

# Results Based Accountability™

## Guidelines and Resources

Kia Marama nga kohinga

Me ona Rauemi



“Let the results speak for themselves”

*Kumea mai te waka nei!*

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## MIHI AND WHAKATAUKI

*Ko te tuatahi me mihinunui tenei ki te Atua  
ko la te tīmatanga te mutunga o Ao.*

*Greetings firstly to the Divine Creator which  
is the beginning and end of all things on the  
earth.*

*Ko te tuarua me mihiaroha tēnei ki ngā mata  
waka o te motu ko koutou te puhariki o te  
waka nei.*

*Greetings secondly of love to all those who  
indicate in which direction this waka takes.*

*Ko te tuatoru me mihi tēnei ki a koutou katoa  
ngā kaihoe o te waka nei mo ngā tangata  
katoa.*

*Greetings lastly to all practitioners who strive  
to achieve the best results for all people.*

***Naku te rourou nau te rourou ka ora ai te  
iwi.***

***With your basket and my basket the  
people will live.***

**This whakatauki is often said and refers to the co-operation and the combination of resources to achieve the results for the wellbeing of the people.**



*How much  
did we do?*

**Is anyone  
better  
off?**

***Who can we be  
partnering  
with to make a  
difference?***

*How well did  
we do it?*

**How can we  
improve our  
performance?**

How do we  
know we are  
making a  
difference?

# ABOUT THESE GUIDELINES

## *He aha nga tino putake o enei kaupapa rarangi*

These guidelines have been sponsored by the Ministry of Social Development (MSD), and have been developed with a range of people from both within the Ministry and the community who are moving from **Talk to Action** by using RBA in their everyday work.

This “pick up and go” resource covers the basics of RBA - what you need to know to get started. They will help to guide your own practical experience and use of RBA. You choose the journey you wish to take using these guidelines as your map, whether you are a manager of an organisation, an MSD Adviser, or a member of a governance board.

Also included are examples of stories and result cards that help to show how RBA has supported people and organisations across Aotearoa / New Zealand to contribute to making a difference for our families and communities.

For ease of use, the guidelines have been split into three main parts:

**Part 1: Results Based Accountability™ Basics** – an overview of the RBA thinking language and process, along with links, pointers to publications, websites and places that will help you to **build a foundation of knowledge** about RBA.

**Part 2: Using Results Based Accountability™** - local examples of RBA in action including practical suggestions for **growing strong communities of practice**.

**Part 3: Sharing Results Based Accountability™ Learning** – sharing RBA with others including suggestions and considerations for the **hosting, presentation and evaluation** of an RBA learning workshop for teams, governance boards or community partners.

You can either print these guidelines off as a document or use as a web based tool. Just click on the headings and follow the links depending on what you need.

## Learning Outcomes for these Guidelines

### *Nga akoranga rarangi hei tupuake*

By using these guidelines we hope that you will be better off in the following ways:

- i. Better able to understand and describe the difference between population and performance accountabilities and how they fit together - to ensure “appropriate responsibility”.
- ii. Better able to understand and describe three types of performance measures: how much, how well and is anyone better off – to show the effectiveness of your efforts.
- iii. Better able to understand and use the 7 “turn the curve” questions, working from ends to means – to tell the full story about the results you are working towards.

- iv. Have increased confidence to use RBA as part of your everyday work - so that you can show the results you are achieving.

We would like your feedback about whether this resource is helpful. At the back of this document, you will find the Guidelines User Feedback Survey (Appendix 1). Please complete this survey – via hard copy or online – so that we can use your feedback to continue improving the Guidelines. ***Don't hold back! Tell us what you think!***

## Acknowledgements

### *He korero whakahirahira*

**Mark Friedman** is the author of Results Based Accountability™ (RBA) and the book *Trying Hard Is Not Good Enough: How to Produce Measurable Improvements for Customers and Communities* (2005). Our thanks go to Mark for his generous contribution to RBA practice in Aotearoa / New Zealand and for his support of these guidelines which are based on his book, website and work around the world.

We would like to acknowledge **Deirdre Ryan** (Salta Consulting) and **Sharon Shea** (Shea Pita and Associates) who co-authored these guidelines, and developed the supporting PowerPoint slides and resources with the Ministry of Social Development (MSD) team.

Thank you also to the **Community Providers** and **MSD staff** who lent their support and contribution to the guidelines and resources.

# ABOUT RESULTS BASED ACCOUNTABILITY

## *Kia marama ai nga kohikohitanga*

Results Based Accountability™ (RBA) is a simple, common sense framework which communities, agencies and teams can use to focus on results (or outcomes) to make a positive change for communities, whānau and clients.

RBA encourages a range of partners (organisations / people) to share their ideas about what works to do better and demonstrate their unique contributions towards wellbeing of whānau and communities.

RBA helps us to keep the focus on who or what we are targeting and what we want to achieve, and it insists on us answering the question “how are our communities, whānau and clients better off?” as a result of all of our effort.

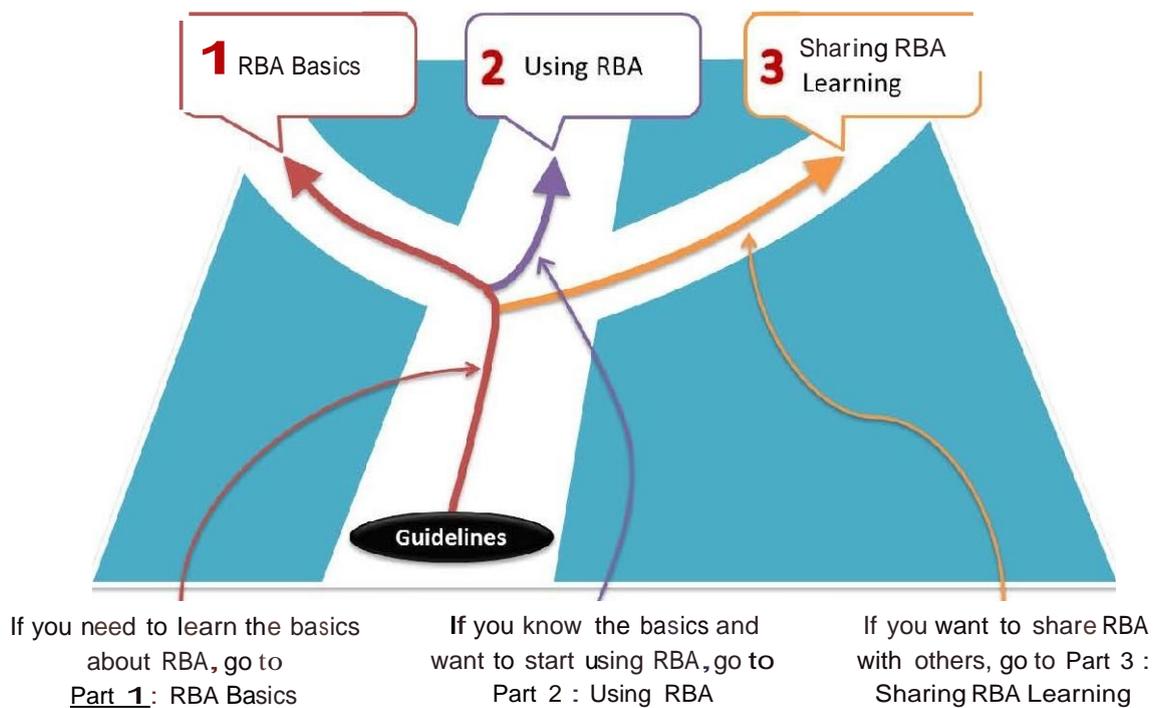
In our everyday work, RBA drives continuous improvement in teams, programmes and agencies through a variety of means (i.e. customised meeting agendas, team performance development and reviews) and as a strategic planning and reporting tool that keeps us focused on always doing better than our own history. There are

- **2** types of accountability - population and performance
- **3** types of performance measures - How much did we do? How well did we do it? Is anyone better off?
- **7 questions**, working **from ends to means** - calling us from talk to action to make life better for our families / whānau, children / tamariki, and communities.

