccilli
SEE IT

• Not an opportunity to find fault with people or tell them how they “should” be doing things.

• A chance to demonstrate humility and respect for another person’s job

• A time to appreciate the courage it takes to showcase areas in need of improvement

“I look only to the good qualities of men. Not being faultless myself, I won’t presume to probe into the faults of others.”
– Gandhi
SEE IT: Process Mapping

Process Mapping (Workbook pg. 20-22)
8 Wastes / Value Added Analysis (Workbook pg. 23-27)
Process Maps

Title: Residential Parking Program
Date: May 1, 2016

First identify the start

# 1
Where does your process start?

Ex.
Clerk pulls up information on computer

Ex.
Clerk matches address with a location for stickers

Ex.
Identify sticker associated with address

Ex.
Walk to wall and find sticker in stack

# 2
Where does your process end?

Legend

Use a diamond to show a decision point

Who and what do these things stand for on your map?
Process Maps

A good process map not only outlines the steps, but also notes wastes in the process (in pink); value-added, business necessary, and opportunity to innovate steps; and how long each step takes.

Remember to title & date the process map

Note the different colors used for different individuals/groups in the process

Two processes occurring simultaneously = swim lane
Process Maps

General Rules of Thumb

Left to Right
Mark milestones/time to deliver value
Document volumes of “widgets”
Boxes – Steps in a process (label “who” and use verbs)
Diamonds – Decisions (Yes/No, If/Then…)
Use pink stickies to represent waste/issues
Multiple processes can occur at the same time
Process Map Exercise
Sample Process: Going to see your Doctor

• Instructions
  • As a team, create a process map
  • All members must participate

• Process Scope
  • First step – Walk in front doors at Doctor’s Office
  • Last step – Walk out front doors at Doctor’s Office
  • We must pay a co-pay
  • We will not be getting prescriptions as part of our general physical

Hint: Document what the process looks like 80% of the time
The 8 Wastes

- **Defects**: Rework, errors, incorrect information
- **Overproduction**: Production that is more than needed or done before needed
- **Waiting**: Time wasted waiting for the next step in the process
- **Non-utilized talent/things**: Underutilizing people's skills or resources
- **Transportation**: Movement of things
- **Inventory**: Excess materials being processed
- **Motion**: Movement of people
- **Excessive Processing**: More work than is required by the customer
Steps in a Process Map

**Value Added**
Steps that improve the product for the customer and/or the customer is willing to pay for.

**Business Necessary**
These are steps that are required by regulatory agencies and/or policies.

**Opportunity to Innovate**
Activities that don’t contribute to the process and should therefore be improved.
Break Time!

(10 Minutes)
Gap Analysis Tools (Workbook pg. 28-39)
Innovation Form 4th Section
Spaghetti Diagram – CPD Simultaneous Review Process

- Diagram of the work area
- Show motion of customers and team members
- Identifies unnecessary movement
- Helps ID better layouts
- Maps physical or digital motion/transportation
Spaghetti Diagram – DHS Self-Service Room

- Things to include in this tool:
  - Clear title and date
  - Color Coding
  - Legend
  - Clearly shows each motion as it occurs in the process
Fishbone Diagram
Office of Human Resources – Campus Relations

- Used to identify causes and conditions for issues within a process
Fishbone Diagram – City Attorney’s Office – Director Approvals

- Things to include in this tool:
  - Clear title and date
  - Sticky notes from the whole group
  - Categories that fit your process
  - Post as many stickies as you can think of
The Five “Whys”

- Question-asking technique to explore cause-and-effect
- Ask “Why?” 5 or more times to get to the root cause of an issue
- Use this tool in a respectful manner

Car Battery Example

- Issue: My car won’t start.
- Why (#1): The battery in my car is dead.
- Why (#2): The alternator isn’t working.
- Why (#3): The alternator belt is broken.
- Why (#4): I didn’t replace the alternator belt when I should have.
- Why (#5): I’m not servicing my car on time

To test logic, use the word “therefore” to read back through each question (i.e. I’m not servicing my car on time... therefore... I didn’t replace the alternator belt...
The Five Whys – Example

