

Innovation by Design Transcript

Please stand by for realtime captions.

Hello and welcome to innovation by design. Leadership agility 2016 virtual conference. My name is Sarah and I will be in the background answering questions. If you have any technical difficulty, please submit your issue into the chat panel and I will assist you. You may also contact our technical support at 1866 186-6779 186677932 1-866-779-3239. Please note as an attendee you are part of a larger audience today. However due to privacy concerns the attendee list is not displayed. All attendees will be in a listen only mode for the duration of the call. And as a reminder this call is being recorded. Today will be an interactive session through the Q and a panel and instructions will part follow. We invite you to sit back, relax and enjoy today's presentation. I would now like to introduce your first speaker for today, Dr. Clark Quinn Thank you Leslie Lemaster is going to speak first.

>> Thank you Clark. Welcome to the national Institute of corrections 2016 virtual conference leading with innovation. My name is Leslie Lemaster and I'm a correctional program specialist with the Academy division. I will be co-moderating this session -- our interactive innovation by design leadership for agility. My co-moderator from -- will be assisting me with that moderation today. Presenting our interactive team today is Dr. Clark Quinn. He is known as the elevator and he integrates creativity, positive science and technology to deliver engaging and effective strategies and solutions to learning effective strategies and solutions, for knowledge and performance needs for business, education, governments, and to the nonprofit sector. He has an international reputation as a speaker and scholar. And is the author of 4 books including revolutionized learning and development performance and innovation, strategies for the information age. He is a founding member of the Internet time alliance, and is frequently found on social media tweeting as -- and blogging. You can read much more of his background in his bio in the presentation Hall which is located on the virtual conference homepage. If I may suggest, if you do not require it you can minimize the closed captioning window on your home screen of the WebEx webinar environment, which is located in the lower right-hand corner of your screen. It is probably called media viewer. Something we are going to be using during this interactive -- if the chat function as Sarah mentioned, that is located in the upper right-hand corner of your screen. It looks like a text box icon. So please do turn on that functionality now by left clicking it. That will open up the chat box on your screen. We are going to test that out because Clark is going to be using the chat function during his keynote. He will be interacting with you. That will be the place where you can comments and ask questions during today's keynote. Right now, please check to all participants where you are joining us from today. During the virtual conference. Last -- let's test it out. Where are you joining us from today? Type your message in the chat box and send it to all participants.

We have Walnut Creek California, we have Kansas, Minnesota, we have Yvonne and Randy. Where are the rest of you joining us from? We have little rock Arkansas, Vienna Illinois, Texas,

Virginia, Ohio, Indiana Hello from Illinois. We have New Orleans Louisiana, Olympia Washington, New York, California. Yuma Arizona. The sunniest place on earth. Hello from New York -- Fairfax Virginia, Fredericksburg Virginia New Orleans, Vermont's Bismarck. What about the rest of you? We have almost 275 people and displaced. Where are you joining us from? Turn on the chat function in the upper right-hand corner of your screen. It looks like a text box. Chat to us where you joining us from today. He will be using that function as he interacts with you during this interactive keynote presentation. Where are you joining us from today? >> Department of Corrections and community supervision in Albany New York. We have North state prison in Delano California. Falls church Virginia. , Welcome -- we have Prince George County, New York State corrections. We have Oklahoma City Oklahoma. We have the Georgia Department of Corrections. Please do try out that chat function. We are going to be using that during today's keynote. You are going to be interacting with Clark as he asked you questions during today's keynote. Please do turn on the chat option. It is located in the upper right corner of your screen. It looks like a text box. Just click that text box that turns on the chat function. Be sure and send your message to all participants. We have people from all over the United States joining us here.

Our third annual one here at the national Institute of corrections. During the actual presentation here, we are going to be using the chat function. At the conclusion of the keynote we will have the opportunity for a question and answer session. Be short and chat any questions or any comments that you have and remember, Clark is going to be asking you to interact with him using that chat function. >> With this point I am going to turn it over to Clark for our keynote presentation. >> Thank you Leslie for that gracious and enthusiastic introduction. Welcome all. As Leslie said I am Clark Quinn -- a member of the time alliance. Sorry to subject you to my massage -- the reason is I believe it is easier to listen to somebody when you have a face to associate with the voice. Those who know me know I like to start with a common -- a relaxed picture that helps us open our minds to be prepared for learning. Before the carnage begins, are you ready to smack --?