## Getting Started

*Me timata i konei*

Use the roadmap to help decide where to begin or continue your RBA journey.



# PART 1: RESULTS BASED ACCOUNTABILITY™ BASICS

*Wahanga tuatahi: Kia marama ai nga kohikohitanga waiwai*

This part covers a basic overview and introduction to RBA language and key concepts. Here you will find:

- Part 1.1** An Overview of RBA
- Part 1.2** An RBA Snapshot: bringing it together
- Part 1.3** An example of an RBA Result Card
- Part 1.4** Next steps



## Part 1.1 – An Overview of Results Based Accountability

### Wahanga 1.1 – Kia marama ai nga kohikohitanga waiwai

Here is a brief explanation of the key things to know about RBA.

There are **2** types of accountability within RBA:

- population accountability and
- performance accountability.

#### Population Accountability

**Population Result / Outcome:** A condition of wellbeing for families, children and communities in a geographical area e.g. all people are safe. The terms 'result' or 'outcome' are interchangeable.

**Indicator:** A measure of how well we are achieving our desired Population Result/Outcome e.g. "rates of recorded offending" could be used as one measure to indicate whether we are achieving our condition of wellbeing for people who want to live in a safe community.

No single agency or organisation can possibly achieve a condition of wellbeing for a whole population on their own. It takes the unique contributions of a range of community partners who have a part to play in moving their community closer to achieving a result like "A safe community". This may include police, neighbourhood support, schools, parents, extended whānau, churches and businesses.

#### Performance Accountability

This type of accountability focuses on how an individual agency or programme or system of services achieves client results/outcomes. For example, a budgeting service can show how effective it has been in assisting its clients to better manage their finances and reduce debt.

**Performance Accountability** has **3** types of **performance measures**:

- How much did we do? (What was the quantity of the work done)
- How well did we do it? (What was the quality of the work done)
- Is anyone better off? (What was the impact of the work done / client results / outcomes).

One of the key differences between an Indicator (for whole populations) and a Performance Measure (for clients) is scale or size of the group that the data relates to.

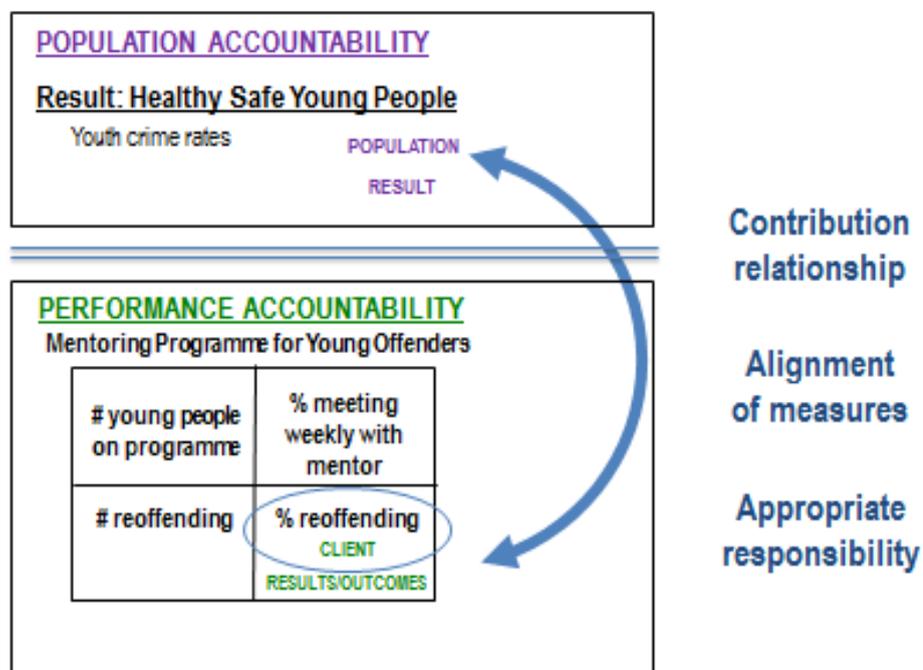
The key to knowing what is a population result/outcome and what is a client result/outcome is in the “modifier” word (in blue text) i.e.:

- **Population Result/Outcome** is a high level condition of well-being for a whole population, e.g. all young people are safe and healthy.
- **Client Result/Outcome** is a measure of how life has improved for individual clients attending a service or programme, e.g. young people on a youth mentoring programme have reduced offending.

## Linking Population and Performance Accountabilities Together

By linking population and performance accountabilities together, we can see how client results, delivered by agencies, programmes and service systems, *contribute* to quality of life results for a whole population. For example a six week “parenting teens” programme that improves parenting skills and knowledge, contributes to “young people being healthy and safe”, which is a quality of life condition for a population (a population result / outcome).

The next diagram shows the clear lines of accountability between an individual programme (youth mentoring programme) that is only responsible for its own clients and not for keeping all young people healthy and safe. But the results it achieves for its clients contribute to the wellbeing of the whole youth population.



There is a difference between attribution and contribution. No single programme can improve a population outcome, but a programme can show how it has contributed to a population result through measuring client results/ outcomes.

There are **7 questions** that guide the “turn the curve” thinking process behind RBA and help us to move us from *talk to action*.

**Remember that there are 7 questions for Population Accountability and 7 questions for Performance Accountability, respectively.**

## Part 1.2 - An RBA snapshot: bringing it together

### Wahanga 1.2 - Kia mou ai te ahua o RBA: he mahi whakakotahitia

Here is a quick snapshot of RBA<sup>1</sup>. The two sets of 7 questions (for Population and Performance Accountabilities) have been adapted from Mark Friedman's book and slides.

COMMON LANGUAGE FOR POPULATION ACCOUNTABILITY	7 POPULATION ACCOUNTABILITY QUESTIONS
<p><b>Population Result / Outcome</b> is a condition of well-being for a whole population (e.g. for children, adults, families and communities).</p> <p><i>Example: All children in Auckland are safe, nurtured and healthy.</i></p> <p><b>Population Indicator</b> is a measure that helps to quantify the achievement of a result at a population level.</p> <p><i>Example: Rate of low birth-weight babies in Auckland.</i></p>	<ol style="list-style-type: none"><li>1 How do we define our Population and what are the quality of life conditions we want for them? (<b>Population &amp; Results</b>)</li><li>2 What would these conditions look like? What would be different? (<b>Experience</b>)</li><li>3 How can we measure these conditions? (<b>Population Indicator</b>)</li><li>4 How are we doing on the most important of these measures? (<b>Baseline Data and Story</b>)</li><li>5 Who else has a role to play in doing better? (<b>Partners</b>)</li><li>6 What works to do better? (<b>What Works</b>)</li><li>7 What do we propose to do? Including no-cost and low-cost ideas (<b>Action Plan</b>)</li></ol>



<sup>1</sup> Sourced from Shea Pita and Associates/Salta Consulting, 2012 (adapted from a resource developed by Phyllis Rozansky).

COMMON LANGUAGE FOR PERFORMANCE ACCOUNTABILITY	7 PERFORMANCE ACCOUNTABILITY Questions
<p><b>Performance Measures</b> - measures that tell us how well a programme, agency, service system or team is working.</p> <p><b>Performance Measures Answer 3 Questions</b></p> <ol style="list-style-type: none"> <li>❶ <b>How much did we do?</b> Examples: # of people served, # of whānau served, # of referrals</li> <li>❷ <b>How well did we do it?</b> Examples: response time, attendance rates, % clients who report being treated well, unit cost, completion rates</li> <li>❸ <b>Is anyone better off?</b> (Client Results/Outcomes) Examples: # and % changes in skills, knowledge, attitude, opinion, behaviour or circumstance.</li> </ol>	<ol style="list-style-type: none"> <li>❶ Who are our clients? (<b>Client Group</b>)</li> <li>❷ How can we measure if our clients are better off? (<b>Client Result / Outcome</b>)</li> <li>❸ How can we measure if we are delivering services well? (<b>Quality Measures</b>)</li> <li>❹ How are we doing on the most important of these measures? (<b>Baseline Data and Story</b>)</li> <li>❺ Who are the partners that have a role to play in doing better? (<b>Partners</b>)</li> <li>❻ What works to do better? (<b>Research Evidence</b>)</li> <li>❼ What do we propose to do? Including no-cost and low cost ideas. (<b>Action Plan</b>).</li> </ol>

## Part 1.3 – An Example of an RBA Result Card

### Wahanga 1.3 – He mahi orite ki te RBA kari kohikohinga

You have now been introduced to the key concepts and language for RBA. Here is an example of what an RBA ‘Result Card’ might look like.