Washington Monument Example

• Issue: Lots of money spent repairing surface of Washington Monument
• Why (#1): Chemicals used cleaning bird poop off the surface
• Why (#2): Lots of birds lingering at the monument
• Why (#3): Lots of bugs around to eat
• Why (#4): The lights from the monument attracted all the bugs

Your Five Whys do not have to have FIVE whys. Use as many or as few as it takes to get to a root-cause that you’re comfortable with.
The Five Whys – Office of the Municipal Public Defender

Problem Statement:

Green Sheets are getting lost

Why?:

Too much physical movement

Why?:

Digital system inadequate

Why?:

JustWare and Themis aren’t talking

Why?:

Applications were separately implemented by different departments

Why?:

Each agency has different goals/needs
Communication Circles – Office of Human Resources – Talent Acquisition

- Identify all the major players involved with the process
- Define all the types of communication that goes on and to who
- ID’s possible bottlenecks and need for centralized communication
Communication Circles – DOTI Right of Way Public Notification Process

• Things to include in this tool:
  • Clear title and date
  • Color Coding
  • Legend
  • Lines with arrows showing what direction communication is going
  • Identify bottlenecks by mapping all communication with lines
Gap Analysis Exercise

Now let’s do them in smaller break-out groups

• Go back to your Innovation Form groups

• Choose two of the Gap Analysis tools to use on your Innovation Form process (i.e. Fishbone Diagram, the 5 Why’s, Communication Circle, Spaghetti Diagram)

• Choose one person to present your team’s analysis to the rest of the class
Break Time!

(10 Minutes)
Gemba Walk Prep

Gemba Walks (Workbook pg. 17-19)
Prep for Day 2 of Training

Plan for Tomorrow

• Choose your team
• Know your meeting location and time
• Know your Peak Contact for the group
• Be punctual
• Bring your workbook

After your Gemba Walk

• Return to Training Room 4.F.2 by 11am
• Grab the lunch with your name
• Go to your team’s Breakout Room

Breakout Session

• Create a Process Map (8 Wastes, Time, and Value Analysis)
• Create the Innovation Form (Why, Current State, Future State)
• Use all 4 Gap Analysis Tools
“Ignite” Overview & Close Day 1

(Workbook pg. 73)
Final “Ignite” Presentation – Non-Supervisors

• Format of the final presentations
  o Must be between 3-5 minutes long
  o Must cover 3 Innovations
  o Must use the 1st 3 sections of the Innovation Form for each Innovation (Why, Current State, Future State)
  o You may NOT use the clicker (You are not the first to ask)
    • If you choose to use Power Point, you must use Auto-Advance
• Samples of the format available at: www.igniteshow.com
Final “Ignite” Presentation - Supervisors

• Format of the final presentations if you are a leader:
  o Must be 3-5 minutes long
  o Must cover your plan for getting 60% of your staff trained and certified in Green Belt or Black Belt
  o Must use the innovation form to talk about your major focus areas (key performance indicators), improvement areas you want your team to focus on, must include dates, action items, and a plan for communicating the change to your staff and celebrating their success.
  o You may NOT use the clicker (You are not the first to ask)
    • If you choose to use Power Point, you must use Auto-Advance
  • Samples of the format available at: www.igniteshow.com
Suggested Flow for Ignite – Non Supervisors

1. About you (~30 Seconds)
2. About your Agency (~30 Seconds)
3. Innovation One (~1 Minute)
4. Innovation Two (~1 Minute)
5. Innovation Three (~1 Minute)
6. Conclusion (~30 Seconds)
Suggested Flow for Ignite for Supervisors

1. About you and your org (~1 Minute)

2. Org Strategic Plan and Goals (~1 Minute)

3. ID 3 Focus Areas that you manage (~1 Minute)

4. ID 3 Strategies to fix focus areas and certify 60% of staff (~1 Minute)

5. ID how you will celebrate and recognize staff/innovation efforts (~1 Minute)
You May Be Creative!

We love all types of Ignite Presentations, including:

- PowerPoints
- Prezis
- Flip Charts
- Storybooks
- Try something new
Day 1 Wrap-Up

What things did you like about today?

What things do you think would make the rest of the days in training work better?