You might wonder what this is. Some of you might know this is called a [Indiscernible]. And interesting mathematical apathy as it runs a pattern emerges. It is hard to figure out where it will go next. And to me this is increasingly -- chaos. It demonstrates -- we used to be able to plan and predict and prepare and we could explain away those things that did not fit the pattern. Changes happening faster in the world is less predictable. What we're finding is organizations need to be more agile. They need to be able to adapt faster. What that means pragmatically, is that Crystal and position of optimal execution -- do we know what we need to do is no longer sufficient. We need to couple that with the continual innovation. The ability to adapt and increasingly ambiguous and increasingly dynamic environments. To do that cut it will take something more. It is going to take innovation. A little bit more about my background, just so you understand the twisted way I look at the world and can interpret my comments.

I saw the connection between computers and learning as the undergraduate design manager. It has been my career ever since. It is evolved from just designing better courses, designing

learning experiences, and mobile learning -- and the strategic use of what we know about how our brains think work and learn. It is applying cognitive science to making organizations more successful. It is really about working smarter. That cognitive focus on how do we do things more in line with our brain plays a thing in what we're talking about today. >> When we are doing innovation, when we are trying to design new solutions -- doing problem-solving and troubleshooting, and research, and new process design -- we don't know the answer and we start. So really, it is about learning. In fact Amy said -- she's a professor who studies the stuff. She has looked at it -- she says in fact we should not talk about innovation. We should talk about learning -- is set the mindset for what we're trying to do.

The question becomes -- and this comes from general crystals book about this when he talks about teams as well. This book is team of team. He asked the question are you learning faster -- for you and your people? Are you learning faster than change is happening? I would like to see your response to that in the chat. Are you learning faster than change is happening? That is the critical element. That is to say, we have to be able to learn faster than change over we won't be able to cope. That is why innovation and learning are a core of what we need to be figuring out and putting into practice. I would love to see you typing in your answer to that -- yes or no. Or to some extent -- I would love to see your responses. >> To some extent -- okay that is good.

If you could characterize Jody, the ways in what is working and what is not. I would love to see a response to that. PHILIPP says no. Some days are better than others. Sabrina says no. It is hard at times -- Patrick says no.

How about others? Are you learning faster than change is happening? I would love to hear from some more. Yes change requires money. IT can be part of it. We will find out it is more than technology. There are some elements we will go into -- usually not. I'm saying a bit more know or uncertainty than yes. We are driving and striving forward.

Interesting Aaron -- I enjoy change. Many people I heard a change experts speak -- Peter , he said there is a myth people resist change. He said, that is not true. People change all the time. They change jobs, they choose to get married, a move -- lots of changes. The key word was choose. That is critical. Change can be exciting and adapting. We might make positive movements. There are conditions that make it better than others.

What we have seen is a variety of answers. But mostly not a resounding yes. That is the situation that we need to be able to address. The flipside is cut do you need to be learning faster than change is happening? Do you believe that should be true? Yes -- ideally we would be learning and changing and adapting to what is happening instead of lagging behind.

Thank you for your responses.

What we need is agility -- we need flexibility and the ability to adapt. That is not always easy. And yet it is really important that we find ways to deal with the ambiguity in change in

situations that are less predictable. What is innovation ? That is the question we want to address.

There is lots of ideas about what innovation is. I would like to get concrete. Many people think it is a great idea -- an idea is critical. But there is more. To be in innovation is meant to be applied -- it has to yield measurable improvements. We can try a lot of things. Some of them might not be good. When it is deemed an innovation is when it was implemented and it has led to improve them. No argument that innovation is not going to happen without the idea.

One of the things that is believed to be -- by the way Nancy I agree. Benefit from slowing down in worrying about consequences not just doing things because -- we can. Without looking at what's happening. One of the things we believe about innovation, there are these innovative people who see new ideas, new possibilities that before others, and bring that up and its individual innovator is out there and that is where the power comes from. That is not true. It is not from an individual innovator. You can read Steven Berlin Johnson's book -- and I have -- Steven Johnson's a journalist . Both of them told the stories -- how innovation happens. Like monopoly , or a movie musical. The way these things happen is people bouncing off one another. Getting critical input from each other and it evolves over time.