This simple three page “Drive Sober” Result Card combines population and programme performance data with real stories that show how clients have changed their thinking and behaviour when completing an education programme for recidivist drink drivers in North Canterbury.

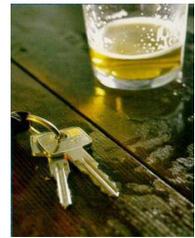


DRIVE SOBER NORTH CANTERBURY  
RESULT CARD

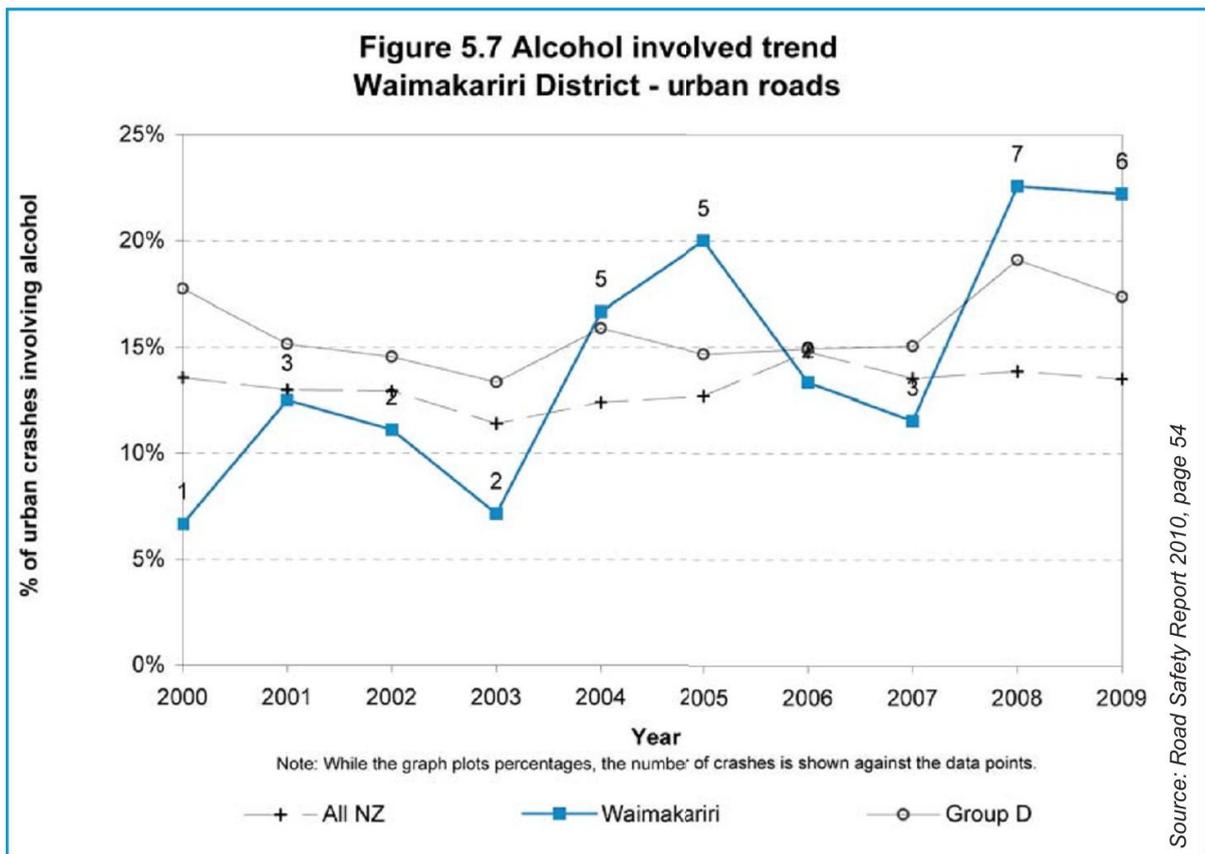
December 2011

**Population Result:** Road users are skilled, and competent, alert and unimpaired

**Vision:** The Waimakariri District has a safe road system that is increasingly free of death and serious



**Population Indicator:**



**Source:** Waimakariri District Council Road Safety Strategy 2011 – 2016

## Story Behind the Population Data

Alcohol was involved in 20% of all fatal or serious injury crashes in the Waimakariri District in the period from 2005 to 2009. Between 2006 and 2010, there were 147 alcohol related crashes recorded in the Waimakariri District (including 3 deaths, 19 serious injuries, 32 minor injuries and 93 non-injury crashes). Up to 25% of all drink driving offences presenting at Court are committed by recidivist drink drivers. The issue of recidivist drink driving has been identified as of concern for both the Waimakariri Safer Community Council and the Road safety Co-ordinating Committee over the past two years. And there is currently no local provision of a recidivist drink driving programme.

## Story Behind the Programme

A total of nine participants attended the six week pilot programme (two hours per week) which ran from October to November 2011, involving people aged 20 – 67 and whose backgrounds ranged from trades to professionals.

Two clinical facilitators ran the programme which included initial clinical assessment, educational sessions and clinical follow-up.

## Programme Partners

- Wellbeing North Canterbury (hosting organisation)
- Community Probation Service
- North Canterbury Police
- Waimakariri Road Safety Committee
- Project Turnaround (Restorative Justice Programme)
- Safer Community Council

## Programme Participant Results

- 88% stated that the programme was useful or very useful
- 80% completed the programme (1 moved away and 1 through unforeseen circumstances)
- 100% said that the programme has changed their attitudes towards drinking and driving “I just don’t want to do it anymore”
- 100% have used new strategies to prevent themselves from drinking and driving again.
- 85% said that they thought that it is risky or very risky to drink and drive
- 100% said that they would never drink and drive again

A follow up will be undertaken at a three month then six month interval to gauge any changes to these participant results.

## Participant's Stories

### *Jess*

At 24 years of age, Jess was one of the youngest participants on the course. She had a total of four drink driving convictions - the highest of all participants. Through the programme, and by hearing other people's stories, she was better able to understand how much she was actually drinking each week, the effect it was having on her system and most importantly, why she was continually drinking and driving. Jess says she is now in control of how she safely enjoys going out, by planning ahead, which she said is the "best feeling ever". She can honestly say that she will never drink and drive again, and thinks that this programme will help anyone who wants to find out the underlying reasons why they end up drinking and driving - and how they can stop.

### *Russ*

As for many Canterbury people, Russ' drinking became a way of coping with the stresses of dealing with the earthquakes since September 2010, especially in relation to his job repairing damage. The resulting drinking and driving became an increasing problem. Through the Drive Sober programme, Russ now has more awareness of how to organise himself better when he is socialising. He knows how little alcohol it takes to affect driving ability and he knows exactly how to monitor and moderate his drinking safely. He said that the programme "blew the myths out the window" about drinking and driving, and he is now much more in control of his situation. Like Jess, Russ said that hearing about other people's experiences, while getting information through a non-judging well run programme was a really important part of his success.



## Part 1.4 - Next Steps

### Wahanga 1.4 - Me haere tonu

Please use the signpost below to assess where you are at, and therefore, what your next steps will be:

If you have got the basics, go to Part 2: Using RBA – to move *from talk to action!*

**Not sure if you have the basics  
– go back to **Part 1****

**Using RBA – Go to **Part 2****

***Is this still happening for you....***

- I'm still confused about the different types of Accountabilities....*
- Is it a measure or an indicator? I get more examples wrong than right....*
- I'm still not sure how the Accountabilities fit together....*

***Ask yourself or your group....***

- Do I know the difference between Population and Performance Accountability?*
- Do I know the difference between a Population Indicator vs. a Performance Measure?*
- Do I know how Population and Performance Accountability link together?*
- Do I want to start using RBA?*

## Resources for Part 1

### *Nga Rauemi mo wahanga 1*

- **Mark Friedman’s book ‘Trying Hard Is Not Good Enough’<sup>2</sup> and/or DVD.** To buy a copy of Mark’s Book or DVD, you can go to [Mark’s website](#).
- [Glossary of RBA Terms](#) is a resource which outlines key RBA terms and definitions.
- [Mark Friedman’s website](#) to find his resources such as RBA 101 training slides and supporting materials, international case studies, examples and information and Mark’s timetable for RBA and Train the Trainer trainings being offered (globally).
- The [Results Based Accountability Facebook Group](#) run by Mark Friedman .
- The **Outcomes UK Turning the Curves newsletter**. You can [view and subscribe](#). This newsletter is produced every six months, and includes articles and case studies from a whole range of people in the UK using RBA.
- The global (USA-based) **Turn the Curves newsletter**. You can [view and subscribe](#).

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<sup>2</sup> Friedman, Mark (2005), “Trying Hard Is Not Good Enough”, Trafford Publishing, Victoria B.C., Canada.

## PART 2: USING RBA – MOVING FROM TALK TO ACTION!

### *Wahanga tuarua: Whakamahia te RBA - Me whai kiko nga korero*

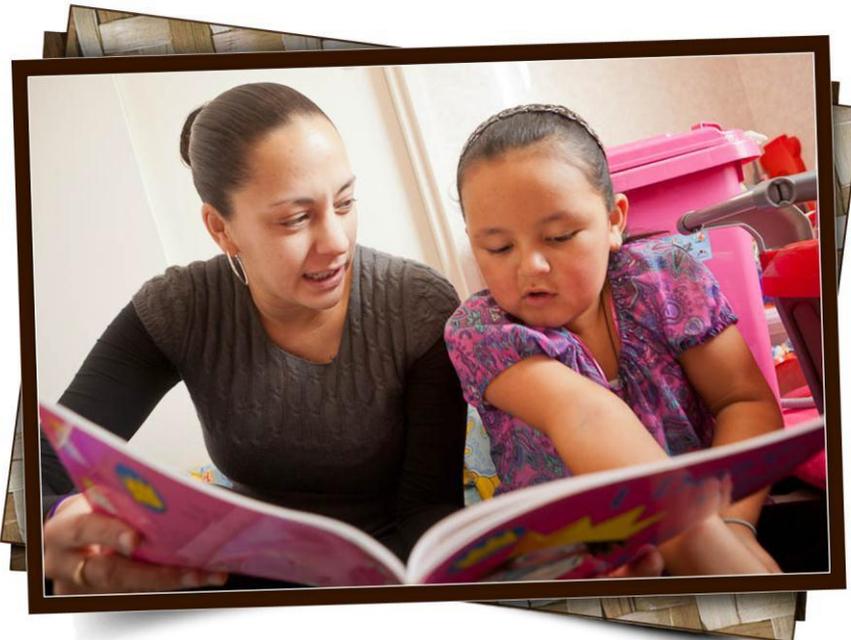
This section is for those who are ready to use the **7 questions** to move *from talk to action* for themselves, with their teams or with their community partners.

Here you will find ideas about:

**Part 2.1**    **Getting started**

**Part 2.2**    **Supporting each other to use RBA well**

**Part 2.3**    **Next Steps**



## Part 2.1 - Getting started

### *Wahanga 2.1 – Kia timata*

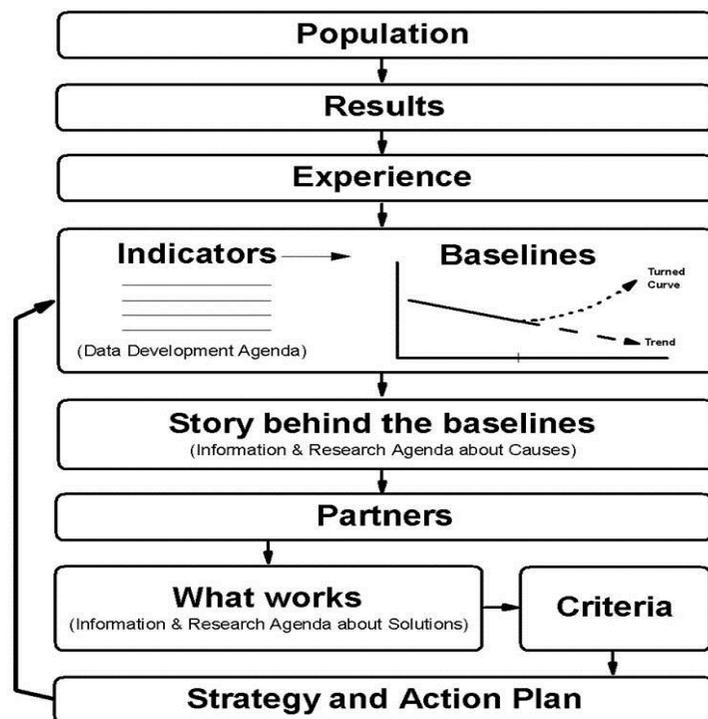
When getting underway with implementing RBA, the **7 questions** that you see here will help you to move **from talk to action** for both Population and Performance Accountabilities. These questions assist organisations and partners to “turn the curve” – that is, always doing better than their own history by moving the selected graphed data (baseline data) in the desired direction.

This thinking process for Population and Performance Accountabilities can be used in two ways – as a flow diagram – which will help you to format an RBA Result Card or by using the **7 questions** for Population or Performance Accountabilities as an agenda to follow when working with your community partners to create the results you want to achieve.



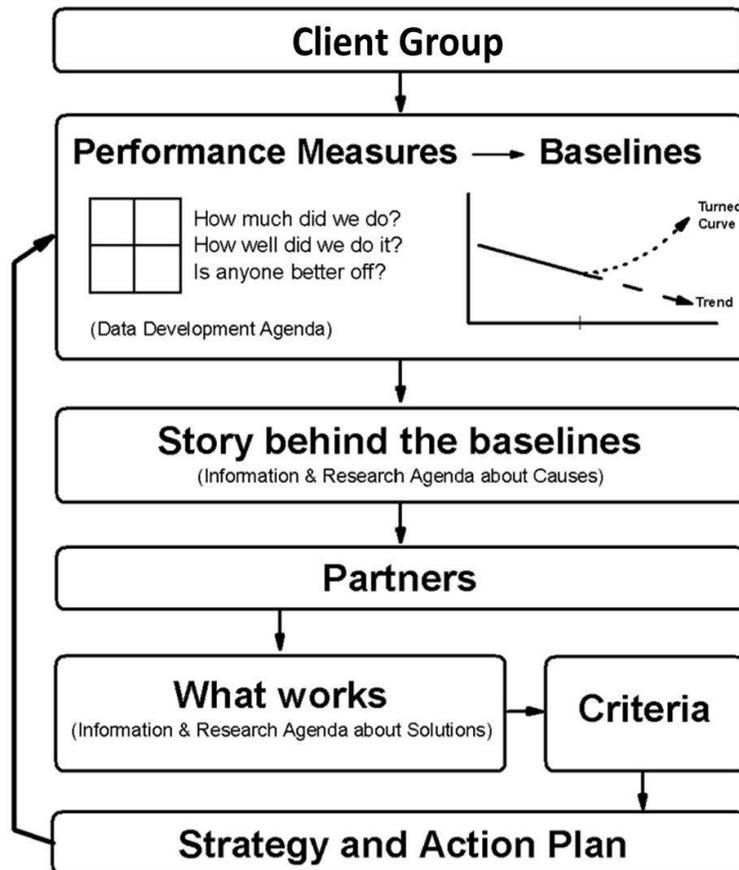
## Population Accountability

Getting from Talk to Action



## 7 POPULATION ACCOUNTABILITY QUESTIONS

- 1 How do we define our Population and what are the quality of life conditions we want for them? **(Population & Results)**
- 2 What would these conditions look like? What would be different? **(Experience)**
- 3 How can we measure these conditions? **(Population Indicator)**
- 4 How are we doing on the most important of these measures? **(Baseline Data and Story)**
- 5 Who else has a role to play in doing better? **(Partners)**
- 6 What works to do better? **(What Works)**
- 7 What do we propose to do? Including no-cost and low-cost ideas **(Action Plan)**