Where innovation comes from his people working together. It is not the individual, it comes from the group. The room is smarter than the smartest person in the room. With a caveat if you manage the process right. There are a lot of nuances about what that means. What does innovation take?

What do you think it takes for innovation to happen? How do you become agile ? And effective? Teamwork. That is pretty much -- tolerance to change Absolutely. People have to be willing to change. It is critical. We will talk a lot about the elements that make brainstorming notes -- there are some nuances around brainstorming. Some of the original proposals for brainstorming in the 40s and 50s -- actually doesn't lead to the best ideas. Nuances matter. There were some articles recently in New York Times in some other places, ever seen rainstorm it doesn't work in proposing alternatives. They were comparing the initial idea of brainstorming. It turns out, details matter in implementing it. That is part of the room is smarter than the smartest person in the room. When people are willing to grow, diversity is critical. Yes risk -- you have to be willing to take chances. Motivation -- yes. It is hard to be innovative and you don't care. Stick to it -- persistence.

Intentionality and desire are critical. Resources help -- absolutely. Will talk about those as well. I appreciate your contributions.

Leadership is critical. And trust -- you are right.

Innovation takes some very specific things. One of the first things it takes is a flow of information. If it takes people working together they have to communicate. This is what we call the coherent organizational model. It came from work for my colleague Harold -- it starts

with teams. Teams are where the work gets done. That is about collaboration. There are specific goals -- and we work together to achieve it. We will find out some specifics about what makes better teams. It has already been mentioned diversity and openness are critical elements. Each of those team members should not all be from the same group. Diversity is meant they should be drawing from different communities of practice as well as diversity. They should be coming in from different practices and bringing in what they know. And sharing that. And using that in the teams to collaborate and work together. And then they should be sharing their learning back to the community. These communities of practice, should be communicating not only within the community of practice within the organization, but without the organization. No matter what your role is, in learning design or officer -- there are communities that are in other related roles you should be drawing on. That comes from looking at social networks in related areas. Everyone has something to contribute. Absolutely. Making sure everybody is heard is very important as well.

They've done research on what makes groups effective -- one of them is making sure -- they gave a number of different groups problems but they randomly mixed up groups and what led to the best solutions? One of the things they found was even -- everybody was heard. Also emotional intelligence which leads to that first one, the more emotional exit -- intelligence the more you can recognize somebody have a concern they are not expressing. The third one was more women the better. Very interesting outcome. >> We are getting this flow from social networks into the community practice. They should pay attention to related areas. Communities practice should be sharing to the social networks that what they have learned that is not proprietary that other groups might benefit from. The flow of information is critical.

2 real things matter. One is collaboration. People working together -- and also the community should be collaborating. In creating their shared understanding of what their best principles are and what the practices that define the community are. There is also cooperation. That is people being willing to fight willing to contribute. They are communicating and sharing what they are doing -- there are commenting on what others are doing, they are responding when people ask for help. With pointers to solutions. They might not be collaborating, but they are communicating in assisting. My colleague talks about the importance of a cooperation mindset that says I'm willing to help. I am willing to share. I am going to be willing to ask for help when I need it and offer it. That benefit is better than the alternative approach. It is communication, cooperation and collaboration are the critical modes of operation that make innovation and learning happen.

Don't assume that everybody has good skills in this. One of the mistakes we make is assuming people know how to learn alone and together. That they know how to contribute in ways that will help. It is a big mistake, unfortunately it is a sad state of affairs our schools K-12 and higher education are supposed to be developing learning to learn skills. Unfortunately they are not doing it successfully.

We really do need to develop these skills to not assume them to be clear about them and develop them over time. And helping people work this way. In some sense we are getting the

optimal excuses making sure people have the skills to be participating in that continued innovation. But it takes facilitation. It is not the courses, it is the consulting process to make people happy skills to develop new ideas.

Don't assume people know how to ask for help. People can ask -- why isn't anybody helping me? How are we getting people to offer help in ways that anybody will listen to? I know people offer me help in whatever they said I was not going to do it. Can't assume these skills. We need to be clear on what makes them work, and then we need to be clear on how to develop them. Then we need to facilitate them over time to be cemented as a skill set in our people working together.