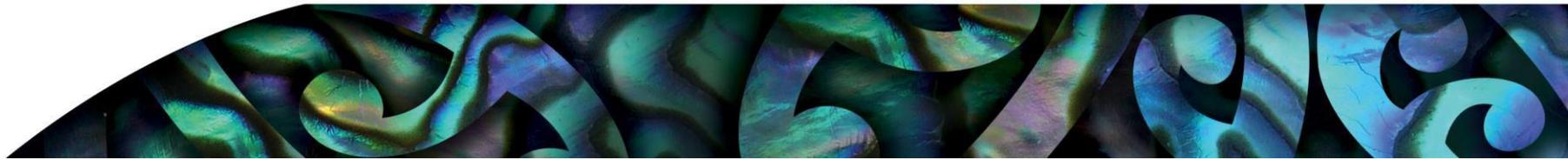


## 7 PERFORMANCE ACCOUNTABILITY QUESTIONS

- ❶ Who are our clients? (**Client Group**)
- ❷ How can we measure if our clients are better off? (**Client Result / Outcome**)
- ❸ How can we measure if we are delivering services well? (**Quality Measures**)
- ❹ How are we doing on the most important of these measures? (**Baseline Data and Story**)
- ❺ Who are the partners that have a role to play in doing better? (**Partners**)
- ❻ What works to do better? (**Research Evidence**)
- ❼ What do we propose to do? Including no-cost and low cost ideas. (**Action Plan**).

To help guide your application of the **7 questions**, and to build on the Part 1 RBA Basics, we have developed a **combined view** of the steps below. We offer you a range of **Population and Performance Accountability** examples for each step to help with the journey of using RBA.

		<b>POPULATION</b>	<b>PERFORMANCE</b>
<b>Who is your target group?</b>	<b>1</b>	<b>Define your target group.</b> <i>(Whole population or client group)</i> All young people in [your community].	Young people who attend a mentoring programme in [your community].
<b>What is the 'end' you are trying to achieve?</b>	<b>2</b>	<b>Define your whole population result or client performance measures.</b> <i>(How much, how well, better off)</i> All young people in [your community] are healthy and safe.	Number and Percentage of young people on the mentoring programme have taken up a new activity (better off).
<b>What is your baseline data?</b>	<b>3</b>	<b>Graph your baseline data for your population indicator or performance measure.</b> Selecting data such as: <ul style="list-style-type: none"> <li>Rate of reported youth offending;</li> <li>Rate of school attendance in [your community]</li> </ul> ...will help to form your baseline data. Now is a good time to select your most useful indicators based on the following: <ul style="list-style-type: none"> <li>Data that is easy to access and is available in a timeframe that is useful to you (<b>data power</b>)</li> <li>Data that communicates most powerfully to a</li> </ul>	For your youth mentoring programme, graph your headline programme performance measures to provide the baseline data, such as: <ul style="list-style-type: none"> <li># and % of young people attending the mentoring programme who re-offend;</li> <li># and % of young people on the programme who have better attendance at school or participate in sporting activities.</li> </ul>



What is the story behind the baseline?

4

***Explain the causes / influencers behind the baseline data / the curve. Use research and evidence.***

## POPULATION

wide audience (**communication power**)

- Data that tells a story on behalf of other sets of data (**proxy power**)

Think of them as 'The Vital Few'. Don't be deterred if you don't have access to data. You can use anecdotal stories or observations to get started e.g. community leaders may notice a decrease in graffiti and vandalism in their community.

Your community will have identified a range of factors which have contributed to an upswing in youth offending, and the level of graffiti and vandalism in their community and social isolation. Describing these factors helps to put the data into a context and helps to identify possible partners who have a role to play to *turn the curve*. This is where we test our assumptions about what works and what isn't working including from different partner's viewpoints.

## PERFORMANCE

The story behind the data for the youth mentoring programme could include a description of the challenges facing these particular young people, such as a sense of disconnection from their community, including family, school or workplace. Here also is the opportunity to paint a picture of strengths and opportunities that the programme offers for successful client results/outcomes.

**Who are your partners?** **5**

**Identify the partners you will work with to turn the curve.**

**POPULATION**

By identifying the causes, in Step 4, a list of partners will emerge, such as representatives from education, health, youth workers, police, sporting groups, business sector. These partners all have a role to play by their unique contribution towards “All young people in [your community] are healthy and safe”.

**PERFORMANCE**

Again there will be a range of partners who have a role in contributing to successful client outcomes of the youth mentoring programme, such as the young people themselves, other volunteering groups, sports groups, sponsors, funders, the business sector.

**What works?** **6**

**Identify what would work to turn the curve. Include evidence and research of good practice.**

With your partners, brainstorm all of the ways they can contribute to Healthy Safe Young People in your community. Explore both ideas that have been implemented elsewhere or something that are unique to your own communities.

With your partners, come up with some possibilities on what form the mentoring programme will take. What successful programmes are running elsewhere? What does relevant research and evaluation evidence say?

**What are you going to do?** **7**

**Develop your Action Plan including low-cost and no-cost actions & “off the wall” ideas.**

And now we move *from talk to action*, by identifying what we are actually going to do, who is going to do it / lead it, by when.

Implement the youth mentoring programme. Set budgets, timeframes, responsibilities, processes, venues, find mentors, set protocols and sort out all of the logistics around programmes delivery.