One of the things we know is that -- too often too premature evaluation. We need to generate ideas. We need to generate them freely. One of the critical elements in innovation, if we bring people together in a row and throw up the issue and start talking about it, it doesn't give us the best ideas. It turns out everybody needs to come out with their own ideas independently either before hand or given time and pause and generate their own thoughts. And then we shared them and we create more. We diverge. We don't evaluate. We don't weigh the quality of those ideas until we have generated a very large quantity. If we evaluate too early, we cut off the critical divergent process prematurely.

Diverge and converges are critical -- they are nuances around the process to make those work.

You can't plan innovation -- is nurtured. It has to be fostered. It needs the right environment and the right nutrients to use and agricultural metaphor for it to flourish. We need to understand that.

[Indiscernible] wrote an article that talked about the elements that lead to a learning organization. And you had mentioned some of these in your talk when I talked about what is a supportive learning environment. Appreciation of differences -- not just tolerance. Appreciation -- that means actually tapping into that variety. Deliberately having diversity in teams. From different areas, a whole bunch of different ways in which they can differ Gender in more. We need to have differences. Even though that creates tensions The creative friction leads to better outcomes.

As someone else mentioned, openness to new ideas. >> I totally agree with praise. We need to find positives. The stuff emerges in a supportive learning environment. We need to be open to new ideas. As soon as you hear that is not how we do it here, you shut off the ideas or the possibility of doing things differently and better.

Time for reflection. It is very interesting -- people say we don't have time for that. And yet empirically, it instead of working a whole block of time -- eight hours. If you take off half an hour at that time and don't do the work -- spend that time reflecting. The total output seven hours versus eight is better than if you did that eight. That time for reflection leads to improvement and you work smarter and better and you improve over time.

Finally psychological safety. Talking a lot about people communicating and collaborating. If you work in a [Indiscernible] organization, the Miranda organization or anything you say can and will be held against two. If they are not sharing you're not getting ideas that will lead to innovation. It is critical that people have to share.

Let's get concrete. We need to be concrete about the learning process and practices. About what makes good brainstorming sessions.

What makes good sharing 1st how to ask for help were offer help? How to take leadership when you need to step back when you don't. There is a lot that should be not taken for granted. But explicitly made clear and educated and developed.

And then, somebody mentioned risk. You have to be experimenting. Have to be trying new things. If you are not experimenting, you can't discover new ideas. You have to put them into practice. And then evaluate them. You need to be doing information collection, analysis of information and transfer. That means experimenting doesn't just mean trying something It means knowing what you are looking for as a change in seeing if you are getting it.

This does involve risk. We will talk about how to minimize it.

It has to be safe. To take that experimentation, and make mistakes. That is one of the hardest lessons to learn, how do we make it safe to make mistakes? I love the solution I heard once in a little company which shared -- you don't want to celebrate mistakes. You don't want to have people make mistakes because that is what is rewarded. They rang a bell when the lesson was learned. I think that is fabulous. Here is what is happening -- you are making it okay to make mistakes and sharing the lesson. You celebrate the lesson. There is a clear message -- nobody makes the same mistake that wants to make the same mistake. We can make mistakes. As long as we make it safe and we don't make the same one and we don't make stupid ones. There was a book titled who fails fastest whence. Filling past -- filling fast as a improvement to innovation. There is in an organization or a field that isn't facing changes in his needing to find ways to adapt and therefore needs to be willing to make this might try things Experiment and make mistakes. That can be really hard. Because part of that is admitting mistakes. That is hard for people. It is particularly hard for leadership. >> Leaders are supposed to be flawless. That is how they generate the respect that allows them to lead. That is not really the case. What leadership works in reinforcement learning, they support the process. They are helping set the culture that says it is safe to contribute and we are going to give time for reflection and appreciate differences. And then they have to model the behavior. They actually have to. I added this in -- the evidence is showing they have to walk the walk. If your leader -- is not sharing things do you believe it is safe for you to share as well? I don't.

Experimentation is very scary and corrections. Mistake might have major consequences. How do we make mistakes, how do we experiment in ways that constrain those consequences? I want to suggest you have to -- you need to find ways to do it with minor consequences. Yes

ship has to accept risk. -- Leadership has to accept risk. It is a culture change. It is about culture. >> You might have a strategy to be innovative, one of the things I am learning as I help organizations start looking at how do we move and what are the barriers to move? I am realizing it ends up being about culture. That wasn't what I expected to discover. That is a really challenging issue.