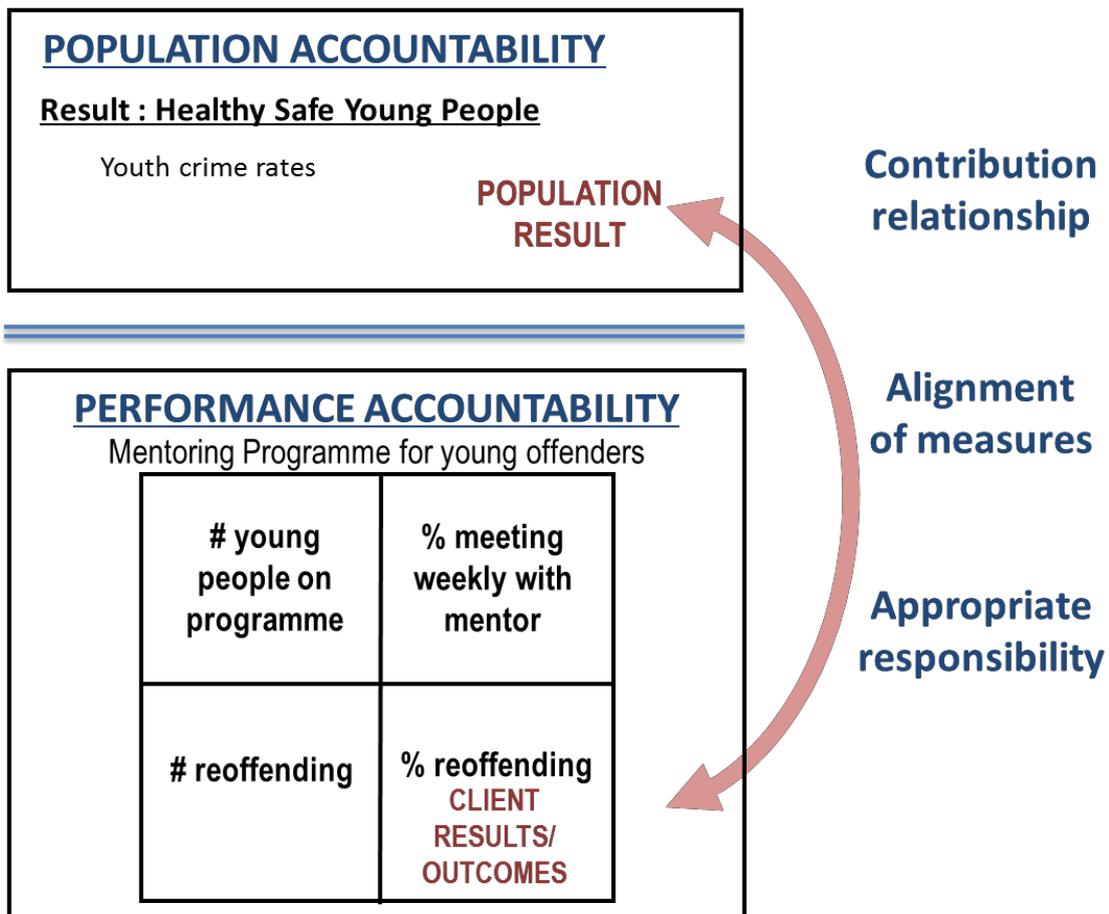


## 2.1.2 How Population and Performance Accountabilities Fit Together

*Ka pehea te hono a te mahi tatau kia marama ai te huarahi*

Now that you have worked through the **7 questions** for population and performance, show how your Youth Mentoring Programme *contributes* to Healthy Safe Young People.

### The linkage between population and performance



Create a template using the steps in the flow charts as headings for your Result Card. This will help with sticking to the 7 question process, and maintaining the language discipline for Population and Performance

## Part 2.2 - Supporting each other to use RBA well

### Wahanga 2.2 – Tautoko ai te katoa e mau ana i te kaupapa RBA, ki tika

These are some suggested steps to guide you in growing a strong foundation of RBA within your organisation.

✓	Steps
	Form a core group of RBA specialists either in your workplace or within your community.
	Start to use RBA on teams and smaller projects and programmes that have shared population result areas.
	Find an RBA champion at a senior level within your organisation or community, who understands your RBA work and will share it easily and positively with their colleagues.
	Use the standard RBA tools and resources that you will find on Mark Friedman's website to help you e.g. Client Satisfaction Feedback Survey Forms, Result Card templates, Glossary of RBA Terminology etc.
	Display the curves you are turning on charts in your workplace and circulate around email lists or newsletters.
	Always ask for your RBA work to be peer reviewed! Showcase your result cards! This helps us learn and develop our RBA know-how together.
	Use the RBA framework for meetings (use the customised RBA Agenda), strategic planning and performance planning and monitoring conversations.
	Celebrate your successes!



## **RBA Mentoring and Peer Review**

### ***Whakaarahia nga kai tataki o tenei kaupapa RBA***

Having an RBA mentor helps you keep your thinking on track and provides a great opportunity to grow strong RBA practice in your work. Usually it involves a learner and a more experienced practitioner (a mentor) and is based on mutual trust and respect. The mentor brings their RBA experience, skills and understanding, and the person being mentored brings their own skills, abilities, potential and new ideas.

Through a mentoring relationship you can test your ideas, and check that you are sticking true to the RBA method and language discipline. This is important because when it comes to having a go at implementing as common challenges can emerge.

## **Communities of Practice (CoP)**

### ***Nga ringa raupa i roto i nga hapori***

An RBA CoP builds on the foundation of shared passion, knowledge and experience in learning and implementing RBA.

Participants may come from a range of groups encompassing a geographical region, community of interest, common service providers who contribute to a common result.

Nothing beats getting together to find out how others are using RBA in their work and discussing the inevitable challenges that come up along the way. This can occur in a range of ways from networking gatherings, hui, workshops, virtual meetings, Facebook groups, shared articles, shared examples, newsletters or email groups.

## **Growing an RBA CoP**

### ***Me whakatupuake enei mahi RBA mai te hapori mai nga Ringa Raupa***

**Like all successful RBA implementation, a CoP process starts with the end result we want to achieve. Ask the question “If the CoP is going really well, how will we know” to guide your thinking and planning.**

## Some CoP performance measure possibilities:

- # and % of membership increases over time (**behaviour**)
- # and % of members sharing an idea an insight or an example (**behaviour**)
- # and % of members who say they have learned something new (**skills / knowledge**)
- # and % of members say that they feel more confident about sharing their examples (**attitudes and opinions**)
- # and % of members who are fully using RBA into their organisation (**circumstance**).

## Key Steps to achieving a successful CoP - Moving from Talk to Action!

*Ko nga pukenga akoranga kia oti ai te huarahi COP – Kia whai kiko te korero*

✓	Steps
	Identify all of the possible partners who want to participate in a CoP.
	Ask members to say how they want to contribute to the success of the CoP.
	Come up with a list of actions such as a timetable of hui, newsletter distribution etc.
	Start sharing small, easier examples with the group. Create a safe culture and ask for honest feedback!
	Celebrate successes with regular standing ovations!
	Start tracking how you are doing on the most important of your measures.
	<i>Turn some curves on your CoP!</i>

### \*Suggested CoP Day Activity

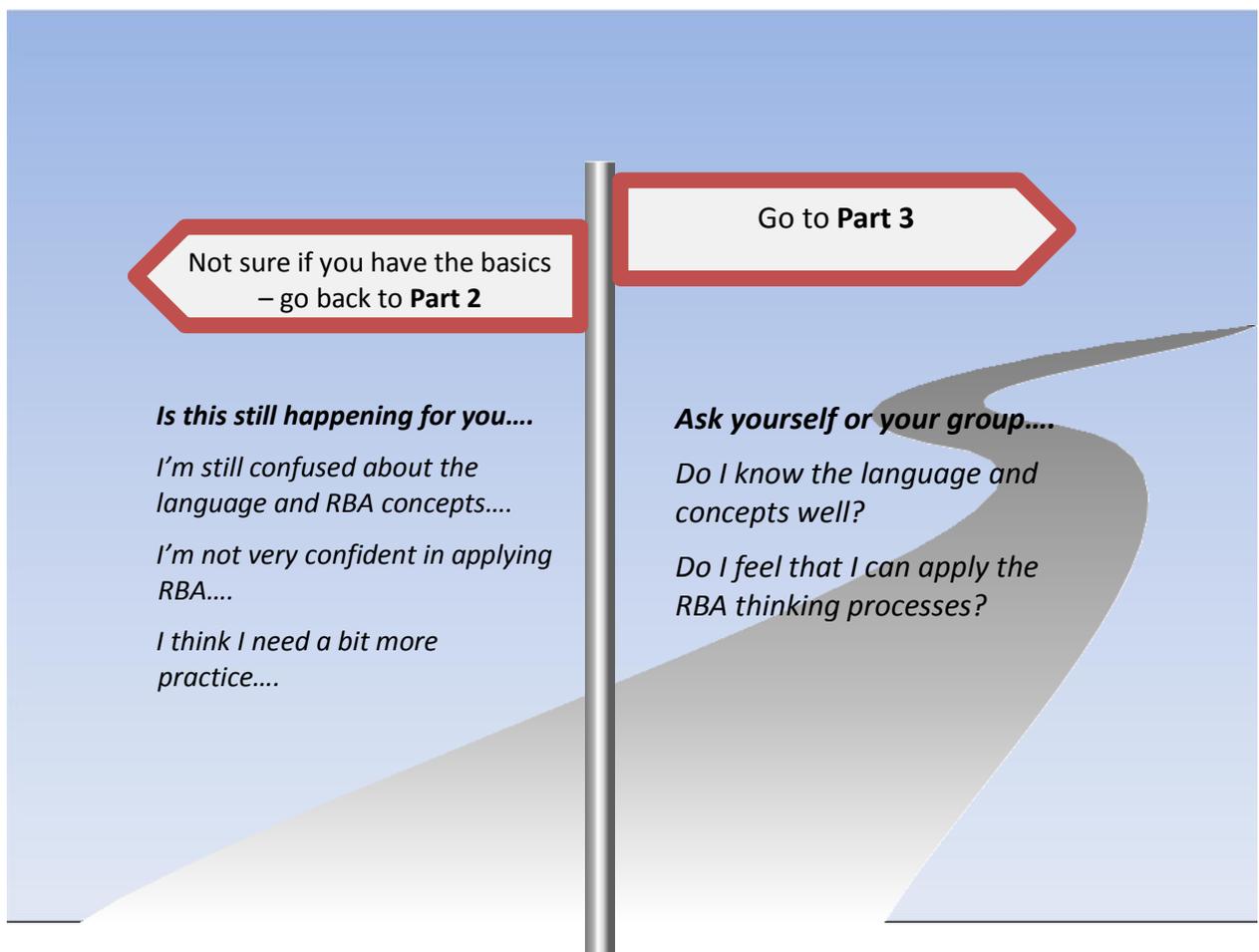
1. Divide the day into 4 or 5 one hour sessions (with 15 minutes between)
2. Teams of up to 10 come in to discuss their work
3. Ask participants to bring their work (result cards etc) to review. Each person is asked to bring at least one "How do we...?" question. This structure facilitates a look at the work products, constructive discussion about how to do the work and conversation about next steps.
4. In some cases some work can be done on problem areas, such as identifying performance measures for a particular service.