How do you get there? We'll talk about what are the elements of innovation. We have talked about what is innovation -- how do you get there? How do you get to innovation culture? Pop your answer into the chat box.

How do we get to being in a place where we are innovative?

That is actually [Indiscernible]. One of the ways you get there is checking your ideas. You need to be sharing. It is how things get done. I hope you are taking time to type in your responses. >> I realize this is challenging. Critical support. You do need support. It has to be a commitment. It is interesting there are ways to do it bottled up. Some group makes a commitment to in a small unit. It walks the walk and talk the talk -- they do it and then they share. How it is happening. 2 Stanford professors wrote a book -- they went out and look at stories of organizations that have successful change. They look at what led to it. One of the interesting factors is that pick organizational change, these change efforts -- have a 70% failure rate. You need to find a way to do it that isn't this massive thing. You do need support. In some sense it is about experimentation as well. Opportunities for education about it. Yes absolutely. Being concrete about the practices and elements. Role modeling it. Facilitating -- cognitive apprenticeship is one of my favorite models for how to help people learn. It involves somebody doing it to give someone else a chance to practice and providing feedback. And making a public.

Rewarding -- you have to be explicitly supporting the behaviors that you want. If someone tries something and they get into trouble for it, how likely do you think they are going to try something different again? Don't celebrate the mistakes, but celebrate the lessons.

You have to commit to ideas provided by staff working in the trenches. They have an idea -- find a way to try it out. Measure change -- absolutely.

Somebody suggests something -- what do you think is going to be the benefit? Let's try it. Let's see if we get that benefit. You might not get all the benefit you expect but you might get some. Before you kill it is there something we can change -- do some retrospective and say why did not -- why didn't you get there. >> Before you try and figure out why it did not work. In the future it did not work, try and prevent those things if you can anticipate.

The positive versus negative list. Show them why this is the night -- this is a good idea.

One of the things of change -- in the book pocketful of change, he talked about the importance of choice in change. You have to see the 2 alternatives. This is the way we are

doing things. You make very clear the trade off. What we are doing isn't adapting fast enough - you want to get people to choose the way. If you do that right, if you present those alternatives properly, they will get the better choice. It will be easy for them to backslide. He has a sequence of things -- this is change management 101. Anticipate the ways they will fail, and have trouble and be prepared. Have a team ready for ways they failed that you did not anticipate.

Change can work that it takes preparation. Creating psychological safety comes first. The big thing in the book, those 4 elements -- psychological safety. She puts as the primary thing. It is not safe -- some people are going to experiment anyway quietly and willing to risk. But you need to give permission. And make it safe. It starts small. A small unit. You can try it in your unit with your people. You have to model it. You have to start sharing your mistakes and experimenting and show you are doing it. When you start working, that is when you can start sharing it out. Challenge the status quo. Praise those who are willing to step out of the norm.

That is what it takes -- developing this environment and putting in place the process and practice -- and being diligent. Recognized it as a land war. This is not -- you do this magically. It is a grind. With commitment and understanding the elements that makes successful change and putting it to place and driving it forward you can do it. It is a job.

I think you're absolutely right -- it is leading. Managing. Increasingly, we can't address all the things. Sometimes they are unique situations. We cannot plan and prepare. We need to get it right that one time. That can't come from management. It has to come from leadership in empowering people. >> That's an interesting challenge. I don't have an easy answer for that. There needs to be ways for people who share these ships to have a chance to collaborate. Earlier someone mentioned you need to resources in IT. They can start providing a tool where you can share your thinking out there. Somebody else can contribute. Innovation is not the individual idea, but slowly building. Somebody has an idea that hits someone writes and then they sit on it and let percolate -- somebody triggers that. This is the story of innovation. >> How do we find a way for people to leave traces of their thinking out for others to resonate with? That is going to be I think critical in where we start moving towards technology can help us. How do we bridge -- ship work is a time period. I think that is right. It is also a geography barrier. There are people doing similar jobs in different locations -- people work all over the US. Yet you might have -- how do we create ways for you to collaborate and break down those barriers. The greater critical mass, the greater likelihood -- it is almost a geometric growth. As the numbers of people participate go up, you get a geometric growth. The number of good ideas. Cities turn out to be more innovative than the countryside. Which is a challenge. We need to be smart about how we leverage the ways -- what technology provides us. To help us address these issues.

People need to be supported and awarded. Any suggestion anybody makes leads to saving money or generating more money -- they get a little bit of that. >> That is a small nation of hundreds of billions of people. Certainly hundreds of millions. >> One of the things is to start small. Don't try and do everything. Do it in a group. Have a way to get ideas and to decide

some things you want to try to do differently and prioritize them. And then look at the results. If you have to hide it from scrutiny -- maybe have to do that. Start creating in a small way, and this was something -- a story of scaling of excellence. You start small. One innovation is working you can start scaling it out. Abstract the principles and recontextualize in different areas. These are -- don't try a thinking of transforming the entire organization so much. Having leadership -- local leadership, doing it in a developing gives you credibility to taking it to others places.

Try things. The point is you have to start being a little bit [Indiscernible]. Take ideas and figure out -- to the earlier point about the scale of the consequence. How can we make an experiment that will get us answers about whether it is a better way without providing an opportunity for things to break down. That is the creativity. I will suggest that there are ways and there are experiments you can conduct to try and improve things. If you don't -- if you're not testing them out they are just not going to happen.

Diversity -- talks about the diversity. It is in gender and ethnicity, -- every way you can be more diverse the greater different ideas you have. The greater different ideas you have the more likely you will find a solution that works. The space of solutions is large. It is easy to be locked into a small corner of that space. Because of people thinking alike and doing things the way they used to. There is a concept called a local maximum. Right here that is the best approach. If we go further out and try something else there is something that is better that it is quite a bit different than what we have been doing. The way you get there is having diversity. Generate ideas out of the ordinary. Tracking -- having those casual conversations where you discuss things. People just dropping their issues. Teams assigned to problems get diversity. But also find a way to bring in different voices is what you are doing.

Somebody mentioned trust. You have to empower your team to go away and come up with solutions. If you micromanage that, the idea is going to be -- not the room being smarter than the smartest person in the room. But the most dominant or authoritative person. That is not the best solution. We have to be willing to let people give them the power. To go away and come up with a solution to bring it back. It is about trust and it might be the most asked -- important aspect that makes psychological safety.

I don't know you are that much different than those you supervise. They might not -- they have ideas as well.

Absolutely -- you need to disrupt your existing thinking and find ways. It is time. And resonate new thoughts -- stop and think, disrupt your thoughts. And sharing -- when people share they look at the same thing in different ways. When they explore those, the understanding that are different help open us up. If we negotiate a shared understanding it will be richer than we would have come up with on our own. That has been demonstrated reliably repeatedly. We have to be willing to listen, share and stop and disrupt our thoughts. We have to walk the walk. The leaders have to. They have to -- sharing their work, making mistakes, out loud. They need to be sharing mistakes and learning lessons and encouraging other people to do that. It

is really critical. It is not just lip service. The only way you really get it, the person who is asking for it is doing it as well.

Working out loud -- this happens to be working out loud week. You can look for the #on Twitter there is a URL for the place that is aggregating these. Increasingly recognized ways to reduce ineffective medication is to work out loud. To show what we're doing. Is not just document work. But sharing the thinking behind it.

It talks about narrating your work. I think it was Cisco -- they had their best salespeople motto a great elevator. Then they annotated the thinking behind it. That was really powerful. Because if you show the thinking -- what they found is if you are working out loud and other people are paying partial inattention, that is when people can go, did you know about this and things improve faster. The more people who are aware of what other people are doing they can contribute and align with it. Things move smoother and better. It is becoming a mantra that leverages technologies. In ways that we can increase the awareness of different ways of doing it and improve faster. >> That is a really important way of thinking. That is proving to be powerful and generating excitement.