*\*Adapted from Mark Friedman's [www.raguide.com](http://www.raguide.com)*

For more ideas on how to connect with others who are using RBA, go back to **Part 1: Results Based Accountability Basics**. This will direct you to websites, the RBA Facebook and the Results Leadership Group.

## Part 2.3 - Next Steps

### Wahanga 2.3 – Me haere tonu



## Resources for Part 2

### *Nga Rauemi mo te wahanga 2*

There are a selection of tools and resources to help you on your RBA journey, which you can adapt to suit your own situation.

**[RBA Ready Reference Wallet Card](#)** - a handy pocket sized card that has the basics as a quick reference.

**[RBA Meeting Agenda](#)** - an agenda with a difference which focuses on measuring progress against results.

**[Client Feedback / Satisfaction Survey](#)** - an example of a client satisfaction feedback survey which is currently being used by a NZ based organisation.

***Turn the curve / Result Card examples*** – examples of completed result cards for your reference:

- [Collaborative parenting programme](#)
- [Central Hawkes Bay](#)
- [Te Kaha o te Rangatahi](#)

***Self-assessment tools*** – find quick and easy online assessment tools designed to help organisations and groups see how they have progressed in the RBA implementation. Download from the [Results Leadership Group website](#).

## PART 3: SHARING RESULTS BASED ACCOUNTABILITY™ LEARNING

*Wahanga tuatoru: Kia Manakitia, kia marama ai nga kohikohinga waiwai akonga*

This part provides a “how to” guide for those who want to run an RBA workshop either with colleagues or with other community partners.

In this section you will find:

- Part 3.1 Learning Workshop Preparation for Facilitators and Participants**
- Part 3.2 RBA Learning Workshop Delivery**
- Part 3.3 Wrap up and your feedback**



## Part 3.1 - Learning Workshop Preparation for Facilitators and Participants

### *He wananga akonga kia whakareri nga kaihautu me nga kaimahi*

Here you will find:

- Workshop preparation checklists for an RBA learning workshop
- Checklists for logistics and workshop planning for Facilitators to help make the day flow well.

#### 3.1.1 Preparation Checklist for Facilitators

##### *Te Rarangi whakareri mo nga kai tataki*

✓	What to consider
	Complete at least one <b>full RBA training</b> so you are confident and clear about key RBA concepts and the language discipline.
	Go to <b>Part 1 of the Guidelines: Results Based Accountability Basics</b> and spend time revising the information, tools and resources.
	Check that you're familiar with the <b>Glossary of RBA Terminology</b>
	Spend an hour or so answering the <b>Confirming Your Knowledge Questionnaire</b> on Mark Friedman's website – do you have the RBA language discipline?
	Complete the RBA <b>Implementation Self-Assessment Guide</b> also found on Mark Friedman's website.
	<p><b>Have a go at using the RBA 7 questions</b> in two or three different situations, with some partners, or with a mentor or peer review group. Try both population and performance accountabilities. If you don't have a current project, try it with some made-up scenarios to practice getting used to the thinking process and steps.</p> <div style="float: right; border: 1px solid #0070C0; border-radius: 15px; padding: 5px; background-color: #0070C0; color: white; text-align: center; width: fit-content;"> <p><b>"Start from where you stand"</b></p> </div>
	<p><b>Find an RBA Mentor</b> who is already successfully using RBA in their work. Show them what you have developed and check that you are on track with the key concepts, language and thinking.</p> <p>See <b>Part 2 of the Guidelines: Using RBA</b> to learn more about mentoring, peer review and communities of practice.</p>
	Download your <b>RBA Basics –An introduction to RBA learning material</b> . Consider using language and examples that are relevant and useful to the group that you are facilitating. Think about what will work for your audience.

✓	What to consider
	<b>Practice your presentation in front of others</b> (your RBA peer group, mentor or as part of a community of practice session) to increase your confidence with standing up and speaking to the PowerPoint slides
	<b>Think about how the <i>RBA workshop</i> will flow</b> , how you can add in some jokes, energisers and practical activities to help to anchor the learning and to keep the day interesting.

### 3.1.2 Preparation for Participants

#### *Nga mahi whakapai mo nga akonga*

It is helpful if participants come to your workshop with some background information about RBA. Providing them with the “RBA in a Nutshell” two page hand out and an example of a real Result Card to demonstrate how RBA helps us focus on the results that we want to achieve is a good way of warming your audience up to the learning.

Here are some suggestions to help people to get into RBA learning mode:

✓	What to consider
	Ask participants to look through <b>Part 1 of these Guidelines</b> , and click onto the <b>recommended websites</b> such as Mark Friedman’s <a href="http://www.raguide.org">www.raguide.org</a>
	Email the <b><i>RBA In A Nutshell</i></b> (two page summary) to the workshop participants with their invitation. You could also provide one or two <i>turn the curve</i> examples to demonstrate how it is being used.
	View on Mark Friedman’s website to <b>read stories and news on how RBA is being used</b> and to find resources that may be useful

### 3.1.3 Workshop Setup and Logistics for Hosting an RBA Learning workshop

#### *He hui whiringa whakaro mo nga haukainga kia mohio ai e ahua peheana*

The next part of preparation involves making sure that your workshop runs smoothly. We have provided checklists for:

- Equipment
- Room set up
- Materials
- Data

**For supporting detail around logistics, go to: [www.raguide.com](http://www.raguide.com)**



## Equipment Checklist

The equipment checklist below will help to ensure that everything runs smoothly on the day:

✓	What to consider
	<b>PowerPoint: LCD projector.</b> Plan for a back-up including hand outs and a whiteboard and pens to do your presentation in case you have a technology failure.
	<b>Large screen</b> for your PowerPoint images. This is not necessary if there is a large clean wall surface for projection. If the room has multiple projection screens it is best to use one main screen in the centre at the front of the room.
	<b>Flip charts with self-stick adhesives, markers and masking tape or bluetack</b> for workshop activities.
	<b>Clip on (lavalier) microphone</b> if group is larger than 25 (or if the room acoustics are a problem). This will leave your hands free, making it easier when using a <b>pointer, remote slide changer</b> and holding up flipcharts and other material.
	A <b>hand held microphone</b> is good for use by the participants for groups of 50 or larger. Two hand held microphones are good for groups of 100 or larger.
	A <b>whiteboard</b> that prints, <b>whiteboard marker pens</b> and <b>printer paper</b> .