I think there is a future on the horizon. A place where people are not only doing the things they know they need to be doing, I think it is [Indiscernible] has talked about the dual operating system. You have the hierarchy that executes the things you need to do. But also have people pulled from that hierarchy, addressing new issues and flexible groups. Different companies have done this in different ways. If an organization -- is difficult to change in his rigid as the US military -- it can be done. And people are saying powerful results in succeeding because of their ability to be agile and adoptive. Some of the old beliefs about that are proving to be untrue. We are finding that it is challenging. To take an organization that has been very [Indiscernible] and try and get innovation out of it. They are breaking things down and pulling out people and giving them but stability and empowering them -- is generated some by in. If you rotate people that everybody can dissipate. -- Participate. You begin to address a number of the intangibles like people's engagement in the organization. You increase retention. You decrease people leaving. This openness and sharing of information, it helps diminish the problem of brain drain when people retire in their knowledge walks out the door. It has been shared.

These are really important. That is a challenge. Leadership, particularly if they had been successful in doing it a certain way, there can be a number of reasons. Trying to change is hard. I'm only does far from retirement and I don't want to bother with it. They need to get awareness and have a fire lit under them. They need to see the character of the opportunity on the horizon. You are not meeting the numbers and we need to see more agility. There are ways to track -- the final output should be improvement. Whether it is decreased problems, decreased cost, or increased -- decreased recidivism. Whatever the measures. Those are the final measures you would like to be impacting. There are internal measures about employment -- employee engagement. Are we seeing more ideas being shared through the tools we provide for that to happen? Are we solving problems faster? There are indirect

measures that eventually lead to direct measures. Somebody has to care about that and decide we're going to do these measures. I would like to stick away from saying -- saying we need [Indiscernible]. We have to turn more accounts. We want to find a balance set of measures. Leadership has to start the highest leadership needs to be putting pressure on the leadership you're talking about Caitlin. To be generating and caring about what is happening.

The question I would like to ask -- >> Having heard this, what can you do tomorrow, or next week to start moving in this direction? What is a concrete step you can make? And what are the barriers? There is a discussion for this session. If you have very specific barriers or concerns you would like to bring up that would be a place to do it. Share the witness -- share the wisdom of the attending school attend that to try and find solutions.

It is easy to portray this vision of what is possible. It is a landlord to get there. It is important and worthwhile. It is going to be necessity. How do we get a jump on it.? I would like for you to think about and commit to some steps you might be able to take to do it. I would love for you to share it in the chat.

I want to leave time for questions. It starts with small steps. You have to make those first few steps to end up completing the journey. >> I want to thank you for your time.

There are lots of ways to reach me. My blog -- if you need help sleeping at night. There are URLs to check out the books. I want to thank you for your participation. In the comments below put into the chat. I welcome any comments we have. Or questions. In the remaining five minutes.

It is question and answer time. Now is the period where you can ask him some questions. He is going to be continuing the question and answer discussion in the discussion forum for this keynote. Which is located on the virtual home page. What questions do you have for Clark? We do have one. I think it is a universal question. When we think about innovation and experimentation in corrections. We do have shift work. All kinds of different versions of it is very common in corrections. Experimentation seems to be difficult. What would be a first step, and how have you helped government agencies make that first step? We can start with that. >>

One -- I would start by addressing shift work itself. What works and doesn't work with it? What can we do to improve it? How can we tap into the power of those shift workers -- the knowledge they share in ways that allows us to break down that barrier? Are there tools we can use to get them sharing? Are there ways we can build into the processes -- to get them reflecting and thinking out loud? I'm not deeply engaged with organizations that are working in shift work. I don't have the specific knowledge to make a specific recommendation. The most important thing would be, trying to find out a way to get their learnings documented. And their ideas documented. What could you put into place, whether it is a tool or a process to get that? Draw upon them to help solve that issue. >> Unfortunately that is all the time we have here for questions. I do encourage people to follow Clark into the discussion forum thread which is located on the virtual conference homepage. He will be there. I encourage you to continue this discussion and questions. At this time we would like to see you -- continue the

discussion there. As well as explore the different features of the website. We have many things going on. There are lots of people in the exhibit Hall. Clark does have some resources for you located in the resource room. Regarding this particular keynote. We do hope you will spend the rest of the day with us at the conference -- it goes until 5:00 Eastern time. Our next session is coming up at 1:45. Reform and transparency in corrections, in corrections coaching a wellness approach to performance and longevity. Please also note the recordings will be available on the site in the presentation Hall in about one week. Thank you everyone for being here today. We look forward to seeing you in our upcoming sessions. And in the exhibit Hall. This concludes our keynote session.

Thank you for attending. You may now disconnect your line. >> [event concluded]