## Room Set-up Checklist

✓	What to consider
	The <b>venue</b> and how it is set up can really make or break the quality of the training experience for everyone.
	When thinking about a venue consider the basics like <b>clear directions to get there, easy parking, accessibility, ventilation, lighting, temperature control, a welcoming environment</b> , and potentially <b>competing noise such as traffic</b> , or from <b>other users</b> .
	Tables with a maximum of around eight participants per table can be set up classroom style (straight or angled) or in round tables for workshop participants. This set up can remain in the same into the afternoon when working on group exercises.
	Some trainers put <b>stress toys</b> and <b>modelling clay</b> etc. on the tables for those who like to move while they learn.
	Offer a good choice of <b>healthy food</b> on the tables to assist with concentration such as nuts, dried fruit and fresh fruit (remembering that <b>chocolate</b> is a fruit!) Also have plenty of <b>water</b> on the tables and any other morale-boosting snacks that will

✓	What to consider
	keep everyone's strength up. Offer <b>hot drinks</b> on arrival and throughout the day and think about anything else that will help participants to settle in and focus on their learning.

### **Materials Preparation Checklist**

Avoid bad dreams the night before the training by having the following documents and material copied and ready for distribution to participants when they arrive:

✓	What to consider
	<b>Printing a set of PowerPoint slides for each participant</b>
	<b>A Workshop Participant Feedback Survey</b> for each participant.
	<b>Name tags</b> with large type. These can be pre-prepared or filled out at the time of the workshop.
	<b>Participant list</b> with identifying information, including email addresses.
	<b>Certificate of completion</b> for each participant.  These can be signed by the trainer at the time of the training.

### **Data Preparation Checklist for "Turn the Curve" Exercises**

A really useful aspect of RBA training is the *turn the curve* exercise where participants have an opportunity to practice what they have learned. This includes being able to finish the day having completed a *turn the curve* exercise using their own data which they can then use when they get back to work the next day.

✓	What to consider
	<b>For the community-wide population <i>Turn the Curve</i> exercise</b> ask participants to bring some graphed data about their community (e.g. rates of reported offending or rates of school leavers with highest attainment population data).
	<b>For an agency or programme performance <i>Turn the Curve</i> exercise</b> ask participants to bring a current list of performance measures from a funding agreement, and real data over a number of years for at least one client outcome measure.



## Part 3.2 - RBA Workshop Delivery

### *Wahanga 3.2 – RBA Wahanga kia tutuki*

This section provides you with a basic **full day workshop agenda**. This example agenda can be adjusted, depending on the time available and the size of the group - that is, if you are providing a one hour, half day or full day learning workshop (using the corresponding PowerPoint presentations).

#### AGENDA – RBA workshop

8.30 – 9.00 : Registration

9.00 – 9.30 : Mihimihi and Whānaungatanga/Welcome and Introduction

9.30 – 12.00 : RBA slides with a 15 minute break around 10:30

12.00 – 1.00 : Lunch

1.00 – 3.00 : *Turn the Curve* exercise (either population results or programme performance. Go to the Toolkit / Resources section for the *Turn the Curve* exercise instructions).

3.00 – 3.30 : Next steps discussion

Ideally have someone from your group lead this discussion about what people have learned and how RBA will be useful to them.

Ask people to work in pairs for five minutes to discuss:

- What's one thing I could personally do with what I learned here today?
- What's one thing I would like to ask someone else or some organisation to do to support this work?
- Who have I worked with / trained with today that is using RBA - how might I link up with them so we can support each other's learning?

3.30 - 4.00 : Whakamutunga/Closing

Think carefully about  
your agenda.  
Understand your  
audience and what

Energisers and icebreakers  
are a great way of keeping  
the learning fun and energy  
high. Have a few up your  
sleeve and don't hesitate to  
ask participants to suggest  
some. There will be some  
absolute gems out there  
amongst the group.

### **RBA Learning Workshop Feedback Survey**

#### ***RBA Wananga akoranga me nga korero whakatupuranga***

Use an RBA-style workshop feedback survey to gauge whether your workshop has made a difference for the participants. Is anyone better off?

Use of RBA-style surveys is a great way to show how  
RBA data is collected in practice.

There are online example feedback surveys on [Mark's website](#).

Another option is to ask for a simple show of hands on the day by simply asking the following *client result* questions e.g.

- Was this workshop useful? (**measuring attitudes and opinions**)
- Could you describe RBA to a colleague or friend after today? (**knowledge and skills**)
- Would you start using RBA when you get back to work tomorrow? (**behaviour**)

Think about people's travel arrangements when setting your timeframes. In some cases, people have to leave early to travel home.

*If you don't know about adult learning theory, have a look at the concepts and thinking behind it if you get a chance. There are some useful tips to working with adults that can come in handy. Google it and you will come across many references. Choose one that works for you.*

## Part 3.3 – Wrap Up and your Feedback

### Wahanga 3.3 – Wahi whakamutunga me nga toenga korero

#### Wrap Up

##### *Nga korero whakamutunga*

We hope that the information, tools and tips in these guidelines have assisted your journey into working with RBA. We are all learning as we go – but if we focus on our common results - to improve the lives of our tamariki / children, whānau / families and communities – we will all be better off.

Tell us whether these Guidelines have been useful and how we may improve them over time by going to the link and completing the quick on-line survey [www.surveymonkey.com/s/rba-feedback](http://www.surveymonkey.com/s/rba-feedback) or by printing off a copy of the Guidelines User Feedback Survey in Appendix 1.

*Don't hold back! Tell us what you think!*

## Resources for Part 3

### *Nga Rauemi mo wahanga 3*

**Practical Exercises for RBA workshops** are available on [Mark's website](#).

**Turn the curve / Result Card examples** – examples of completed result cards for your reference:

- [Collaborative parenting programme](#)
- [Central Hawkes Bay](#)
- [Te Kaha o te Rangatahi](#)

**Customised powerpoint slides** – templates of powerpoint presentations for your reference:

- [One hour presentation – intro to RBA](#)
- [One day presentation](#)
- [Half day presentation](#)

[Glossary of RBA Terms](#) is a resource which outlines key RBA terms and definitions.

## Appendix 1: Guideline User Feedback Survey

*He Pepa arahi 1. He korero ngaungau kia mohio ai e ahū pehana tenei kaupapa*

You can complete this quick survey on-line at [www.surveymonkey.com/s/rba-feedback](http://www.surveymonkey.com/s/rba-feedback) or print this sheet, fill it in and post it to:

**Results Based Accountability Advisor,**

**Ministry of Social Development,**

**P.O. Box 1556,**

**Wellington 6011.**

**Please rate your level of agreement or disagreement about:**

- **The quality of the Guidelines (How well they have served you?)**
- **The effectiveness of the Guidelines (Are you better off as a result of using them?)**

**How well?**

1. The Guidelines are clear and easy to understand  
Strongly Disagree / Disagree / Neither Agree or Disagree / Agree / Strongly Agree
2. The tips (in speech bubbles) are useful  
Strongly Disagree / Disagree / Neither Agree or Disagree / Agree / Strongly Agree
3. The references to resources in the Guidelines are useful  
Strongly Disagree / Disagree / Neither Agree or Disagree / Agree / Strongly Agree
4. The PowerPoint slides are useful  
Strongly Disagree / Disagree / Neither Agree or Disagree / Agree / Strongly Agree

**Better off?**

5. I now have a clear understanding and fluency around the key RBA concepts and language discipline  
Strongly Disagree / Disagree / Neither Agree or Disagree / Agree / Strongly Agree
6. I now feel *confident* about guiding and teaching others the RBA 7 questions process  
Strongly Disagree / Disagree / Neither Agree or Disagree / Agree / Strongly Agree
7. Since using the Guidelines I have:
  - a) begun to develop RBA Result Cards to plan, monitor and report on work  
Yes / No / Don't Know
  - b) would recommend RBA to others  
Yes / No / Don't Know
  - c) taken steps to work with an RBA Mentor or join a RBA community of practice  
Yes / No / Don't Know

**Narrative Questions**

Please tell us:

8. Are the shared examples (result cards and turn the curve examples) useful?  
Yes / No / Don't know

Please explain what made the examples useful or not useful:

9. If you could change one or two things about the Guidelines, what would the changes be, and why?

